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Titled

**The levers of change project adoption in the organization
of the developing countries: Case of the University of
Mohamed Boudiaf at M'sila (Algeria)**

Option: Strategic Management

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Dedication:

First of all, I would like to dedicate this work especially to:

- my mother, I would like to express my gratitude. Allah has blessed me with a mother like you and no matter what I do, I cannot pay you back for the love and care you provided me for all those years.
- my brothers and sisters, for their continuous support and encouragement
- my extended family
- to my friends
- to all my friends and teachers at Mohamed boudiaf university, M'sila

Acknowledgment:

- We thank the most high, the greatest, the most merciful. Allah, the exalted in might.
- I'm extremely thankful to my supervisor, Mister Hamza Aib. Who helped me to achieve this work through providing me with valuable advice and devoting his time to help me.
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Abstract :

change levers are integral to implementing change in successful organizations, and the University of Mohamed boudiaf in the state of M'sila isn't an exception. In this study, I relied on literature and studies concerned with change levers in organizational change management to figure out the intricacies of the change process inside the university. I sent an online survey to approximately 970 professors and managed to receive 85 responses. Said responses were analyzed using SPSS v22 to highlight the incentives the professors receive to adopt change inside the university and how many levers of change are implemented. Whilst many professors still have objections about how the change is implemented and their role and importance in the decision making-process, the study shows that the university implements change levers. In the study I used the Likert's 7-point scale to deduce the results, and the study showed that the professors are neutral on 4 change levers, the first lever, a compelling case for change lever, had an arithmetic mean of 3.7804 , the second lever, challenging taken for granted, was 4.1020 . the 6th lever was 4.3765 and the 7th lever had 4.2147. they slightly agree on the implementation of 2 levers, the 4th lever, Symbolic management , which has an arithmetic mean of 4.9020 while the 5th lever, Power and political Systems, was 4.9686. they agree that the 3rd lever, changing operational procedures is implemented with a resulting arithmetic mean of 5.3137.

Whilst the results vary slightly, there was no Lever of change agreed on as an unused lever. This conclusion is strongly supported by testing the 7 hypothesis dedicated to the effects of the change levers which resulted in the t being higher than Tabular t for all 7 levers which means that there is an effect.

الملخص:

روافع التغيير جزء لا يتجزأ من تنفيذ التغيير في المنظمات الناجحة ، وجامعة محمد بوضياف بولاية المسيلة ليست استثناء. في هذه الدراسة ، اعتمدت على الأدبيات والدراسات المعنية بروافع التغيير واثرها على إدارة التغيير التنظيمي لمعرفة بعض خصوصيات عملية التغيير داخل الجامعة.

لقد أرسلت استبيان عبر الإنترنت إلى ما يقرب من 970 أستاذ و أستاذة وتمكنت من تلقي 85 ردًا. تم تحليل الردود المذكورة باستخدام الأداة SPSS. نسخة 22 وهذا لتسليط الضوء على الحوافز التي يتلقاها الأساتذة لتبني التغيير داخل الجامعة وعدد روافع التغيير التي يتم استخدامها. بينما لا يزال لدى العديد من الأساتذة اعتراضات حول كيفية تنفيذ التغيير ودورهم وأهميتهم في عملية صنع القرار ، تظهر الدراسة أن الجامعة تطبق أدوات التغيير. في الدراسة التي استخدمت فيها سلم ليكارت ذو السبع نقاط للتحصل على النتائج، وأظهرت الدراسة أن الأساتذة محايدون في 4 روافع تغيير ، وكان الرفع الأول ، وهي حالة مقنعة للتغيير ، متوسط حسابها هو 3.7804 ، والرفع الثاني ، الذي هو التشكيك بالمسلمات ، كان المتوسط الحسابي 4.1020. الرفع السادسة هو 4.376 والرفع السابع 4.2147. لقد اتفقوا بشكل طفيف على تنفيذ رافعين ، الرفع الرابعة ، الإدارة الرمزية ، التي لها متوسط حسابي 4.9020 بينما كان الرفع الخامسة ، أنظمة السلطة والأنظمة السياسية ، 4.9686. و لقد وافقوا على أن الرفع الثالثة ، تغيير إجراءات العملياتية يتم استخدامها بمتوسط حسابي ناتج قدره 5.3137.

في حين أن النتائج تختلف قليلاً ، لم يكن هناك رافع تغيير متفق عليها كرافع غير مستخدمة. يتم دعم هذا الاستنتاج بقوة من خلال اختبار الفرضيات السبعة التي اهتمت بأثر روافع التغيير و التي أظهرت ان t الجدولية اقل من t الحسابية مما يبين ان هناك تأثير لجميع الروافع السبعة.

Introduction:

“Organizational change is the movement of an organization from one state of affairs to another. A change in the environment often requires change within the organization operating within that environment. Change in almost any aspect of a company’s operation can be met with resistance, and different cultures can have different reactions to both the change and the means to promote the change. To better facilitate necessary changes, several steps can be taken that have been proved to lower the anxiety of employees and ease the transformation process. Often, the simple act of including employees in the change process can drastically reduce opposition to new methods. In some organizations, this level of inclusion is not possible, and instead organizations can recruit a small number of opinion leaders to promote the benefits of coming changes.”

Change for an organization is natural. They have to change and adapt to prolong the organization’s longevity. Organization change is one of the most debated topics at the moment and many academics are working too be one of the faces of this type of management.

Research question:

Is there an effect of levers of change on change project adoption in the university and to answer the question, we will have to also attend to the questions that are bound to branch-off:

1- what is organizational change

2- what are the change levers

3- does the university implement change levers

Study hypotheses:

- Is there an effect of the compelling case for change lever in the organization.
- Is there an effect of the challenging taken for granted lever in the organization.
- Is there an effect of the changing operational procedures lever in the organization.
- Is there an effect of the Symbolic management lever in the organization.
- Is there an effect of the Power and political Systems lever in the organization.
- Is there an effect of the Timing lever.
- Is there an effect of the Visible short-term wins lever in the organization.

The importance of the research:

As in most cases, the motivation is to satisfy subjective and objective wants and needs. The subjective part (personal, biased side) is to become more knowledgeable on the subject, whilst the objective part (a-personal, unbiased look) is to figure out the importance of change levers in change management using the theoretical and practical tools, results, and literature.

The goals of the research:

1-Finding if the university is implementing the change levers.

2-If it implements it, how many levers are used.

3- exploring the opinions of the university professors.

**Chapter 1:
introduction to
organizational change.**

The chapter provides a detailed overview of the available literature regarding change management. The chapter is a two-part introduction to the subject. Exploring the definition of organizational change in the first part. The second part focuses on the different types and modules of organizational change

1 .1 organizational change:

Organizational change was defined by the Cambridge dictionary as “a process in which a large company or organization changes its working methods or aims, for example in order to develop and deal with new situations or markets “ (dictionary)¹

“Change will at some point be necessary in the life of every individual, and change in the life of an organization is no different. Organizational change is necessary but often proves to be challenging. Despite some individual success, change remains difficult to successfully implement, and few companies manage the process as well as they would like” (Beer, 2000)². Change is a necessary process. “Most traditional organizations have accepted, in theory at least, that they must either change or die” (Beer, 2000, p. 133). Organizations that support and implement continuous and transformational change remain competitive (cohen, 1999)³

¹ dictionary, t. C. (n.d.). *the Cambridge dictionary*. Retrieved 5 24, 2021, from the cambridge dictionary website: <https://dictionary.cambridge.org/dictionary/english/organizational-change>

² Beer, M. &. (2000). Cracking the code of change. *Harvard Business Review* , 133-141.

³ cohen, m. (1999). Commentary on the organization science special issue on complexity. *Organization Science* , 373-376.

1.1.1 causes of change:

There are 2 causes of change according to Umar Tahir's article (Tahir, 2019)¹

External causes:

the diverse environment around the organizations means the large numbers of forces effecting it which will incentivize implementing changes to flourish or at least survive. customers, government, policy and laws, social norms, economy, technology, competitors or all outside forces that the organization has little effect most of them. Some examples of external causes are:

1-New opportunities: the environment will provide new opportunities that the organization has to grasp. In a vacuum, missing opportunities will have little effect, but when facing against competitors, missing an opportunity will strengthen the competition

2-Competition: the market is very competitive and every edge an organization gets is not merely a shield for itself, but also a weapon pointed at its competitors

3-Fashion: peoples' wants and desires are susceptible for change and the organization has to change survive and provide for them or they will seek alternatives

4-New technology: it can massively change the industry and every organization has to be aware of the changes and new technologies

5-Government regulation: factors like taxations and trade policies can be massive incentivizes or major obstacles depending on the stance of the organization

¹ Tahir, U. (2019, 10 30). Factors Affecting Organizational Change. Consulté le 05 24, 2021, sur change management insight: <http://changemanagementinsight.com/factors-affecting-organizational-change/>

6-Politics and economy: politics are major factors in effecting the environment so the organization has to thoroughly analyze it and the economy

7-social change: changes to the norms are big factors in attracting or repelling organizations for the market

Internal causes:

Those causes are predictable because they exist inside the organization and can be analyzed and countered in an effective, rapid manner. Examples of internal factors are:

1-Values: the organization's values are a driver for change. Adapting or removing values will lead to a change in the organization and the change could also add or remove existing values for the organization.

2-Vision: some organization implement changes to accommodate their vision but are also willing to refine, tweak, or even redefine their vision in order to achieve change

3-Organizational culture: the culture determines change and its efficiency. If the culture is stagnant and unmotivated, implementing the change will prove an arduous task. And vice-versa, a motivated culture and individuals will work for the betterment of the organization

4-Core expertise : if an organization has the expertise and can affect the whole industry, a change to accommodate such skills are in order for the organization to become more successful

5-Leadership: a change in the position of the leader will cause changes in most cases

6-Employees: the acceptance and support for change by individuals will significantly help the change process

7-Performance: possibly the most important factor which drives change.

1.1.2 The principles of organizational change management:

When Considering the Next Change Project, ISG partner and global OCM leader Randy Geoghagan recommended in his article (Geoghagan)¹¹ to Keep in Mind the Top 5 Principles of OCM:

1. Align leaders on the project:

Business leaders tend to focus almost all their attention on “what” needs to be accomplished with a project without focusing on the “why” or the “how.” But, when it comes to change, it’s the leaders’ job not only to lead the way, but also to prepare others so they can thrive in a changed—and continually changing—environment. And, while many leaders believe organizational change management is purely theoretical or is something that happens organically, OCM is the application of concrete methodologies that have been proven to work. When executives understand the principles of OCM and become advocates for it, that spirit can send positive ripples throughout the organization.

2. Use OCM methodologies to support employees:

Recent studies show 62 percent of the issues faced during an IT implementation are people-related. Change projects that lack OCM can result in transaction errors, operational siloes, and process and system workarounds that hinder progress. OCM is an investment in the company’s employees. By providing them with support, training, clear communication and time to focus on the project, they will understand they are the company’s top priority.

¹ Geoghagan, R. (s.d.). The Principles of Organizational Change Management. Consulté le 05 30, 2021, sur ISG: <https://isg-one.com/consulting/organizational-change-management/articles/the-principles-of-organizational-change-management>

3. Let employees get their hands dirty:

Just like the company's leaders, other employees understand the purpose of OCM best when they engage and see it in action. When key employees familiar with the existing systems and processes receive hands-on training and education about the new processes and systems, they can act as trainers for their colleagues, so everyone winds up with a greater understanding of the changes and their expected day-to-day impacts. When employees can think practically about the change process, they are more likely to adapt.

4 Create a process for transferring knowledge:

Knowledge transfer is a two-part process aimed at making sure the company can carry out business transformation projects in the future. The first step is for the company's change personnel to learn how to effectively manage change. The second step is to document what's needed for future change projects, including charting a clear path to achieving goals and creating a checklist of required activities.

5. Build an OCM team:

Yesterday's OCM practitioners were either subject matter experts with big ideas or diplomats who could facilitate a project and manage relationships. But as technology rapidly evolves, companies often have to go through multiple waves of change, and a chief learning officer and a small training staff aren't always able to keep up. A dedicated OCM team can help support employees who find that change is becoming more of a constant.

1.1.3 factors for successful change:

Simone ball identified factors of success in his 2015 article (Ball, 2015)¹ as:

“Businesses change – it’s the nature of a competitive marketplace. Regardless of the industry in which an organization operates, at some point it will likely have to undergo some level of change in order to position itself as a market leader.

Change management in business can be a complicated issue. Major adjustments to the way in which a business operates or provides its products and services must be carefully managed. There are several different ways to manage change in the workplace – but here are just a few key tips that the experts would recommend if you’re looking to lead your business through a change process.

Plan:

Before undertaking any change, a business needs to have a clear and valid reason and mission for the change process. Make sure any undertaking, no matter its size or impact, is realistic, measurable and achievable – there is no use in creating a difficult situation if there is no significant gain to be made for the organization or its stakeholders.

Start with the end in mind – make plans according to your overall goals, and ensure that all staff are also able to see exactly where an organization is heading throughout a change process. A solid direction makes employees more likely to accept and embrace changes.

Communicate:

The most important factor in changing anything within a business, small or large, is to communicate the change, and its many factors, to the key stakeholders within the organization – staff, first and foremost, but also outside stakeholders like shareholders and consumers.

There is no perfect or fool-proof way to communicate change within a business setting. But there are a few rules to remember, such as:

¹ Ball, S. (2015, 2 24). *7 Key Factors for Successful Change Management*. Consulté le 5 25, 2021, sur AIB blog: <https://www.aib.edu.au/blog/organisations-culture/7-key-factors-successful-change-management/>

- Keep it simple – avoid using unnecessary jargon and buzz phrases. Make it clear to staff and stakeholders what it is that will change in their day-to-day involvement with the business.
- Be open and prompt – if announcements are delayed, the likelihood of incorrect rumors or leaks rises. Ensure that all staff are able to access information from a reliable and valid source.
- Monitor quantity vs. quality – the old adage “you can’t communicate too much” is often found in business, but it’s important to ensure that whatever is communicated to staff is substantial and of interest to the audience. Insignificant information is just likely to frustrate an organization’s employees and stakeholders.
- Open communication channels – ensure that all stakeholders have several avenues where they can ask questions, voice concerns or make recommendations. Make the leadership team available and present.

Integrate:

If it’s possible for the change program of your business to be adjusted, then open up your plans for consultation with your stakeholder group. The staff of an organization are the people who work with a particular product, or encounter customers, or provide services – whatever the case may be for your organization. Because they have direct experience, they are likely to have valuable information and suggestions to offer to a proposed change.

If the change in an organization is related to a merger or acquisition, or something equally beyond the control of a manager, then it is best to ensure that staff and stakeholders do not feel excluded from the change process.

Motivate:

One of the biggest challenges with change management processes comes in the form of motivation. How are you meant to motivate staff when there are major changes occurring within an organization? Unfortunately, some changes are not necessarily beneficial – in tough economic changes, occurrences like mergers and downsizing can create an unmotivated environment in some businesses. Ensure that your organization finds a way to connect with its staff and provide motivation for staff to continue working and contributing to the business.

Be Confident:

Staff are often guilty of reverting to old ways throughout a change process – both effective and ineffective. A change process needs to be organization wide, so have faith in the changes being implemented and show your trust by limiting opportunities for staff to revert to their old habits. If your organization is changing a procedure, then ensure that the new procedure is followed closely. If your business is implementing a new computer system, ensure that there is minimal access to the previous system. If your company is changing attitudes across the organization, create a system that can catch any instances of old attitudes.

Manage the Workload:

Change can bring an increased workload in many organizations, especially if there are changes to technology or company procedure. As a manager in a change situation, be mindful that if you are changing the way in which your staff operate or produce work, they may be less efficient than they previously were – simply because they are most likely learning new habits again. Change can be a lengthy process, so ensure that people are supported – expect delays and deficiencies as employees learn.

Evaluate:

As a manager or executive throughout a change management situation, it's crucial that the organization, its passage through the change program, and the wider organization's reactions to that change program are evaluated at every feasible opportunity. Measure KPIs, ask for feedback from staff and make any required revisions to the original plans – changes should be flexible where necessary to protect the business, its staff, and its brand. Evaluation can occur in many different ways, and at many different stages – choose whichever evaluation tools work effectively for your business and situation.”

1.2 the different types and modules of change :

1.2.1Planned and unplanned change:

Planned change:

“The assumptions which underlie the design of the organization’s structure and systems inherently limit the changes which it can readily absorb. In particular, its hierarchy provides channels of information and communication, and limits for authority and control. This technical bureaucracy is a system that normally works well.” (Knowles, 1988)¹

“The authority hierarchy is designed to ensure order and progress, but it often hinders communication, dulls intelligence gathering, and curbs creativity. Overemphasis on rules and procedures to control ‘irrational’ employees becomes a barrier to new ideas, and encourages the preservation of the status quo. The results may be dysfunctional, even catastrophic for the organization. As a closed system, the bureaucratic organization will experience chaos or disorder-entropy- as it runs down due to lack of renewal of design concepts and ideas. It faces the challenge of an environment where changes may be in progress which were not and could not be foreseen, and thus were not available for rational analysis.” (Knowles, 1988, p. 253).

Planned change come about as the result of a process of preparing the organization for change. But even if the management direction leans heavily on the concept of constant change now, that does not mean unplanned change have became a non-factor. This change Is limited.

Unplanned change:

“In addition to planned change, management must be prepared for unplanned change. The routine response, though pushed to the extreme, may not be sufficient in responding to all the pressures for change. Unplanned change originates in major unanticipated events or crises in the internal or external environments.” (Knowles, 1988, p. 254).

¹ Knowles, H. P. (1988). Organizational leadership of planned and unplanned change. Dans H. P. Knowles, *Organizational leadership of planned and unplanned change*. (pp. Futures, 20(3), 252–265).

If planned change is proactive, unplanned change is a reactive process where the change is forced upon the organization for it to survive and react in the moment with no prior plans. A volatile environment requires improvisation.

Examples of planned change have come under fire do to the skepticism of some authors (e.g. Robert E. Queen's book "Building the Bridge as You Walk on It") who question the authenticity of the change process and suspect that a number of managers falsify history and attribute the success do to reacting to change (unplanned change) to a proactive attempt (planned change) painting a picture of a mastermind who made a model that saved the organization despite the model being a product of the change process insisted of the driving factor.

Authors in the fields of management and sociology questioned the psychological schism between some individuals were some fervently champion the "hero's journey" and glorify individuals who are reactive whilst the opposing side of the argument see anything other than planning and proactively as deficiency.

1.2.2 Types of change:

Based on the nature and scope of change, there are 4 types of change:

"Belogun et al (2016) describe four types of organizational change. These differ in terms of the required outcome, the extent of the change management programmed and the timeframe for the change management program. Belogun et al describe an organizational realignment as organizational change that does not involve a fundamental rethink of the organization's assumptions, beliefs and business model. In contrast, an organizational transformation involves a redefinition of the organization's mission, its business model, its culture and its related structure and processes." (redmond, 2019, p. 5)¹.

"It may be difficult to distinguish between an organizational realignment and a transformation, and the end result of change is better described as a continuum rather than as discrete. However, in general terms, a realignment has a greater focus on efficiency and profitability, whereas a transformative change goes beyond this to challenge the assumptions and beliefs of an organization. The

¹ redmond, J. (2019). managing stratigic transformation. *cpa irland* , 2.

senior management team and other organizational change agents need to be aware of this distinction as transformations require a greater change capability and significantly more investment.” (redmond, 2019).

First type: Adaptation

It is the most common type of change do to the incremental change over a long period of time which often results in less resistance to change

Second type: reconstruction

It produces major changes within the organization in a short period of time. The organization keeps its business model and culture but operating approaches can change. In many cases, a crises is the reason for adapting this strategy

Third type: evolution

requires the organization to improve on its capabilities which will bring about a clash of ideologies in many cases where senior management is content with the current success and might not be incentivized to seek change from a state of stable success. It can be considered the hardest type to implement

forth type: revolution

It is considered as a reactionary and forced change due to outside environment. It signifies a fast and major strategic and cultural change in the organization. A growing need for radical change results in the need for this type of change

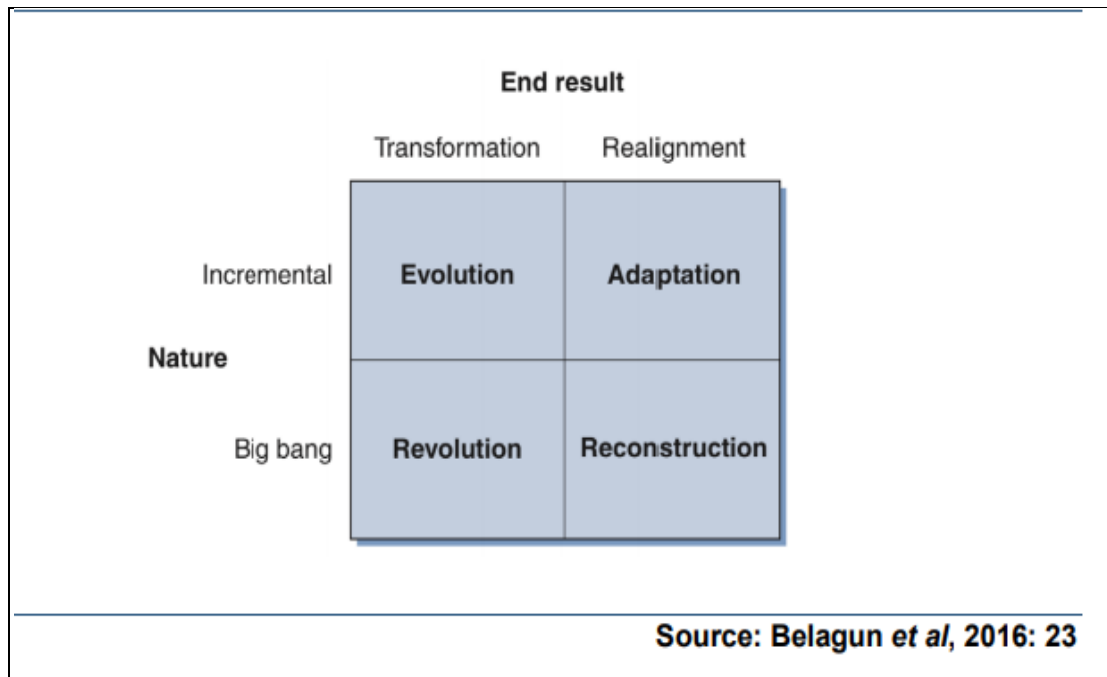


Figure 1: The 4 types of organizational change

1.2.3 Modules of change:

There are many different modules of change for managing change and choosing the right module is not merely a need, but a necessity in getting optimal results.

Researchers have been studying change, specifically organizational change, for decades (Garman, 2009)¹. The beginning was with Lewin's model (Lewin, 1947)².

1-Lewin's Change Management Model.

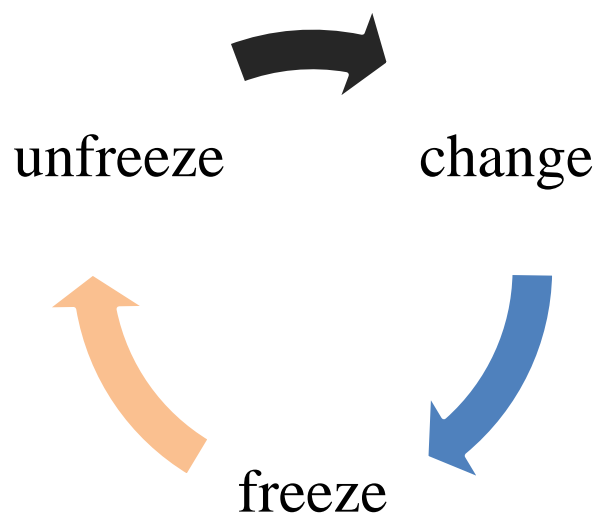


Figure 2: Lewin's change management model

It was Lewin's research that provided much of the early foundation for understanding change processes in social situations (Medley & Akan, 2008) (Medley, 2008)³. Lewin (1947) developed a theory containing a 3-step process.

¹ Garman, D. G. (2009). "Resistance to organizational change: linking research and practice. *Leadership & Organization Development Journal* , 39-56.

² Lewin, K. (1947). Frontiers in group dynamics. *Human Relations* , 1, 5-41.

³ Medley, B. & Akan, O. (2008). Creating positive change in community organizations: a case for rediscovering lewin. *Nonprofit Management and Leadership* , 18(4), 485-496.

Kurt Lewin developed a change model involving three steps: unfreezing, changing and refreezing. he firstly highlighted the stagnant, loss-conducting situation the organization is stuck in, facilitating the process of accepting a need for change and isolating any kind of resistance to change , by doing so, he:

- 1- “unfreezes” the situation and prepares the organization for the next step which is,
- 2- “change”. Change (Lewin 1947) also referred to as transition or moving, is focused on directing the organization toward the desirable new direction where the model establishes a new state. And in order for the change to take place,
- 3- the 3rd step (freezing) is needed. A return to a state of normalcy and stability based on the new direction. making change without protecting its foundations and stability will usually result in a volatile-state inside the organization where any future attempt of implementing change will face increasingly harder resistance.

2-Kotter’s 8-steps model of change

Possibly the most well-known model. It was made by John Phil Kotter, the famous author and founder of Kotter International who deconstructed the organizational change management process into 8-steps. It became known as Kotter’s 8-step model. (Kotter, *Leading change: why transformation efforts fail*, 1995)¹.

¹ Kotter, J. (1995). *Leading change: why transformation efforts fail*. *Harvard Business Review* , 73(2), 55-67.

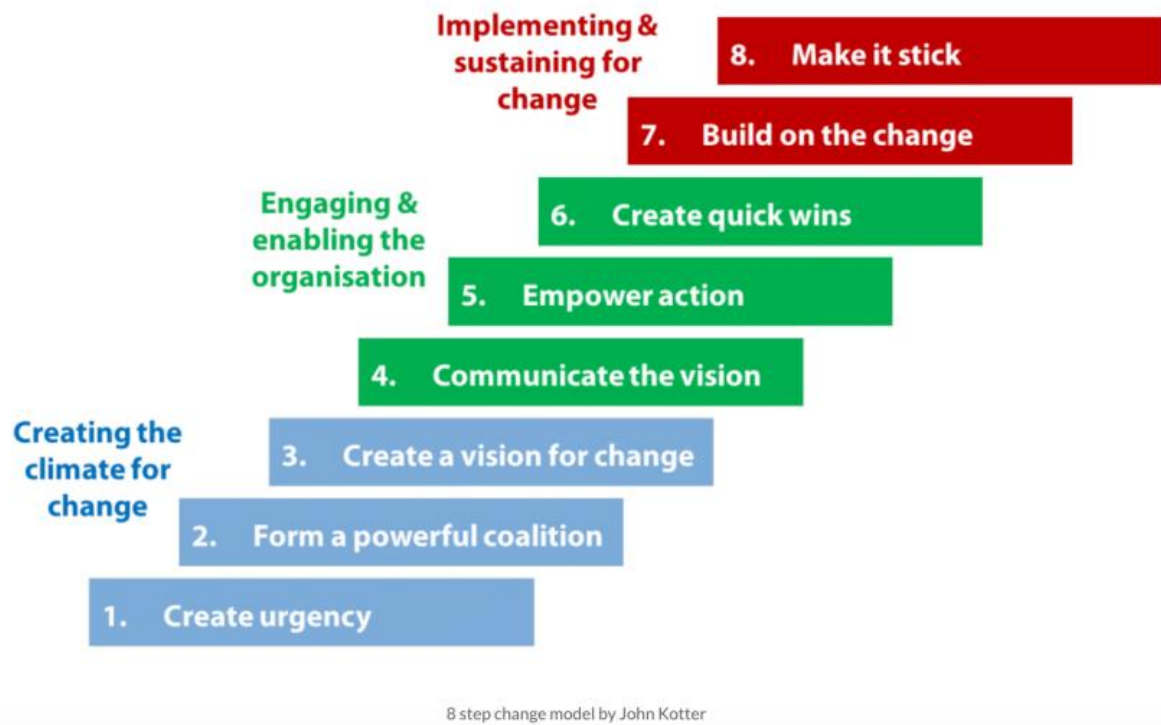


Figure 3: Kotter’s 8-steps model of change.

1. Create urgency for change:

“Without motivation, people won’t help and the effort goes nowhere” (Kotter, *Leading change*, 1996, p. 60)¹. Kotter stated that as much as 75 percent of the employees (a substantial majority) need to believe that a considerable change must happen (Kotter, 1995, p. 60).

2. Form a powerful coalition:

Kotter emphasizes on the need for at least 3-5 powerful individuals heading a coalition in order to lead the change. If creating urgency can be considered a declaration of war on the change-resisting individuals, this step constitutes the forming of the vanguard

¹ Kotter, J. (1996). *Leading change*. Boston, Massachusetts: Harvard Business School Press.

3. Create a vision for change:

This picture should be one that is relatively easy to communicate and appeals to customers, stockholders, and employees (Kotter, 1995).

4. Communicate the vision:

the step requires pouncing on every chance to communicate the change, repeating the ideas with changing forms and leading by example (Kotter, 1996).

5. Empower action:

This may involve changing systems or structures within the organization or even changing the allocation of resources to strengthen and embolden the ones who share your desire for this new change in order for them to obtain more influence inside the organizations.

6. Create quick wins:

plan for short-term gains. Use the “snowball effect” to its fullest. Gaining momentum is crucial. It works as a reassuring-mechanism. The quick wins paves the way for effective change.

7. Build on the change:

“Do not declare victory too soon” “Successful efforts use the credibility afforded by short-term wins to tackle even bigger problems” (Kotter, 1995, p. 66) the process of change could take months, or even years so building on small wins and avoiding stagnation is of most importance to the coalition.

8. Make it stick:

solidify the new change. Highlight the improvement of performance do to the change and win the next generation of individuals so they adapt this new direction.

And those 8 steps can be further divided into 3 fazes, the first 3 steps (1-3) are in the creating a climate for change faze, the next 3 (4-6) are in engaging and enabling the organization. Whilst the last 2 steps (7 and 8) are in the implementing and sustaining change. As is highlighted in the module below:

Kotter states that it is essential to thoroughly complete all eight steps, not cutting any one out or short. “Whenever you leave one of the steps in the 8-step change process without finishing the work, you usually pay a big price later on” (Kotter, Leading change, 1996, p. 83).

3-Kübler-Ross Five-Stage Change Management Model.

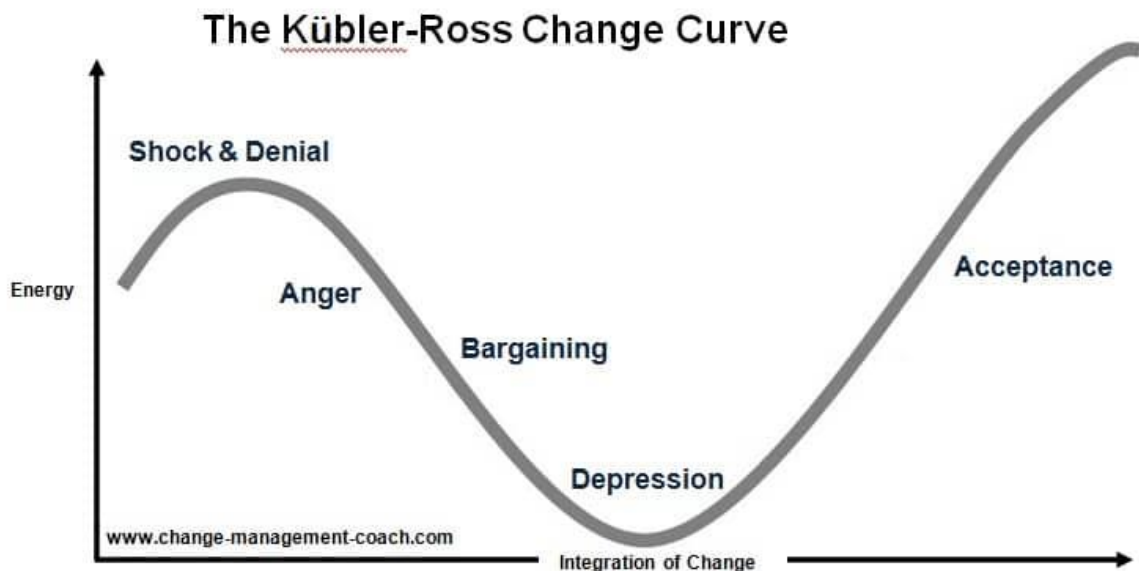


Figure 4: Kübler-Ross Five-Stage Change Management Model

Mark Connelly stated in his 2020 article titled “Kübler -Ross five stage model” that Kübler -ross described the five stages of grief in her book “on death and dying” as a representation of the normal range of feeling people experience when facing death or major changes in their life (Connelly, 2020)¹

“All change involves loss at some level. The "Five stages" model is used to understand how people react to change at different times.

The stages were first observed as a human response to learning about terminal illness. They have also been adapted to understand our individual responses to all kinds of change.” (Connelly, 2020)

The five stages are :

-  Denial
-  Anger
-  Bargaining
-  Depression
-  Acceptance

Normal reactions to change

“When Kubler-Ross wrote about these stages she explained that these are normal reactions we have to tragic news.

In fact she called them defense mechanisms or coping mechanisms that we need to move through in order to manage change.

We don't move through the stages one at a time, in a neat, linear, step by step manner. That would be far too easy!

What happens is that we occupy different stages at different times and can even move back to stages we have been in before.

Kubler-Ross said the stages can last for different periods of time and will replace each other or exist side by side at times.

¹ Connelly, M. (2020, 08 12). *Kubler-Ross Five Stage Model*. Consulté le 05 25, 2021, sur change management coach: <https://www.change-management-coach.com/kubler-ross.html>

Ideally it would be good to think that we will reach the phase of 'Acceptance' while managing change but some people get stuck in the stages and find it difficult or impossible to move on.

Let's look at how people react in each of the five stages.” (Connelly, 2020)

The five stages of change

Shock or Denial

"this is not happening to me! I can't believe it"

Denial is usually a temporary defense that gives us time to absorb news of change before moving on to other stages. It is the initial stage of numbness and shock. We don't want to believe that the change is happening.

Shock and denial are temporary mental defenses that can go as far as effecting the physical well-being of people. A sense of numbing and rejection overrides all other feelings for the sake of protecting the mental well-being of people. Many studies stated that the delay of the feeling of pain in some cases of physical trauma is due to the overwhelming overload that the pain receptors in the brain experience. The pain receptors will choose to ignore the overload of information in an attempt to salvage the mental capacities of a person in the long run. The drastic measures the brain will go to can even extend to losing consciousness. In many cases, the pain people “feel” in merely a small amount of the damage acknowledged by the consciousness

Maybe the impact of such heavy news can't be ignored, but it can be lessened to bearable levels

Anger

"NO! I can't accept this!"

Anger is a natural human feeling and in many cases follows after the stage of shock and denial. Lashing-out is a rather fascinating byproduct of anger. A venting mechanism that cannot distinguish between conscious or unconscious entities, not even the person who's the process main goal is to protect. Indiscriminately venting to distract from the inevitable. Example can vary from gnashing teeth to causing physical and mental damage to oneself or others.

Bargaining

"please give me some time "

A natural reaction when the unavoidable IS unavoidable. Bargaining for a better deal or even a postponement of change.

“In a work situation someone might work harder and put in lots of overtime to prove themselves invaluable in order to avoid retrenchment.” (Connelly, 2020)

Depression

"why even try"

When the mirage of retaining the status-quo dissipates, the reality washes away any notion for keeping the former state of normalcy. A very dangerous state for people and organizations. A lack of enthusiasm in apparent and the shorter this period is, the better.

“I recently experienced a group of bank employees asking why they should continue to give of their best at work when they were unsure that their jobs were safe; and the bank was obviously not committed to them.

My experience is that there is an increase in absenteeism at this time as people use sick leave and take 'mental health' days.” (Connelly, 2020)

Acceptance

"if I can't fight against it, might as well bare it."

Possibly the most emotionally-neutral state. An acceptance that no matter what a person does, he can't change it

“For the first time people start considering their options. I think it's a bit like a train heading into a tunnel. "I don't know what's in there, I have to keep going on this track, I'm scared but have no option, I hope there's light at the end..." (Connelly, 2020)

The Change Curve

The stages of change are typically represented in the form of a change curve diagram.

The change curve diagram is valuable as it:

- gives an instant overview of the model, and
- conveys levels of emotion or energy experienced by people as they deal with change in their lives. Unfortunately, using the change curve diagram can lead you to believe that the process of change is linear.

It's easy to assume that the process of change begins with 'Shock' or 'Denial' and that it should end with 'Acceptance' after moving through each phase.

Remember, Kubler-Ross emphasized that we move around between the stages.

You may reach a stage where you feel you've accepted the change, but while getting coffee at work you hear news that throws you back into anger or denial.

Moving between the stages is normal!

The only time for concern is becoming stuck in one of the stages. 'Anger' and 'Depression' are two of the stages where people can easily get stuck.

When this happens pay attention to what is happening in this person's life and help them to move on. If you are stuck in one of these stages consider speaking to someone or meeting with a professional.

Kubler-Ross and the thread of Hope:

Although she does not include Hope as one of the five stages in this model, Kubler-Ross adds that hope is an important thread running through all the stages.

This hope is the belief that there will be a positive end to the change and that there is some meaning that will eventually be learned from the experience.

In my experience this is an important indicator of our ability to successfully navigate change. Even in the most difficult circumstances there is an opportunity for growth and learning.

And there will be an end to the change.

4- mckinsey 7s model :

McKinney's 7s model has 7 element's and they were explained by the mind tools content team (team)¹:

Strategy:

this is your organization's plan for building and maintaining a competitive advantage over its competitors.

Structure:

this how your company is organized (that is, how departments and teams are structured, including who reports to whom).

Systems:

¹ team, m. t. (s.d.). https://www.mindtools.com/pages/article/newSTR_91.htm. Consulté le 05 30, 2021, sur mind tools: https://www.mindtools.com/pages/article/newSTR_91.htm

the daily activities and procedures that staff use to get the job done.

Shared values:

these are the core values of the organization, as shown in its corporate culture and general work ethic. They were called "super-ordinate goals" when the model was first developed.

Style:

the style of leadership adopted.

Staff:

the employees and their general capabilities.

Skills:

the actual skills and competencies of the organization's employees.

The model categorizes the seven elements as either "hard" or "soft":

Hard elements:

soft elements:

*Strategy

shared values

*Structure

skills

*Systems

style

staff

The three "hard" elements are strategy, structures (such as organization charts and reporting lines), and systems (such as formal processes and IT systems.) These are relatively easy to identify, and management can influence them directly.

The four "soft" elements, on the other hand, can be harder to describe, less tangible, and more influenced by your company culture. But they're just as important as the hard elements if the organization is going to be successful

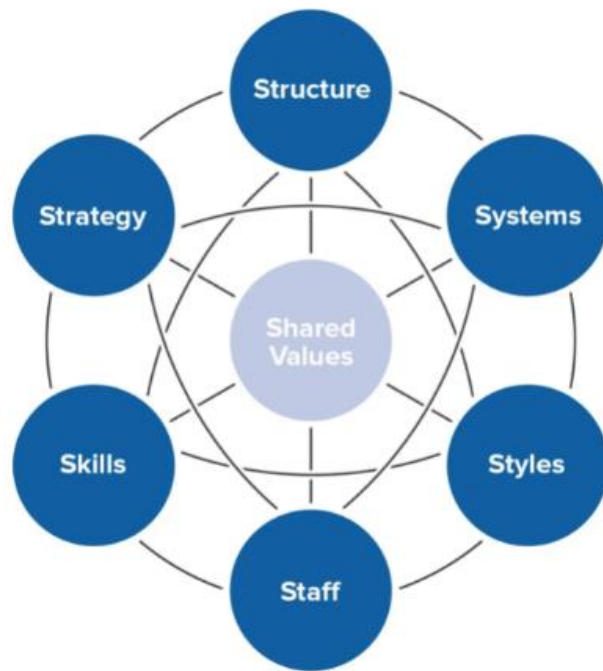


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Figure 5: Mckinsey's 7s model

Chapter conclusion:

the chapter focused on organizational change, the principles, causes and factors of change in the first part and the types of models of change in the second part .

Chapter 2: introduction to change levers

The chapter delves into the nature of change levers and its components.

2.1 what are change levers:

“Organizations change when engaged employees recognize both why the change is needed and the potential of the proposed solution. Witnessing commitment from their leaders, having the necessary new tools and skills, and seeing support and rewards within the organization for making the change furthers their involvement. There are seven areas—seven levers of change—that set employee engagement in motion and give it momentum. The levers are not meant to be a formula, but represent seven aspects that require attention and planning for successful change management. The first two levers—mass exposure and personal contact—deal with making sure everyone knows about the change.”

(Shapiro, *Seven Levers of Change: An Introduction*, 2012)¹

¹ Shapiro, A. (2012, 03 27). *Seven Levers of Change: An Introduction*. Consulté le 05 29, 2021, sur training industry: [https://trainingindustry.com/blog/leadership/seven-levers-of-change-an-introduction/#:~:text=In%20summary%2C%20the%20seven%20levers,and%20\(7\)%20rewarding%20successes](https://trainingindustry.com/blog/leadership/seven-levers-of-change-an-introduction/#:~:text=In%20summary%2C%20the%20seven%20levers,and%20(7)%20rewarding%20successes).

2.1: the change levers:

according to the book *Exploring strategy : text and cases* (Johnson, Whittington, Scholes, Angwin, & Regner, 2017)¹ there are 7 levers of change:

1. a compelling case for change lever
2. challenging taken for granted lever
3. changing operational procedures lever
4. Symbolic management lever
5. Power and political Systems lever
6. Timing lever
7. Visible short-term wins lever

“ . Sometimes these levers are presented as a sequence, as for example in Harvard Business School professor John Kotter’s Eight Steps for Change Here the process of change is described as a series of steps, starting from establishing a sense of urgency in the organization, leading eventually to the institutionalization of change. These steps provide leaders with a clear progression in the managing of change. However, in practice, many of these levers are likely to be used simultaneously rather than in the kind of logical sequence in Figure” (Johnson, Whittington, Scholes, Angwin, & Regner, 2017, p. 483)²

1- **a compelling case for change:** the first step that Kotter presented in his module

“Without motivation, people won’t help and the effort goes nowhere” (Kotter, *Leading change*, 1996, p. 60). The advocates for change work as a connecting link between upper management and lower management in order to gain the support of both levels of management by providing incentives and gains that will help win their allegiance and facilitate the process of change. It is hard to convince people to adopt change, especial of they’ve

¹ Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regner, P. (2017). *Exploring strategy : text and cases*. Chelmsford, UK area: Pearson Harlow.

² Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regner, P. (2017). *Exploring strategy : text and cases*. Chelmsford, UK area: Pearson Harlow.

grown accustomed to the status-quo and feel that they are “doing good”. The efforts for implementing this lever is 2-fold harder if the culture of the organization has elements of “change is always bad” narrative floating around, effectively poisoning the well

2- **challenging taken for granted:** social intelligence is of utmost importance here, because this lever highlights the hidden behavioral divergence of individual where common sense is ignored in many cases in favor of individual bias due to perceived threat of change. A simple presentation of a few stats and information may not be as effective due to the current mindset of the resisters of change. A detailed statistical analysis can be the answer to handling resistance. Whilst that action will lead to a portion of change resisters “changing” allegiance, it can lead to a more stubborn stance for the remaining resister, so it is important to supplement the statistical analysis with activities like supporting the individuals to state their opinions and ideas. This activity’s a double-edged sword, some of the resisters are sincere, whilst others use the activity as an opportunity to gain further support for their resistance and hinder the change process.

3- **changing operational procedures:** it can be defined as “repetitive, recognizable patterns of interdependent actions, involving multiple actors” (Feldman, 2003)¹. “routines contribute to how reliably and quickly an organization takes action (Cohen, 1994)²” (Enomoto, 2008)³. The change begins in the lower levels with organizational simple daily procedures. There are 3 points that need to be focused on in the relationship between strategic change and organizational routines.

1- Operational Change Planning:

Planning the implementation of a strategic change requires identification
Key factors for success at the level of routines.

2- Questioning Operational Assumptions:

¹ Feldman, M. S., & Pentland, B. T. (2003). Reconceptualizing organizational routines as a source of flexibility and change. *Administrative Science Quarterly*, 48, 94–118.

² Cohen, M., & Bacdayan, P. (1994). Organizational routines are stored as procedural memory: Evidence from a laboratory study. *Organization Science*, 5(4), 554–568

³ Enomoto, E. K., & Conley, S. (2008). Changing of the Guard: How Different School Leaders Change Organizational Routines. *Journal of School Leadership*, 18(3), 278–302.

changing how individuals behave is easier than changing their mindset and by changing the behavior, it becomes easier to change how they think

3- Change in routines from lower levels:

4- Symbolic management :

strategic change isn't always clear and official, sometimes, the change can take an unofficial, token-type attribute. Tokens are events, actions, things that help reform and reshape beliefs, expectations and actions inside the organization to facilitate the change process.

An example of token management is rites and rituals

“Trice and Beyer (1984, 1985, 1993) described rites and ceremonials as discrete enactments that have a beginning and an end and give expression to a culture’s values and beliefs.” (Islam, 2009)¹.

There are many examples of rituals:

Table 15.2 Organisational rituals and change

Types of ritual	Role	Examples in change initiatives
Rites of passage	Signify a change of status or role	Induction to new roles Training programmes
Rites of enhancement	Recognise effort benefiting organisation	Awards ceremonies Promotions
Rites of renewal	Reassure that something is being done Focus attention on issues	Appointment of consultant Project teams and workshops
Rites of integration	Encourage shared commitment Reassert rightness of norms	Celebrations of achievement or new ways of doing things
Rites of conflict reduction	Reduce conflict and aggression	Negotiating committees
Rites of challenge	'Throwing down the gauntlet'	New CEO setting challenging goals

485

Figure 6: organisational rituals and change

(Johnson, Whittington, Scholes, Angwin, & Regner, 2017, p. 485)²

¹ Islam, G., & Zyphur, M. J. (2009). Rituals in Organizations. *Group & Organization Management*, 34(1), 114–139.

² Johnson, G., Whittington, R., Scholes, K., Angwin, D., & Regner, P. (2017). *Exploring strategy : text and cases*. Chelmsford, UK area: Pearson Harlow.

- 5- **Power and political Systems** : this lever can be considered the second step of Kotter's 8 step module. It relies on building alliances and gaining advocates. There are mechanisms connected to the political aspect of change. Owning and controlling resources is a very important tool. It can allow for re-distribution of resources and supplying allies of change with the necessary resource to consolidate their foundation and weaken the resister of change. Gaining the support of major influencers and networks and alliances inside the organization are also important mechanisms
- 6- **Timing** : possibly the most important resources is time, and an effective use of it can provide decisive results. An aspect of timing is linked to the first step of presenting a convincing case for change, but timing accompanies leaders of change throughout the process. opportunity arises in the middle of the process of change.
- 7- **Visible short-term wins**: gaining momentum by highlighting the short-term success and implementing measures to help gain reputation inside the organization and showcasing the benefits of change

Chapter 3: analytical framework

3.1.1: introduction to the university of Mohamed boudiaf-M'sila;



“M'Sila State University was established in 1985 by opening the Institute of Higher Education in Mechanics, and then in 1989 the Institute of Civil Engineering and the Institute of Urban Technologies were opened. In 1992 it became a university center, and in 2001 it became a university, with four faculties and 23 departments. Currently, the university has seven faculties, two institutes and twenty-three research laboratories accredited by the Ministry of Higher Education and Scientific Research.

The number of employees at the university is currently estimated at about 1265 contractual and permanent employees. The university is known for the quality and efficiency of its professors, whose number is estimated at about 1402, who provide lessons in various fields to about 29,629 students” (university)¹.

¹ university, m. b. (s.d.). *about the university of M'sila*. Consulté le 06 30, 2021, sur mohamed boudiaf university, M'sila: https://www.univ-msila.dz/ar/?page_id=473

3.1.2: methodology

The analytical descriptive approach has been relied upon, which is an approach that attempts to reach accurate and detailed knowledge of the elements of the problem or the existing phenomenon in order to reach a better and more accurate understanding or to develop the basics and future procedures for it, and here to find out more details about the topic or phenomenon. The subject of the research and its significance.

The importance of using the descriptive analytical method in the field aspect of this study is highlighted by addressing the study and realistic and field analysis of the impact of organizational support on the adoption of the change project in public organizations of developing countries.

Tools used:

SPSS v22 was used for analysis and Google forms used as a way to make and send surveys online.

3.2: analysis:

The list of questionnaire questions was prepared based on the Likert scale, which has seven possible answers as in:

categorization	Strongly disagree	disagree	Slightly disagree	neutral	Slightly agree	agree	Strongly agree
grade	1	2	3	4	5	6	7

Table 1: the Likert scale

As for the limits that we relied on in this research when commenting on the arithmetic mean of the variables in the study model, and to determine the degree of measurement, we have identified seven levels levels:

level	1-1.85	1.86-2.71	2.72-3.57	3.58-4.43	4.44-5.29	5.30-6.15	6.15-7
Arithmetic mean	Strongly disagree	disagree	Slightly disagree	neutral	Slightly agree	agree	Strongly agree

Table 2: degree of measurement levels

After the process of distributing the questionnaire via e-mail to the selected sample, we carried out the process of collecting the questionnaire so we collected this questionnaire remote (e-mail) receipt of the selected sample, and then after obtaining the questionnaire, we started the analysis process according to tables that are statistically analyzed. The Statistical Package for Social Sciences (SPSS) program, version 22, was used through:

First: Frequencies and percentages: they were relied upon in order to differentiate between the sample, based on the information of the institution, and the two indicators were adopted in all the questionnaire statements.

Second: The arithmetic mean: It was used in this study as an indicator that ranks items according to their importance from the point of view of respondents to the questionnaire. The arithmetic mean of the participants' answers was adopted as an indicator of the reality of organizational support and its impact on the adoption of the change project in public organizations of developing countries. Mohamed Boudiaf.

Third - Standard Deviation: It was used to find out the extent of the dispersion of the values from their arithmetic mean.

Fourth: Alpha Cronbach test: It was used to find out the stability of the questionnaire paragraphs, so that they are equal to zero and the correct one. If there is no stability in the data, the value of the coefficient is equal to zero, but if there is complete stability in the data, the value of the coefficient is equal to The correct one, that is, increasing the value of this parameter means the reliability of the data.

Fifth: Validity coefficient: It means that it is a measure that measures what was designed to be measured, and is mathematically equal to the square root of the coefficient of Alpha Crohnbach.

Sixth: The normal distribution test, such as the Kolmogorov-Smirnov Test: It is used to find out the nature of the distribution of the data of a particular phenomenon, whether it follows the normal distribution or not.

Seven: Statistical Test-T: It is used to test the questionnaire hypotheses to ensure the statistical significance of the results that have been reached.

Analysis of the personal data of the study sample:

1- By College / institute :

1. College/Institute

85 responses

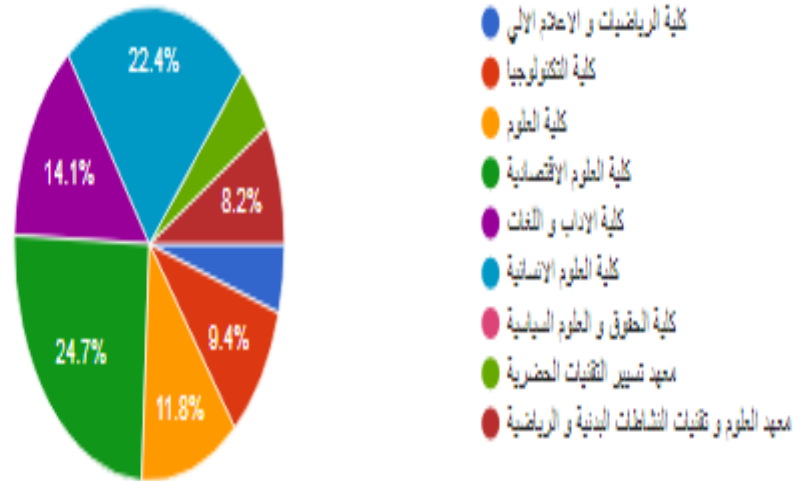


Figure 7: college/institute pie chart

The college of human science and economic sciences were the biggest number of participants with 22.4% and 24.7% respectively. The college of literature and language was a close third whilst the college of law and political science had non.

2- By academic rank :

الرتبة العلمية
85 responses

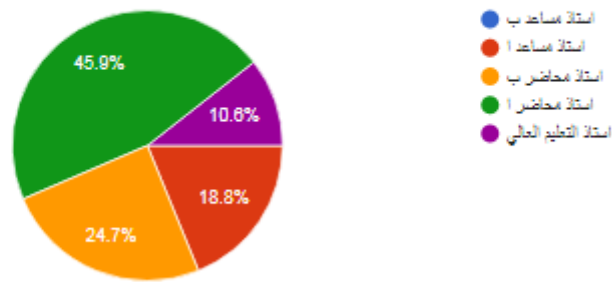


Figure 8 : academic rank pie chart

3- By age:

الفئة العمرية
85 responses

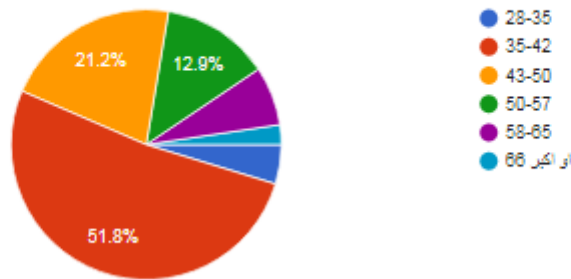


Figure 9: age pie chart

The age group between 35-42 was the most represented with more than half (51.8 percent) which a sign for the young roots of the university

4- By gender:

4. الجنس
85 responses

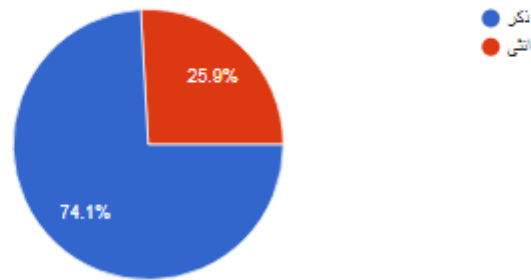


Figure 10: gender pie chart

The male group had overwhelming representation with almost 3/4ths of the participants (74.1 percent)

4- By income

الدخل (دينار جزائري)
85 responses

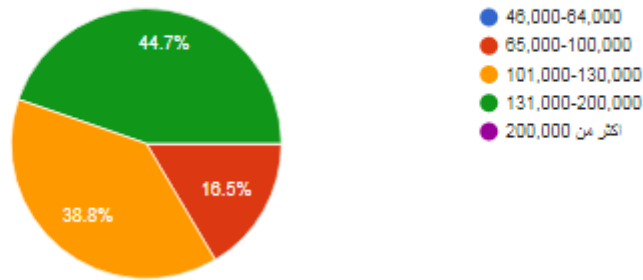


Figure11: income pie chart

There were no participants of the first and fifth group, maybe do to the lack of professors within that wage limit

First variable:

questions	Min i	Max	Mean	Std. Dev	Grade of acceptence
You have the capacity to be convinced of change	1.00	7.00	5.5176	1.63016	agree
spreading Awareness of the importance of change within the university is freely carried out	1.00	6.00	2.9882	1.56216	agree
change projects are presented in a compelling way	1.00	6.00	2.8353	1.47072	Slightly disagree
x01	1.00	6.00	3.7804	1.17012	neutral

Table3: First variable table

Source: Prepared by the student based on the outputs of SPSS.

Second variable

questions	Mini	Max	Mean	Std. Deviation	Grade of acceptance
I reject the criteria used to upgrade the academic rank I was against the method of distributing lessons to students previously	1.00	7.00	4.2471	1.79222	neutral
I was against the way the grades were published previously	1.00	7.00	4.0941	1.86843	neutral
I reject the criteria used to upgrade the academic rank I was against the method of distributing lessons to students previously I was against the way the grades were published previously	1.00	7.00	3.9647	1.97874	neutral
x02	1.33	7.00	4.1020	1.36957	neutral

Table 4: second variable table

Source: Prepared by the student based on the outputs of SPSS, V22

Third variable:

questions	Mini	Max	Mean	Std. Deviation	Grade of acceptance
I find that changing the method of interaction between different professors will improve the scientific output. I find that changing routines will help improve the process of the university	1.00	7.00	5.6235	1.44730	agree
I feel satisfied about the working hours inside the university	1.00	7.00	5.4706	1.53210	agree
I find that changing the method of interaction between different professors will improve the scientific output.	1.00	7.00	4.8471	1.86768	Slightly agree
x01	1.33	7.00	5.3137	1.26653	agree

Table 5: third variable table

Source: Prepared by the student based on the outputs of SPSS, V22.

Forth variable:

questions	Mini	Max	Mean	Std. Deviation	Grade of acceptance
You have confidence that encouraging the focus on solving the problem, regardless of the differences between individuals, will help improve the level of the university and the professors	1.00	7.00	5.6235	1.39708	agree
I feel that explicitly presenting the problems facing the university in order to find solutions does not pose a threat to my position	1.00	7.00	5.3412	1.65150	agree
The end of the year celebrations help develop the social network for professors inside the university	1.00	7.00	3.7412	2.21011	neutral
x04	1.00	7.00	4.9020	1.32918	Slightly agree

Table 6: Forth variable table

Source: Prepared by the student based on the outputs of SPSS, V22.

Fifth variable:

	Mini	Max	Mean	Std. Deviation	Grade of acceptance
There are alliances within the university	1.00	7.00	5.8706	1.57954	agree
You feel that you should support the change project if it is in the interest of the university.	1.00	7.00	5.5882	1.56824	agree
There is strengthening to the positions of individuals who aim to bring about change within the university	1.00	7.00	3.4471	1.80941	Slightly disagree
x05	2.67	7.00	4.9686	.92814	Slightly agree

Table 7: fifth variable table

Source: Prepared by the student based on the outputs of SPSS, V22.

Sixth variable:

	Min i	Max	Mean	Std. Deviation	Grade of acceptence
You have confidence that the timing of change determines the success or failure of the change project within the university	1.00	7.00	4.8706	1.63873	Slightly agree
The timing of using the moodel platform was good	1.00	7.00	4.3647	1.72411	neutral
The timing of hiring the new security agents was successful	1.00	7.00	3.8941	1.85821	neutral
x06	1.67	7.00	4.3765	1.24487	neutral

Table 8: sixth variable table

Source: Prepared by the student based on the outputs of SPSS, V22.

Seventh variable:

questions	Mini	Max	Mean	Std. Deviation	Grade of acceptance
The change project badly needs short-term successes	1.00	7.00	5.01 18	1.70778	Slightly agree
I find that the short-term successes of change projects within the university contribute greatly to gaining support for change	1.00	7.00	4.94 12	1.66442	Slightly agree
There are advantages to communicating with students using the Moodle platform	1.00	7.00	3.97 65	1.88967	neutral
There is a demand for students on the Moodle platform	1.00	6.00	2.92 94	1.58706	Slightly disagree
x07	1.00	6.75	4.21 47	1.21569	neutral

Table 9: seventh variable table

Source: Prepared by the student based on the outputs of SPSS, V22

	f		t		Unstandardized Coefficients		R	R Square
	Std. Error	B	sigg	F	sigg	t		
(Constant)	.199	1.784	.000	120.396	.000	8.944	.769	.592
y	.570	.630			.000	10.973		

TABLE 10:

Source: Prepared by the student based on the outputs of SPSS, V22

The table shows us the extent of the close correlation between the dependent and independent variables for our study on the impact of organizational support on the adoption of the change project in public organizations in developing countries, where I found the correlation coefficient, which is estimated at .769, which confirms the actual impact of organizational support on The adoption of the change project in the public organizations of developing countries, and this

positively affects the University of Mohamed Boudiaf, and I also took the (f) test, which was estimated at 120.396, which is very high, which confirms the impact of the dimensions of the study that we used, which is the integration of a set of organizational factors on change for the institution under study.

first Hypothesis:

null hypothesis H0:

there is no effect of adapting the a compelling case for change lever for organizational change

Alternative Hypothesis H1:

there is an effect of adapting the a compelling case for change lever for organizational change

	the tabular t	t	(si-t)	result	
				H0	H1
X1	3.5280	3.78039	0.000	rejected	accepted

Table 11: first Hypothesis test table

Source: Prepared by the student based on the outputs of SPSS, V22

The T-test for the first axis r The T-test for the first axis reached (3.78039), which is greater than the tabular T, which is estimated at (3.5280), and this indicates that the first axis is statistically significant at the significance level (0.05), as the probability value (SIG) for the total of the axis's paragraphs reached (0.000), which is completely less than (0.05), which proves that there are no statistically significant differences between the answers of the study sample members with regard to the paragraphs of the first axis, and this leads to the rejection of the null Hypothesis H0 and the acceptance of the alternative

Hypothesis H1 and That there is an impact of a compelling case for change lever on the adoption of the change project in the university .

2-

null hypothesis H0:

there is no effect of adapting the challenging taken for granted lever for organizational change.

Alternative Hypothesis H1:

there is an effect of adapting the challenging taken for granted lever for organizational change

	tabular t	t	(si-t)	result	
				H0	H1
X2	3.8066	4.10196		rejected	accepted

TABLE 12 : second Hypothesis test table

Source: Prepared by the student based on the outputs of SPSS, V22

The T-test for the first axis reached (4.10196), which is greater than the tabular T, which is estimated at (3.8066), and this indicates that the first axis is statistically significant at the significance level (0.05), as the probability value (SIG) for the total of the axis's paragraphs reached (0.000), which is completely less than (0.05), which proves that there are no statistically significant differences between the answers of the study sample members with regard to the paragraphs of the first axis, and this leads to the rejection of the null hypothesis H0 and the acceptance of the alternative hypothesis H1 and That there is an impact of challenging taken for granted lever on the adoption of the change project in in the university .

3- null hypothesis H0:

there is no effect of adapting the changing operational procedures lever for organizational change.

Alternative Hypothesis H1:

there is an effect of adapting the changing operational procedures lever for organizational change.

	tabular t	t	(si-t)	result	
				H0	H1
X3	5.0405	5.31373		rejected	accepted

TABLE 13: third Hypothesis test table

Source: Prepared by the student based on the outputs of SPSS, V22.

The T-test for the first axis reached (3.464), which is greater than the tabular T, which is estimated at (3.114), and this indicates that the first axis is statistically significant at the significance level (0.05), as the probability value (SIG) for the total of the axis's paragraphs reached (0.000), which is completely less than (0.05), which proves that there are no statistically significant differences between the answers of the study sample members with regard to the paragraphs of the first axis, and this leads to the rejection of the null hypothesis H0 and the acceptance of the alternative hypothesis H1 and That there is an impact changing operational procedures lever on the adoption of the change project in in the university .

4-null hypothesis H0:

there is no effect of adapting the Symbolic management for organizational change.

Alternative Hypothesis H1:

there is an effect of adapting the Symbolic management for organizational change.

	tabular t	t	(si-t)	result	
				H0	H1
X4	4.6153	4.90196	0.000	rejected	accepted

TABLE 14: forth Hypothesis test table.

Source: Prepared by the student based on the outputs of SPSS, V22

The T-test for the first axis reached (3.464), which is greater than the tabular T, which is estimated at (3.114), and this indicates that the first axis is statistically significant at the significance level (0.05), as the probability value (SIG) for the total of the axis's paragraphs reached (0.000), which is completely less than (0.05), which proves that there are no statistically significant differences between the answers of the study sample members with regard to the paragraphs of the first axis, and this leads to the rejection of the null hypothesis H0 and the acceptance of the alternative hypothesis H1 and That there is an impact Symbolic management on the adoption of the change project in the university .

5-null hypothesis H0:

there is no effect of adapting the Power and political Systems for organizational change.

Alternative Hypothesis H1:

there is an effect of adapting the Power and political Systems for organizational change

	tabular t	t	(si-t)	result	
				H0	H1
X5	4.7684	4.96863	0.000	rejected	accepted

TABLE : fifth Hypothesis test table

Source: Prepared by the student based on the outputs of SPSS, V22

The T-test for the first axis reached (4.96863), which is greater than the tabular T, which is estimated at (4.7684), and this indicates that the first axis is statistically significant at the significance level (0.05), as the probability value (SIG) for the total of the axis's paragraphs reached (0.000), which is completely less than (0.05), which proves that there are no statistically significant differences between the answers of the study sample members with regard to the paragraphs of the first axis, and this leads to the rejection of the null hypothesis H0 and the acceptance of the alternative hypothesis H1 and That there is an impact of Power and political Systems on the adoption of the change project in the university .

6-null hypothesis H0:

there is no effect of adapting the Timing lever for organizational change.

Alternative Hypothesis H1:

there is an effect of adapting the Timing lever for organizational change.

	tabular t	t	(si-t)	result	
				H0	H1
X6	4.1080	4.37647	0.000	rejected	accepted

TABLE : sixth Hypothesis test table

Source: Prepared by the student based on the outputs of SPSS, V22

The T-test for the first axis reached (4.3767), which is greater than the tabular T, which is estimated at (4.1080), and this indicates that the first axis is statistically significant at the significance level (0.05), as the probability value (SIG) for the total of the axis's paragraphs reached (0.000), which is completely less than (0.05), which proves that there are no statistically significant differences between the answers of the study sample members with regard to the paragraphs of the first axis, and this leads to the rejection of the null hypothesis H0 and the acceptance of the alternative hypothesis H1 and That there is an impact of Timing lever on the adoption of the change project in the university.

7-null hypothesis H0:

there is no effect of adapting the Visible short-term wins lever for organizational change.

Alternative Hypothesis H1:

there is an effect of adapting the Visible short-term wins lever for organizational change.

	tabular t	t	(si-t)	result	
				H0	H1
X7	3.9525	4.21471	0.000	rejected	accepted

TABLE : seventh Hypothesis test table3.

The T-test for the first axis reached (4.21471), which is greater than the tabular T, which is estimated at (3.9525), and this indicates that the first axis is statistically significant at the significance level (0.05), as the probability value (SIG) for the total of the axis's paragraphs reached (0.000), which is completely less than (0.05), which proves that there are no statistically significant differences between the answers of the study sample members with regard to the paragraphs of the first axis, and this leads to the rejection of the null hypothesis H0 and the acceptance of the alternative hypothesis H1 and That there is an impact of Visible short-term wins lever on the adoption of the change project in in the university

Results:

Whilst the results vary slightly, there was no Lever of change agreed on as an unused lever. This conclusion is supported by testing the 7 hypothesis dedicated to the effects of the change levers which resulted in the t being higher than Tabular t for all 7 levers which means that there is an effect.

Closing statement :

The university implements change levers but at varying degrees. All the 7 levers have an effect on the change process and incentivizes professors to lead or at least support the change project. A positive outcome was that arithmetic means for each lever was in the “neutral” range at worst which indicates that there is an attempt by the university’s management to implement change levers and there is an acceptance for adopting change by the professors even if the current levels do not indicate that they agree that change levers are being implemented correctly or efficiently enough. There is room for improvement and the professors seem more than likely to adapt change if they were presented with a convincing case.

My advice is for the rapid investment in such willingness to adopt change to avoid stagnation and even regression to a state of mind that refuses to adopt change or implement/be effected by its lever. The research could benefit from a bigger sample size in order to get even better results and find which areas the management should focus on.

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extensions:

Survey :

1. College/Institute *

- كلية الرياضيات و الاعلام الالي
- كلية التكنولوجيا
- كلية العلوم
- كلية العلوم الاقتصادية
- كلية الآداب و اللغات
- كلية العلوم الإنسانية
- كلية الحقوق و العلوم السياسية
- معهد تسيير التقنيات الحضرية
- معهد العلوم و تقنيات النشاطات البدنية و الرياضية

2. * الرتبة العلمية

- استاذ مساعد ب
- استاذ مساعد ا
- استاذ محاضر ب
- استاذ محاضر ا
- استاذ التعليم العالي

- 28-35
- 35-42
- 43-50
- 50-57
- 58-65
- 66 او اكبر

* الجنس

- ذكر
- انثى

* الدخل (دينار جزائري)

- 46,000-64,000
- 65,000-100,000
- 101,000-130,000
- 131,000-200,000
- اكثر من 200,000

En attent

* 6. يتوفر في الجامعة تحفيزات لتبني التغيير

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 7. تعمل الجامعة على تحفيز عمالها لتبني التغيير

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 8. يوجد مراعاة لدرجات الاساتذة في التغيير

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 9. يقوم قادة التغيير بنشاطاتهم بكل حرية

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 11. تقدم لك مشاريع التغيير بطريقة مقنعة

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 12. لديك قابلية للاقتناع بالتعبير

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 13. كنت رافضا لطريقة نشر العلامات سابقا

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 14. كنت رافضا لطريقة توزيع الدروس على الطلبة سابقا

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 19. أجد ان تغيير الروتينات سيساعد على تحسين سيرورة الجامعة

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 17. اشعر بىرضى حول اوقات العمل داخل الجامعة

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

...

* 18. أجد ان تغيير طريقة التفاعل بين مختلف الاساتذة سيحسن الناتج العلمي.

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 19. حفلات نهاية السنة تساعد على تطوير الشبكة الاجتماعية للاساتذة داخل الجامعة

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 20. لديك ثقة ان تشجيع التركيز على حل المشكل مهما كانت الخلافات بين الافراد سيساعد على تحسين مستوى الجامعة و الاساتذة

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 21. اشعر ان الطرح الصريح للمشاكل التي تواجهها الجامعة بهدف ايجاد الحلول ليس له تهديد على منصبى

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 22. يوجد تحالفات داخل الجامعة

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 23. يوجد تقوية وتعزيز له مناصب الافراد الذين يهدفون لأحداث تغيير داخل الجامعة

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 24. لديك احساس بوجود مساندة مشروع التغيير اذا كان يصب في مصلحة الجامعة.

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 25. توقيت الاستعانة بمنصة المورد كان موفق

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 26. لديك ثقة بان توقيت التغيير هو الذي يحدد نجاح او فشل مشروع التغيير داخل الجامعة

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 27. توقيت الاستعانة باصوان الامن الجدد كان موفق

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 28. مشروع التغيير يحتاج بشدة الى النجاحات قصيرة المدى

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 29. يوجد اقبال للطلبة على منصة مودل

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 30. توجد ايجابيات للتواصل مع الطلبة باستعمال منصة مودل

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

* 31. اجد ان النجاحات قصيرة المدى لمشاريع التغيير داخل الجامعة تساهم بشكل كبير في كسب تأييد للتغيير

	1	2	3	4	5	6	7	
معارض بشدة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	موافق بشدة

تصريح شرفي
بالالتزام بمعايير الأمانة و النزاهة العلمية في إعداد مذكرة الماستر

أنا الممضي اسقله:

الطالب عبد الرحمن بوناب المولود بتاريخ: 20/05/1996 ب.: المسيلة
الحامل لبطاقة التعريف الوطنية (أو ر.س.) رقم: الصادرة بتاريخ:
..... عن:

المسجل بالسنة الثانية ماستر شعبة تسيير و اقتصاد. تخصص: ادارة استراتيجية خلال السنة
الجامعية 2021/2020

والمعد لمذكرة الماستر التي تحمل عنوان**

**The levers of change project adoption in the
organization of the developing countries: Case of the
University of Mohamed Boudiaf at M'sila (Algeria)**

أصرح بشرفي أنني إلتزمت بمراعاة معايير الأمانة والنزاهة العلمية المطلوبة في إنجاز
مذكرة الماستر المذكور أعلاه.
حرر بتاريخ:

...../...../.....

التوقيع و البصمة

