CHALLENGES AND ACHIVEMENTS OF BUSINESS PROCESS REENGINEERING IMPLEMENTATION IN EDUCATION OFFICES OF WEST SHOA ZONE, OROMIA REGIONAL STATE

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ADDIS ABABA UNIVERSIYTY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

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Acronyms

BPR Business Process Reengineering

BSC Balanced Scorecard

CSRP Civil Service Reform Program

ESDP Education Sector Development Program

ETP Education and Training Policy

MoCB Ministry of Capacity Building

MoE Ministry of Education

NCBP National Capacity Building Program

PSIP Program Service Improvement Policy

IT Information Technology

Abstract

The objective of the study was to assess the challenges and achievements of business process reengineering (BPR) implementation in Education Offices of West Showa Zone. The assessment attempted to examine the extent of business process reengineering implementation. To attain these objectives, a descriptive survey design was used. Leaders, Process owners and job performers at Woreda Education Offices and Zone Education Office were the major source of data in the study. Total 88 persons were contacted for the study, i.e. 67Job performers and 7 Leaders from Woreda Education Offices, 9 Job performers, 5 Process owners and 1 Leader from Zone Education Office. The data gathering instruments include questionnaires, interviews and document analysis. All the close-ended questions of the questionnaires were analyzed quantitatively using frequency count, percentages, average mean, standard deviation and t-test. Besides, the data obtained from open-ended questions and interviews were transcribed to supplement the quantitative data. The study revealed that the communication made in the process of BPR implementation of the Education Offices was poor. On top of this, follow up and monitoring was getting looser and job evaluation system was not clear and fixed. Furthermore, the study found out that problem related to value and beliefs, in effective process redesign, lack of resource and IT problems were the major challenges encountered in the implementation of BPR in the Educational Offices. Therefore, it was concluded that unless proper full scale implementation, monitoring and evaluation were conducted and appropriate measures and strategies were timely taken and put in place, the challenges occurred during implementation impede the system's transformation efforts underway in the education offices. Finally, recommendations were made based on the results of the study.

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CHAPTER ONE

1. Introduction

This part deals with the background, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Background of the study

Ethiopia as the developing country has the vision to be a middle-income country by 2020 (MoCB, 2006). Eradicating poverty and following the socio-economic development of the country with a sense of urgency is one of the top agendas of the government. This agenda can be addressed only if public institutions are able to deliver their products and services efficiently and effectively to the society and to citizens' need.

The role of public institutions in eradicating poverty and in enhancing national development is vital. To make them play this key role, the government has embarked on multiple public administration reforms from the early 1990s. Moreover, in 2002s extensive government reorganization was under taken along with the launch of a National Capacity Building Program (NCBP), which gave new impetus to the Civil Service Reform Program (CSRP). The CSRP is initiated in 1994 when a task force was established to conduct a diagnostic overview of the condition of the civil service institutions. Based on the findings of this diagnostic phase, the study and development phase of the program were launched in 1997 (MoCB, 2007). The problem of service delivery, organization and management, work culture and system are the major ones in most of our civil service institutions (Berihu, 2009).

According to Getachew and Common (2006), different public sector reforms have been undertaken in the country. The most recent reform phase began in 2001, with the launch of the public sector capacity building support program, which also revived the CSRP. The government has moved quickly to prepare the CSRP for its full implementation across all regions and different levels of government institutions. Pilot studies and special programs

on performance and service delivery improvements in selected ministries, agencies, and Bureaus have been initiated. These include the establishment of focal points responsible for reform implementation across tiers of government; series of workshops undertaken to sensitize the political leadership and civil servants across the country; and the launch of a special program of Performance and Service delivery Improvement Policy (PSIP) in priority ministries, agencies, and Bureaus designed to deepen the implementation of performance management. PSIP, along with other reform-programmed areas, has promoted Business Process Reengineering (BPR) as a key management initiative, particularly in those ministries that interface directly with the private sector.

By taking these initiatives, the government launched this task in 2005 in a number of Federal and Regional Civil Service and Public enterprises. Some BPR tasks at this time were done by trial and error method. At the moment, it was not well understood by the performers to implement, rather, they are talking without performing the real work. Conversely, those performers that have entailed in the implementation phase have only resulted in incremental changes (MoCB, 2007). Undertaking such a revolutionary change requires understanding the essence of what the BPR, how to conduct BPR, well planned change management and planned implementation. In the whole process, intensive communication is mandatory.

According to Hammer (2001), Hammer and Champy (1993), and Hammer and Stanton (1995), business process reengineering is the fundamental rethinking and radical redesign of business process to achieve dramatic improvement in critical contemporary measures of performance, such as cost, quality service and speed. The concept of business process reengineering (BPR) had emerged in America during the 1980s and early 1990s. At the time the term, “Reengineering” was known by different organizations in different countries and the countries have been attempting to put the concept in to practice. In doing so, some institutions have succeeded and obtained a tremendous result, while some others failed to implement the concept of BPR properly.

In order to survive in this dynamic and ever changing world, organizations need to adjust themselves with their environment and customer needs. In light of this, Walker and Black (in Balaji, 2004) have identified three reasons for education sector to adopt BPR initiatives-

to face the challenges of the industry there by responding to the demands of the customers, to achieve efficiency, flexibility, and to have an understanding of all variables that directly affect organizational or individual performance. Because of these reasons, dramatic change is a necessity to cope up with this competitive world.

The Government is placing particular emphasis on education with the firm belief that the long-term development of the country rests upon the expansion and provision of quality education. The Government's desire is to improve the provision of quality education resulted in the formulation of the Education and Training Policy (ETP). This encompasses the entire education and training sector. Within the framework of the 1994 Education and Training Policy (ETP) the Government of Ethiopia introduced several educational sector reform programs. Education Sector Development Program (ESDP) is one of the programs. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015. This program contributes to the achievement of millennium development and education for all goals (Ministry of Education, 2005).

In addition to this, well-trained and qualified labor equipped with modern managerial, technical, research and leadership capabilities play an indispensable role for the speedy development of competitive industries in the country. Hence, due attention is given to the reform in the education system to make education and training responsive to the demand of country's skilled and semi-skilled labor.

Now a day, almost all of the government institutions and enterprises are implementing BPR in every corner of the country. As Oromia is one of the regional states in the country, it is also implementing BPR in its almost all government institutions and enterprise. Moreover, it is the leading regional state in implementing BPR in its respective administrative tier up to the kebele level as the report of regional capacity building.

Oromia is one of the nine national regional states of Ethiopia with an estimated total area of 363,106km2 accounting for about 34.3 percent of total area of the country. It shares common boundaries with all national regional states except the national regional state of

Tigray. With regard to population, it is the most populous region with a total population of 26,908,304. The region is divided among eighteen administrative Zones, 304 rural districts and 43 urban centers under reform (BOFED, RSIC 2006). The regional government is divided in to three branches of government namely the parliament, the Judiciary and the executive organs. As part of the executive body, there are 36 regional sector bureaus and offices which most of them have branches at Zonal, Urban and Woreda levels. West show Zone is one of the eighteen Zones of Oromia regional states and it has 32 sector offices and 19 Woredas. The majority of sector offices at Zonal level have their branch at Woreda level. Zonal Education Office as one of the Sector Office of the Zone, currently implementing BPR from Zonal level to School Compound.

This research aims to assess the challenges and achievements of BPR implementation of West Show Zone Education Office.

1. 2 .Statement of the Problem

In today's dynamic global business environment, organizations both in public and in private sectors are finding themselves under extreme pressure to be more flexible and adaptive to such change. Change always has been the case, but although in the past it was predictable, incremental and evolutionary, today it is unpredictable, rapid and revolutionary. Hence, modern organizations in order to successfully face these changes should undertake reforms aiming to address the changing expectations of citizens. About this Kothing Kiragu (2002) stated that Africa has gone through significant CSRP with view to improve service delivery for the last 15 years so thought challenges and achievements of BPR study was generally in its tone. Despite this fact, Polidano (1999) argued that the context in which any reform is implemented and the organizational conditions around it are the key determinants for successful execution of reform. In order to achieve their goal, institutions have been working in dynamic world environment. This continually changing world environment influences the institutions in one way or another to make change and survive. Instructions, while making an effort to survive, some were dissolved; some others sustain their activities and survive. To this end, institutions have been exercising different approaches for their own survival. In line with this, different authorities identified different kinds of approaches

of reform tool to make an institution effective and efficient. Some of these are bureaucracy, management by objective, quality circle, total quality management (Scott, 1995).

Over time, it was realized that an important condition to undertake the reforms was to implement BPR. It was identified to solve the problems of hierarchical bureaucracy with many non-value adding works positions, etc; BPR is seriously implemented in almost all public institutions gradually. Situations disclose that services delivered by the public institutions are characterized by long time taking, costly, not up to the needs of customers, not responsive and not dynamic. Therefore, the Ethiopian government adapted BPR in the assumption that the current system has to be completely changed and redesigned and BPR can do this Job (Berihu, 2009).

People have choices when they buy products from private firms. However, government services are one (no choice). At the same time, it is individual's democratic right to get appropriate and satisfactory services from public institutions. Because of the implementation of BPR, painful practices in each public office were identified, and many non-value adding works are avoided. For example, it was found that deputy head departments were actually doing nothing.

Because of an institution's natural resistance to exercise and adapt the change, the implementation of a new process is typically the most failure prone phase of the reengineering project. Frequently, the greatest challenges do not lie in managing the technical or operational aspects of change, but in managing the human dimensions of change, some experts caution that unless planning and accountability for change management is given a separate focus, the effort will not be managed well (Jackson, 1997). During the implementation phase, especially institution leaders must be in the forefront in dealing with the social, psychological and political resistance to change the way work is done. Leaders must also recognize that their own roles and responsibilities may need to undergo change as well (GAO, 1997).

Despite the achievement of reduction in cost and cycle time of service delivery of some public institutions, largely the implementation of BPR did not produce the expected dramatic improvements in most of the institutions (MOCB, 2007). An exemplary success

story in the cost of Ministry of Trade and Industry is Licensing service where its cycle time was reduced from 8 days to 39 minutes. In case of the Trade Name Registration service, the cycle time was reduced from 2 days to 34 minutes (Getachew and Common, 2006). In this regard, BPR efforts among others have not been achieved the expected organizational transformation.

The reasons mentioned for this unsatisfactory results were, inadequate technical knowhow of BPR due to insufficient training on the concept, low level of employee participation and suspicion of employee resistance to change, lack of top management commitment and taking longer time than required and planned (FDRE, 2001. However, retraining of officials and BPR teams was conducted by different consultants on the concept of BPR and key areas of BPR, the challenges and achievements of BPR problems were not alleviated. For instance, problem of process identification that had taken longer time than required, lack of timely communication have created fear on employees, and problem of change management are still unsaved problems (MOCB, 2006).

Likewise, Muktar (2008) identified the problems of BPR implementation in Oromia regional state public sectors as lack of adequate skill of employees, failure to take risks, absence of appropriate incentive mechanisms, lack of coordination between top and front line managers, prevalence of competing agendas, failure to adhere to the newly designed processes and lack of well-designed change management strategy.

In addition to this, there was a problem of mainstreaming public services from end-to-end in all regional civil service institutions. Mahtebu (2008) also noted that lack of previous experience, adequate understanding of BPR principles, benchmarking of partners and excellent practice, necessary competence and skills, and prevalence of resistance to change as the major challenges. The challenges identified by different authorities may be similar and one may be the cause for the other problem. But with all of these challenges, BPR is being practiced as a key institutional practice by almost all public institutions in our country.

Since 1998 E.C all of the public institutions in the country are at the implementation phase of BPR, especially the public institutions of Oromia regional state were in their 9 years in implementing BPR. Therefore, conducting research on the challenges and achievements of

BPR in this region is timely and relevant to contribute to the success of the project as an input. The output of this research would be disseminated to all institutions understudy at all levels. As a result, the desired result of transforming our public institution can be realized.

Getachew and Common (2006) have studied the results of first phase of BPR in the Ministry of Trade and Industry and Ministry of Education. Muktar (2008) focused on leadership Challenges and prospects in BPR projects in Oromia region, while Mahtebu (2008) has focused on planning and readiness aspects, employee attitudes and reactions, and the change process of BPR projects of Ministry of Capacity Building, Ministry of Education, Bureau of Capacity Building and Bureau of Education of Amhara region.

Besides, Abdurahaman (2009) assessed the challenges and achievements of reengineering in public sector organizations. Except the last one, these studies were done when BPR projects of those public institutions were at infant stage. Most of them identified the problems of BPR implementation in public sectors as lack of adequate skill of employees, absence of appropriate incentive mechanisms, lack of coordination between top and pro-active managers, failure to adhere to the newly designed processes and lack of well-designed change management strategy. The result shows no improvement of the accomplishment of the necessary output needed as the objective of BPR. All of the studies above have been conducted at the head offices, regional and Ministry levels. These studies however did not show the challenges and effectiveness of BPR implementation at grass root fully. Moreover, identifying the effectiveness and challenges of BPR implementation of those public institutions at that stage was doubtfull. Therefore, assessing the degree of challenges and achievements of BPR implementation in specific public institutions at the middle of the tier and nearer to grass-root level is relevant and timely.

Therefore, this study addressed the following research questions.

1. To what extent the management and employees of Education Office of West Shoa Zone towards BPR implementation?
2. What are the major achievements of BPR undertakings in Education office of West Shoa Zone?

3. What are the major challenges \ problems that obstacle the implementation of BPR in West Shoa education offices?
4. What mechanisms have to be put in place to facilitate the implementation of BPR in the offices?

1.3. Objectives of the Study

The general objective of the study was to assess the achievements and challenges of business process reengineering implementation in Education Office of West Shoa Zone, Oromia Regional State.

The study has the following specific objectives:

1. To assess the extent of business process reengineering implementation.
2. To assess the level of awareness and attitude of managements and employees on BPR.
3. To assess the achievements of re-engineered education offices.
4. To identify the challenges encountered during the implementation of the new process based system
5. To identify strategies those have been put in place to ease implementation business Process reengineering.

1.4. Significance of the Study

Implementation is the most difficult phase of the reengineering tasks. Ideas are turned into actions; and the institution's natural resistance to change must be overcome. Hence, the significance of the study will be as follows.

- The result of this study may provide Zonal and Woreda officials some basic information and feedback about the achievements of BPR implementation.
- It may enable the Zonal Education and Woreda Offices to design better ways of solving implementation problems.
- It may help to foreword some specific and practical recommendations for future actions based on the findings made.

- In general, this study is expected to use as springboard for relevant to the works of researchers in the field, policy makers, and members of EOWSZ at different levels of its hierarchy.

1.5. Delimitation of the Study

In order to make the research manageable, the study was delimited to Educational Offices West Showa Zone to six Woredas and Zonal Education Office based on the availability of time and lack of sufficient financial resource. The study was also delimited to only Education Offices of West Shoa Zone, even if there are 36 sector offices that deliver public services, which implement BPR. Furthermore, it focused more on the implementation of BPR at the Woreda level.

1.6. Limitations of the study

While this research was conducted, the researcher practiced different obstacles. Of these problems, obtaining job performers and leaders at their office due to frequent field trips, meetings, and the reluctance. Then Zone Educational Office wrote litter to selected sample Woredas of some respondents to fill and return the questionnaires in due time were the major ones.

1.7. Definition of Key Terms

Business Process Reengineering: Reengineering is the fundamental rethinking and radical redesign of business process to bring about dramatic improvements in critical contemporary measures of performance measures such as cost, quality, and service and speed (Hammer and Champy, 1993).

Process Owner: - is one responsible for reengineering a specific process. The owner should be a senior level manager who carries prestige, reputation, credibility, and clout within the organization. (Belete et al 2007: 19)

Process: Set of interrelated steps that begins with an input or trigger and ends with an outcome that satisfies the end user (Linden, 1994).

Redesigned processes: - means those processes newly redesigned by disregarding all existing structures and procedures, and inventing completely new ways of accomplishing work (Tanoglu, 2004).

1.8. Organization of the Study

This study is organized in to five Chapters, The first chapter deals with the introductory part, which includes background of the study, delimitation, limitation, and organization of the study. In chapter two, both global and local issues about BPR were thoroughly considered. The methodology was presented in the third chapter. After the description of methodology, data analysis and presentation was presented in chapter four. Finally, the summary conclusions and recommendations of the study were treated in chapter five.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with review of related literature. It presents a synthesis of related literature, which is used as foundation for resolving the research problem. Then the review tries to assess reforms in the education system, the emergence and the why of business process reengineering, the phases in BPR, the implication of reengineered processes on the organizational system, success and failure factors in BPR implementation and the reform process in Ethiopia.

2.1. Educational Reforms

Education reform is a plan or movement, which attempts to bring about a systematic change in educational practices. Educational theories, curriculum reform and operational structure are often areas targeted for change (Tyack and Cuban, 1995).

Though Educational reforms undoubtedly occurred on a local level at various points throughout history, the modern notion of education reform is tied with the spread of compulsory education. Education reforms did not become wide spread until after organized schooling was sufficiently systematized to be reformed. In modern world economic growth and the spread of democracy have raised the value of education and increased the importance of ensuring that all children and adults have access to high quality and effective education (Linda, 1997). Modern education reforms are increasingly driven by a growing understanding of what work in education and how to go about successfully in improving teaching and learning in schools.

The last 10 or 15 years have been a time of great challenge as well as considerable excitement for educational systems around the world. Governments everywhere have been embarking on substantial programs of reforms in an attempt to develop more effective school systems and raise levels of student learning and achievement. According to Fullan (2007), the success or failure of school reform can be measured by whether the reform has become an accepted, effective, and sustainable part of the school's culture.

Changes in the world economy have provoked three kinds of responses in the education sector. Reform that respond to shifting demand for skills in both the domestic and world labor markets and to new ideas about organizing, the production of educational achievement and work skills can be called competitiveness-driven reforms. Reforms that respond to cuts in public-sector budgets and private company incomes, reducing public and private resources available for financing education can be called finance-driven reforms. Reforms that attempt to improve education's important political role as a source of social mobility and social equalization can be called equity-driven reforms (UNESCO, 1997). The above three kinds of educational reforms are interrelated and their driving forces intertwined to one another.

2.2. Organizational Change

According to Stewart (1983), no organization can stay the same forever. Changes occur inside and outside, which can force the organization to alter the way its affairs are managed. Organizations undergo change for a variety of reasons. Change may take place due to external forces driven from the organization's general environment and by internal forces like the decision of management to alter a certain aspect of the organization or a shift in socio-cultural values.

There are different models of change. According to Griffin (2000), the Kurt Lewin's model suggests that three steps are involved in change; Unfreezing, change implementation and refreezing. The first stage is concerned with helping people involved in the change recognized the need for the intended change to overcome inertia. The second phase is when the change occurs a period of confusion between the old ways and the new ones, and the third step is the time when a new mind set will be crystallized so that the change becomes part of the system. Change in Organizations always involves human beings. Ideas of change come from and develop in the minds of people. On the other hand, people regard change as an enemy and try to avoid or they resist it. Different authors agree on the fact that resistance to change is natural and inevitable even though the change has significant merits (Hammer, 2001; Obolensky, 1996; patching and waitley, 1999). It, therefore, becomes necessary to understand resistance for the sake of effective management of change. Unless

resistance is properly addressed, it can hamper successful implementation of the designed change.

Different authorities have identified different reasons why people resist change. For instance, uncertainty threatened self interest, different perceptions, and feeling of loss (Griffin, 2000); rational reasons like additional work load, risk of criticism, uncertainty and interference with existing plans; and irrational reasons which have no obvious basis so that difficult to identify (Morris and Brandon, 1993); a gap between the expectations of people and their perceptions of the effects that the proposed change may have on them (Patching and Waitley, 1999). Paradigm changes cause such unconscious resistance like rejecting new ideas with out careful consideration or unwillingness to recognize the influence of the change. Sometimes people form pictures in their minds about the change. They have their own perception and expectations. Up on the comparison drawn between expectations and perceptions, the employee develops a positive or negative attitude towards the proposed change. If the perception formed on how the change will affect favors the expectations out of the change, the individual develops a positive attitude. On the other hand, if the perception is not favorable with expectations, the attitude to be developed will be negative.

2.3. Emergence of Business Process Re-engineering (BPR)

Long ago people have founded and built organization to achieve their common purposes. According to Robbins (1990), organization is a consciously coordinated social entity, with a relatively identifiable boundary, that functions on a relatively continuous basis to achieve a common goal or set of goals.

In order to achieve their goal, organizations have been working in dynamic world environment. This continuously changing world environment influences the organizations in one way or another to make change and survive. Organizations, while making an effort, to survive, some were dissolved; some others sustain their activities and survive. To this end, organizations have been exercising different approaches for their own survival. In line with this, different authorities identified different kinds of approaches to make an organization effective and efficient. Some of these are bureaucracy, management by objective, quality circle, total quality management (Scott, 1995).

Even though, organizations have been adopted, different kinds of approaches, some of which are indicated above, all of them were incremental change by their nature. But today globalization along with the key driving forces of change such as customer service, competition and continuous change has created tough environment. For organizations that have been working in philosophies and principles of traditional way of doing their business that helped them yesterday, fail to help them any more (Hammer and Champy, 1993).

Therefore, organizations have to consider their structure and behavior to fit with rapidly changing environment change was always been the case, however, in the past it was predictable, incremental and evolutionary. However, today it is unpredictable, rapid and revolutionary. The rapid development of new technologies, the globalization of business operations and the continuously changing customer expectations are the main forces behind this change. The new features of organizations such as responsiveness flexibility and customer focus should be achieved in new prospective shifts from the approach of work on task based to process based thinking. Thus, in a world of rapid flux, organization must change their priorities from a traditional focus on planning, controlling and managed growth to fundamental rethinking of speed, innovation, flexibility, quality service and costs. This implies, it is virtually impossible for an organization to retrofit them in this new reality without reengineering (Hammer and Stanton, 1993).

2.4. Phases of BPR

There are four phases of business process reengineering. These phases are the planning, understanding the As Is\ current process, redesigning the To Be process and the implementation phase. These phases are interrelated and one is the stepping-stone for the other (Linden, 1994).

2.4.1. Planning Phase of Business Process Reengineering

As it was discussed in the preceding section business process reengineering is a fundamental, dynamic, dramatic change in the business process. These changes are required to make the business processes add value for customer satisfaction. As all deliberate efforts of human being to reach a given end(s), business process reengineering is also requiring a

systematic approach in order to serve its purpose in which planning serve as tool. Thus, business process reengineering project has to be planned (Linden, 1994).

According to Hammer (2001) and Jackson (1997), the planning stage has four steps to be followed. These are Understanding top-level leadership commitment; select subject area\ the entry point; establish BPR governance; and planning.

Understanding the Top Level Leadership Commitment

Hammer and Stanton (1993) also indicated the leadership is the primary ingredient of BPR because top leaders recognize and understand the systemic difficulty of the process as a whole or to develop new ideas about it. On the other hand, others may lack such quality to run the reengineering process. From this, it is forward that reengineering is succeeded only when driven from the top most level of an organization.

This indicate that the organization should enter into reengineering tasks with a good understanding of the plan of reengineering, such as understanding of: what is going to be done happen, what management's efforts and attention required for the BPR, what are top priority agenda for organization, and how this will be supported and monitored?

Assign the Leader for BPR Task

As it was described above, the part of the leader in the process of reengineering is non-substitutable. However, what quality of manager should be required to lead the BPR task? To address this question of leader Hammer (1993) identified some qualities of leader. A leader must have an authority over the entire end-to-end process that is to be reengineered. Because the manager has, the responsibility to compel the compliance of all parties involved in reengineering. To this end, chief executive officer might seem the most likely person to lead the engineering effort.

In support of the above idea, Hammer (2001) indicated that in most cases the leader should be the head of the organization. If not must be member of top executive (senior executive), that has authority over the stakeholders and resource being involved in performing BPR. In addition, the leader should be ambitions, passionate and committed to reinvent the organization and required to posses the character of leader and intellectual having adequate

knowledge on BPR; the leader should be concretely known to have energy and determination to make change happen and possesses demonstrable commitment and enthusiasm.

Identification of Business Process (Entry Point)

Bennis and Mische (1993) and Grover et al. (1995) suggested that an attempt to reengineer too many processes at the same time is one of the most common mistakes made by organizations. Because, a number of financial, business, and timing consideration will limit the number of reengineering tasks that can be performed simultaneously.

In addition, Hammer and Champy (1993) indicated that identifying the business process to be reengineered at the early stage of reengineering is a crucial task because organization cannot reengineer all of its process all together at a time. Thus, setting priority order for reengineering is crucial. To this end, the leader and core staff should identify list of processes and based on the criteria of business dysfunction; importance and feasibility.

Identification of business processes to be reengineered is not an easy task. It requires strong discussion, argument, and making decision by the leader and core staff.

2.4.2. Understanding the Current Process Phase of BPR

This phase of business process reengineering is to understand the As Is of the work done on the traditional way of doing work. It helps to fill the pain of the old way and to see its drawbacks. Internal and external environmental scanning and identification of customers and stakeholders needs and expectation are the priority area for this phase of BPR.

Customer Needs and Expectations

Reengineering starts with a high –level assessment of the organization's mission, strategic goals, and customer needs. Basic questions are asked, such as "Does our mission to be redefined? Are our strategic goals aligned with our mission? Who are our customers?" An organization finds that it is operating on questionable assumptions, particularly in terms of the wants and needs of its customers (Dodaro and Brain, 1997).

In addition, reengineering is customer-focused and outcome-oriented. Before an organization embarks on a reengineering effort, it should have a comprehensive understanding of who it is current and future customers are and what their needs and expectations are as key input for improving the type, cost, quality, and timeliness of the products and services provided (Jackson, 1997). It is also important to consider the organization needs of the staff working with in the organization (internal customer) and third parties outside the formal boundaries of the organization who are involved in delivering the service and products, such as regional states and local governments, which help administer a federal government.

Along with customers, stakeholders are another important source of requirements. External stakeholders including oversight bodies, congress (parliament members), key interest groups, and other, who oversee, fund or are affected by the organization's activities. Internal stakeholders include staff members who would be directly and personally affected by changes in a particular business process. Stakeholders have a great impact on any improvement effort and, when ignored, can jeopardize the success of the effort, while it is impractical to satisfy the needs of all stakeholder, the organization should identify prioritize key stakeholders' needs and identify areas of consensus, where support for improvement is naturally strong. It is also important to identify areas of fundamental disagreement that may make process improvement much more difficult to achieve (Guha et al., 1993; Ross, 1998; and Dodaro and Brain, 1997).

Moreover, the organization should identify and assess the performance gaps between its current performance and customers and stakeholders requirements and then set improvement goals for bridging the gabs by using stakeholders and customers performance requirements, performance measurement data, benchmarking results, and an analysis of other change drivers. These improvement goals should be sharply focused on outcomes linked to the organization's defined mission and what needs to be accomplished.

Understand the Current Process itself

Reengineering identifies, analyzes and redesigns an organization's core business process with the aim of achieving dramatic improvements in critical performance measures, such as

cost, quality services and speed. It also recognizes that an organization's business processes are usually fragmented into sub processes and tasks that are carried out by several specialized functional areas within the organization. Reengineering maintains that optimizing the performance of sub processes can result in some benefits, but cannot yield dramatic improvements of the process itself is fundamentally inefficient and outmoded. For that reason, reengineering focuses on redesigning the process as a whole in order to achieve the greatest possible benefits to the organization and their customers. This drive for realizing dramatic improvements by fundamentally rethinking how the organization's work should be done distinguishes reengineering from process improvement effort that focus on functional or incremental improvement (Guha et al., 1993; and Dodaro and Brain, 1997).

Public organizational/ agencies need to develop a common understanding of the process they use to produce their products and services before they can set about to improve them. These organizations can have a confusing web of interconnected processes and sub processes, many of which cut across several functional departments. It is important to define what the components of each process are, as well as the process' boundaries dependencies and interconnections with other processes (Dodaro and Brain, 1997).

Before the reengineering team can proceed to redesign the process as explained by Bashein et at. (1994), the team should understand the existing process. Although some BPR proponents like Hammer and Champy (1993) argue against analyzing the current enterprise, saying that analysis inhibits the creative process that might not always hold true. It varies from case to case organizations need to map the existing process first, analyzing and improve on it to design new processes. The important aspect of BPR is that the improvement should be dramatic results. Many people do not understand the value of an As Is analysis and rather prefer to spend a larger chunk of their valuable time on designing the To-Be model directly.

The main objective of this phase is to identify disconnects and non-value adding process. This is first initiated by creation and documentation of activity and process models making use of the various modeling methods available. Then, the amount of time that each activity takes and the cost that each activity requires in terms of resources is calculated through

stimulation and activity based costing. All the groundwork required having been completed, the processes that need to be reengineering are required (Muthu, et., 1999).

Generally, it is important to understand the current process before the organization changes them. According to Linden (1994), mapping the current process can provide several benefits. Such a map provides a base-line of current performance, it portrays how the entire "end-to-end" process actually works, it identifies some immediate opportunities for reducing non-value added steps, waiting time, frustration and bottle necks, overlaps and redundancy, it involves people, help them to see the need for change, and builds confidence in the overall design effort and finally it increases commitment of change.

Further, Linden (1994) states that in order to map the current process, points such as, identifying the people who currently perform the processes, interview those people to determine the core and sub processes, prepare a visual map of the current process, identify assumptions which the current process is based and determine whether they are ready to move on the next design step should be taken into account.

Benchmarking

Leading organizations recognizes that improvement goals should flow from a fact-based performance analysis and be directed at achieving organizational missions. These organizations typically asses which of their process are in greatest need of improvement in terms of cost, quality and timeliness. By analyzing the gap between where they are and where they need to be to achieve desired outcomes, organizations, can target those processes that are in most need of improvement, set realistic improvement goals, and select an appropriate process improvement technique. One method often used is benchmarking. It provides reference points for defining ambitious performance goals and helps the organization learn methods that others have used to improve their business processes (Dodaro and Brain, 1997; Jackson, 1997; and Malhotra, 1998).

Benchmarking is a key tool for performance improvement because it provides real world models and reference points for sitting ambitious improvement goals.

2.4.3. Redesigning the Business Process

Redesign is the most creative part of the entire reengineering process. More than any other, it demands imagination, inductive thinking, and a touch of craziness. In redesigning process, the reengineering technical team abandons the familiar and seeks the outrageous. Redesign asks the team members, specially the insiders, to suspend their belief in the rules, procedures, and values that they have learnt in their whole working lives.

The bad news about redesigning a work process is that it is not algorithmic and routine. There are no steps that will mechanically produce a radical new process design. The good news about redesign is that while it may require creativity, it is not necessary to start with an entirely blank slate (Hammer and Champy, 1993).

Setting Stretch Objectives

Stretch objectives reach far beyond what a process currently produces. It forced people to engage in out-of-the-box thinking and to accomplish what current processes and systems could not achieve. In light of this Hammer and Champy (1993) pointed out, the purpose of stretch objective is to force people to abandon automated thinking about a process and to set one or more performance targets that they can only meet by using very innovative thinking and new ways of behaving. Once the design team determines one or more stretch objective, it will have a concrete target to shoot for in redesigning the current process. It will also be stimulated to come up with creative new designs for the process.

Accordingly, to Linden (1994) there are four steps to be involved in creating stretch objectives. These are review stakeholders' needs and expectations, identify the needs and expectations that form the foundations of stretch objectives, brainstorm possible stretch objectives for each need or expectation and decide whether you are ready to move on to the next design step.

2.4.4. Implementation Stage

The implementation of new process is typically the most failure-prone phase of the reengineering task because of an organization has or people natural resistance to change.

Frequently, the greatest challenges lie in managing the human dimensions of change. Therefore, the change management is the key issue to make the change happen.

Change Management

Executives should begin to develop and carry out a formal change management plan to bring the organization's values in to line with the goals of reengineering. If the change management is delayed, it will be very difficult to build support and momentum among the staff for implementing the new process (Hammer, 2001). Therefore, executives should work hard to achieve a broad-based consensus among different parties concerning the reengineered processes, and to overcome internal skepticism as well as resistance to change with different mechanism such as change management activities training and successful pilot testing of the new process.

Communication

The aim of communication is to make information readily and efficiently available to everyone but not to inundate people with unnecessary information. People must be clearly responsible for sharing information others need and for accessing information, they themselves need. Knowledge about the big picture and about performance is essential if members of the organization are going to feel responsibility for team and organization performance and to make good decisions from an organization perspective (Mohrman, 1997).

Clear and effective communication is essential to the success of every change projects. Its objective is to enable recommendations to be understood by everyone and acceptance to be secured from those who are most affected by or involved in, any change. To effect, the leader and the process owners with their team should prepare communication plan and ensure effective communication among staff and stakeholders. Thus, communicate and communicate! Repetition really works; many managers seem to operate on the assumption that once they have said something, everybody has gotten the point (Hammer, 2001). The key to effective communication is reinforcement in many ways, through many channels, and by many people.

Preparation of Implementation Plan

Experiences have shown that implementation is the most formidable challenging phase of the reengineering project. The leader with his/ her core staff and management should develop a detailed implementation plan that lays out the road to the new process. Critical elements and milestones should be identified and their progress closely monitored by the executive steering committee (Jakson, 1997). Timetables for all actions should be specified, and the individuals responsible for overseeing and performing tasks should be assigned.

Pilot Testing

Regarding how to implement a successful pilot testing and enhance people's commitment, Linden (1994) started that, if an agency is committed to change and use a pilot to learn how its change will work, it needs to involve many people, not just those in a pilot. To change an organization, the more people you can involve and the faster you can help them understand how the system works and how to take responsibility for making it work better, the faster will be the change. It does not happen through isolated pilot project.

The team with its process owner shall use pilot testing in the time framework set in the implementation plan to evaluate and refine the new process design. Pilot testing is an effective tool that allows the organization: to evaluate the soundness of the proposed process in actual practice, to identify and correct trouble spot or problems with the new design, to refine performance measures, to generate support for full-scale implementation from employee, stakeholders, public and so on, and adjust goals and develop improvement plan.

Implementation and Monitoring

It is the time for the reengineering proposals will be set in motion-people financial resources and other requirements will be made available to yield the process and system improvements that ensures the anticipated efficiency and effectiveness. The success of the implementation will rest on the degree of commitment, unfailing attention to detail and rigorous follow thoroughly, regular progress against milestones and deadlines, regular communication of progress and successes in achieving the targets by all involved and responsible in their parts of the projects.

2.5 The Implication of Reengineered Processes on the Organizational System

Reengineering entails the radical redesign of an organization's business processes. But while reengineering does start by process redesign, it does not end here. Fundamental changes in business processes have implications for many other parts and aspects of an organization. In fact every aspects of the organization are transformed.

The kinds of changes that occur when an organization reengineers its business processes are work units change from functional departments to process teams, jobs change from simple tasks to multi-dimensional work, people's roles change from controlled to empowered, job preparation changes from training to education, focus of performance measures and compensation shifts from activity to results, advancement criteria change from performance to ability managers change from supervisors to coaches, values change from protective to productive, organizational structures change from hierarchical to flat, executives change from storekeepers to leaders (Hammer and Champy, 1993).

2.6. The Practices of BPR Implementation

From the time when the term "Reengineering" was known by different organizations in different countries have been attempting to put the concept to practice. In doing so, some institutions have succeeded and got a tremendous result while some others failed to implement the concept of BPR properly. On top of this the success and failure factors of BPR implementation was treated to have insights about what factors contribute to its implementation success and failure.

2.6.1. Success and Failure Factors in BPR Implementation

Following the publication of the fundamental concepts of BPR by Hammer (1990) and Davenport and Short (1990) many organizations have reported dramatic benefits gained from the successful implementation of BPR.

However, despite the significant growth of the BPR concept not all organizations embarking on BPR projects achieve their intended result. Hammer and Champy (1993) estimate that has many as 70 percent do not achieve the dramatic results they seek. Having BPR repeatedly at the top of list of management issues in annual surveys of critical information systems reflects executives failure to either implement properly or acquire the benefits of BPR (Alter, 1994). This mixture of results makes the issue of BPR

implementation very important. BPR has great potential for increasing productivity/ service delivery through reduced process time and cost, improved quality and greater customer satisfaction, but it often requires a fundamental organizational change. As a result, the implementation process is complex, and needs to be checked against several success / failure factors to ensure successful implementation, as well as to avoid implementation pitfalls.

2.6.2. Success Factors in BPR Implementation

The factors listed below are categorized in to a number of subgroups representing various dimensions of change related to BPR implementation. These dimensions are changing management, management competency and support, organizational structure, project planning and management and IT infrastructure.

Factors Relating to Change Management Systems and Culture

Change management, which involves all human and social related change and cultural adjustment techniques needed by management to facilitate the insertion of newly designed processes and structures in to working practice and to deal effectively with resistance is considered by many scholars to be a crucial component of any BPR efforts (Hammer and Stanton, 1995 and Carr and Johanson, 1995). Revision of reward systems, communications, empowerment, people involvement, training and educations, creating a culture for change, and stimulating receptivity of the organization to change are the most important factors related to change management and culture.

Revising Reward and Motivation Systems

Staff motivation through a reward programmed has a crucial role in facilitating re-engineering efforts and smoothing the insertion of new processes in the workplace (Towers, 1994; Bjùrn-Andersen and Turner, 1994; Hinterhuber, 1995; Ostroff and Smith, 1992; Dawe, 1996; Feltes and Karuppan, 1995). As BPR brings about different jobs (The Trouble with Reengineering, 1995), existing reward systems are no longer appropriate for the new work environment (Hammer and Champy, 1993; Harvey, 1995; Davenport and Nohria, 1994). Therefore, reward systems should be revised as part of the BPR effort (Jackson,

1997) and the new reward and incentive system must be widespread, fair and encourage harmony among employees (Towers, 1994). Introducing new job titles can be considered as one example of encouraging people to endorse the re-engineering programmed without fear (The Trouble with Reengineering, 1995).

Effective Communication

Effective communication is considered a major key to successful BPR-related change efforts (Davenport, 1993; Jackson, 1997; Zairi and Sinclair, 1995 and Dawe, 1996). Communication is needed throughout the change process at all levels and for all audiences (Davenport, 1993a), even with those not involved directly in the re-engineering project (Dixon et al., 1994). Effective communication between stakeholders inside and outside the organization is necessary to market a BPR programmed (Talwar, 1993; Hinterhuber, 1995) and to ensure patience and understanding of the structural and cultural changes needed (Berrington et al., 1995) as well as the organization's competitive situation (Cooper and Markus, 1995). Communication should take place frequently (Davenport, 1993, Carr, 1993; Janson, 1992) and in both directions between those in charge of the change initiatives and those affected by them (Davenport, 1993a; Jackson, 1997; Grugle, 1994; Talwar, 1993). Communication should be open, honest, and clear (Davenport, 1993; Janson, 1992), especially when discussing sensitive issues related to change such as personnel reductions (Davenport, 1993).

Empowerment

As BPR results in decisions being pushed down to lower levels, empowerment of both individuals and teams becomes a critical factor for successful BPR efforts (Thomas, 1994; Cooper and Markus, 1995; Bashein et al., 1994; Hinterhuber, 1995; Dawe, 1996). Since it establishes a culture in which staff at all levels feel more responsible and accountable (Rohm, 1992/93) and it promotes a Self-management and collaborative teamwork culture (Mumford, 1995). Empowerment entails that staff are given the chance to participate in the redesign process (Bashein et al., 1994). When empowered, employees are able to set their goals and monitor their own performance as well as identify and solve problems that affect their work, thus they are supporting the BPR efforts.

Human Involvement

In re-engineering, all people must be openly and actively involved (Berrington and Oblich, 1995; Jackson, 1997; Bashein et al., 1994; Hinterhuber, 1995; Bruss and Roos, 1993; Arendt et al., 1995; Dawe, 1996) and should be consulted at all stages on the process and its leaders. This includes line managers (Harrison and Pratt, 1993), process owners (Furey, 1993), those involved in IS and human resources (Bashein et al., 1994), and workers (Janson, 1992). The culture of experimentation is an essential part of a successfully re-engineered organization and, therefore, people involved or affected by BPR must be prepared to endure errors and mistakes while re-engineering is taking place.

Training and Education

Many researchers consider training and education to be an important component of successful BPR implementation (Towers, 1994; Berrington and Oblich, 1995; Zairi and Sinclair, 1995; Worsley, 1994; Bashein et al., 1994; Clemmer, 1994; Cooper and Markus, 1995; Arendt et al., 1995; Dawe, 1996). Organizations that undertake re-engineering projects may have to increase their training budget by 30-50 percent (Towers, 1994). BPR-related concept, skills, and techniques (Cooper and Markus, 1995; Berrington and Oblich, 1995; Worsley, 1994) as well as interpersonal and IT skills (Towers, 1994), skills in TQM implementation and process analysis techniques (Dixon et al., 1994), are all important dimensions of training for BPR. It is also important to educate people in IT-related innovations for competitive advantage, the potential of IT in reshaping the business and the leadership of empowered organizations (Bruss and Roos, 1993). Business managers, line managers, IS managers, and other staff in the front-line are the people who benefit most from education and training activities (Towers, 1994) in both business and IT-related skills and expertise.

Creating an Effective Culture for Organizational Change

Organizational culture is a determining factor in successful BPR implementation (Hammer and Champy, 1993; Davenport, 1993; Zairi and Sinclair, 1995; CSC Index, 1994). Organizational culture influences the organization's ability to adapt to change. The existing culture contains beliefs and values that are often no longer appropriate or useful in the re-engineered environment. Therefore, the organization must understand and conform to the

new values, management processes, and the communication styles that are created by the newly redesigned processes (Business Process Re-engineering RIP, 1996). So that a culture which upholds the change is established effectively (Bruss and Roos, 1993). In a newly re-engineered organization, people usually share common goals and thus become more capable of working co-operatively without competing against each other (Andrews and Stalick, 1994). As BPR supports teamwork and integration of labor, co-operation, co-ordination, and empowerment of employees become the standard attitudes in the re-engineered work environment. However, trust and honesty among team members is also needed, and within the organization as a whole (Dixon et al., 1994; Jackson, 1997).

Stimulating the Organization's Receptiveness to Change

Preparing the organization to respond positively to BPR-related change is critical to success (Benjamin and Levinson, 1993; Barrett, 1994; Bruss and Roos, 1993). When people are made resilient to change, they remain positive during uncertainty, focused, flexible, organized, and pro-active (Jackson, 1997). Leveraging organizational change requires effective one-to-one and one-to many interactions to enroll key influencers of both individuals and groups within and without the organization (Hall et al., 1993; Guha et al., 1993; Jackson, 1994).

Factors Relating to Management Competence

Sound management processes ensure that BPR efforts will be implemented in the most effective manner (Bashein et al., 1994). The most noticeable managerial practices that directly influence the success of BPR implementation are top management support and commitment, championship and sponsorship, and effective management of risks.

Committed and Strong Leadership

Commitment and leadership in the upper echelons of management are often cited as the most important factors of a successful BPR project (Hammer and Stanton, 1995; and Bashein et., 1994). Leadership has to be effective, strong, visible and creative in thinking and understanding in order to provide a clear vision of the future. This vision must be clearly communicated to a wide range of employees who then become involved and motivated rather than directly guided to work towards it.

Regarding this Hammer and Champy (1993) described as commitment to and support for the change must constantly be secured from senior management throughout a BPR project. Sufficient authority and knowledge, and proper communication with all parts in the change process are important in dealing with organizational resistance during BPR implementation.

Championship and Sponsorship

Barriers such as political, economic, and organizational risks are all associated with BPR-related change. And champions of the change play a major role in overcoming these barriers and increasing the chance of successful BPR implementation (Harrison and Pratt, 1993; Dixon et al., 1994; Worsley, 1994; Ovenden, 1994; Benjamin and Levinson, 1993; Hinterhuber, 1995; Arendt.1995).

The champions must be able to persuade top management of the need to change and to continually push the change efforts throughout the organization. Political and material sponsorship by the champions of change to business processes, job definitions, reward systems, and organizational structure needs strong support from senior management (Hagel, 1993; Bashein et al., 1994; Harrison and Pratt, 1993; Berrington and Oblich, 1995; Barrett, 1994; Arendt et al., 1995; Dawe, 1996).

Management of Risk

BPR implementation involves radical change to several systems in the organization. Risks associated with acceptance of changes in the organizational structure, deploying emerging ITs with little familiarity, large investment in new resources needed for the new processes, loss of personnel, and loss of earnings (Towers, 1994; Clemons, 1995) are some examples of the many risks that an organization may take when implementing BPR. Therefore, continuous risk assessment is needed throughout the implementation process (Talwar, 1993) to deal with any risk at its initial state (Towers, 1994) and to ensure the success of the re-engineering efforts. Anticipating and planning for risk handling is important for dealing effectively with any risk when it first occurs.

2.6.3. Challenges in BPR Implementation

There are various kinds of challenges related to BPR implementation. The challenges described below are the major challenges in realizing the newly designed processes. Inadequate communication of need to change hiding uncertainties in communication, poor communication between BPR teams and other personnel and lack of motivation and reward are factors related to change of management systems and culture, which contribute to failure of BPR implementation (Hammer and Champy, 1993; Jackson, 1997; Davenport and Short, 1990).

According to Jackson (1997) and Bahein. (1994) BPR failure factors related to organizational resistance are resistance to change, fear, lack of optimism, and skepticism about BPR results worries about job security fear of loss of control and position, middle management impermeability and lack of adequate planning for resistance to change.

Lack of determination skills of management for radical changes, demand for change exceeds the capacity to absorb, need for change is not realized, lack of cross functional co-operation and line managers are not receptive for change are BPR failure factors related to lack of organizational readiness for change (Jackson,1997; Davenport and Short, 1990).

According to Bashein et al. (1994) and Grover et al. (1995) problems related to creating a culture for change are understanding the human side, not considering existing management systems and organizational culture, value ignorance a lack of trusts between management and employees the tendency to copy others understanding the role of politics in BPR failure factors. Lack of understanding of BPR, appropriate training for those affected by BPR and the absence of theory are factors related to training and education, which contribute to the failure of BPR (Grover et al., 1995; Jackson, 1997).

According to Bashein et al. (1994) and Grover et al. (1995) lack of sustained management commitment and leadership top management attention and support and a “Do it to ME” attitude are problems related to commitment support and leadership which contribute to failure of BPR implementation.

Problems related to championship and sponsorship, which contribute to BPR implementation failure are: lack of champion, invisible sponsorship of senior management

and wrong sponsor (Bashein et at., 1994). BPR implementation failure factors related to ineffective BPR teams are lack of cross functional project team, IS staff credibility and involvement in reengineering teams, training for BPR teams, authority given to BPR teams, difficulty in finding suitable teams members, inadequate communication among members and team skills (Grover et al., 1995).

According to Groven et al. (1995); Hammer and Champy (1993); and Jackson (1997) problems related to the integration mechanism, job definition and allocation of responsibilities are inflexible hierarchical structures, people think solely in terms of their own immediate working group conflicts between BPR team responsibilities and functional responsibilities and unclear definition of jobs. These factors contribute to the failure of BPR implementation.

Problems related to planning and project management are: inadequate planning for BPR project, compressing the time needed to succeed, not enough time to develop new skills for BPR, too money improvement projects underway variable quality of ideas for BPR, incomplete restructuring of an organization, extremely radical process change, too incremental and not enough radical process change, missing assessment of BPR project performance in the early stages and inability to control BPR efforts (Grover et al., 1995; Jackson, 1997; and Bashein et al., 1994). These factors lead to failure of BPR implementation project. Grover et al. (1995) pointed out that problems related to goals and measures are: lack of clear performance objectives and milestones for BPR project, poorly defined needs, difficulty in establishing performance goals, difficulty in measuring BPR project performance using only quantifiable and easy measures and spending too much time in analyzing existing processes. These factors contribute to the failure of BPR project implementation. According to Hammer and Champy (1993) and Jackson (1997) missing process understanding and orientation, missing process owners, inadequate determination of scope of change, inadequate focus on core processes reengineering the wrong process and narrowly defined processes are factors related to ineffective process redesign which contribute to failure of BPR project implementation.

Grover et al. (1995); Bashein et al. (1994); and Jackson (1997) pointed out that lack of required resources for BPR efforts, unsound financial condition, unrealistic scope and expectations, expecting BPR to solve all organizational problems, inappropriate identification of customer's needs for BPR, lack of BPR vision difficulty in forecasting human, financial and other resources, and piecemeal implementation are other factors that leads BPR project implementation to failure. Factors related to IT infrastructure are inadequate treatment of compatibility issues, insufficient telecommunication infrastructure capacity issues, insufficient telecommunication infrastructure capabilities, mobility to change IS development approach to process-based, failure to deliver the right IS applications on time, insufficient database infrastructure capabilities, insufficient understanding about existing IT infrastructure, failure to mutually consider and align both business strategies and IT infrastructure strategies, lack of IT expertise failure to aggressively use IT enablers and continually assess emerging IT capabilities which contribute to the failure of BPR project implementation (Davenport and Short, 1990; Grover et al., 1995; and Jackson, 1997).

According to Malhotra (1998), 70 percent of the BPR projects fail. He states the biggest obstacles that reengineering focus are lack of sustained management commitment and leadership, unrealistic scope and expectations and resistance to change. Therefore, unless it is carefully planned and due attention given to it, its fate is failure.

2.7. The Reform Processes in Ethiopia

As Ministry of Capacity Building in Getachew and Common, (2005) concluded, Ethiopia as a developing country has a transformation agenda spanning over decades. This agenda has evolved over three phases (1992, 1996_2000 and 2001 onwards) in responses to a growing awareness that pervasive deficits in capacity have hampered, the ability of the state to secure the fundamentals of poverty reduction and democratic development including responsive

The first reform phase was in the early days of the ruling party, EPRDF. Following the consolidation of power, the government also acknowledged the deep institutional constraints on basic functions such as policymaking, service delivery, and regulations. Core

public management systems at the federal and regional levels were hampered by outdated civil service legislation and working systems; the absence of a medium-term planning and budgeting framework; ineffective financial and personnel management controls inadequate civil service wages and inappropriate grading systems; poor capacity for strategic and cabinet level decision making; and insufficient focus on modern managerial approaches to service delivery (Getachew and Common 2005). These all are the interrelated problems of the civil service in the country.

Moreover, hierarchical organizational structures which led to long and time consuming service delivery and obsolete management structure; more concern given to inputs and routine activities than achieving tangible outputs; the absence of a formally constituted complaints handling mechanism; rare consultation of the service users about their needs; and lack of coordination and cooperation among various departments in an organization were found to be the major problems and draw backs which led to inefficient and ineffective service delivery (MoCB, 2006). These and other problems limited the role of the civil service to promote social and economic development of the country.

With a strong belief that an efficient and effective service delivery; and ethical, fair, dynamic and productive civil servants in the civil service play a significant role to successfully implement different policies and strategies, an attempt to improve service delivery became a key issue in the comprehensive civil service reform program. To this end, the Ethiopian government issued the Service Delivery Improvement Policy in 2001. The overall objective of the policy was “to attain user satisfaction in service delivery in the civil service.” The policy reflects the intention and expectations of the government regarding service delivery and quality of services as well as the rights and obligations of service providers and recipients (FDRE, 2001).

According to the policy document, the directions designed to attain the general and the specific objectives include formulating mission statements, promoting positive attitudes towards serving the public, defining eligibility, facilitating easy access, coordinating related services, establishing complaints handling mechanisms, providing adequate information, consulting with service users, providing cost effective service, and promoting transparency (FDRE, 2002).

These policy instruments are believed to help tackle most of the service delivery problems mentioned above. Business process Reengineering (BPR) was initiated in the country being one of the implementation tools of this policy.

However, this fundamental change could not be successful in old bureaucratic system. Therefore, undertaking the business process reengineering becomes a reality. It is opted as a primary tool for bringing institutional transformation in the public institutions. Oromia regional government is one of the country regional government states. The region was expected to implement policies of reform measures taken at national level as it is or with some modification.

To this end, the regional government has been carrying out the implementation of business process reengineering for the last 5 years. The region has started the study of BPR task for the first time in 2006 in 11 public sectors. It was reported that, even before its implementation the very introduction of the concept has brought some attitudinal changes and optimum. This has stimulated the regional government to go ahead and implement it in all public organizations of the region.

As the BPR working manual document of Oromia Capacity Building Bureau, even though, some tremendous changes have been observed during the implementation of the task, the change was incremental rather than radical. In addition, because of some limitations observed, the regional government committed itself to study and implement the BPR task for the second time in 2007 in public sector of the region as a unified effort. Oromia Education Bureau as one of the regional government public sector, it currently carries out the BPR task full-scale implementation in all of its Zone and Woreda Offices. In particular, West Shoa Zone Education Office and its Woredas have been also fully implementing the BPR task.

CHAPTER THREE

3. Research Methodology

3.1. Research Design

In under taking the study, both qualitative and quantitative research approaches were used. Descriptive research design was employed, as it was the appropriate method that enables the research to assess and describe the achievements and challenges of BPR implementation in broad and wider magnitude. Furthermore, the descriptive survey design also enabled the researcher to consider the solutions to the problems in implementing BPR in educational offices and helped to answer the basic questions (Yin, 2003).

3.2. Sources of Data

Both primary and secondary data sources were used to conduct the research. Primary data were obtained from key informants, such as BPR implementation leaders of Zonal Education Office, process owners and Job performers at Zone Education Office. In Woreda Education offices, leaders and Job performers were participatory. Leader and process owners at Zonal education office were considered because of their responsibility to follow up the implementation of the BPR as a whole. Education office leaders at Woreda levels were included because of their contribution to manage and organized all direction at the implementation of BPR. Job performers were selected because they were directly involved in the materialization of the new process**.**

Secondary data sources like BPR main document, the BPR manuals, guidelines, reports on BPR implementation policies and other relevant documents were used as data sources. Furthermore, published and unpublished materials were used to develop conceptual framework and to discuss review of related literatures that support the study.

3.3. Sample and Sampling Techniques

The total population of the Zone was one Educational leader at Zonal level and 19 Educational leaders at Woreda level. In addition there were 221 jobs performs found in a zone. For the selection of sample respondents, first the researcher clustered the zone in to town administration and Woredas. Since Ambo Town Administration is the only town in

the zone, it was selected by availability sampling method. Then, in order to give equal chance for the rest 18 Woredas, the zone was clustered in to five based on the geographical location. Accordingly, the zone was clustered to Eastern, Northern, Western, Southern, and Central. Having doing this, five woredas were selected from each stratum by simple random sampling method. Accordingly, Ejere Woreda from the East, Jeldu woreda from the North, Toke Kutaye Woreda from the West, Dire Enchini Woreda from the South, and Dande Woreda from the central zone were selected as a sample woredas using random method for this research.

At the zonal level, the whole core processes were taken for the study using availability-sampling method. Besides, out of 13 job performers 9 (69.23%) were taken as samples. Because the rest do not give different ideas. The Zone having 19 Woredas with one town administration was selected by availability sampling and five woredas were selected through simple random sampling method, specifically by lottery technique to provide equal chance for the respondents.

Since BPR was implemented in all Woredas simple random sampling method gives equal chance to be included in the sample. On top of this, all leaders at Woreda education offices were taken for the study using availability-sampling method. Out of 82 job performers at Woreda Education Offices level, 67 (81.7%) of them were selected as samples through simple random sampling method. The samples of job performers drawn from each Woreda Education Office were proportionally taken depending on the number of job performers in each office. Furthermore, Zonal Education Office Leader, Zonal process owners and job performers, Woreda Education Leaders were selected by using availability sampling method. Woreda Education Office job performers were selected by simple random sampling because at Woreda level for they were the key sources of information on the BPR implementation.

In general, 76% (76 out of 95) job performers from the Zone and Woreda Education offices were selected by using simple random sampling to give equal chance of being included in the sample. The summary of job performers sampling was indicated in the table below.

Table 3.1. Population sample, sampling Techniques and data collection Tools

No	Target group/ Respondent	Population	Sample	Sample Technique	Data collection tool
1	EjereWoreda Education Office Job performers	13	11	Simple random sampling (by lottery method)	Questionnaire
2	Dande Woreda Education Office Job performers	18	16		
3	Ambo Town Woreda Education Office Job performers	9	6		
4	Toke kuteya Woreda Education Office Job performers	15	13		
5	Dere Enchine Woreda Education Office Job performers	13	10		
6	Jeldu Woreda Education Office Job performers	14	11		
7	Zone Education Office Job performers	13	9		

3.4. Instruments and Procedures of Data Collection

3.4.1 Data Collection Tools

In this study, different types of data collection tools were employed to obtain relevant information. These were questionnaires, interview, and document analysis.

Questionnaires

The questionnaires were provided to leaders, job performs at Woreda level and leaders and Job performs at Zone levels as well. It was designed to get detailed information on the achievements and the challenges of its implementation. The items were prepared by the researcher and piloted for its reliability and validity. Close ended and open-ended questions were included in the questionnaire. The questionnaire contained five point and three scale rating items and ranking questions. The key elements included in the questionnaire were about the pre-full scale implementation activities and the achievements of BPR. One top of this it contained questions about the challenges faced during the implementation of BPR and strategies used to alleviate the challenges.

Interviews

Interview was used to obtain in depth information about the issue understudy from Zone Education office process owners. Interview guide questions checklist included questions about the pre-full scale implementation activities and the achievement of BPR. Moreover, it contained questions related to identification of more challenges faced and the remedies to overcome.

3.4.2. Procedures of Data Collection

Once the pre filed preparation was completed, the formal contact was made. Similarly, the formal request for access to the relevant documents was made and secured on the first visit. Then the exact number of participants as per the sample size in each group was decided and the actual number of participants were determined. Having done this on the second day of the visit an interview schedule was provided to the contact person and appointment for interview was made with the selected respondents. As per the appointment, the interview sessions were conducted in which each lasting one hour and ten minutes.

After the questionnaires were prepared, pilot testing of the instrument was made for one Woreda randomly selected from non-sampled woreda education offices. In case, Gindebarat, woreda was selected. The pilot test was distributed to 10 respondents, by which the internal consistency of the instrument was calculated. For this purpose, Cronbach Alpha

was appropriate to test the reliability of likert scale question items. Cronbach Alpha formula was used to calculate the reliability of the questionnaire. As a result, the reliability of the instrument was found to be 0.87.

Moreover, to confirm the validity of the instrument, participants of the pilot test were oriented about the objectives of the pilot study, how to fill, evaluate and give feedback regarding the relevance of the question items. Based on the suggestion and information obtained, the necessary corrections and modifications were made before the questionnaires were administered.

In general, the pilot test helped the researcher to reduce number of items; avoid errors related to clarity of languages and contents, and to include some important concepts, which were not included in the questionnaire. After the necessary improvements were made, the questionnaires were duplicated and distributed with the necessary orientations to be filled by the respondents.

3.5. Data Analysis

Quantitative data obtained from the questionnaire were tabulated around the subtopics related to the research questions and descriptive statistics like arithmetic mean, standard deviation and percentages were used to indicate the extent of response or frequency per each item. Advanced statistical tools namely independent sample test-test and chi-square were employed to see whether there were difference between the responses given by leaders and job performers and those relationships were statically significant or not. The questionnaire was coded and analyzed by using statistical package for social sciences (SPSS) version 20 program. The category of respondents in analysis was used for Woreda Education Offices and Zone Education office leader and job performers. Besides, the decision rules used in the analysis were average mean less than 3 low, average mean equal to 3 medium and average mean greater than 3 high throughout the study.

The qualitative data obtained from the documents and semi- structured interview were transcribed, edited and organized around the sub topics derived from the research questions. Furthermore, the data from the interview, Open-ended questions, and documents were

triangulated, checked against the quantitative ones and discussed. Besides this, the findings were discussed and interpreted in relation to the relevant literature.

3.6. Ethical Consideration

The goal of ethics in this research is to ensure that there is no one harmed or suffered adverse consequence from the research activities. The research was under taken to protect the rights of the respondents. Ensuring that none of the respondents were named during the research respondents were selected to participate without compulsion, a respondent was informed the reason and purpose of the researcher, informed consent were sought from the leader (Management) of the sample organization before the commitment of this research initiative.

CHAPTER FOUR

4. Data Analysis and Interpretation

This Chapter presents, the data gathered from top executives, leaders and job performers by using questionnaire, document analysis, and interview. With regard to questionnaire out 76 job performers to whom the questionnaires were distributed at all of them filled the questionnaire and seven leaders successfully completed the questionnaire and returned. The data thus obtained were organized, tabulated, transc ribed and analyzed to get findings.

4.1. Characteristics of the Respondents

The background information of the respondents of the study was analyzed and discussed in terms of their implication for BPR implementation. The characteristics of respondents were summarized in the following table.

Table 2: Respondents' Distribution by Position, Sex, and Age category

No	Variables	Characteristics	Respondents					
			Leaders		Job performers		Total	
			No	%	N0	%	No	%
1	Sex	Male	6	85.71	66	86.84	72	86.84
		Female	1	14.28	10	13.15	11	13.25
		Total	7	100	76	100	83	100
2	Age category	20-29	1	14.28	15	19.76	16	19.27
		30-39	3	42.85	33	43.42	36	43.37
		40-49	2	28.57	17	22.36	19	22.89
		50-59	1	14.28	11	14.47	12	14.45
		Total	7	100	76	100	83	100

As it can be seen from Table 2, the majority of the respondents 72, (86.74%) were males while the remaining 11, (13.25) were females. This implies that the over whelming number of respondents were males. The main reason for the lower number of female respondents in this

study the preview government not focused gender equity in education. In case of this, the historical gender disparity in the country in general and that of the region in particular. Concerning the age distribution of the respondents, the majority of them 36, (43.37%) and 19, (22.89%) fall in the range of 30-39 and 40-49 years, respectively. This shows that under normal circumstances, the respondents can express ideas related to the study consistently and with good understanding. Thus, their opinion can be taken as valuable idea to the study.

Table 3: Respondents, Distribution by Position, Educational Level and Work Experience

No	Variables	Characteristics	Respondents					
			Leaders		Job performers		Total	
			No	%	No	%	No	%
1	Educational Level	Diploma	-	-	10	13.15	10	12.04
		BA\BSC\BED	5	71.42	62	81.57	67	80.72
		MA\MSC\MED	2	28.57	4	5.26	6	7.22
		Total	7	100	76	100	83	100
2	Work Experience in years	Less than 5	1	14.28	8	10.52	9	10.84
		6-10	2	28.57	18	23.68	20	24.09
		11-15	3	42.87	38	50	41	49.39
		16-20	1	14.28	5	6.57	6	7.22
		20 and above	-		7	9.21	7	8.43
		Total	7	100	76	100	83	100

As depicted in Table 3, the educational background of the respondents, while the over whelming majority 67, (80.72 %) of them had BA\BSC\BED, the remaining 10, (12.04%) and 6, (7.22%) had college diploma and MA\MSC\, respectively. This means that in terms of educational background in general terms the education offices have the required level of education to implement the new process. Moreover, the information they provide were more reliable and valid since they had the understanding about their work processes.

In relation to work experience, the majority 20, (24.09%) and 41, (49.39%) of the respondents had worked for 6-10 and 11-15 years respectively in their organization. This implies that the employees of these educational offices had adequate understanding of how their office is

working to attain its objectives they can be identified the problems and simply give solution. Regarding training provision, key informants on the interview revealed that Zonal education provide training of trainers for Woreda level on the concept of BPR and how to implement the new process. According to them, the training was not as such sufficient and the trained job performers and leaders did not train the rest of the employees as required, because they did not internalize it by themselves. This implies that the provision of training in the education offices regarding BPR was not sufficient. Thus, the whole employee of the offices might affect its effective implementation.

4.2. Analysis of Data on Achievements and Challenges of BPR Implementation

This part of deals with the analysis of data gathered from the respondents on the implementation of BPR, its achievements, the implementation Challenges and Mechanisms/ Strategies employed to alleviate them.

4.2.1. Preparation for Full Scale Implementation

Implementation phase is the most challenging and failure prone phase of BPR (Linden, 1998). This is because all the previous phases represent a preparation to move in to a new system of work and everything up to this phase is designed on paper and only communicated to employees and customers\ stakeholders. The practical testing and actually carrying out each aspect of the To Be, which requires changing the physical and mental setting happens only at this stage and changing all of these complex elements takes time and is challenging.

Moreover, the implementation phase requires advanced preparation and more proactive actors to make the implementation successful. A planned monitoring and evaluation process to determine the efficiency and effectiveness of the new process, both during pilot tests and full implementation, in meeting the stretched objectives, should follow it.

BPR implementation requires specific planning on how to allocate resource, deploy employees, conduct pilot testing, manage change and provide training to move in to new process and world of work. For the items designed regarding the preparation for implementation, the responses of the two groups of respondents were summarized in table 4.

Table 4: Respondents Rating of Preparation for Full Scale Implementation

No	Items	Respondents						t-test	Sig. (2 tailed)
		Leaders			Job performers				
		N	Mean	Std.D	N	Mean	Std.D		
1	Resource allocation for implementation	7	2.57	.976	76	2.75	.940	.480	.633
2	The level of understanding of employees and management of Education Offices West Showa Zone and customs Authority about the Civil Service Reform (CSR) and BPR	7	2.43	.976	76	2.34	.946	.231	.818
3	BPR implementation typically start from Top of the hierarchy	7	2.00	1.155	76	2.34	.917	.924	.358
4	BPR essentially help to provide better customer service	7	2.43	1.618	76	1.64	.812	2.213	.030
5	Clear understanding of the BPR	7	2.57	.976	76	2.45	.958	.327	.744
6	Assignment of process owners according to the new criteria	7	1.86	.690	76	2.38	.979	1.382	.171
7	The establishment of appropriate committee for implementation	7	2.43	.976	76	2.29	.830	.419	.677
8	Preparation of implementation plan	7	2.00	1.155	76	2.00	.924	.000	1.00
9	Management of the implementation according to the plan	7	3.00	1.155	76	2.46	.944	1.421	.159
10	Necessary preparation for pilot testing	7	2.43	.976	76	2.64	1.055	.522	.603
11	Staff involvement in pilot testing	7	2.57	.787	76	2.64	.989	.190	.850
12	Redeployment of employees to the new structure	7	2.57	.976	76	2.59	.982	.053	.958
13	Provision of the necessary training and support	7	2.43	.976	76	2.49	1.052	.141	.888
14	The way the management has dealt with out placement of surplus man power	7	2.57	1.134	76	2.47	.945	.258	.797
15	Management of change to organizational culture	7	2.29	.951	76	2.34	1.040	.138	.890

Av. Mean > 3 low, Av. Mean = 3 medium, Av. Mean < 3 high.

As depicted in the above activities and actions that the education offices need to realize the new business process and related changes were rated. Accordingly, resource allocation for implementation, the level of understanding of employees and management of Education Offices West Showa Zone and Customs Authority about the Civil Service Reform (CSR) and BPR, BPR implementation typically start from top of the hierarchy, necessary preparation for pilot testing staff involvement in pilot testing, redeployment of employees to the new structure, Preparation of implementation plan, provision of the necessary training and support, the way the management has dealt with out placement of surplus man power and management of change to organizational culture were rated as low. This implies that education offices were not giving much attention for the preparation part of full-scale implementation. However, it is the leading part to make the whole process successful. Especially, changing the value and belief according to the new world of work is the corner stone for transforming the offices. Culture is the organization software like the software of a computer without which one cannot see a transformed organization (Jackson, 1997).

However, the offices were not giving much emphasis for the value and beliefs needed in the new world of work. On the other hand, Management of the implementation according to the plan was the only activity that was rated as Medium (AV. Mean=3) by leaders. However, only the management of the implementation according to the plan did not lead to success. The value of the standard deviation (1.15 for leaders and .944 for job performers) imply the majority of their response was relatively deviated to the highest position from the mean. This implies that they were Management of the implementation according to the plan to satisfy the requirement from the higher body. Moreover, to assess whether or not there existed a perceptual difference among the responses given, a t-test was conducted. The result of the independent t-test revealed that at 95% confidence interval the associated p-value was greater than 0.05 for the above listed implementation except for item 4. These imply that there was no statically significant difference between the responses given by the two respondent groups. Thus, both groups agreed that the level of implementation of the above listed activities in their offices were poor.

The response of item 9 of table 4 was different from that of the rest of the activities. Management of the implementation according to the plan rated in medium by leaders and

as low by job performers. This implies that the response of the two groups of respondents was different relatively to other items. This might have been aroused from the fact that leader ship seems to be hesitant to disclose their limitations of management of implementation according to plan in this regard.

In addition to this quantitative data, the qualitative data also confirmed that there were problems in redeployment of employees, process owners' assignment, pilot testing and managing the implementation according to the plan. Even though more emphasis was given to the outplacement of surplus manpower, as it was a serious problem in the education offices, it was not handled properly. They also the document and report to show that there were problems in redeployment of employees, process owners' assignment and pilot testing. However, it was not properly developed and used as contractual agreement among the team members and the process owners. According to them training was given for training of trainers from the bureau level and then they did not follow whether the appropriate training was given or not. Likewise, for pilot testing, every level did its own testing activity at the same time in the region. At this stage, data recording for refinement and follow up part was not properly done.

The key informants also cited that office lay out preparation was good in most of the offices understudy. Therefore, it is safe to conclude that except the office lay out the other preparation activities for full-scale implementation were poor.

4.2.2. Monitoring and Evaluation during Implementation of BPR

Implementation phase of BPR is the most difficult and hardest part of reengineering. Hence, monitoring and evaluation is useful in BPR implementation to make appropriate adjustments in the process. Without it timely remedy and recalibration is difficult or even impossible. Accordingly, the following table summarizes the response of the two groups of respondents on the activities of monitoring and evaluation.

Table 5: Respondents Rating of Monitoring and Evaluation Activities

No	Items	Respondents						t-test	Sig. (2 tailed)
		Leaders			Job performers				
		N	Mean	Std.D	N	Mean	Std.D		
1	Guided by monitoring and evaluation plan	7	1.86	.690	76	2.11	.858	.742	.460
2	Complete data collected from beneficiaries at all levels	7	2.71	1.380	76	2.50	.902	.574	.568
3	Conducted by concerned body	7	2.14	1.069	76	2.16	.953	.040	.969
4	The result is used to recalibrate the implementation effort	7	2.43	.976	76	2.29	.830	.419	.677
5	The result is used to solve the implementation problems	7	2.14	1.069	76	2.08	.963	.167	.868
6	Continual improvement/ refinement mechanisms was introduced	7	2.29	.951	76	2.36	.948	.186	.853

Av. Mean > 3 low, Av. Mean = 3 medium, Av. Mean < 3 high.

Table 5 depicted that both groups of respondent rated the activities of monitoring as low. This implies that the emphasis given to monitoring and evaluation was less. In case of pilot testing, it was very difficult to evaluate the soundness of the proposed process in actual practice, identify and correct problems with the new design.

An independent t- test result revealed that at 95% confidence interval the associated p-value was found to be greater than 0.05 for the above listed activities implying that there was an agreement between the responses given by the respondents of the two groups. This

indicates that both groups disagreed in accomplishing the above listed monitoring and evaluation activities.

In addition to this, key informants and responses from open ended questions revealed that the data collected for monitoring and evaluation was not reliable because it was not collected properly from all beneficiaries at all levels. That was why some problems occurred during pilot testing for refinement and improvement at full-scale implementation of BPR. The key informants indicated that there was no continuous improvement\ refinement mechanism. Initially BPR was implemented weekly monitoring program in place for some time. However, after certain months monitoring was disrupted and forgotten. Thus, lack of proper and timely monitoring and evaluation might impede the transformation efforts underway by educational offices.

4.2.3. Achievements of the Re-organized Educational offices

The Major achievements expected after implementation phase are the realization of stretched objectives and transformation of the education offices to the new world of work. Linden (1998) due to change in other aspect of the organization, like structure and jobs, rules and regulation, policies and procedures, management styles, values and beliefs, and other changes can be observed in these areas. Table 6 summarizes the BPR Achievements attained by education offices.

Table 6 Respondents Rating on Achievements of BPR Implementation

No	Items	Respondents						t-test	Sig. (2 tailed)
		Leaders			Job performers				
		N	Mean	Std.D	N	Mean	Std.D		
1	**Quality services**								
1.1	Customer satisfaction	7	2.71	1.380	76	2.18	.812	1.548	.125
1.2	communicating vision	7	2.00	1.155	76	2.16	.817	.472	.638
2.	**Cost efficiency**								
2.1	Decrease cost of service delivery	7	1.86	.690	76	2.04	.901	.520	.604
2.2	Work automation	7	2.43	.976	76	2.50	1.013	.179	.858
2.3	Reduction of hand – offs	7	2.14	.690	76	2.39	.939	.911	.365
3.	**Speed in service Delivery**								
3.1	Time optimization	7	2.14	1.069	76	1.91	.786	.734	465
3.2	One-stop-shop service delivery	7	1.86	.690	76	2.11	.903	.707	.482
4.	**Organizational structure**								
4.1	Hierarchical level reduction	7	2.00	.816	76	2.04	.840	.119	.905
4.2	Reduction of controls	7	1.86	.690	76	2.03	.832	.521	.604

Av. Mean > 3 low, Av. Mean = 3 medium, Av. Mean < 3 high.

1. Achievements in Quality Service Delivery

Primarily, the basic intention of conducting BPR task is to satisfy customer/ stakeholder needs and expectation. Regarding quality service, delivery two items were designed and rated by both groups of respondents. These are customer's satisfaction and communicating vision, which were rated as less improved. This implies that after full-scale implementation of the BPR task was not at expected level. The result of the t-test independent reveals that at 95% confidence interval the associated p-values were greater than 0.05. This implies that

there was no statistically significant difference between the opinions of respondents regarding the achievement of quality service delivery. Moreover, informants were asked the way they rated the communication effort of their offices and responded that communicating vision to the customers\ stakeholders was much better than the case in the traditional way of doing work and the communication contributed to the provision of quality service delivery. Likewise, customer\ stakeholder satisfaction also improved to some extent as they said. The Zonal Education office document and report also confirmed the above ideas. Thus, since quality service delivery is not a onetime activity. It needs follow up and refinement of the newly designed process from time to time to attain the expected level of satisfaction.

2. Achievements in Cost Efficiency

As it indicated in the definition of BPR and area, where it is expected to bring about dramatic improvement in critical contemporary measures of performance is cost. In Table, 6 of items 3 and 4 designed to assess the efficiency of BPR implementation. These items were rated as not improved (Average mean less than 3).

This implies that the cost of service delivery and hand offs were not decreased. In case of hand offs, it also related to cost and speed of service delivery. The relationship was as hand offs as much as not reduced the cost of service delivery also not reduced and the speed of service delivery not increased.

The result of the t-test independent revealed that, at 95% confidence interval, the associated p-values were found to be greater than 0.05 implying that there was an agreement between the responses given by the respondents of the two groups. Hence, it was well recognized that reduction of cost of service delivery and hand-offs were among the achievements of BPR implementation in the education offices.

Regarding automation or information communication, which is directly related with reduction of cost of service delivery and hand-offs the key informants, revealed that it was designed to use automation in all woredas in the Zone was later because of budget limitation. The flow of work designed through automation has been converted to paper work rather than solving the problem. Therefore, though automation does not substitute or

be equated with reengineering it is useful to reduce cost and increase speed of service delivery.

The result of open ended confirmed with the data collected through questionnaire from key informants on achievements in cost efficiency in a similar way.

3. Achievements in Speed of Service Delivery

Speed in service delivery was also one area where BPR was expected to bring about dramatic improvement. To attain this certain factors have to be considered. As shown in table 6, items 3.1 and 3.2 are related to speed of service delivery. Time optimization one-stop-shop service delivery and hierarchical level reduction were rated to be less improved than in the traditional way of doing work. This implies that the speed of service delivery was better than the practice in the past to some extent. The result of t-test independent reveals that, at 95 percent confidence interval, the associated p-values were greater than 0.05 implying that there was no statistically significant difference between the opinions and respondents regarding the achievements of speed in service delivery.

In general, about the achievement of BPR implementation the key informants on the interviews and Zonal Education Office annual report also pointed out that reduction of control was to some extent improved. The other area was value and belief of the employee in the education offices. In this regard, they indicated that the start was motivating but not as expected dramatically changed. Jackson (1997) pointed out that developing new values and beliefs within an organization requires a long time span, constant and persistent effort, high commitment from leaders and flexible approach. Some customers also indicated that the achievements recorded still now were promising though not as expected. Thus, they are the stepping-stone for better achievements. These achievements include efficiency in terms of resources utilized and lead to the effectiveness of BPR implementation in the education offices.

4.2.4 Key Success Factors for BPR Implementation

BPR has great potential for increasing productivity/ service delivery through reduced process time and cost, improved quality and greater customer satisfaction, but it often requires a fundamental organizational change (Alter, 1994). As a result, the implementation

process is complex, and needs to be checked against several success factors to ensure successful implementation. Based on practices and research, a number of scholars have identified a list of key success factors of reengineering. The responses of the respondents to what extent each of the key success factors existed in their offices and contributed to their success of reengineering effort was summarized in the following table.

Table 7: Respondents rating on key success Factors of BPR Implementation

No	Items	Respondents						t-test	Sig.(2-tailed)
		Leaders			Job performers				
		N	Mean	Std.D	N	Mean	Std.D		
1	Revision of motivations and reward systems	7	1.43	.535	76	2.80	1.265	2.837	.006
2	Effective communication	7	1.86	.690	76	2.01	.902	.445	.658
3	People involvement	7	2.71	1.380	76	2.09	.751	1.933	.057
4	Creating an effective culture for organizational change	7	2.71	1.380	76	2.22	.974	1.230	.222
5	Stimulation of receptivity of the organization to change	7	1.86	.690	76	2.22	.888	1.060	.292
6	Adequate job integration approach	7	1.86	.690	76	1.97	.864	.346	.730
7	Appropriate job definitions and responsibilities allocation	7	2.00	.816	76	2.08	.906	.222	.825
8	Setting performance measures	7	1.86	.690	76	1.97	.816	.365	.716
9	In creasing IT utilization (automation)	7	2.43	.976	76	2.45	.999	.048	.962

As depicted in Table 7, both groups of respondents rated revision of motivations and reward systems, effective communication, participation of employee, creating an effective culture for organizational change, stimulation of receptivity of the organization to change, Adequate job integration approach, Setting performance measures and increasing IT utilization as they were not exist. This implies that key success factors did not contribute as expected to the success of BPR implementation in their offices.

An independent t-test further to reveal the agreement of the two groups of respondents. The results revealed that at 95 percent confidence interval the associated p-values were found to be greater than 0.05 except item 1. This implies that there was an agreement between the responses given by the respondents of the two groups, with respect to non existence of key factors contribution to BPR implementation..

According to key informants and opinions in the open-ended questionnaire revision of motivations and reward systems, and creating an effective culture for organizational change were areas where a lot to be done to make them contribute to the success of implementation phase. The change in value and belief also depends on them. Moreover, they pointed out that there was problem of job integration with internal and external interfaces. In connection with communication, Hammer and Champy (1993) stressed, as it has to be continuous and repetitive. In this case, they revealed that it was not as expected to lead the implementation to success. Thus, it can be safely concluded that the listed key success factors appeared to be the challenges\ failure factors of the BPR implementation in the education offices.

4.2.5. Challenges Faced in the Implementation of BPR

Reengineering despite its promise for radical change it is not a failure proof technique. Challenges of BPR are factors that relate to BPR process of the organization that lessens the effectiveness of its implementation. They may be related to every aspect of the organization and any phase of the BPR task.

Challenges faced during the implementation of BPR impair its success. Frequently, the greatest challenges lie not in managing the technical or operational aspects of changes, but in managing the human dimension of change. Widely shared organizations, based on assumptions deeply rooted in the organization’s culture, can translate in to a belief that reengineering is unnecessary, unworkable, or unfair (GAO, 1997). The extent to which the challenges were serious and hence impaired the success of the reengineering effort was summarized in the following table.

Table 8: Respondents Rating on Top Six Challenges Faced in the Implementation of BPR

SN	Items	Respondents						t-test	Sig.(2-tailed)
		Leaders			Job performers				
		N	Mean	Std.D	N	Mean	Std.D		
1	Problems in communication	7	3.12	.951	76	2.95	1.118	1.514	.134
2	Problems related to creating a culture for change	7	3.43	.976	76	2.83	.944	1.605	.112
3	Lack of incentives	7	2.43	1.134	76	2.53	1.205	.206	.837
4	In adequate focus and objectives	7	2.43	.976	76	2.95	.937	1.398	.166
5	In effective process redesign	7	3.00	1.155	76	2.92	.990	.199	.843
6	Office lay out preparation problems	7	2.43	.787	76	2.84	.994	1.068	.289

shown in table 8 both groups of respondents rated the major challenges namely, Problems in communication as seriously (Av.mean greater than 3) by leaders and in effective process redesign (Av. Mean medium 3) by leaders. This implies that the challenges or problems have to be given serious attention to improve them. The result showed that at 95 percent confidence interval, the associated p-values were found to be greater than 0.05 implying that there is no statistically significant difference between the opinions of the two groups. This implies that both respondent groups agreed upon the seriousness of the aforementioned implementation challenges in their offices.

Informants on the interview also added further challenges; the existence of organizational resistance, lack of organizational readiness for change, lack of commitment and support from leadership, problems related to BPR resource allocation and automation problems. Mismatch between workload and they identified worker's payment and salary scale variation among equally qualified workers across different levels. Loose implementation follow up and assessment, leadership focus problem and hierarchical communication gaps

were still stated as the prevailing challenges of BPR implementation. Most of them were discussed in the body of the paper. Unless appropriate strategies were in placed promptly, the challenges or problems might impede the system transformation efforts underway by the education offices.

4.2.6 Mechanisms/ Strategies in place to Alleviate Challenges

Challenges in implementing any change are natural in organizations. However, overcoming/ solving the challenges are one of the key successes for achieving the intended result. According to Jackson (1997) during the implementation phase, leaders must be in the forefront in dealing with the social, psychological and political challenges to change the way work is done. Leaders must also recognize that their own roles and responsibilities may need to undergo change as well.

Table 9: Summarizes the responses of the two groups of respondents for the list of some strategies used to overcome the challenges

No	Items	Position of Respondents				Total		Pearson Chi-square	Sig.(2-taild)
		leaders		Job performers					
		No	%	No	%	No	%		
1	Creating a shared vision							12.052	.851
	yes	6	85.7	63	82.9	69	83.13		
	No	1	14.3	13	17.1	14	16.87		
	I don't know	-	-	-	-	-	-		
	Total	7	100	76	100	83	100		
2	Separate from the old way of doing work							4.302	.649
	yes	5	71.4	60	78.9	65	78.31		
	No	2	28.6	16	21.1	18	21.69		
	I don't know	-	-	-	-	-	-		
	Total	7	100	76	100	83	100		
3	Create a sense of urgency							0.581	.449
	yes	6	85.7	57	75.0	63	75.9		
	No	1	14.3	17	22.4	18	21.7		
	I don't know	-	-	2	2.6	2	2.4		
	Total	7	100	76	100	83	100		
4	Identify and remove road blocks								
	yes	4	57.1	50	65.8	54	65.1	0.039	.606
	No	2	28.6	19	25.0	21	25.3		
	I don't know	1	14.3	7	9.2	8	9.6		
	Total	7	100	76	100	83	100		
5	Rein force								
	yes	2	28.6	34	44.7	36	43.4	2.720	.951
	No	5	71.4	31	40.8	36	43.4		
	I don't know	-	-	11	14.5	11	13.2		
	Total	7	100	76	100	83	100		
6	Provision of adequate training							6.413	.334
	yes	5	71.4	41	53.9	46	55.4		
	No	2	28.6	31	40.9	33	39.6		
	I don't know	-	-	4	5.2	4	5.0		
	Total	7	100	76	100	83	100		
7	Proper allocation of resources	4	57.1	51	67.1	55	66.3	8.748	.698
	yes	3	42.9	22	28.9	25	30.1		
	No	-	-	3	4.0	3	3.6		
	I don't know	7	100	76	100	83	100		
	Total								

As indicated in Table 9, the majority of respondents revealed that mechanism reinforcing change were not used to alleviate the challenges. This implies that there were gaps of awareness in reinforce, the desired result had no clear direction. The majority of leaders and job performers confirmed that creating a shared vision 6 (85.7%) and 63 (82.9), separate from the old way of doing work 5 (71.4%) and 60 (78.9), Create a sense of urgency 6(85.7) and 57 (75%), provision of adequate training 5(71.4%) and 41 (53.9) and proper allocation of resources 4 (57,1%) and 51(67.1) respectively were the strategies used to alleviate the challenges. This implies that the response of the two respondents except item 5 were the same. The difference in opinion between the responses given by the two respondent groups might originate from the fact that leaders were tempered to exaggerate their performance in this regard.

A Pearson chi-square test was calculated to check whether perceptual difference exists between the two groups of respondents. Accordingly, the result revealed that at 95% confidence interval, were found to be greater than .05. It implies that there is no statistically significant difference in perception regarding the responses given to these items.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter presents the summary of major findings conclusions drawn based on the major findings and recommendations that represent the points proposed based on the conclusion.

5.1. Summary

The purpose of the study was to assess the challenges and achievements of business process reengineering (BPR) implementation in Education Offices of West Showa Zone. The assessment attempted to examine the extent of business process reengineering implementation, to assess major challenges, and the achievements of BPR in West Shoa Education Offices. To attain these objectives, a descriptive survey design was used. Leaders, Process owners and job performers at woreda Education Offices and zone Education Office were the major source of data in the study. Total 88 persons were contacted for the study, i.e. 67Job performers and 7 Leaders from Woreda Education Offices, 9 Job performers, 5 Process owners and 1 Leader from Zone Education Office. The data gathering instruments include questionnaires, interviews and document analysis. All the close-ended questions of the questionnaires were analyzed quantitatively using frequency count, percentages, average mean, standard deviation, t-test and Pearson's Chi-square test. Besides, the data obtained from open-ended questions and interviews were transcribed to supplement the quantitative data.

This research is planned and carried out to find answers to the following research questions.

1. To what extent the management and employees of Education Office of West Shoa Zone towards BPR implementation?
2. What are the major achievements of BPR undertakings in Education office of West Shoa Zone?
3. What are the major challenges \ problems that obstacle the implementation of BPR in West Shoa education offices?
4. What mechanisms have to be put in place to facilitate the implementation of BPR in the offices?

By answering the aforementioned research questions the study aims to assess the extent of business process reengineering implementation, assess the level of awareness and attitude of managements and employees on BPR, assess the achievements of re-engineered education offices, identify the challenges encountered during the implementation of the new process based system and identify strategies those have been put in place to ease implementation business process reengineering.

5.2. Major Findings

The major findings are organized according to the basic questions raised in the study. Accordingly, achievements of the re-organized educational offices, and mechanisms/ strategies in place to alleviate the challenges encountered during implementation were the major areas under which they are organized.

Preparation for Full Scale Implementation

1. Leaders and job performers rated the following activities to be low: Resource allocation for implementation, level of understanding of employees and management of Education Offices West Showa Zone and customs Authority about the Civil Service Reform (CSR) and BPR, BPR implementation typically start from top of the hierarchy, BPR essentially help to provide better customer service, clear understanding of the BPR, Assignment of process owners according to the new criteria, The establishment of appropriate committee for implementation, Preparation of implementation plan, Necessary preparation for pilot testing, Staff involvement in pilot testing, Redeployment of employees to the new structure, Provision of the necessary training and support, The way the management has dealt with out placement of surplus man power and Management of change to organizational culture. The revealed that the education offices were not giving much attention for the preparation part of full-scale implementation.
2. The two groups rated the Management of the implementation according to the plan differently. Management of the implementation according to the plan rated medium by leaders and low by Job Performers.

3. The Majority of the informants revealed that the educational offices did not give much emphasis for the development of value and beliefs needed in the new world of work as stipulated by BPR. The document and report of zonal education office also confirmed the educational offices did not give much importance for the development of value and beliefs needed in the new world of work as stipulated by BPR.
4. The majority of the respondents rated the practicability of monitoring and evaluating activities like by monitoring and evaluation plan, complete data collected from beneficiaries at all levels, Conducted by concerned body, using results for recalibrating the implementation efforts and solve the problems and the availability of continuous improvement or refinement mechanism as low by both respondent groups.

Achievements of the Re- organized Education Offices

1. Both leaders and Job performers revealed that Customers Satisfaction and communicating visions were low.
2. Cost of service delivery, Work automation and Reduction of hand-offs were less improved.
3. Both groups of respondents low rated time optimization and One-stop-shop service delivery.
4. Both groups of respondents as less improved rated hierarchical level reduction and Reduction controls.
5. Leaders and Job performers rated selected key success factors of BPR implementation not exist specifically, revision of motivations and reward systems, effective communication participation of employee, creating an effective culture for organizational change, Stimulation of receptivity of the organization to change, adequate job integration approach, setting performance measures and increasing IT utilization (automation) in their educational offices. I.e. they did not contribute as needed to the success of BPR implementation.

Challenges Facing the Implementation of BPR

1. Problems related to creating a culture for change was challenges or problems of BPR implementation rated as serious by leaders low by job performers.

2. In effective process, redesign was rated medium by leaders and low by Job Performers.
3. Problems in communication, Lack of incentives, in adequate focus and objectives were rated by both groups of respondents as low.
4. The majority of informants also identified organizational resistance, lack of organizational readiness for change, lack of effective communication, loose implementation follow up and assessments, leadership focus problem, BPR resource allocation and automation problems as serious challenges in which the implementation of BPR encounter.

Mechanisms/ Strategies in place To Alleviate Challenges in BPR Implementation

1. The majority of leaders and job performers revealed that among the mechanisms/strategies in place to alleviate challenges in BPR implementation reinforcing change were not used.
2. Both leaders and Job performers confirmed 6 (85.7%) and 63 (82.9%) creating a shared vision, 5 (71.4%) and 60 (78.9%) Separate from the old way of doing work, 6 (85.7%) and 57 (75%) Create a sense of urgency, 4 (57.1%) and 50 (65.8%) Identify and remove roadblocks, 5 (71.4%) and 41 (53.9%) Provision of adequate training and 4 (57.1%) and 51 (67.1%) respectively were the strategies used to alleviate the challenges.

5.3. Conclusions

This study was conducted to assess the challenges and achievements of BPR implementation of West Showa Zone Education Offices. It was concerned with the extent of preparation business process reengineering implementation, the extent of implementation and its achievements. On top of this the study also identified the challenges encountered during the implementation of the new process based system and mechanisms/ strategies put in place to ease implementation of business process reengineering in the educational offices under study. Therefore, pertaining to the findings deduced from the study, the following conclusion was drawn.

The Preparation for Full Scale Implementation made by the educational offices for the effective implementation of BPR was seen as poor. This emanated from lack of know how about BPR concept and the dynamic nature of the world of work. On top of this, the implementation phase of BPR was also poor. Moreover, the educational offices in the zone faced daunting and multifaceted challenges in the course of implementing BPR. These challenges negatively affect the achievements of the educational offices in implementing BPR task. Thus, BPR is not well implemented according to the implementation plan of BPR task in Woreda Educational Offices.

5.4. Recommendations

Based on the findings of the study and the conclusions drawn the following recommendations have been forwarded to augment the BPR efforts of the offices:

1. Successful implementation of BPR depends on strong and continuous communication about the change in and out of the educational offices. But, in the study it was found out that the educational offices in the zone encountered lack of effective communication as the major challenge. Therefore, to make effective communication in the implementation process of BPR the educational offices leaders and job performers at zonal and woreda level should use formally scheduled program once in a week for the face to face communication, printed media like formats, etc and informal communication mechanisms through informal groups in the offices. Moreover the communication should be frequent, in both directions, be open, honest and clear at all levels and for all audiences in the education offices.

2. In the study it was found out that the educational offices in the zone did not give due attention to the need for institutionalizing the kinds of value and beliefs needed for the new world of work that accompanied the implementation of BPR. This resulted in the ineffectiveness of the BPR implementation in the educational offices. It is therefore important that the educational offices leaders and job performers need to create common and shared understanding in installing new values and beliefs by developing different communication strategies like conducting workshops, training, coaching, seminars, creating continuous awareness, distributing pamphlets, employing notice board, using billboard,

printings on head letters, using memos and business cards. Leaders and job performers could initiate these at Zonal and Woreda Education Offices level.

3. Findings revealed that the follow up, assessment and monitoring was getting looser. Moreover, job evaluation system was not clear or fixed. But continuous follow up, supervision and monitoring have to be made to observe practical problems and to seek for remedies timely, especially at the grass root levels. Sometimes, job performers at grass root level complained that there was no immediate response to practical problems. This delayed service delivery, dismissed reform use and demoralized lower level performers. At broader level, such practice impedes the transformation process underway by the educational office. Therefore, job evaluation system should be clearly fixed. There should be a clear system as to how job performers in the same process and across processes could be evaluated fairly and in a transparent way that fits the nature of the offices. In this regard, the region was currently building BSC for all sectors. It encompasses the measurement and evaluation part, which could be in the educational offices also. In the near future it will be implemented and solve the aforementioned problem.

4. In the study it was found out that provision of training and support to enhance the implementation of BPR in the educational offices under the study was poor. But, training on BPR need not be interrupted and it should be continuous. There are three reasons to justify this. One, there is always new blood of workers joining the education offices or turnover. These new individuals need adequate training before going for job. Second, there are always continues innovations occurring. Best practice emerging for scaling up and weaknesses for being improved. These need to be developed in self-training manual or workers and leaders need continuous training on them. The third issue is the focuses of the training (both persons and levels). At higher levels, given that there are high professionals staffs, equipping them with knowledge base might be enough. The short days training may help. In the lower levels, given that there are enormous constraints and problems that call for linking training practice and improvements; lower level training should be continues and long time work. Thus, training on the concept and how to implement BPR should be provided for zonal and woreda educational offices and job performers by Oromia education bureau professionals on a training of trainers' base for a continuous and long time. The

trained leaders and job performers at the zonal and woreda level should give for the rest job performers at the zonal and woreda level on the continuous bases as needed.

5. It is recommended that further studies should be conducted to uncover further problems and come up with possible solutions with regard to the issue under study.

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Appendix A

Addis Ababa University

College of Educational and Behavioral Studies

Department of Educational Planning and Management

Human Resource and Organizational Development

Questionnaire Survey

The study is permitted "Assessment of the challenges and Achievements of Business Process Reengineering (BPR) Implementation in **West show Zone education offices**." The objective of the study is to identify major challenges that impeded the implementation of BPR in West show Zone education offices and to appreciate significant achievements brought due to BPR. To carry out this study, sample of employees (performers) of the Woreda are selected randomly. Thus, dear respondents, the study needs your real participation to respond for the questionnaire and transparency as the results obtained from the questionnaire is central for the success of the study as well as very pertinent to better understand the topic under consideration while implementing BPR.

Notice

1. Any responses you provide will be analyzed anonymously in order to keep the information in a strict confidential manner.
2. No need to write your name.
3. For close-ended Questions Please mark your response in the table/ boxes with mark.
4. For open-ended questions requiring your written response please use the space provided.

Thank you in advance for your concern and cooperation.

Bayisa Negeri
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Section 1: Personal Information

1.1. Name of the organization_____

1.2. Your position in the organization

Leaders ☐ Job performer ☐

1.3. Your Sex

Male ☐ Female ☐

1.4. Your Age

☐ Below 20 ☐ 30-39 ☐ 50-59

20-29 ☐ ☐ 40-49 ☐ 60 and above

1.5. Educational level

☐ Grade 12 or below ☐ 10 + 1 or10 + 2

☐ Certificate holder ☐ Diploma

☐ BA/BSC/BED ☐ MA/MSC/MED

☐ PHD ☐ If any other, please specify- ----------

1.6. How long has it been since you joined the Office?

☐ Less than 5

☐ 6-10 years

☐ 11-15

☐ 16-20

20 and Above

Section 2; BPR Implementation and effectiveness

2.1 The following table contains a list of activities and actions that organizations need to take to realize or implement the new business process and related changes. According to your observation, rate the level implementation of each of these activities in your organization. (Rate; 5= very good, 4= good, 3= fair, 2= poor and 1= very poor).

No		Items	Rating				
			5	4	3	2	1
1							
1	Resource allocation for implementation						
2	The level of understanding of employees and manage West Showa Zone and customs Authority about the C and BPR						
3	BPR implementation typically start from Top of the hie						
	BPR essentially help to provide better customer service						
5	Clear understanding of the BPR						
6	Assignment of process owners according to the new crit						
7	The establishment of appropriate committee for implem						
8	Preparation of implementation plan						
9	Management of the implementation according to the pla						
10	Necessary preparation for pilot testing						
11	Staff involvement in pilot testing						
12	Redeployment of employees to the new structure						
13	Provision of the necessary training and support						
14	The way the management has dealt with out placement						
15	Management of change to organizational culture						

Comment (if any)_____

_____
_____.

2.2. Monitoring and evaluation is useful in BPR implementation to make appropriate adjustments while necessary in the process. According to your observation, please rate the following activities of monitoring in the table. (Rating; 5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly disagree).

No	Items	Rating				
		5	4	3	2	1
1	Guided by monitoring and evaluation plan					
2	Complete data collected from beneficiaries at all levels					
3	Conducted by concerned body					
4	The result is used to recalibrate the implementation effort					
5	The result is used to solve the implementation problems					
6	Continual improvement/ refinement mechanisms was introduced					

Comment (if any)

_____
_____
_____.

2.3. In the following table there are some listed factors indicate achievements of the BPR project in any organization. According to your observation in your organization, rate them as; 5= high improved, 4= improved, 3= somewhat improved, 2= less improved and 1= not improved.

Achievements of BPR implementation

	Items	Rating				
N1o		5	4	3	2	1
1	Quality services					
1.1	Customer satisfaction					
1.2	Communicating vision					
2.	Cost efficiency					
2.1	Decrease cost of service delivery					
2.2	Work automation					
2.3	Reduction of hand offs					
3.	Speed in service Delivery					
3.1	Time optimization					
3.2	One-stop-shop service delivery					
4.	Organizational structure					
4.1	Hierarchical level reduction					
4.2	Reduction of controls					

If any other, please specify

_____
_____
_____
_____
_____
_____.

2.4. The following table contains some of key success factors in implementing BPR. In your observation to what extent each of these items existed in your organization and has contributed to your organizations success of reengineering effort? Rate them as; 5= strongly agree. 4= agree, 3= undecided, 2= disagree and 1= strongly disagree.

Key success factors

No	Items	Rating				
		5	4	3	2	1
1	Change of management system and culture					
1.1	Revision of motivations and reward systems					
1.2	Effective communication					
1.3	People involvement					
1.4	Creating an effective culture for organizational change					
1.5	Stimulation of receptivity of the organization to change					
2.	Committed and strong leader ship					
2.1	Adequate job integration approach					
2.2	Appropriate job definitions and responsibilities allocation					
2.3	Setting performance measures					
2.4	In creasing IT utilization (automation)					

If there are any other success factors other than the one's listed above, please specify them in the space provided.

_____
_____
_____
_____
_____
_____.

Section 3; Challenges faced in the implementation of BPR and strategies emplaced

3.1. Reengineering despite its promise for radical change it is not a failure proof technique. There are a number of challenges or problems, which contribute to the failure of BPR project. The following table contains some of the major challenges or problems that organizations face in their reengineering endeavor. According to your observation in your office to want extent, they are

serious. Please rate them as; 5= extremely serious, 4= very serious, 3= somewhat serious, 2= observed but not serious and 1=not observed.

Challenges

No	Items	Rating				
		5	4	3	2	1
1	Problems in communication					
2	Problems related to creating a culture for change					
3	Lack of incentives					
4	In adequate focus and objectives					
5	In effective process redesign					
6	Office lay out preparation problems					

If any other, please specify____
____
____
____
____________________.

3.2. Challenges in implementing any change are natural in an organization. However, over coming / solving the challenges is one of the key successes for achieving the intended result. In the following table there are list of some strategies used to over come the challenges. Which of them are used in your office? Say yes, no, and I do not know.

Strategies

No	Items	Rating		
		yes	No	I don't know
1	Creating a shared vision			
2	Separate from the old way of doing work			
3	Create a sense of urgency			
4	Identify and remove road blocks			
5	Rein force			
6	Provision of adequate training			
7	Proper allocation of resources			

What other mechanisms did you in place in your organization/ office to alleviate/ solve them? Please list them in the space provided. ---
----

Appendix B:

Interview Questions for Key Official informant in core processes in zonal education

1. Would you please explain how the Zone Education office involved itself in BPR study and reasons why?
2. Did the Zone Education Office provided trainings and education on BPR implementation to Performers so far and how frequently it
   has been conducted?
3. Does your Zone Education Office under took continuous monitoring and evaluation? If so what were the outcomes registered and
   gaps identified.
4. Would you please mention major achievements gained to date because of BPR implementation within the Zone Education Office?
   as well as across other Woreda Education Offices, which your Bureau supervises?
5. Are there coordination, communication along with proper plan and integration of BPR implementation between or among Woreda
   Education Offices? If so, how do you see its extent?
6. Would you please provide details on which and why BPR implementation is challenged?
7. What solutions would you suggest for the challenges encountered?
8. How do you observe the overall effort of BPR implementation by the Zone Education Offices?

Declaration

I, the under signed, declared that this thesis is my original work and that all the sources of materials used for the thesis have properly been acknowledged.

Name: BAYISA NEGERI GEBISA

Signature_____

Date_____

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

Name: Befekadu Zeleke(PhD)

Signature_____

Date_____