Challenges and practices of change Management: The case of A.A.U Bishoftu Campus

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List of Abbreviations

AAU	Addis Ababa University
ADKAR	Awareness, Desire, Knowledge, Ability, Reinforcement.
BPR	Business Process and Re-engineering
BSC	Balance Score Card
DVm	Doctor of Veterinary Medicine
FAO	Food and Agricultural Organization
FVM	Faculty of Veterinary Medicine
LAHA	Institute of Animal Health Assistant
MVSc	Master of Veterinary Science
PDCA	Plan, Do, Check, Act
TQM	Total Quality Management
UNDP	United Nations Development Program

Abstract

This study was conducted in Addis Ababa University Bishoftu campus with the purpose of analyzing the challenges and practices of change management. The data were gathered from employees of the college academic and administrative staff based on their qualification, leadership and academic rank which is important to the researcher's intent based on the selected sample interviews and questionnaires. The researcher involved a mix of quantitative and qualitative methods of data analysis with purposive sampling selection and for system of thematic analysis such as interviews, focus on key informant, personal observation and secondary document to look deeper into the meaning of the trends identified in the numerical and textual data to determine its accuracy, credibility, usefulness and consistency. The study concludes the change strategic plan held in the college working culture is improved staffs were build the mutual interest each other than before, Practices of sharing ideas and experiences improved specially done by highly professionals and more experienced staffs. Change resistance was occurred at the beginning of change implementation plan, most of the Evaluation of the change management was confined on the paper report on the routine activities Sense of ownership, national and group interest was going down time to time and passive relationships of leaders towards the worker was increased. On the other hand, the study also recommends before implementation of change the college must conduct need accessement, creation of awareness about the importance of change and focus on behavioral change of individual as well as group, set method of coordinating system and process of activities and conduct feedback on the result. Share ideas and results made in one department to make for all. Finally it can be suggested to further studies need to be conducted with regard to change management tools and challenges and practices of the college by itself.

Key words: change management, challenges, practices.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Organizational change is the movement of an organization away from its present state and toward some desired future state to increase its effectiveness, (Fullan, 2010). Change is endemic in the education sector. Change in the physical environment, change in the curriculum, change in faculty and staff, change in the student body, unexpected change, and most importantly change that can bring about vast improvements in college, or university (Fullan, 2010). The pressures for change come from all sides of that through globalization, changes to the funding and regulatory organization or regime, doing more with less, improving the quality of student learning and the learning experience (Fullan, 2011).

Under any circumstances we cannot view organizations as different from social organizations since they are part of it and have considerable effects on social change. The conditions in which organizations operate demand a response without which Organizational demise is frequent result (Quinn and Cameron, 1999).

This study tries to assess the organizational change effects challenges and practices in Addis Ababa University college of Veterinary and Agriculture Bishoftu campus located 50 km southeast of the capital, Addis Ababa. As indicated in the history of the faculty magazine published on November (2005), Addis Ababa University printing press, it was established in (1962) with the support of UNDP-FAO all spies of Ministry of Agriculture in training Animal Health in Ethiopia by the name of Institute for Animal Health Assistant (IAHA). The establishment of the college aims as a center of excellence in animal health, it provides a five-year and two-year training programs that lead to attainment of the degree of Doctor of Veterinary Medicine (DVm) and master of Veterinary Science MVsc), respectively.

The mission of the FVM are to contribute to the promotion of a standard functional animal health care under different production systems, to enhance animal and human well-beings through

promotion of health, welfare and sustainable production of domestic animals as well as health and welfare of human and wildlife. It aims to achieve this by educating veterinary doctors and specialists in various fields of veterinary science and provide diagnostic, medical as well as consulting services on animal diseases problems, promote basic and applied research in the area of tropical animal health and production to cooperate and provide support in the training of the animal health technicians and community animal health workers (FVM magazine November, 2005).

As indicated in the university strategic plan (2003), apart from teaching-learning process the university is currently in the midst of change process. Its change agenda have come up from external and internal environments following the changing landscape of higher education nationally and globally demanding responsiveness and proactive instances. The internal environments, partly stemming from the external, emanate from the need to overcome the deep-rooted status quo. The University, therefore, has engaged in giving new energy for its commitments in line with the changes and dynamisms, understanding institutionally and nationally situated practices, considering national and global cultural drivers, values and appreciating the resilience of its contexts with a renewed sense of purpose.

Addis Ababa University established a Change Management and Reform Office in April (2010) to oversee the realizations of the new roles and commitment. The Office is entrusted with the duty to support the University in its effort to initiate, plan, oversee, implement, and evaluate its transformation agenda by ensuring active participation of all level stakeholders of the University (A.A.U. strategic plan, 2013).

Some researchers studied about change management on BPR, Kaizen and BSC which is mostly focused on change management tools (Tilaye, 2010, Adebabay, 2011 and others). However, there is no research undertaken regarding challenges and practices of change management during implementation in the change process. Thus, the study focuses on accessing the strategies used and what are the basic challenges and practices gained in implementation of the change management.

1.2. Statement of the Problem

Change should not be done for the sake of change. It is rather a strategy to accomplish some overall change (Bridges 1991). Usually, organizational changes can be brought about internal and external driving forces. Addis Ababa University, and different colleges under it established the Office of Change Management to lead the transformation process of the change initiative systematic and coordinate these change initiatives, implements and communicate through channels concerning institutional and human factors influencing the transaction.

The University and the college of Veterinary and Agriculture, creating a reinforcement mechanism to celebrate success, oversee the implementation of all change plans, desired objectives and advice and assist the process owners fulfill their respective roles regarding programs of change to coordinate changes of culture, approach, systems and processes creating a robust engagement and maximizing contributions of the University community that can initiate and lead the development of change-oriented tools and their publications and ensure that these tools are evaluated and maintain active and progressive working relationships with all concerned bodies in terms of initiating, implementing, managing change and communication to ensure adherence and consistency of the change plan (A.A.U. strategic plan, 2013).

The university believes, overall change management process work with and support the University leadership on strategic change management directions in line with internal and external developments. All these activities will be managed using the change army format tables, evaluate the day to day activities and finally discussed the result of the activities gained during implementation and take the remedial action according to the result obtained. The college of Veterinary Medicine and Agriculture, also take over the responsibility of its side and working the best of its activities that is mandatory to continue in teaching learning process as a competitive business succeeded in assessing its environments and putting in place an efficient structural set-up and governance system that would enhance its transformational agenda according to the university direction of the change management program and its implementation on the strategic plan document mentions clearly. the initiatives of the change implementation is the responsibility of change management by establishing of monitoring and evaluation office how the offices under it

are enhancing change implantation processes and strengthen the realization of the university transformation agenda by establish baseline data to identify changes and the outcome from the agenda.

According to Haines (1995), the common problems for leaders when managing change is not nurtured, encouraged, or rewarded and it should not be forgotten in the midst of the day-to-day challenges that an organization experiences.

According to Fogg (1994) that he lists several planning blockages that members of a strategic planning process should also be aware of. These include lack of top management officials commitment, lack of time and resources, changing corporate direction and priorities, stalled teams, reluctant or incompetent team members, lack of lower-level execution, lack of lower-level leadership and competence, poor coordination between functions, incompetent incumbents, unsuccessful plan, general organization malaise and cultural inertia, temporary crisis, competitive threats, and failure of a major program.

As the researchers point of view, there are also problems in need accessement, preparing the required strategic plan, communicate to all the members of the organization and come to agreement and implement accordingly. Therefore, the purpose of this study was to see the practices and to find challenges of change management adopted in Addis Ababa University college of Veterinary and Agricultural in Bishoftu campus based on the basic questions indicated under.

1. How the college evaluates and measure a change management strategy based on continuous situational analysis of impacts resulting from the change?

2. What mechanisms used to integrate change management activities into respective plans as a project to create a reinforcement to celebrate success?

3. What methods the college used to coordinate changes of culture, approach, systems and processes to maximizing contributions of the college community?

4. How the college staffs/community perceives the change strategy, the process and implementation as their interest of the change management?

1.3 Objectives Of The Study

1.3.1. General Objectives

The main objectives of the study was to analyze the practices and challenges of change management in A.A.U. Bishoftu Campus.

1.3.2. Specific Objectives

Based on the above general objective, this research drives the following specific objectives such as:

1. To identify the major challenges and the greatest obstacles that can influences change management process in the college

2. To assess and identify the type of change carried out, the effects of the change, the strategies used to make the academic and administrative staffs adopt or support the implementation of the change

3. To identify how the college solve problems in its teaching-learning process and overall operational activities during change management implementation

4. To spot-out the result gained from the implementation of change management in the college

1.4. Significances of the Study

The results of this research might have the contributions enables to develop policy implementation and input for practices to government decision makers, other concerned individuals about the practices and challenges of change management in educational organizations in different level. It suggests possible measures that help to alleviate the problems that inhibit the proper implementation of change management to the college based on the lesson learned and the conclusion drawn from the research. The study, therefore, might give chance for others to make further studies and might add the body of knowledge related to the issue.

1.5 Delimitations of the Study

This study is delimited only to the challenges and practices of change management, the strategies used to implement the change and effects of change observed in Addis Ababa University college of Veterinary and Agriculture Bishoftu campus.

1.6 Limitations of the Study

The major limitation encountered when undertaking the research was time constraints and shortage of budget and different externalities beyond the capacities of the researcher. The researcher tried to handle these expected externals as much as possible. There was no sufficient and organized data in the college specially referring change management activities. There was time constraints of the leaders of the campus to take time to the researcher questions and discussions because of different office works and meetings. Distribution and collections of questionnaires and conducting interview was very difficult. The researcher tried his best to handle such anticipated restrictions with the help of the advisor concerned individuals especially in the administrative office.

1.7 Definitions Of Terms

It is important to provide operational definitions of terms or concepts used as in this research to create better understanding about the usage of these terms and phrases.

Kaizen: - The Kaizen Institute defines Kaizen as the Japanese term for continuous improvement (Imai, 1997)**.**

Process: is a structured, measured set of activities designed to produce a specified output for a particular customer or market. It implies a strong emphasis on how work is done within an organization." (Davenport 1993).

Re-engineering: is defined (Hammer & Champy, 1993: 46) as "the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service and speed.

Total Quality Management (TQM) can be defined as "an evolving system of practices, tools and training methods for managing companies to provide customer satisfaction is a rapidly changing environment"(Anderson and others., 2006).

Business Process Re-engineering: is the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service and speed." (Hammer and Champy, 1993)

Change management: is a structural approach to shifting/transitioning individuals, teams and organizations from a current state to a desired future state. Wikipedia – http://en.wikipendia.org.

Strategic Management can simply be defined as planning for effective allocation of the organizations scarce resources and efficient utilization of those resources with the aim of achieving organization's vision or future intended dream.(Johnson and Scholes, 1993)

Change management methods: processes and tools that help the organization in aligning the change initiative with the overall organizational strategy and making change part of the organizational culture (Kotter, 1996);

1.8 Organizations of the Study

Some writers might organized the final research report somehow differently. As Robson in (Saunders and others 2009) most writers agreed that the structure of the final research report includes abstract, introduction, literature review, methods, results, discussion, conclusions, references and appendices. Based on the Addis Ababa University Masters and Doctors thesis writing format is designed to show the picture of the thesis in two phases which are preliminary contents and thesis texts.

The preliminary contents are title page, signed approval sheet by board of examiners, table of content, list of tables, list of appendixes acknowledgements and abstracts. The main body of the text of the thesis was organized in five chapters. The first chapter deals with introduction, back

ground of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study and organization of the study.

Chapter two theoretical literatures which covers issues related to change management challenges and practices are reviewed. Under this topic a detailed coverage on the concept of the proposed study is given. Chapter three deals with research design and methodology that encumbrances the main principles of research methodology and the adopted research design for the study whereas chapter four deals with both quantitative and qualitative data analysis and presentation. The final chapter is chapter five presents the study's summary, conclusions and recommendation on the bases of the basic major findings.

CHAPTER TWO

2.   Related Literature Review

The goal of this literature review is to develop a framework for my study and to situate the study within the broader context of related research. In this section the researcher tries to evaluate the literature which is related the question raised and how it will be answered by the different researchers in different perspectives, situations to compare past knowledge written on different sources familiar with what is already known and also with the unknown or unproved. It will be addressed what Models, type, strategy, Processes, practices and challenges of change management in in different literatures will conduct by different researchers.

2.1 What is change and change management?

2.1.1 What is change?

Public sector organizations worldwide are under pressure to increase efficiency while delivering improved and integrated services. The public sector remains a central vehicle for delivering development for both developed and developing countries; within a framework crafted to realize economic and allocative efficiency; equity, justice, fairness; security; competitiveness and contestability (Crawford, Costello, Pollack, Bentley, 1998).

Change is life, life is change. It just happens, like the weather. Changes result from chance, choice, or crises, and are generally unpredictable. But the process of "how" we move through life's changes is predictable. The price of frequent, chaotic, or mismanaged change can be high. Change management requires care; no change is too small for skilled handling (Salerno, Ann & Brock, and Lillie. 2008).

Change is an alteration of a company's strategy, organization or culture as a result of change in its environment, structure, technology or people. A manager's work would be straightforward and simple if changes were not taking place. These changes could be alteration in structure (design of jobs, span of control, authority relationships or coordinating mechanisms), in technology

(equipment, work process or work methods) as well as in people (behaviors, perceptions, expectations or attitudes) (Passenheim. 2010).

Change management is not a distinct discipline in its own right. It grounds its basic approaches in theories from other social sciences and extensively draws from experience and real-life examples. The idea of managing, directing and leading change is a relatively new one. Early philosophical works deal mostly with acceptance of change, where change is seen as an unavoidable, mostly negative element of life (Vercellese, 2004).

To implement change management in an educational organization requires a number of concurrent changes in academic and administrative practices resulting in a new institutional culture with changed performance expectations and communication channels, and a practical and seamless alliance between the various service sectors of the Institute (Alpine & Jackson, 2000).

2.1.2 What is change Management?

According to Burnes (2004), there is no one widely accepted, clear and practical approach to organizational change management that explains entirely what changes organizations need to make and how best to implement them with optimal organizational performance.

On the other hand, Singh, Saeed& Bertsch (2012) defines that change management means to plan, initiate, realize, control, and stabilize the change process on both the corporate and the personal level by handling obstacles carefully.

Contingency and Choice Change supports the proposition that the structure and the performance of an organization are independent on the situational variables that it faces (Dunphy and Stace, 1993). Change is hard it not just mentally difficult to understand it is a process of learning new skills, steps, and technologies but emotionally. But no matter how difficult, change is common in all sectors today, because globalization and the rapid development of new technologies keep moving the bar for quality, cost, speed, and service.

2.1.3.　Types of change in organization

Change is the alteration from "what was yesterday" to "what is today" and that is often uncomfortable usually a modification of the way things get done in the system. In an organization there are two types of change in general which are Planed and Emergent change (Ackerman (1997).

Planed change – refers to initiatives that are driven "top-down" in an organization while Emergent change is referring to a situation in which change can originate from any level in the organization. Planned change takes place by way of a systematic process of well led events, monitored by constant surveillance that it is clearly implied that the state that must be reached and the means to do it are stated clearly and explicitly, and that they can be implemented as final concept (Mintzberg, 1990).

Organizational growth, while considered a positive change, can have a negative effect on the environment and employee attitude. The company's culture, current leadership styles, and business systems may no longer accommodate the organization in its new form. Growth needs to be managed on multiple levels: having the right leaders leading the right people to do the right things at the right time (Ackerman, 1997).

On the other hand, Understanding the nature of the change as per the organization's wish to effect and the context in which they are working are important in determining an appropriate strategy of desired change they want to in effect. There are a number of ways in which change can be categorized, most are related to the extent of the change and whether it is seen as bottom-up or driven top-down (Kotter, 2007)

According to Ackerman (1997), try to distinguished changes in to three as Development may be either planned or emergent; it is first order, or incremental. It is change that enhances or corrects existing aspects of an organization, often focusing on the improvement of a skill or process, the other one is Transitional that seeks to achieve a known desired state that is different from the existing one. It is episodic, planned and second order, or radical. Much of the organizational change literature is based on this type.

The third one is Transformational which is radical or second order in nature. It requires a shift in assumptions made by the organization and its members. Transformation can result in an organization that differs significantly in terms of structure, processes, culture and strategy. It may, therefore, result in the creation of an organization that operates in developmental mode one that continuously learns, adapts and improves (Ackerman, 1997)

Sometimes change is deliberate, a product of conscious reasoning and actions planned change. In contrast, change sometimes unfolds in an apparently spontaneous and unplanned way which is emergent. Change can be emergent rather than planned in two ways, Understanding that organizational change is a process that can be facilitated by perceptive and insightful planning and analysis and well crafted, sensitive implementation phases, while acknowledging that it can never be fully isolated from the effects of uncertainty and chance (Dawson, 1996).

Managers make a number of decisions apparently unrelated to the change that emerges. The change is therefore not planned. However, these decisions may be based on unspoken, and sometimes unconscious, assumptions about the organization, its environment and the future (Mintzberg, 1989) and are, therefore, not as unrelated as they first seem. Such implicit assumptions dictate the direction of the seemingly disparate and unrelated decisions, thereby shaping the change process by 'drift' rather than by design.

External factors (such as the economy, competitors' behavior, and political climate) or internal features (such as the relative power of different interest groups, distribution of knowledge, and uncertainty) influence the change in directions outside the control of managers. Even the most carefully planned and executed change program will have some emergent impacts (Mintzberg, 1990).

2.1.4 Factors affecting organizational change

Many articles are devoted to identifying change factors from both the external and internal environments. As organizations face the dynamic, changing environment, they are required to adapt, change and in some cases, totally transform. Factors that motivate organizations to change in response to external environmental threats and opportunities may motivate organizations to

change (Kotter, 1996; Lawrence, 1990; Hedberg, Nystrom and Starbuck, 1976) showing that there are many driving forces that trigger the need for change. The most widely-stated causes come from macro-environmental factors such as major economic and political changes, technological advances, rapid expansion in the global marketplace and altering demographic and social structures (George and Jones, 2002).

Educational changes or reforms emerge and are shaped by external (macro- level) and internal (micro-level) factors. They further state that " macro level factors refer to the global influences and nation- or regional- level cultural, economic and political dynamics, while micro – level factors refer to the outcome of the social interaction among individuals or educators" (Wong & Cheung ,2009: 9)

Internal forces

Organizations go through various internal change processes throughout their normal life cycle where organizational leaders may create change-driving forces within the organization. For instance, some organizations initiate radical change that results in structural transformation through which organizations attempt to revitalize business orientations (Chandler, 1962; Child, 1972; Miller, 1982; Miller and Friesen, 1982; Miller and Friesen, 1984) through changing the reporting structure.

Other changes such as mergers and acquisition, new top management teams and changing company dynamics because of reorganization and restructuring require organizations to make significant changes not only in strategy and structure, but also organizational culture and processes (Keifer, 2005).

2.1.4.1.1 Change in the managerial personnel

Besides environmental change, in the researcher's believe, there is a change in managerial personnel do you to various reasons like old managers replaced by new managers, which necessitated because of retirement, promotion, transfer or dismissal. Each new manager brings his own ideas and new ways of working in the organization (Quinn, 1993).

Change can only occur when individuals in the organization begin working in new ways; displaying new behaviors, using new tools, adhering to new processes and adopting new values. Individual shifts in behavior are the cornerstone of change. When numerous individual shifts are taken together as a whole, the desired future state of the organization is achieved. People are dynamic and harder to change because each person has their own system of beliefs and values (Candy & Lee, 2012).

2.1.4.1.2 Deficiency in Existing organization

Changes are necessary because of deficiency in the present organizational arrangement and process if the deficiency may be in the form of unmanageable span of management, large numbers of managerial levels, lack in coordination between various departments, obstacles in communication, lack of uniformity in policy decision and the like (Kotter (1995).

According to Kotter, organizational change is about a significant change in the organization, such as reorganization or adding a major new product or service. This is in contrast to smaller changes, such as adopting a new computer procedure. Organizational change can seem like such a vague phenomenon that it is helpful if you can think of change in terms of various dimensions. Usually, organizations must undertake organization-wide change to evolve to a different level in their life cycle, for example, going from a highly reactive, entrepreneurial organization to one that has a more stable and planned development.

2.1.4.1.3. Nature of the force

The nature of work force has changed over a passage of time. Different work values have been expressed by different generations. The profile of the work force is also changing fast workers in the age group of fifty plus value loyalty to their employers, while workers in their mid-thirties and forties are loyalty to themselves only. The new generation of workers has better educational; they place greater emphasis on human values and questions authority of managers. Their behavior has also become very complex and leading them towards organizational goals is a challenge for the managers (Bridges, 2009).

According to Bridges that points out there are five measurable costs to the workforce and even at different levels of management if managing the transition is not done effectively. These costs are generally represented through attitudes; guilt, resentment, anxiety, self-absorption and stress. It is up to leadership to determine how they can encourage a vibrant and effective workforce, instead of a disgruntled group that will eventually either get the change or leave. How leadership manages the transition will determine the outcome.

2.1.4.1.4. To avoid developing inertia

Adaptive and often essential organizational change is routinely stymied by organizational inertia (Schön, 1971). Understanding organizational inertial dysfunction helps managers' better deal with organizational resistance and failure, action and psychological inertia and their constituent parts are key barriers to fostering institutional willingness to develop and implement strategic direction (Hedberg & Ericson, 1997).

According to Hedberg & Ericson, in many cases, organizational changes take place just to avoid developing inertia or inflexibility. Conscious managers take in to account this view of organization that organizations should be dynamic because any single method is not the best tool of management every time. Thus, changes are incorporated so that the personnel develop liking for change and there is no unnecessary resistance when major changes in the organization are brought about.

There are a number of factors that should be considered by management in choosing how to implement the necessary changes, as each approach will be appropriate in different circumstances. In agreeing an appropriate strategy or combination of strategies for change, the organization's management will need to take into account the degree of the opposition expected; the power base of the change initiator; the need for information, communication and commitment when planning and carrying out the change. The nature of the current organization's culture and its likely response to change (Kanter, 1999).

2.1.4.2. External forces

Change in social, political, economic, technological, and legal environments force organizations to change themselves. Such changes may result in organizational changes like major functions production process, labor-management relations, nature of competitions, economic constraints, organizational methods and others organizations must change in order to survive the changing environment (Edmonds, 2011).

2.1.4.2.1. Technological changes

When there is a change in technology in the organizational environment and other organizations adopt it, the organization focus to be less cost effective and try to amend the weakness. Therefore, the organization has to adopt the new technology, its work structure is affected and a new equilibrium has to established based on the need of the organization but not others follow the new technology (Dawson, 2007).

According to Dawson, some of the reasons why organizations decide to introduce new technology is that to reduce costs; to increase productivity; to increase quality; to reduce dependence on skilled labor; because it always seems a good idea to be up to date; because competitor organizations are also introducing new technology; because new technology is interesting; in order to change the relations between various groups in the organization (Dawson, 2007).

The sociological significance of technology is that its importance goes far beyond the tool itself. The type of technology a group has sets framework for its non-material culture. Technology even influences the way people think and how they relate to one another (Stromquist, 2005). Regarding the practical use of technology within organizations it has been observed that technology is neither entirely flexible nor fully separated from any social system.
Contrary to this the social and technological systems adjust and adapt with each other to attain a stage of semi-stable equilibrium (Boland and others 2007; Spicer, 2005; Zammuto and others, 2007).

2.1.4.2.2. Marketing conditions

Every organization exports its outputs to environment, it has to face competitive in the market. The organization may affect the competitive position in two ways that can be forced to supply the same product and buys who are not buying the product. Any change in these forces may require suitable changes in the organization. Kanter (1992) claim that organizational success can have different interpretations. Firstly, external success can mean that the organization is successful in its market; it is a matter of its relationships with customers. Secondly, there is internal success, which aims to modify the organization's internal structures, processes, and systems, and its use of resources to bring about the success.

2.1.4.2.3. Social changes

Social changes have taken place because of the several forces like level of education, urbanization, feeling of autonomy, and international impact due to new information sources. This social changes affect the behavior of people in the organization. It reflect in terms of people's aspiration, the needs, and their ways of working. Social changes comprise modifications in social systems or subsystems in structure, functioning, or process over some period of time (Allen, 1971).

Cultural influences clearly play an important part in social change. Secularization and the development of science have had major effects on the way in which we think, attitudes to legitimacy and authority, and have thus also influenced social structures, systems and values (Giddens and Duneier, 2000).

2.1.4.2.4. Political and Legal changes

It is broadly define the activities which an organization can undertake and the methods which will be followed by it in accomplishing those activities. Any changes in these political and legal factors may affect the organization operation. Political actors, capable of strategic action, employ a dual strategy that they try to control the image of the policy problem through the use of rhetoric, symbols and policy analysis. They also seek to change the participants who are involved in the

issue by seeking out the most favorable venue for consideration of their issues. Both the institutional structures and the individual strategies of policy entrepreneurs play important roles (Baumgartner and Jones 1991).

In this regard, Greener (2002) distinguishes three orders of change. First-order change occurs only in settings of policy instruments, while second-order refers to the situation when instruments used to achieve policy goals are changed. Lastly, third-order change is constituting a policy paradigm shift of occurs when policy-makers reject their framework of ideas for interpreting the world and adopt another one. The level of change impacts the means and the policy images used.

2.2.Strategic, process and models of change management

2.2.1 Strategic management

Strategic management is a process by which top management determines the long-term direction and performance of the organization by ensuring that careful formulation, effective implementation and continuous evaluation of strategy take place. It's therefore the process of coordinating and integrating the management functions in an organized manner in order to achieve organizational goals and objectives. It is the decision process that aligns the organization's internal capability with the opportunities and threats it faces in its environment (Rowe, 1994).

Strategy is the direction and scope of an organization over the long term, which achieves advantage in a changing environment through its configuration of resources and competences' (Johanson and others, 2009).

In implementing change management, one can learn and get lesson in various ways and styles to extract from research and activities to date but strategies cannot simply be copied from other organizations, whether in the same or a different industry because "Every organization is unique" (Viljoen and Mitchell 2002)."The momentum and sustainability of the organizational change is only as strong as the weakest link" (Alpine & Jackson 2000, p. 63). "There is no single path to successful change implementation that holds in all situations" (Mitchell 2002, p. 31) A single,

coherent change management strategy that applies to all circumstances of change is not possible and there is no definable end to the process (Walsh 2000).

According to Berry and Wechsler (Berry & Wechsler, 1995), believed that the strategic planning procedures for a company or an organization usually considered exclusively its requirements that fits to their interest. Therefore, for their managerial purpose, the strategic planning follow certain steps like under:

Step one: Preparation for the Strategic Planning procedure that every member of the organization should know the subject of the organization or firm needs to achieve is very important and is the reason of doing this process.

Step two: Clearing mission, vision and value before starting the change activities making clear understanding of the Organization's Mission, Vision and how to give value to customers play a significant role in firms and Value shows the culture of the organization's employees and their behavior and how the people are satisfy with the services and product of the organization.

Step three: Recognize Stakeholders and evaluate their needs and analysis. Usually organizations have a large number of stake holders which some of the play an important role and have their own comments and interests. Strategic planners in the organization should recognize the internal and external stakeholders and pay attention to their opinions and ask them to share their experiences and beliefs about the organization.

Step four: Identifying the External and Internal Environments. Adapting with the change of environment that is external or internal is one of the key factors of strategic planning. External environment goes to recognize the threats and opportunities in the working environment parameters that effect on the organization like political, economic, social, new technological methods, revenue, quality and quantity of resources play a significant role in organization and also core competencies of the firm are very important that consider in the strength's point. Unlike the strong resources, inadequate resource consider in weakness of company or organization by anticipating its future

from its mission and vision and clearly done proper and time based analysis for clearing the opportunities and treats that can help in development of organization.

Step five: Recognize Strategic Issues. Totally the strategic management is an important problem in organizations and it should be solved by asking questions what is the issue? Why is it an issue? Who says it is an issue, and how do we know it is an issue? And what are the consequences of not doing anything about it? (Berry, 2007).

Step six: Expand Goals, Objectives, Performance Measures, and Action Plans. In every level of life setting goals and develop them playing significant role, it is obvious that in organizations also it is important and need strategic planning and also specify the purpose and should consider the time and measure the results obtained.

Step seven: Work out and evaluate Strategies. To accomplish the goals, managers need strategy setting that connects the organizations to external environment and helps them to develop and expand goals. Strategy has some characteristic like political, economic, technological and moral and legal. Environments do not change in predictable ways, so the real challenge in crafting strategy is to detect the often subtle changes that will undermine the program, products or services in the future.

Step Eight: work out and evaluate Strategies: Managers, and or change leaders should find a connection between strategic plan and obtainable operation by considering whether or not achieve the planed goal. Achieve early successes of the organization, members see that change is Possible and that the planned activities led to intended purposes. Celebrate successes to reward employees and show clear incentives for undertaking the effort involved in organizational change to maintain the spirit of the planning process that can oriented to strategic Thinking and building a more united management team throughout the organization.

2.2.2. Process of change management

Change is a process, not an event. It does not just happen one day. The concerns, blank stares, foot-dragging, and other subtle means of resistance to change can be seen in any school, district, or organization going through change (Bridges 1991). According to the Bridges 'description, a typical reaction to change that Faced with the choice between changing one's mind and proving that there is no need to do so, almost everybody gets busy on the proof new and useful prospective on the difficulties or implementing the change process are important to understand.

The process for change management and the actions that are part of a change management strategy are unique and specific to a particular organization. Each organization has unique requirements, their circumstance and resources culture differ, clientele and relationships are unique, and their aims, objectives and very ambitions may be different (Mitchell 2002). It is about exploring choices and choosing pathways (Horton 1999). Change is hard it is not just mentally difficult to understand it is a process of learning new skills, steps, and technologies emotionally.

According to HEFCE (2003), change usually involves three overlapping aspects such as people, processes and culture that the emphasis is upon the processes. However, in order to properly embed a change, a change manager needs to balance all three of these aspects following the technical process starting unfreezing state to the change status quo through a set of action to refreezing in to a stable pattern. Change management is the process of planning and executing major change steps in an organization to achieve the organization's goals, maximize the positive impact on employees who do the work after a change, and help leaders and staff make the new ways become a habit.

As the researcher's believed, the need of the organizational change differ in scope and the target of the interests of the organization the process may more or less similar provide the outcome they gate. Organization should not start because of simply what others make change but they should make sense of necessity and emergence which is acquired from two categories of information by study their environmental situation and the present facts will identify the present and the future crisis and analyzing the potential forces that can help for future chances.

According to Proehl (2001), the successful change process in managing change services begin with Create a sense of urgency at least sufficient numbers of staffs of the organization feel change must happen to insure survival based on what are the internal and external drivers for change decisions chooses, Build A Coalition for change that creates the successful change team need the right personnel, equipment and skills.

On the other hand, Katzenbach and Smith (2003), the team must be a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they are mutually accountable. In order to convey its message to the people, clarify the Change Imperative that every member of the change team must understand and be able to explain to others what the team is doing. No system is going to be perfectly ready, willing and able to start a change process, if it were, the process wouldn't be needed. Therefore, Assessment of the Present situation about what's wrong, or what's right, and Develop a Plan because having a good plan gives you the foundation and flexibility to adapt to changing circumstances and continually incorporate what you are learning as you put the existing plan into effect.

According to (Kotter, & Schlesinger, 1979), dealing with the Human Factors that what actions will be taken to deal with communication, resistance, and involvement, new skills, knowledge and attitudes are needed to make the change, what incentives have been created to encourage system members to change just because the change team comes up with a great plan doesn't mean that everyone will be excited about putting it into action.

According to Galpin (1996) that he point out the kind of resistance change teams experience when they introduce an innovation into three categories: (1) people who don't know about the innovation, (2) people who know about it, but aren't able to implement it, and (3) people who know about it and are able to implement it, but don't want too. Act quickly and Revise frequently that try to put the plan in manageable segments it is all the parts of a system are inter-connected, you are likely to find that when you make a change in one element, the configuration of the other elements will change, thus requiring an adjustment in the overall plan. Finally evaluate and Celebrate the Change to endure, change not only has to produce positive results, the participants

in the change process also have to feel like they've done something valuable and worthwhile, (Proehl, 2001)

2.2.3. Models of change management

Change does involve moving from the known into the unknown and because the future is uncertain it may adversely affect employees' competencies, their sense of worth and coping abilities (Jager, 2001).

> Change is a simple process. At least, it's simple to describe. It occurs whenever we replace the old with the new. Change is about travelling from the old to the new, leaving yesterday behind in exchange for the new tomorrow. But implementing change is incredibly difficult. Most people are reluctant to leave the familiar behind. We are all suspicious about the unfamiliar; we are naturally concerned about how we get from the old to the new, especially if it involves learning something new and risking failure (Jager, 2001, p. 24).

Strategic change management is based on a certain recipe and is in contrast with the top down models in that it aims to introduce new behaviors at work, allowing employees to witness the benefit for the organization and, thus, based on the evidence, internalize the change in their 'ways of working' (Hiatt and Creasey 2003). Any of the models approaches can be effective, depending on the situation, that all approaches highlight the importance of leadership, communications and involving employees in the change process. Thus, the key challenge for organizations is to match the model to the context (Burnes 1996).

According to the literature, some confusion exists about the definitions of 'models of change' and 'strategies of change' (Mintzberg 1979; Aldrich 1979; Johnson and Scholes 1993). Sadler (1996, p. 49) maintains that a strategy adopted by an organization is a means of attaining the focal objective set by the organization. In other words, it is the means chosen for the achievement of purpose. It encompasses, primarily, a mission; a vision; a strategic position; specific objectives, goals and key values; strategy; long-term and operational plans; and tactics (Harper 2001). Any

model of change, on the other hand, refers to assumptions and beliefs that, when combined in a systematic fashion, results in some form of change in the organization (Tichy 1993). Thus, change models are the frameworks upon which strategies are built and implemented. AS believed by the researcher, there are a number of change models that are popular and frequently used. There is no perfect, better, mutual exclusive model and people will be drawn to an approach that based on one or more models that they feel is most appropriate to their own circumstances. In any case, or situations, Organizational leaders often focus on what needs to change the content specifically of the change in the organization. This includes processes, strategy, structure, technology, habits, ways of thinking, and/or culture (values and identify) and considering how the change will happen in the process especially, the emotional side of change specially human dynamics which is the people that will play in achieving successful outcomes from the change of particular consideration needs to be given to the emotional impacts of change and the behavioral responses prompted by change.

2.2.4 Stages of change management

About the stage of change management, Lewin (1951) proposed a three stage theory of change commonly referred to as Unfreeze, Change (or Transition), Freeze (or Refreeze). Unfreeze is the first change transition stages, where people are taken from a state of being unready to change to being ready and willing to make the first step. This stage is about getting ready to change that people involves getting to a point of understanding that change is necessary, and getting ready to move away from their current comfort zone. This stage is about preparing themselves before the change is ideally creating a situation in which they want the change. The more they feel that change is necessary, the more urgent it is, the more motivated they are to make the change. Once they have unfrozen the people was moving towards a new way of being to the transition.

According to Lewin, change (transition) is the second stage of inner movement or journey that they make in reaction to change. This stage is often the hardest as people are unsure and even fearful, it is not an easy time they are learning about the changes and need to be given time to understand and work with them. They need also different supports like giving training, coaching, and expecting mistakes as part of the process. In addition of this, using role models and allowing

people to develop their own solutions and keep communicating a clear picture of the desired change and the benefits to people so they don't lose sight of where they are heading.

Freezing (or Refreezing)- refreezing is the third of Lewin's change transition stages, where people are taken from a state of being in transition and moved to a stable and productive state. Kurt Lewin refers to this stage as freezing although a lot of people refer to it as 'refreezing'. This stage is about establishing stability once the changes have been made. The changes are accepted and become the new norm. People form new relationships and become comfortable with their routines. This rigidity of freezing does not fit with modern thinking about change being a continuous, sometimes chaotic process in which great flexibility is demanded. So popular thought has moved away from the concept of freezing. Instead, we should think about this final stage as being more flexible must go through in a situation at a desired, predicted and relatively simple design and easy use by managers and can be used to reshape culture, and institutionalization of change is commendable because of the environment today is very dynamic and require organizations to rapid responses to improve their performance.

On the other hand, (Kotter and Cohen, 2002) describes the same process of change by going through the eight steps that people need to do to work and otherwise. This eight steps are first determine the urgency of change why the change is needed and how it is important, second form a strong nucleus, leading change by creating awareness to get workers help, third create a new vision that clearly show the direction where to go, forth notify all new vision, fifth empower others to act on the vision by creating change agents, six create a short-term wins that shows the worker how it is improved without changing rules, regulations and further researches because these are simple improves like cleaning the work environment, arranging desks to make suitable for sitting and something looks very easy but important, seventh maintain state of emergency, eighth anchoring changes in corporate culture (strengthen change) by creating communicating workers using different media. The main problem in all eight stages proposed by Kotter is changing people's behavior what people do and that is how they need to be changed significantly react. The other change models ADKAR Change Management Model is said to be ADKAR.

ADKAR is a goal-oriented management model that allows change management to focus their activities on specific business results intended to help and coach employees through the change process (Prosci, 1998). This model aligns traditional change management practices by creating Awareness, Desire, Knowledge, Ability and Reinforcement. The desire for change needs to be shared and communicated to all employees as soon the change is anticipated.

2.3. Basic ideas of change programs

2.3.1. Business process and Re-Engineering (BPR)

Business process and Re-Engineering(BPR) involves the development from an 'as-is' process to the development and implementation of an actual 'to-be' process(Adam and Mitchell (1998).Reengineering is the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical contemporary measures of performance such as cost, quality, service and speed. Process is a structured, measured set of activities designed to produce a specified output for a particular customer or market. It implies a strong emphasis on how work is done within an organization, (Davenport 1993).

Re-engineering is defined (Hammer & Champy, 1993. P. 46) as "the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service and speed." Most organizations are not process-oriented, they are focused on tasks, on jobs, on people, on structures, but not on processes. A process can be defined as a collection of activities that takes one or more kinds of input and creates an output that is of value to the customer (Hammer & Champy, 1993). This effort for realizing dramatic improvements by fundamentally rethinking how the organization's work should be done distinguishes re-engineering from process improvement efforts that focus on functional or incremental improvement (Hammer & Champy, 1993).

Business processes are characterized by three elements that are the inputs, (data such customer inquiries or materials), the processing of the data or materials (which usually go through several stages and may necessary stops that turns out to be time and money consuming), and the outcome

(the delivery of the expected result). The problematic part of the process is processing (Davenport 1993).

2.3.2. Total Quality/Continuous Improvement Management

Total Quality Management (TQM) is an evolving system of practices, tools and training methods for managing companies to provide customer satisfaction is a rapidly changing environment (Anderson and others 2006). Total quality management (TQM) is an improvement of systems intended to continuously improve quality and customer satisfaction by having every employee committed to maintaining high standards across all the organization's operations.

The system needs all employees to participate in efforts to improve processes, products, and services. TQM became popular in the (1980s). Total quality management is an ongoing and constant effort by all of an organization's functions to find new ways to improve the quality of the organization's good and services (Deming, 1989).

Quality programs work within the framework of a company's existing processes and seek to enhance them or continuous incremental improvement. Quality improvements seek steady incremental improvement to process performance. Reengineering seeks breakthroughs, not by enhancing existing processes, but by discarding them and replacing them with entirely new ones (Beckford, 1998).

2.3.3. Kaizen principle

Kaizen is a system that involves every employee from upper management to the cleaning crew. Everyone is encouraged to come up with small improvement suggestions on a regular basis. It is a system of continuous improvement in quality, technology, processes, company culture, productivity, safety and leadership. Kaizen is a compound word involving two concepts: change (Kai) and to become good (Zen)(Newitt, 1996; Farley, 1999).

To engage in Kaizen therefore is to go beyond one's contracted role(s) to continually identify and develop new or improved processes to achieve outcomes that contribute to organizational goals.

Kaizen can be understood as having a spirit of improvement founded on a spirit of cooperation of the people, suggesting the importance of teams as a fundamental design in this approach (Tanner & Roncarti, 1994; Imai, 1997).

According to Imai (1986), Kaizen philosophy embraces four main principles:

Principle1: Kaizen is process oriented. Processes need to be improved before results can be improved.

Principle2: Improving and maintaining standards. Combining innovations with the ongoing effort to maintain and improve standard performance levels is the only way to achieve permanent improvements. Kaizen focuses on small improvements of work standards coming from ongoing efforts. There can be no improvement if there are no standards (Imai, 1986).

According to Imai (1986), the PDCA cycle (Plan-Do-Check-Act) is used to support the desired behaviors. This cycle of continuous improvement has become a common method in Kaizen, it is used to generate improvement's habits in employees.

Principle3: People Orientation. Kaizen should involve everyone in the organization, from top management to workers.

Principle 4: One of the strongest mechanisms aligning with this third principle is Group-oriented Kaizen (Imai, 1986). Kaizen teams focus primarily on improving work methods, routines and procedures usually identified by management (Imai, 1986).

2.3.4 Balance Scorecard (BSC)

The Balanced Scorecard is a management system that maps an organization's strategic objectives into performance metrics in four perspectives: financial, internal processes, customers, and learning and growth. These perspectives provide relevant feedback as to how well the strategic plan is executing so that adjustments can be made as necessary, (Kaplan and David, 1992).

The Balanced Scorecard (BSC) was published in 1992 by Kaplan and David to measuring current performance in financial terms to evaluate the organization's efforts for future improvement using process, customer, and learning and growth metrics. The term "scorecard" signifies quantified performance measures and "balanced" signifies that the system is balanced the short and long term objectives, financial and non-financial measures, lagging and leading target indicators and internal and external performance initiative perspectives.

Many organizations adopted balanced scorecard concepts to improve their performance measurement systems. Adopting those concepts provided clarification, consensus, and focus on the desired improvements in performance. So, they expand their use of balanced scorecard, employing it as a foundation of an integrated and iterative strategic management system (Artelly, 2001).

> "The performance management system is the heart and soul of the performance-based management process. Flowing from the organizational mission and the strategic planning process, it provides the data that will be collected, analyzed, reported, and, ultimately used to make sound business decisions", (Artelly, 2001. P.1)

The scorecard is used to clarify and update the strategy, communicate strategy throughout the organization, align unit and individual goals with the strategy, link strategic objectives to long-term targets and annual budgets, identify and align strategic initiatives and conduct periodic performance reviews to learn about and improve strategy (Kaplan and Norton, 1993).

2.4 Practices and challenges of change management

2.4.1. Practices of change management

Change management as the effective management of a business change such that executive leaders, managers and frontline employers work in concert to successfully implement the needed process, technology or organizational changes (Korir, Mukotive, Loice and Kimeli, 2012). While Moran and Brighton (2011), defines change management as the process of continually renewing an

organization direction, structure and capabilities to serve the ever changing needs of external and internal customers.

As the researcher's intention, the primary purpose of a change management system is to provide a standard process and reviewing change to prioritized corrections and enhancements in change management implementation to establish an ordering and effective procedure for tracking the submission, coordination, review, evaluation, categorization, and approval for all changes to the organizational baselines.

Change management is the use of systematic methods to ensure that an organization change can be guided in the planned direction, conducted in a cost effective manner and completed within the targeted timeframe and with the desired results (Davis and Holland, 2002). According to Todd (1999), change management as a structured and systematic approach to achieving a sustained change inhuman behavior within an organization.

Effective change management must focus on both the processes and the people within the organization. Whatever form change takes and whatever objective it seeks to achieve, organizations cannot expect to achieve success unless those responsible for managing it understand the different approaches on offer and can match them to their circumstances and preferences (Burnes, 2000). According to Kelvin (1992), effective change management program as involving mission and strategy, stakeholder support, development of the right organizational structure and culture, introduction of new technology, designing of new individual roles, reward systems and management processes. Improved organizational performance is not only about the application of hard and fast rules for achievement.

Change management objectives and performance management targets should be seen to be interconnected and remotely achievable. A level of openness and engagement throughout the change management life-cycle which transcends policies, procedures and statutory obligations and carefully considers how critical the involvement of all employees is in helping deliver the change is necessary to enable the previously identified strategies to have the highest possible chance of

success. Driving forces for organizational change are the result of the need to constantly improve productivity and efficiency (Arnetz, 2005).

According to Cadle & Yates (2008), All organization, regardless of type or size, should maintain a change log and regularly manage changes throughout its life cycle. The recommended best practice approaches to managed changes should be centrally documented using some type of log as they are requested and used in the absence of something more sophisticated available to the project team. Each unique entry of request should be recorded as a single line item iteratively in the ongoing process conducted throughout the project lifecycle.

As believed by Cadle & Yates, it should be reviewed regularly depending the complexity analyze the impacts systematically based on scope, time, and cost with the accepted criteria of deliverables outlined to in the functional specifications for the approved change request based on the back out plan in case of unexpected consequences. Test the plan intent of the activities communicated after the change have been approved. Evaluate risks when identified what can go wrong by considering potential barriers to success that risk can be reduced or illuminated.

2.4.2 Challenges of change management

Change is not just about the creation of need policies and procedures to implement external mandates it is also about the development of personal strategies by individuals to respond to and seek to influence the impact of structural and cultural change: personal change as well as organizational change (Bennett and others, 1992). Change usually involves the introduction of new procedures, people or ways of working which have a direct impact on the various stakeholders within an organization. The key to successful change management lies in understanding the potential effects of a change initiative on these stakeholders. These are leadership, focus, commitment and resistance (Fullan 1992).

According to Mabin (2001), the challenges may manifest themselves under different names or other guises but are essentially the challenges of Leadership which is changing the running of an organization from a command and control nature of management to the nurturing and motivational nature of leadership. Other points that can challenge change management is making business

choices to bring alignment and focus to the organization and creating commitment to the future of the enterprise throughout the organization. Resistance is a complex entity that directly affects the outcomes of change, both positively and negatively. Each of these challenges is unique, yet they are simultaneously independent and interrelated. Overcoming any one independently is insufficient for realizing sustainable change. For change to be successful in the knowledge economy, an organization has to overcome all the challenges.

The most obstacles of change, as indicated by Kotter are Employee Resistance, Communication breakdown and Staff turnover. The leader have plan to handle these obstacle at hand by discharging is role according to the satiation he observes and address employee concerns on personal level relationship with his team ask for their feedback and respond to their concerns honestly and openly, communicate key information to employees on an ongoing and consistent basis engaged his team by involving them in the initiatives reviewing the section on managing change and communication and finally Coach, Mentor and enrich their roles. Rather doing these, organizations often commit the following common errors like allowing too much complacency, failing to garner leadership support, underestimating the power of vision (Forgeson, 2001).

2.4.3. Change resistance

Researchers like Doppler and Lauterburg (2001) state that successful change requires an inner shift in peoples' values, attitudes and behaviors which means peoples' basic ways of thinking. Change initiatives must be translated to implications for each individual who will be affected that significant change, however, is a disruption in our expectations of the future which is viewed as a loss of control (Marshall & Conner, 1996). Resistance is an emotional process, not a rational or intellectual process". According to him the major cause for resistance is 'fear of the unknown'. Uncertainty in a working environment, however, reduces Productivity and can paralyze a whole organization (Block 1981).

Organizational change has therefore to be carefully planned and the change process has to be managed and overviewed (Doppler and Lautenburg, 2000). Resistance is therefore the natural reaction to change and change is a common reaction with the particular form depending on the

individual's personality, competing commitments, the nature of the change, attitudes towards it and forces deriving from the group, the organization and its environmental context.

The form of resistance may vary from passive resignation to indifference, passive resistance, and active resistance (Carnevale, 2003). It is a common theme in the literature of change, but it should not always be seen as completely negative and can help to modify and translate the change into something which becomes more effective and workable (Fronda and Moriceau, 2008). Much of what we refer to as resistance to change is really resistance to uncertainty (Carnall, 2003). Resistance is often believed to be an inevitable human reaction to imposed change, but it may also result from the methods used to effect change and to what may be perceived as cynical use or misuse of grand ideas for personal or group interests (Diefenbach, 2007).

Resistance to change is the largest obstacle that leaders are faced with when initiating a change effort. It can be very damaging to the process and can potentially stall the efforts to move forward if not addressed appropriately. There are many reasons why an employee may resist change and so as leaders of change, you will need to be sensitive to how individuals respond while keeping in mind that the process of commitment and acceptance takes time (Kotter, 1996).

According to Bridge's model (1970), the three phases of transition, the beginning zone people feel like ending, loosing and letting go, the middle zone which is the neutral zone then moved to the third phase of the new beginning that reviews the emotional impact of change over time and the leader's role. He describes the difference between change and transition. Change is situational and will happen without the people, whereas transition deals with the psychological impact on the people. As a leader of change your role will be to support and encourage your staff throughout each phase.

2.4.4. Why people resist change?

There are so many forces that may resist the implementation of change in public sector, the surprise change to employees may not be easily accepted as they are not aware of what will be the outcome of it. According to Smit and others, (2011) thought that if change is sudden, unexpected or extreme, resistance may be almost a reflect action.

According to Moorhead & Griffin, (2008) many organizations introduce change without disseminating enough information on why and what organization expects from it to the implementers. This creates fear and anxiety to employees who have gain confidence to the systems, structures, and relationship. Any disruption of familiar patterns may cause fear and resistance. As a leader, one will likely need to deal with the negative effects of change.

Some of the reasons why staff and faculty may resist change and strategies that leaders of change can use to reduce that resistance (Kotter, 1995), Employees feel they will suffer from the change and perceive more work with fewer opportunities, lack feeling of job security, Organization does not communicate expectations clearly and lack of adequate reward process and insufficient resources, Change requires altering a long-standing habit, relationships harbor unresolved resentments and Change alters existing social interactions. So, leaders should develop procedures to address employees who will be negatively affected by the change.

2.4.5. Counteract Resistance to Change

There are a number of specific ways that resistance to change may be overcome. Six of the most popular and frequently used approaches to overcome resistance to change include the following: education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-optation, and explicit and implicit coercion (Anderson, 2011; Duke, 2011; Harvey, 2010. According to Fullan (2001) the methods of counteracting resistance to change are not always forceful but educative and convincing where those people who are resisting change are made to understand the benefits of this change and the benefits that they and the whole institution will have when the proposed changes are implemented. These ways include; education and communication, participation and involvement, negotiation and agreement, facilitation and support, manipulation and cooptation, and explicit as well as implicit coercion (Wagner, 1998).

Lack of proper communication and education makes people reject or refuse a change without knowing its implications. This is achieved through face to face communication, publications, special reports, or even formal group presentations (Bascia & Hargreaves, 2000). By educating

and communicating to each other, the leader and member relation is strengthened and characterized by mutual trust.

Participation and Involvement argued by Easter, Smith and others (2003), leaders and managers of change may allow those people oppose change to express their views on the proposed change indicating potential problems and giving suggestions on the modifications. If the workers participate and involve in change program actively resistance to change will be reduced drastically (Lewis, 2011). During the process of implementing change, leaders should manifest facilitative and supportive leadership conducts. This is done by listening to workers idea, and being approachable (Davies, 2002).

Leaders make the working conditions more pleasant by supporting the organizational members. For instance they may develop the staff by helping them acquire more skills that are crucial in implementing the change especially at difficulty times. Such behaviors are likely to diminish resistance to change (Dessler, 2000). In order to make sure that a change will be successful, leaders chose to be much selective on the people who are supposed to get information, how much information, the accuracy of that information, and when to disseminate the information (Fullan, 2007).

Additionally, resistance to change may be reduced by giving the leaders of resisting groups the main roles in decision making about the change. This will help in identifying their views and making sure that they propose something which they cannot resist (Bush & Middlewood, 2005).

According to Spiro (2010) force or coercion should be used as the last resort when all other ways have failed in making people accept change. It should be noted that some changes require urgent or immediate implementation and hence coercion may be used to force the resistors to accept it. This can be done by threatening resistors that they will lose their jobs, their salaries will be frozen, or they will be demoted if they do not comply with the change. Coercion should be used with great care since there are negative effects that are associated with it (Horsford, 2010).

According to Kotter (2008) explanation about resistance, the best ways to overcome resistance is to educate people about change beforehand and to communicate ideas about the need for and the logic of the change. In addition participation and involvement in the design and implementation of the change resolve resistance to be stalled.

CHAPTER THREE

3. Research Design and Methodology

The research design enables the researcher to leads towards answering the basic research questions. According to Saunders, Lewis and Hill, (2009), the Choice of the research design is depend on the objectives of the study, the available data sources, the cost of obtaining the data and the availability of time.

The purpose of this paper is making assessment on the practices and challenges of change management to show the situation and to have a clear picture on phenomena by using mainly qualitative data and if it may assume any additional information data will be gathered using quantitatively. Therefore, the researcher was employed descriptive study design because it helps to understand a complex issue through detailed contextual analysis of a limited number of events or conditions and it can provide detailed descriptions of specific and rare cases.

3.1. Sample and Sampling Techniques

The primary function of sampling strategy was to identify the target population of the study which enabled to determine the sample size. The target population of this study was Addis Ababa University Bishoftu campus. In addition, workers who works in that college, Academic and administrators staff. Thus it was not easy for the researcher to involve all the target population in the study due to problems related to time, finance and management of the research.

According to (Babin, Carr, Girrifin, and Zikmund, 2010), the researcher need not take the whole population because the results of a good and representative samples have the same characteristics as the population as a whole. Hence, the researcher decided to conduct the research in Addis Ababa University college of Veterinary and Agriculture balancing academic and administrative staff as well as gender and academic status and level of leadership.

The researcher took the sample by using purposive sampling selection for quantitative and qualitative data that is helping selecting random cases from the sampling frame and randomly choosing a desired number of individuals to participate in the study from these target population.

The target population was 78 academic staffs and 172 administrative staffs' total of 250. From these total population 184 academic and administrative staffs were janitors, securities, runners, abutters and waiters are not included. So the researcher use only 33 sample population from academic and 33 from administrative staff directly involved in managing organizational change were involved in the study. According to Winter (2009), a purposive sample is a non-probability sample that conforms to a certain criteria. The research took purposively 66 staff both from academic and administrative expertise to avoid missing of vital information and not to make the case hard to interpret and the researcher might not be biased with the interpretation of findings in intense exposure to study of the case.

3.2. Sources and Instruments of Data Gathering

According Saunders and others (2009), using two or more independent sources of data or data collection methods helps to substantiate findings in the study. The researcher employed both primary and secondary sources of data from sample respondents and data from reports and documents respectively. Questionnaires were Prepared in English, based on the basic questions, by divided in two parts to the academic and administrative staffs that would create better understanding and to gain better responses from the respondents.

The review of literature and the research questions were used as a guideline for the development of the questionnaire. The questions were conceptually similar but rewording as per the activities of the staffs which were academic and administrative. It also enabled to elicit responses relating to the practices and challenges change management in the college. Besides, to make the study reliable and dependable interview was designed and administered by the researcher to gather qualitative data from purposeful selected experts and leaders of the college to get additional information on the issue.

3.2.1. Reliability and Validity of Instruments

Reliability is the extent to which data collection techniques or analysis procedures will yield consistent findings (Sunders and others, 2009). The Likert scale questionnaires were tested with a sample of 10 Academic and Administrative staff members before the questioner were distributed. Regarding validity, the questionnaire was given to experts who judged the appropriateness of the questionnaire to measure important aspects of the study. Based on the feedback, issues which were suggested to be improved were re-phrased and others were scrapped from the list of items as suggested by the experts. The pilot test results had also helped to improve the validity of the questionnaire considerably. The researcher tried to evaluate the validity of the research by enhanced through triangulation; based on the information given by academic and administrative staff through questioners, interviews and documentations those who willing to cooperate the selected sample was practical, and due to relevance of the included individuals.

3.2.2 Ethical considerations

All participants included in the study were duly informed about the purpose of the study and their willingness and agreement was secured before filling up the questionnaire and conducting interview. The study also maintained the confidentiality of the identity of each participant.

3.3. Methods of Data Analysis

Data analysis is the application of reasoning to understand the data that have been gathered from respondents and the appropriate analytical technique of the analysis mainly determined by the characteristics of the research design and the nature of the data gathered, (Saunders and others, 2009). Therefore, the data collected from samples were deeply analyzed, systematically organized, summarized and interpreted based on the facts of the data gathered from respondents.

The researcher involve a mix of quantitative and quantitative methods of data analysis. Regarding quantitative analysis, using simple descriptive statistics such as sample measures of mean, frequency and percentages will be employed to analyze the data using statistical package for

science (SPSS). Some questions of the close-ended items were constructed in such a way they were measured on a five-point Likert Scale format.

On the other hand, the researcher mostly used qualitative system of thematic analysis such as interviews, focus on key informant, and secondary data from document to look deeper into the meaning of the trends identified in the numerical and textual data to determine its accuracy, credibility, usefulness and consistency.

4. Presentation and Analysis of the Data

This section mainly focuses on presentation and interpretation of data in relation to the discovery of the study. Therefore the researcher were presented facts of the study and interpreted and discussed the relations of the findings to the basic questions and the implications of the research for the relevant theories discussed in the literature review. The tools used to gather data for the study were questioners, interviews and documents.

The target sample was 66 academic and administrative staffs of total which were directly engaged in change plan implementation. The questioner were distributed to 30 academic and 30 administrative staffs. All of the questionnaire distributed to Academic and administrative staff were fully filled and returned. In addition to this three of each academic and administrative staff members were interviewed. Totally 66 which were 60 questionnaires and six interviews successfully administered by the researcher. All the data collected from respondents were analyzed and interpreted. Beside this, annual plans of the Academic and administrative staffs, reports and other relevant documents were reviewed, analyzed and interpreted to triangulate using these different sources of information.

4.1. Characteristics of respondents

The summary of information about the respondents' distribution is based on the gender, level of Education, position of the expertise, academic rank and working of years of experiences in the college are presented for better understanding of their back ground. The full descriptions of the respondents of this study were shown in the table one below.

Table 4.1. General Information of Respondents

General Information of the Respondents

S/N	Variables		Admin staff M	F	Academic staff M	F	Gender Total M	F	Total Response No	% of M	% of F	
1	Gender		17	13	24	6	41	19	60	68.33	31.67	
2	Education	Certificate	-----	2	----	----	---	2	2	------	3.33	
		Diploma	12	6	4	----	16	6	22	26.67	10.00	
		Degree	4	5	5	3	9	8	17	15.00	13.33	
		Masters	1	--	8	3	9	3	12	15.00	5.00	
		PHD	----	---	7	---	7	---	7	11.67	----	
3	Position of Expertise	Experts	15	11	14	5	29	16	45	48.33	26.67	
		Head of section	2	2	4	1	6	3	9	10.00	5.00	
		Head of Dept.	----	---	1	---	1	----	1	1.67	----	
		Above Head of Dept.	----	---	5	----	5	----	5	8.33	-----	
4	Academic Rank	Technical Assistance	----	----	11	4	11	4	15	18.33	6.67	
		Lecturer			6	2	6	2	8	10.00	3.33	
		Assistant Professor	---	----	4	----	4	---	4	6.67	-----	
		Associate Professor	----	----	3	---	3	----	3	5.00	-----	
		Professor	---	----	----	----	----	---	---	------	----	
5	Working experience	1-5	2	5	4	1	---	6	6	10	10	fx/n
		6-10	8	5	17	5	---	25	10	41.67	16.67	
		11-15	6		3	---	----	9	---	15	-----	8.3
		above 16 years	2	2	----	----	----	2	2	3.33	3.33	

From the total respondents of the sample taken in the study 19(31.67%) of female and 41(68.33%) of male responses were analyzed.it shows that the participation of female respondents were less than half of male respondents. As observed in Table 4.1, regarding qualifications 2(3.33%) of female respondents were Certificate, 6(10%) of diploma, 8(13.33%) of first degree, 3(5%) of 2nd degree holders on the others hand 22(26.67%) of diploma, 17(15%) of 2nd degree, 12(15%0 of Master's degree and 7(11.67%) of PhD holders were male respondents.

In regarding to working experiences the lowest was two years and maximum 29 years of old. The average working experience of male and females was 8.3 years and range was 27. Concerning positions of experts 29(48.33%) male and 16(26.67%) female respondents were experts, 6(10%) male and 3(5%) females were head of sections, 1(1.67%) of male was head of department whereas 5(8.33%) of male respondents were assigned on the position of above head of department which mean on higher duties of activities.

Most of the respondents were working more than 8 years at average hence, they know about the whole activities done in the college and it is assumed they give important information for the study. Therefore, diploma and certificate holders were 24(40%) whereas first degree and above qualified staffs were 36(60%). The academic qualifications is believed very use full for the study that they might give genuine and responsiveness information and understand the change implementation process undertaken in the college. Based on the research questions, the researcher tried to evaluate the responses collected from the respondents like under.

4.1.1. Integrated change management activities with respect to change plan

On this point the researcher tried to analyze to get answer what mechanisms used to integrate change management activates done. As per the view of the respondents based on the questionnaires given to the academic and administrative staffs, which is described in the following tables that helps to tabulated and generalize the responses to make easy for analysis purpose and, hence helps to conclude the final results. As indicated on the table the responses are organized in the table form which can help to interpret facts and findings accordingly.

Table 4.2. Response on change management activities questioned to staffs

S/N	Items	Respondents of staff											
		Administrates				Academics				Total			
		Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1	Familiarity of change management	30	100	--	--	19	63.33	11	36.67	49	81.67	11	18.33
2	Change plan was developed	30	100	--	--	19	63.33	11	36.67	49	81.67	11	18.33
3	Acceptance of change plan	30	100	--	--	27	90	3	10	57	95	3	5
4	The success of the plan with target	25	83.33	5	16.67	27	90	3	10	52	86.67	8	13.33
5	Discussion of the plan before implementation	26	86.67	4	13.33	27	90	3	10	53	88.33	7	11.67
6	Ideas were incorporated in the plan	24	80	6	20	26	86.67	4	13.33	50	83.33	10	16.67
7	The success of change progress	26	86.67	4	13.33	30	100	--	--	56	93.33	4	6.67
8	Change management was evaluated periodically	28	93.33	2	6.67	27	90	3	10	55	91.67	5	8.33
9	Expert's Agreements on evaluation result	30	100	--	--	27	90	3	10	57	95	3	5
10	structure of change management	24	80	6	20	26	86.67	4	13.33	50	83.33	10	11.67

According to Table 4.2, 11(36.67%) the academic staff from the total of all respondents 11(18.67%) were not familiar with the change management implementation plan held in the college whereas 19(63.33%) of academic and all administrative staff from the total of all respondents 49(81.67%) know the college is in the change process.

On the same Table 4.2, 19(63.33%) the academic and all of academic staffs that were 49(81.33%) of the total respondents were responded the college developed a set of implementable change plan before conducting implementation of change management process. Whereas 11(36.67%) of the academic staffs were not responded there was no implementation plan before starting implementation process. On the same Table regarding item 3, 27(90%) of the academic and all of administrative staff and the total of 57(95%) of the respondents were accept the implementation plan whereas three (10%) of academic and three (5%) of the total respondents did not accept the change management implementation plan.

Table 4.2, shows that 25(83.33%) of administrative and 27(90%) of academic staffs 52(86.67%) of the total of both give their response that the implementation plan was successful with respect to the target whereas five (16.67%) of administrative and three (10%) of academic and eight (13.33%) of both staff members gave their response the implementation plan was not successful with respect to the target setting before implementation it shows that they didn't know that change is on process in the college.

Response on Table 4.2, shows 27(90%) of the academic and 26(80%) of administrative staffs 53(88.33%) all together give their response that they discussed the implementation plan before it become effective whereas four (13.33%) administrative and three (10%) of the academic staff seven (11.67%) of both academic and administrative staff did not participate in the implementation plan before the program was on progress.

On the same Table, 26(86.67%) of academic and 24(80%) of administrative staff total of 50(83.33%) their idea was incorporated in the implementation program whereas four (13.33%) and six (20%) and ten (16.67%) total of the academic and administrative staff respectively gave their response that did not participate and their idea was not incorporated in the change implementation plan.

In regards to item 7, all academic and 26(86.67%) of the administrative staffs total of 56(93.33%) respectively believed that the progress of the change implementation program is on the right track

whereas four (13.33%) of administrative and the total respondents four (6.67%) of both didn't agree with the progress of the change process yet.

The response of item 8, 27(90%) of the academic and 28(93.3%) of administrative which of the total 55(91.67%) of the academic and administrative staff respondents believed that the change management process was evaluated periodically and agreed on the result and their ideas were incorporate in the plan but three (10%) of the academic and 2(6.67%) administrative staffs in general five (8.33%) of the respondents did not agree that mean they didn't evaluate their progress periodically.

Based on the Table 4.2, item 9, 27(90%) of the academic and 30(100%) of administrative staff and total of 57 (95%) both academic and administrative staffs responded when evaluation done by experts, they discussed on result and agreed up on the facts and weaknesses whereas three (10%) of academic staffs and three (5%) of the aggregate responses didn't agree with the disruption results of the evaluation experts.

Finally, the response of item 10, 26(86.67%) of academic and 24(80%) of the administrative with the aggregate total response of 50(83.33%) gave their response that the change management was led by structured body designated by the college dean of staff but four (13.33%) of academic and six (20%) of administrative which are the total respondents of ten (16.67) didn't know whether there was a concerned body or not.

Table 4.2 above illustrates the respondents of academic and administrative staffs responded the college develop a set of implementable change plan, leading the change management by integrating the activities with respect to the change plan. Staffs were participate in planning process they gave their ideas and they evaluated the results periodically and they believed that the change management process is on the right truck led by the concerned and responsive body for questions and critics and gave assistance where was in need. The progress of the change process is held based on the strategic target plan.

Table 4.3 is the continuation of Table 4.2. The researcher tried to access the responses responded on the change strategic plan and analyzed the change management activities. The Table show each response given by the respondent accordingly. It contains 5 items which need to analyze and presented with respect to the response of academic and administrative staffs.

Table 4.3. Response on change management activities questioned to Academic staffs (continued)

S/n	Items	Responses	Respondents				Total of admin and academic	
			Admin		Academic			
			No	%	No	%	No	%
1	strategic plan	1. The plan is targeted on immediate problem	5	16.67	8	26.67	13	21.67
		2. The plan is prepare to hand over the expected threats of the organization problem	19	63.33	19	63.33	38	63.33
		3. I believed it is imposed by authorities	6	20	3	10	9	15
		4. I have no idea						
2	Evaluation was done	Monthly	26	86.67	26	86.67	52	86.67
		quarterly	4	13.33	1	3.33	5	8.33
		Semi annually			3	10	3	5
		yearly						
3	Evaluation was done by	the implementer him self	15	50	22	73.33	37	61.67
		experts assigned from inside the college			8	13.33	8	13.33
		experts assigned from outside the college	15	50			15	25
4	Evaluation was done by change army format	Always	17	56.67	25	83.33	42	70
		sometimes	9	30	2	6.67	11	18.33
		rarely	4	13.33	3	10	7	11.67
5	Agreement of evaluation	we discuss and agree	15	50	25	83.33	40	66.67
		we discuss and go with our idea	15	50	2	6.67	17	28.33
		we left as it is			3	10	3	5

Based on Table 4.3, above, questionnaires issued to academic and administrative staffs responses were presented and analyzed. Accordingly five (16.67%) of administrative and eight (26.67%) of academic and total of 13(21.67%) both academic and administrative believed the change management strategic plan run by the college was targeted on the immediate problem whereas 19(63.33%) of administrative and academic staff agreed with the plan was prepared to hand over the expected threats of the organization's problem. On the other hand, six (20%) administrative and three (10%) of academic and nine (15%) of both academic and administrative staffs were believed the change plan was imposed by authorities/government bodies. So the majority of the respondents' responded the college investigate the plan was prepared to hand over the expected threats of the organization's problem that means before going to implement the change management implementation plan the college identified the expected threats and their impact on the organization.

On the same Table 26(86%) of academic and administrative staffs were evaluate change management monthly, four (13.33%) of administrative and one (3.33%) of academic staff evaluate quarterly three (10%) of the academic staffs were evaluate the change effect semi-annually. 15(50%) of administrative and 22(73.33%) of academic staffs 37(61.67%0 of both academic and administrative staffs were evaluate the result of the implementation of the change themselves, 15(50%) of administrative evaluate the change result by experts assigned from outside the college and eight (13.13%) academic staff believed the change result was evaluated by experts from outside the college. So the majority which was 61.67% of the academic and administrative staffs evaluated their activities themselves once-a-month.

In the Table 4.3, other items such as 17(56.67%) of administrative, 25(83.33%) academic and 42(70%) of both academic and administrative staff evaluated the change result always, nine (30%) of administrative, two (6.67%) of academic and 11(18.33%) both administrative and academic staff evaluated sometimes whereas four (13.33%) of administrative, three (10%) of academic seven (11.67) of both administrative and academic staffs evaluated rarely. On this regards, most of the 70% staffs were evaluated the implementation activities always whereas 30% of staffs were evaluated as their interest. This shows the evaluation system is not uniformly conducted.

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Accordingly, 40(66.67%) of administrative and academic staff discussed and agreed on the result of the change with the experts, 17(28.33%) the academic and administrative staff discussed with the experts but if not agreed they go with their idea while three (5%) of academic staff discussed the result of the change with the experts and if the idea will differ they left at it is.

According to Table 4.3, above the researcher can present and analyzed integrated change management activities with respect to change plan, most of the respondents agreed that the college strategic plan was prepared to hand over the expected threats of the organization's problem and training was given to familiarized with discussion different ideas were incorporated in the implementation plan concepts and importance of change was came in to agreement from all the academic and administrative staffs. The change Management process was evaluated always by the implementer themselves and reports were presented to the dean staff every month and if the evaluation is done by experts discussion was taken over and agreed when deviation was occurred. It is believed that the process of change activities should focus on the preparations for change through communications with staff and stakeholders before preparing the implementation of the change management plan and evaluated based on the target and take remedies according to the result obtained from the implementation.

4.2.2. Analysis of coordinating change with respect to culture, system and change process approach

On this part the data gathered will help the researcher to present facts on change coordination over culture and system of the college towards the implementation program and analyzed the respondents based on the response obtained from the academic and administrative staffs shown below on Table 4.4 and Table 4.5 respectively.

Table 4.4. Response on coordinating change with respect to culture, system and change process approach

S/N	Items		Administrates				Academics				Total			
			Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1	Change affect activities		14	46.67	16	53.33	30	100	--	--	44	73.33	16	26.67
2	Change facilitates work		28	93.33	2	6.67	27	90	3	10	55	91.67	5	8.33
3	change affect work		22	73.33	8	26.67	24	80	6	20	46	76.67	14	23.33
4	Change brought new working culture		25	83.33	5	16.67	25	83.33	5	16.67	50	83.33	10	16.67
			Responses	%			Responses	%			Response	%		
5	Management of change activities	Rapid and continuous	5	16.67			23	76.67			28	46.67		
		Long, stable, fundamental	7	23.33			4	13.33			11	18.33		
		Small change	1	3.33			--	--			1	1.67		
		Increment through time	10	33.33			--	--			10	16.67		
		No change	7	16.67			3	10			10	16.67		

In order to assess coordinating change with respect to culture, system and change process approach data was gathered from the academic and administrative staff briefly shown on Table 4.4 above. Accordingly, the response on Table 4.4, indicated whether the change held in the college affects the teaching learning and administrative activities that it brought new working culture. Accordingly all of the academic and 14(46.67%) of administrative, 44(73.33%) both staffs agreed that the change was affecting their teaching learning & other activities whereas 16(53.33%) of administrative staff responded their activities were not affected by the change.

On the other hand on the same Table 27(90%) of academic, 28(93.33%) administrative 55(91.67%) of both academic and administrative staffs gave their change facilitates their work but three (10%) of academic, two (6.67%) of administrative, five (8.33%) of both administrative and academic staffs were not agreed that change did not facilitate their work. 25(83.33%) of academic and administrative respondents believed that the change brought new working culture where as five (16.67%) respondents were not. 24(80%) academic, 22(73.33%) of administrative, 14(23.33%) both academic and administrative the respondent gave their response the change affects their work positively and six (20%) of academic, eight (26.67%) of administrative, 14(23.33%) both academic and administrative staffs didn't believe the change affect their work.

Most of the respondents believed that the change in the college implemented in a rapid and continuous change. Based on the Table 4.4, the researcher can present most of the respondents agreed change management have an effect to change coordinating with respect to culture, system and change process approach hence, the working culture is improved, the system facilitates working process and change exists in the college in a state of rapid and continuous change process.

The last Table 4.5 response on coordinating change with respect to culture, system and change process approach which is a continuation of the analysis above based on the response Question 9 that contains sixteen items of level of agreement. As usually known in the Likert scale, values are given to the Level of Agreement is that 1= Strongly Disagree (SD), 2= Dis Agree (DA), 3= Neutral (N), or undecided 4= Agree (A) and 5= Strongly Agree (SA). The values of these agreement was used to calculate the Mean value (X) and percentage of agreement or dis-agreement.

Table 4.5. Response on coordinating change with respect to culture, system and change process approach (continued)

S/N	Response given by Administrative staff	strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean (X)
		No	%	No	%	No	%	No	%	No	%	
9.1	Sometimes Leaders have a lack of consistency	25	41.67	25	41.67	2	3.33	8	13.33	---	---	4.12
9.2	Training is inadequate	37	61.67	22	36.67	1	1.67	---	---	---	---	4.60
9.3	Concerned staff members were take part in planning	34	56.67	20	33.33	1	1.67	2	3.33	3	5.00	4.33
9.4	Communications were timely and relevant	29	48.33	21	35.00	2	3.33	6	10.00	2	3.33	4.15
9.5	Implementation create resistance but managed	20	33.33	33	55.00	---	---	4	6.67	3	5.00	4.05
9.6	Communication was limited only for leaders	30	50.00	13	21.67	---	---	17	28.33	---	---	3.60
9.7	Conflicts tried to be solved	21	35.00	28	46.67	1	1.67	7	11.67	3	5.00	3.95
9.8	Implementation was influenced by resistance	12	20.00	24	40.00	2	3.33	16	26.67	6	10.00	2.93
9.9	Conflicts were avoided as it happened	23	38.33	25	41.67	1	1.67	6	10.00	5	8.33	3.92
9.10	Strategic system design was outside the college	26	43.33	1	1.67	---	---	27	45.00	6	10.00	3.23
9.11	The reason for change was not cleared	9	15.00	--	--	1	1.67	26	43.33	24	40.00	2.07
9.12	Leaders were unclear & not effective	23	38.33	1	1.67	2	3.33	24	40.00	10	16.67	3.05
9.13	Incentives were arranged	13	21.67	3	5.00	---	---	33	55.00	11	18.33	2.57
9.14	Key implementers were chosen & unchanged	16	26.67	26	43.33	---	---	10	16.67	8	13.33	3.53
9.15	Ideas were openly communicated, encouraged	34	56.67	15	25.00	2	3.33	1	1.67	8	13.33	4.01
9.16	Key implementers were put in charged	26	43.33	26	43.33	1	1.67	2	3.33	5	8.33	4.10

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According to Table 4.5 above the respondent's response shows on coordinating change with respect to culture, system and change process approach of Academic and Administrative staff level of agreement on the items of questions were analyzed and presented as follow.

As indicated on the same Table, 50(83.34%) the respondents responded agreement whereas eight (13.33%) showed their disagreement and 2(3.33%) respondents were give their response undecided. The mean value (X=4.12). Therefore the majority of respondents replied as Change leaders have sometimes a lack of consistency in regards to the change process. On item 2 on the same Table 59(98.33%) of the academic and administrative staff responded agreement and the mean value (X=4.6) showed training was inadequate some of the questions from the change implementers were leaving unanswered which were importance to facilitate the change process and workers agreement towards the success of the change management activities were very important whereas one (1.67%) of them were left undecided.

Considering item 3 responses of 54(90%) of academic and administrative respondents responded agreement on contrary five (8.33%) of respondents responded dis agreement and one (1.67%) left undecided. The mean value is (X=4.33) showed most of the respondents agreement that the Concerned staff members were take part in planning in the implementation of change management held in the college. On the same Table item 4, 50(83.34%) of the respondents gave their response agreement whereas eight (13.33%) disagreement and two (3.33%) were left undecided. The mean value (X=4.15) showed that communications about the change plan were conducted timely and relevant.

The respondent gave their response on the item 5,53(88.33%) responded agreement on the other hand seven (11.67%) showed their disagreement and one (1.67%) left undecided. The mean value is (X=4.05) which showed most of the respondent believed Change implementation create resistance in the beginning and but it was managed through time. On the same Table 4.5 item 6, 43(71.67%) of the respondents gave their response agreement whereas 17(28%) responded dis agreement. The mean value (X=3.60) showed the majority of the respondent's agreement was communication about the change was limited to only those directly concerned with the team leaders which means the change implementers have got lack of frequent information what was

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going on the change process. As indicated on the item 7, 49(81.66%) of respondents responded agreement and the mean value (X=3.95) showed conflicts within the change were happen but leaders tried to solve. On the other hand, ten (16.67%) respondents responded disagreement and one (1.67%) left undecided. Response of Item 8, 36(60%) respondents responded agreement whereas 22(36.67%) of the respondent responded disagreement and two (3.33%) left undecided. The mean value (X= 2.93) showed most of the respondent's agreed on the direction of the implementation was influenced by resistance.

As item 9 of the same Table indicated 48(80%) of respondents were agree and on the other side 11(18.33%) of respondents responded disagreement and one (1.67%) left undecided. The mean value (X=3.92) showed most of the respondents agreed Conflicts within the implementation were avoided as it happens in the change process. With regard to item 10, 27(45%) of respondents responded agreement whereas 33(55%) responded disagreement. The mean value (X= 3.23) showed most of the respondents didn't agree on the change strategy, system design and processes were determined completely outside of college's control which mean the strategy of change implementation was not imposed by the university/government that the college controlled the overall implementation change strategy, system design and processes.

On the same Table 4.5 item 11, 9(15%) of respondents were agree on contrary 50(83.33%) of the respondents responded disagreement and one (1.67%) left undecided. The mean value (X=2.07) which showed disagreement on the reason for change were not clear and there were different views of the goals of the implementation. Hence, the reason of the change undertaken by the college and the goal of implementation were clear. Based on the above Table 24(40%) respondents responded on the item 12 agreed on implementation leadership was unclear and change leaders were not utilized effectively on contrary 34(56.67%) responded disagreement and two (3.33%) left undecided. The mean value (X=3.05) showed disagreement. Hence, in implementation process leaders were clear they know the reason why change is needed and they perform their jobs effectively according to the plan.

As indicated in item 13 Table 4.5, 16(26.67%) responded were agree contrary 44(73.33%) responded disagreement. The mean value (X=2.57) showed dis agreement. Hence, there was no

incentive to motivate change implementers regarding the change process. On item 14 responses for key implementation personnel were chosen, put in charge and left unchanged,42(70%) responded agreement on the same item 18(30%) responded disagreement while. The aim of item 15 on the same Table was to check the academic and administrative staffs attitude whether ideas were openly communicated within the implementation process or not. Consequently, 49(81.67%) of academic and administrative staffs responded agreement whereas nine (15%) responded disagreement and two (3.33%) respondents left undecided. The mean value (X= 4.10) showed agreement ideas were openly communicated and encouraged within the implementation process.

The last item questioned to the respondent whether key implementation personnel were chosen, put in charge and changed every time. Based on the Table 4.5, 52(86.67%) respondents responded agreement. On contrary 7(11.67%) responded disagreement and one (1.67%) respondent left undecided. The mean value (X= 4.10) showed agreement on the item.

On the view of the researcher concerned the response given to the questionnaire both the academic and administrative staffs are presented and analyzed item by item that gives some sort of understanding with different literature coordinating change with respect to culture, system and change process approach. Change process is likely to be time consuming and the management would have to consider the type of appropriate strategy or combination of strategies best suited to pursue the organization's new direction, focus on the preparations for change through communications, the delivery of general change management awareness, and introduce the staffs through frequent training to understand their new roles and their contribution to success of the organization on bringing into the reality the changes in accordance with the agreed plans and the business objectives. Some of the respondent responded neutral/undecided. As the researcher's point of view they might not want to give their response on that item or they might understand in the other way beyond the questionnaire intention, so there might be further study on the implementation of strategic change plan of the college. Therefore, their response was not included in the conclusions and recommendations of the study.

4.2.3. Evaluation and measurement of change management with respect to impacts and results from change

Based on the interview discussed with the change committee leader, the Addis Ababa University starts change management program and establish the Office of Change Management at the university main campus and tries to ignite efforts to initiate, plan, oversee, implement, and evaluate the transformation agenda of the University by ensuring active participation of all level stakeholders of the University.

The Office handles this huge responsibility following two major approaches. The first approach focuses on facilitating the overall transition from the traditional deep-rooted ways of doing things to new values and systems that transform the University and the other will aim at working towards integrating the reform initiatives in day-to-day operations and performances by embedding the change ideas and ideals to impact the attitude, knowledge and awareness of the change.

Addis Ababa University College of Veterinary and Agriculture Bishoftu campus is one of the unit that starts the program under the supervision of the University. It establish a system and coordinate change initiatives, implementations, and communication channels concerning institutional and human factors influencing the transition. According to the interview conducted, by the researcher, the following information are formulated and themed to use for further analysis.

The college starts the change management especially in (2010) and it is not successful at all. At the starting everybody wants to engaged and perform the change activities but there is no continuation as the momentum of the starting. The change didn't brought a significant change. So the Addis Ababa University wants to change the concept of Business Process and re-Engineering (BPR) to Kaizen concept which is established at a country level.

In (2014) the university starts a pilot test focusing on Material handling. To start in all colleges the university selects some members from each college and gave training on the concepts of kaizen, why change? What are the change obstacles? What are the kaizen implementation tools? How to minimize cost and maximize profit? What are the causes of wastage of resources and their effects?

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The members of the trainee came to Bishoftu campus and gave training dividing in two group the academic and the administrative staff.

After training the kaizen team committee were elected as a facilitator and these committee members take a bench mark to Methehara sugar factory. Having the experiences from bench mark and training, the college formulate one-to-five team members in every department and coordinated by the committee, the team leaders prepare their plan and present to the dean office then they perform accordingly. The result was reported to the dean office and the leader of the team present the whole activity and the participants' discus on each issue and give critiques.

The change process was reported periodically every 15 days at the time of start. Finally the dean office consolidates the college report and submit to the university's change management office. Supervision is done in two ways by the college itself and by the supervision team of the University. The reporting format was prepared by the university and each performance report was submitted according to the check list.

From the interview given to the academic and administrative staffs the researcher can present and consolidate both data respect to the question given to them. Training is given to all college staffs academic and administrative, about the importance of change set a reporting system create individual awareness and participation in the group with in one-to- five coordination and evaluate each activity by themselves and checked by the supervision team from outside the college.

In the college, the measurement of the activities, at the start everybody was trying to make the change successful. The change was focus on the material concept set by the university which may fit for all colleges with the same problem. There is no way to compare to the performance of the college with the rest of the colleges in the university beyond the report. The reporting system is similar for every college that can help to evaluate the implementer to give attention for the change implementation process whether he can do best or otherwise.

4.2.4. Perceptions with respect to process and implementation of change management

From the interviewee of head of Human research, the college starts the implementation plan based on the training each teaching staff in their departments arrange teaching materials class room arrangements to facilitate the main objective of the college teaching learning process, research and community services. The academic staff especially senior staffs, were not accept the training but they are forced to attend on training even some of them were issued letters of warning. "They believed the situation was the same as before because before year change management was declare as a Business Process and Re-engineering but it was no fruit full so why we engaged that didn't important for teaching learning process".

As the interviewer mentioned, at the beginning, there was a difficulties of understanding and exclude themselves from training activities. Later on they are the one who lead the transformation program to be effective. The change process which is formulated by the college is especially concerned in material arrangements like warehouse arrangement, student dormitory arrangements, make dining whole to be comfortable to the student and healthy, and office layout arrangements and to make avoiding in effecting office furniture and equipment, expired medicines and the like. This process is not a budget intensive rather it needs only human labor so activities were moving fast and everybody were happy.

As the interviewer of the department head of the college, on the other hand believed, according to the academic staff it also create good atmosphere and they work their activity in the comfortable situation that can give support for the teaching learning process. Materials were easily available in the store it become modern and systematic that minimizes the burden of the worker. Due to the change process work activities are described, service preconditions are easily shown to customers, workers have badge to be identified to the new comer in the office, grievance procedures are clearly described and solve the time and cost. Report formats are short and clear easy to fill and understand that minimizes the work load. One-to-five team formation create a better relationship between workers and leaders to share ideas and experiences.

Before Kaizen implementation the campus have different problems especially in workers relation. Due to good relation of the workers, working culture become better, activates are done through systematic and mutual interest. The change process is not continuing as before there are conditions to make the progress slowdown in academic as well as in administrative staff. All activities are cooling down if not injected some other systems or ways of leadership it will going to stop. Leaders of the college specially the academic, focus only on routine works they believed that implementation of change management is given for administrative staffs.

As per the interview analyzed from the above workers should be motivated to continue as the point of starting, communication should not confined on report. Discussions to be held by identifying the problem not run as usual. So training must be given and sense of ownership should be created. To make workers to think out of the box, tools of change management should be revised and create a good atmosphere weather in the academic or administrative staff. So sense of ownership, national and group interest should diminished and individual interest is boosting up.

Refreshment training should be given and planning the change system in a better way. That make the change management to be continuous and sustainable and the passive relationships of leaders will be energize and workers participate in the decision process and incentives will be given for best perform worker and reinforcement systems also established for not achieved one. The change management need revision by making analysis and identify the problems what makes the change retarded or lagging back. Leaders of the academic staff were engaged on routine activities and neglect the change implementation plan.

4.2.5. Analysis from documents on implementation of change management

In addition to the questionnaires and interviews the researcher tried to see documents to make the study more reliable and minimize error of sampling availability of lack of information. The change direction comes to Addis Ababa University to implement the kaizen philosophy in the university and its college's with collaboration of Kaizen Institute at national level.

As indicated on the report of the document, to implement the kaizen training of trainee is given to all college representatives by the experts of Kaizen Institute starting August (2015) to December

(2015). Checklist formats were prepared and distributed to all collages, to measure the performance of the implementation of change management. The content of the checklist contains the organized team, case team members of the academic and administrative staffs and students, scale of measurement and measurement points. Under the scale of measurement items were included the name of department, what activates will perform, who will perform, date of starting implementation, the type of training given and what plans will prepared and finally agreements and consensus of all members of the department should be approved. The plan should contain the way of improving good governance actives and available and needed resources should be registered and maintained. The plan will be evaluated monthly within the department and quarterly in the college level identify the problems and the level of difficulty together with recommendations. The document shows the training given and what problems face during starting the change management.

The document shows every activities perform by the different departments from the starting to up now, there was a resistance in the beginning it was handled by taking some majors. Activates were evaluated through discussion based on the plan. The plan was prepared by the department members and submitted to the dean office. Reports were done according to the plan with the check list that shows participation is high and creation of sense of ownership to change management facilitates toward the achievements of implementation.

Based on the questionnaire the interview and the document analysis the researcher tried to analyzed the change plan of the college started the change implementation plan by giving training on the change plan and tried to communicate through reports. The college tried to solve resistance from the workers through discussions and further more to give warning to those who were not act according to the implementation plan. In any change, whether it is public or private, small or big in size change management is not an easy task. Old cultural elements need to be destroyed but new ones will only be learned if new behavior leads to success and satisfaction; a period of unlearning needed which will be psychologically painful. The role and quality of leadership plays an important part in change. Leaders need to inspire, sell, mobilize, enable and navigate effectively to make change happen, but leadership has increasingly been seen as a team as well as an individual. Leaders need clarity of vision and values, the ability to communicate these by what they say and do, and emotional resilience. Research by Parish (2008) demonstrates that antecedents to change such as fit with vision, employee-manager relationship quality, job motivation, and role autonomy all influence commitment to change. Significant effective commitment had the greatest impact on implementation success and improved communicating the vision by a factor of ten or one hundred or even one thousand. Give continuous training based on the result of the feedback and the attitude of the worker shown on the ground.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter presents summary of findings, conclusions and recommendations that the researcher found the challenges of change management adopted in Addis Ababa University College of Veterinary and Agriculture in Bishoftu Campus.

5.1. Summary of findings

From the study it is revealed that Addis Ababa University college of Veterinary and Agriculture Bishoftu campus vision to overcome the existing shortcomings in its services in order to achieve academic excellence and respond to the ever changing societal needs and global standards. The researcher tries to suggest alternative solutions to the finding problems which were raised basic questions in the first chapter of this paper. The basic questions were:

1. How the college evaluate and measure a change management strategy based on continuous situational analysis of impacts resulting from the change?

2. What mechanisms used to integrate change management activities into respective plans as a project to create a reinforcement to celebrate success?

3. What methods the college used to coordinate changes of culture, approach, systems and processes to maximizing contributions of the college community?

4. How the college staffs/community perceives the change strategy, the process and implementation as their interest of the change management?

To find out responses from academic and administrative staffs of the above basic questions of the study, a descriptive case study method was employed. Sixty six academic and administrative staffs' participants were responded on the questionnaires distributed to find the relevant information. Finally, on the basis of analysis and interpretation of the data gathered through all the instruments.

Regarding integrate change management activities with respect to change plan in the College 81.67% respondent of academic and administrative staffs were responded the college developed a set of implementable change plan targeted on immediate problem successful with respect to the target and all staffs were familiarized the concepts of change through training. Training and communication was not continuously conducted that leads some of the staffs forgot the implementation program to be slow down the momentum of the initial consensus.

Concerning coordinating change with respect to culture, system and change process approach 73.33% of the academic and administrative staffs responded the change affecting their teaching learning & other administrative activities positively that means 83.33% of the respondent believed the working culture is improved staffs build the mutual interest and love their profession helped by the senior and intellectual staffs shared their experience deserve assistance for junior workers or those who need help.

Regarding the management of change process 46.67% of the academic and administrative staffs were responded the college was in a state of rapid and continuous change where as 53.33% of the respondents were relied on either the change was evolved through long periods of stability with fundamental change or constantly undergoing small changes or didn't brought any change at all. This show most of the majority of the respondents were confused the status of the change progress. Hence, the change management should be evaluated and revised and made an amendment through discussing of the staff and the stakeholders of the college.

Considering Communication about the change is limited to only those directly concerned with the team leaders 63.33% of most of the respondents of staffs' were agreed. On this regard the majority of the staffs didn't get information timely and adequately.

It was identified by the study that 58.33% of the academic and administrative staffs responded agreement on the direction of the change implementation plan in the college was influenced by resistance. The cause of resistance to change management has various reasons and the degree of resistance also high or low. It should be identified the cause and the degree of affecting the working activities and take necessary majors appropriately.

The study shows 63.67% respondents were disagree and strongly disagree incentives were arranged with the implementation to aid the process of change. It was believed that incentive is one of the mechanism to motivate workers. So different motivation scheme should be inserted in the implementation program to motivate staffs.

It was identified by the study, from interview questions related to evaluation and measurement of a change management with respect to impacts and results from change, measuring the outcome of the activities relay only on materials without considering whether the problem issue was in the burning point or not. It was given by the Addis Ababa University for all colleges assuming the way of problem solving fit for all. The college itself evaluate the whole activity depending on relevancy and measure the progress.

Measuring of activities was done by report that shows physical observation need to every department if that report is right or not; this kind of evaluation is cumbersome and lead to negligence and beyond control the issues which need immediate supervision.

As the interview evidence questions related to perception with respect to process and implementation of change management, sense of ownership, national and individual interest was going down time to time and passive relationships of leaders towards the worker was diminished. So refreshment training and further change implementation result Accessement should be taken to reinstate reinforcement mechanism should be prepared for those who didn't achieved and those who achieved accordingly.

On this point document review evidence on implementation of change management, resistance at the begging of change implementation but it was managed. The plan of departments activities are prepared by the department head, discussion was conducted with the staff in the department and submitted to dean office accordingly, evaluation was conducted based on the plan through discussion on the report. The plan is not contain how change is managed when there is deviation would appeared. Resistance can have different reasons and different degree that need to identify and discussed with individuals or group and solve appropriately.

The college starts change implementation before, by the tool of Business process and Re-Engineering Process (BPR) but without Accessement of the result again shifted to Kaizene philosophy. This indicates that analysis of the outcome and cause and effect wasn't evaluated and come to decision whether the first tool (BPR) is important or not.

5.2. Conclusions

Based on the analysis of the data, the researcher conclude that sense of ownership, national and group interest was going down time to time and passive relationships of leaders towards the worker was increased and individual interest spread unexpectedly.

Due to change implementation plan working culture is improved staffs were build the mutual interest each other than before the change occurred.

Change evaluation system was mostly relay on paper report. Practices of sharing ideas and experiences would continue and improved specially done by highly professionals and more experienced staffs.

Change management tools was not consistently used to implement change management systematically. Choosing different implementation of change management by itself didn't a solution to overcome the organization problem. As the researchers intention, before the change implementation plan was prepared; there must be a need accessement and identified the problem chose the change management strategy and aware the worker how the problem is dangerous to the organization and come to agreement almost all the workers, then, through discussion prepare implementation plan.

5.3. Recommendations

Based on the conclusions, the following recommendations were made to be seen critically; to alleviate the challenges and practices of the college change management strategic plan implementation.

1. Before implementation of change the college must conduct need accessement and then creation of awareness about the importance of change and why change is needed should be answered came to agreement with the workers and stakeholders.

2. If agreement come to being, Strategic change management plan is prepared, training should be conducted, communicate again and again until to bring the idea for all the workers of the college.

3. The college must set different mechanisms to resolve problems including resistance identifying and minimizing tools, evaluation tools and time of implementation to make the change institutionalize.

4. Focus on behavioral change of individual as well as group, set method of coordinating system and process of activities and conduct feedback on the result. Share ideas and results made in one department to make for all. Finally it can be suggested to further studies need to be conducted with regard to change management tools and challenges and practices of the college by itself.

5. Finally, the Addis Ababa University should conduct need accessement for every college that might not have the same problem, the strategy and approaches may differ from college to college. The controlling and follow up mechanisms also different in each case, so fit for all is not suited to all colleges under it.

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Appendices

College of Education and Behavioral Studies

Department of Educational Planning and Management

Appendix I

Questionnaires to be field by Administrative Personnel

Dear sir/madam

I am a student at Addis Ababa University pursuing studies in Masters of Human Resource and Organizational Development program. The purpose of this questionnaire is to collect data for a research paper entitled on Practices and challenges of Change management in Addis Ababa University Bishoftu Campus to gather data for the Master degree fulfilled thesis research on Human Resource and Organizational Development program to make an assessment how the Veterinary and Agriculture College administer the change management, what are the challenges and practices face during and in process and implementation. Your genuine response for all questions provided is crucial for the success of the research. The information obtained will be coded and will be remain confidential and it will be used only for the academic purpose and will not be disclosed to any third party. Your input is highly appreciated and will have high value for the research.

Thank you very much for your time and support.

Gebresenbet Debebe

1. Questions asked to Administrative staffs

General instructions

Please indicate your choice by putting the symbol mark ( ) where you think is appropriate in the boxes provided to each preference.

Part 1 Demographic Information

1. Please indicate your Gender: Male ▯ Female ▯
2. Level of education: Certificate ▯ Diploma ▯ Bachelor Degree ▯ Master's Degree ▯
3. Please indicate your position of Expertise: ▯ Head of section ▯ Head of Dept. ▯ Above Head of Dept. Staff/Experts ▯
4. How long have you been working at the college? Please give your answer in yeas here ————— years.

College of Education and Behavioral Studies

Department of Educational Planning and Management

Appendix II

Questionnaires to be field by Academic Personnel

Dear sir/madam

I am a student at Addis Ababa University pursuing studies in Masters of Human Resource and Organizational Development program. The purpose of this questionnaire is to collect data for a research paper entitled on Practices and challenges of Change management in Addis Ababa University Bishoftu Campus to gather data for the Master degree fulfilled thesis research on Human Resource and Organizational Development program to make an assessment how the Veterinary and Agriculture College administer the change management, what are the challenges and practices face during and in process and implementation. Your genuine response for all questions provided is crucial for the success of the research. The information obtained will be coded and will be remain confidential and it will be used only for the academic purpose and will not be disclosed to any third party. Your input is highly appreciated and will have high value for the research.

Thank you very much for your time and support.

Gebresenbet Debebe

Questions asked to Academic staffs

General instructions

Please indicate your choice by putting the symbol mark ( ) where you think is appropriate in the boxes provided to each preference.

Part 1 Demographic Information

1. Please indicate your Gender: Male ▫   Female ▫
2. Level of education: Diploma ▫   Bachelor Degree ▫   Master's Degree ▫
   PhD Degree ▫
3. Please indicate your position of Expertise: Head of section ▫   Head of Dept. ▫
   Above Head of Dept. ▫   Staff/Experts ▫
4. Please indicate your Academic Rank: Technical assistance ▫   lecturer ▫   Assistant
   Professor ▫   Associate Professor ▫   Professor ▫
5. How long have you been working at the college? Please give your answer in yeas here
   ————— years

Appendix III

Questioners to be field by Administrative and Academic Staff

Part 2 <u>change Accessement Questions</u>

2.1. <u>Questions related to integrate change management activities with respect to change plan</u>

1. Are you familiar with the term of Change Management? Yes ☐   No ☐

2. Did the college develop a set of implementable change plan? Yes ☐   No ☐

3. The change management strategic plan is:

   The plan is targeted on immediate problem ☐

   The plan is prepare to hand over the expected threats of the organization problem   ☐

   I believe it is imposed by the higher authorities/Government ☐

   I have no idea   ☐

4. Was the plan accepted by the implementing group?   Yes ☐   No ☐

5. Was the plan successful with respect to the target? Yes ☐   No ☐

6. If your answer to question 5 is no, please specify your reasons here in short

_____
_____
_____
_____

7. Did you discuss the plan before it become to implement? Yes ☐   No ☐

8. Did your ideas incorporated in the plan? Yes ☐   No ☐

9. Are you interested the change progress yet? Yes ☐   No ☐

10. If your answer is no please specify your reason in short

_____

_____

_____

_____

11. Did the change management evaluated periodically? Yes ▫   No ▫

12. If your answer is yes? is it: Monthly ▫   Quarterly ▫   Semi Annually ▫   Yearly ▫

13. Who was evaluate the change result?

     The implementer himself ▫

     Experts assigned from inside the college ▫   experts assigned from outside the college

14. If it was done by yourself? How you relate the results obtained with the change target that you set before? I used change Army format: Always ▫   sometimes ▫   rarely ▫   other format ▫

15. If the evaluation done by the experts did you agree on the result? Yes ▫   No ▫

16. If your answer to question 15 is no how did you do?

We discuss and agree ▫   we discuss and go with our idea ▫   we discuss with the change leaders ▫   we left as it is ▫

17. Was the change has structure of change management body Yes ▫   No ▫

18. If you have different idea please comment here in short

_____

_____

2.2. Questions related to coordinating change with respect to culture, systems and change process approaches

    1. Did the change affecting your administrative activities? Yes ▫   No ▫

    2. If your answer is yes to question 2, how it affects? Please specify here in short

     _____

     _____

     _____

    3. Did the change facilitate your work   Yes ▫   No ▫

    4. If your answer to question 4 is no, please specify the reasons in short

_____

_____

_____

5. Did the change affect your work culture?   Yes □   No □

6. If your answer to question 6 is yes, please describe in short ——————————————

_____

_____

_____

7. Did the change brought new working culture?   Yes □   No □

8. How change is managed at the college?

 It exists in a state of rapid and continuous change □

 It evolves through long periods of stability with fundamental change □

 It was constantly undergoing small changes it deals with incremental change □

 through time it didn't brought any change at all □

9. Please select the statements below that describes you're idea during the implementation of the change process?

Activities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Change leaders have sometimes a lack of consistency in regards to the change					
Training is inadequate leaving unanswered questions about importance of the change					
Concerned staff members were take part in planning					
Communications about the change plan were conducted timely and relevant					
Change implementation create resistance but managed					
Communication about the change is limited to only those directly concerned with the team leaders					

Conflicts within the change are looked for and try to be solved					
The direction of the implementation is influenced by resistance					
Conflicts within the implementation are avoided as it happens					
The change strategy, system design and processes are determined completely outside of college's control					
The reasons for change are not clear and there are different views of the goals of the implementation					
Implementation leadership is unclear and change leaders are not utilized effectively					
Incentives are arranged with the implementation to aid the process of change					
Key implementation personnel are chosen, put in charge and left unchanged					
Ideas are openly communicated and encouraged within the implementation process					
Key implementation personnel are chosen, put in charge and changed every time					

Appendix Iv

Interview questions for both Administrative and Academic Personnel

Interview questions for Administrative and Academic Personnel on change Assessment questions

3.1. Interview questions related to evaluate and measure a change management with respect impacts and results from change

    1. When did you first hear about this change and what was your first reaction?
    2. What steps were taken in your College to introduce this change?
    3. Did the change evaluated periodically?
    4. Who did the activities of the evaluation?
    5. In your evaluation how much the target was successful?

    6. What kinds of tools used to measure the change performance?

    7. How does current performance compare to other organizations?

3.2. Interview questions related to perception with respect to process and implementation of change management

    1**.** Did the change contribute to the administrative process?
    2. Were there any difficulties in adopting this change?
    3. What kinds of support did you receive from your college in the process? Do you think this support was enough?
    4. What benefits do you think this change has brought for the college communities?
    5. What are some of the challenges for college communities in the new system?
    6**.** What was the reaction when you heard the change strategy?
    7. Did the college change leaders face passive relationship with the staff?

    8**.** What can be done now to make this change work in a better way?
    9. Can you suggest what approach, systems and processes to maximizing contributions of the college community?
    10. Are you still interested in this change effect?
    11. Any other comments in relating this initiative that you would like to add?
    12. Can you mention the advantages and the problems you face with in the change implementation?
    13. Is there enough support from key stakeholders?
    14. What lesson learned when you get through?

DECLARATION

I the under signed, declare that this thesis is my original work has not been presented for a degree in any university and all sources of material that are used for this thesis have been duly acknowledged.

Name **Gebresenbet Debebe Abebe**

Signature _____

Date of submission   _____

Name of advisor **Ato Demoze Degefa**

Signature ————————————————