Role of Organizational Culture in Creating Readiness for Change Project

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Anna Novitskaya
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Summary

Given the dynamic and unpredictable nature of modern business environment, organizations need to always be ready for change. It is essential for employees to be able to accept change initiatives at workplace and contribute to them constructively. The authors of this research suggest that due to the similarities in the nature of their implementation process, projects are the most appropriate vehicle for implementing change initiatives. Change initiatives implemented through projects take characteristics of planned change and exclude emergent changes from the scope of this research. The initiating phase of a change project is devoted to creating readiness for change, which is the main focus of the research. The purpose of this study is to investigate the role of organizational culture in creating readiness for a change project. The research looks at the process of creating change readiness. This provides a ground for identifying the importance of organizational culture and its interconnection with change management efforts. Further, the dimensions of organizational culture are identified in the relation to change readiness. The literature suggests that these dimensions create change readiness. If organizational culture does not incorporate the identified dimensions of organizational culture, change management efforts should be applied to reinforce or create them.

Eight interviews were conducted with change leaders/project managers. Each interview was conducted in the context of a change project experienced by the interviewee, in order to gain an insight into the influence of organizational culture on creating change readiness. The study finds organizational culture as being pivotal in creating change readiness. The insight taken from the empirical data allows differentiating between organizational culture as a whole and organizational culture created within the project context by change management efforts. It was found that organizational culture in its exclusivity, does not lead to readiness for a change project. Organizational culture rather builds a foundation for implementing change and creates readiness for a change project through mediation of change management efforts.

**Key words:** Organizational culture, organizational change, change projects, change readiness, change management efforts
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1. Introduction

*It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change - Charles Darwin*

1.1 Background
Modern business means high competition, quick decisions and the will and competency to cope with constant change (D’Aveni, 1998, p. 183). Today, an organization’s ability to change drives its growth (Vakola, 2013, p. 96). To be successful, organizations must be responsive to the needs of constantly evolving business environment (Leana & Barry, 2000, p. 754). There are many factors that lead to an organization implementing change: from changes in legislation to the need of an increase in organizational efficiency (Senior & Swailes, 2010, p. 15; Stuart, 1995, p. 16-17). A growing research in this area reflects the significance of change for the functioning and survival of an organization in today’s business world.

Given the wide variety of organizational change models and theories in literature, there lacks a universal framework to successfully plan, implement and manage change (Parker et al., 2013, p. 534). Change management academics refer to projects as a possible way forward for implementing a more successful organizational change (Bresnen, 2006; Biedenbach & Soderholm, 2008). Within the field of project management organizational change is identified as a separate project type (Biedenbach and Soderholm 2008, p. 131).

The foremost hurdle in implementing a change project is the resistance faced from employees. Recently, academics’ interest in employees’ attitudes towards change has been growing (Rafferty et al., 2013 p. 112; Caldwell, 2013, p. 20). Change readiness is one of the most discussed notions in organizational change. It refers to employees’ attitude towards a change initiative (Rafferty et. al., 2013, p. 121). The most influential and referred to work about change readiness is by Armenakis et al. (1993) and Armenakis & Harris (2002), one of the first scholars to discuss change readiness. The current organizational change literature refers to change readiness as per beliefs, attitudes, intentions and behaviour of employees (Armenakis et al., 1993, p. 682; Holt & Vardaman, 2013, p. 10; Vakola, 2013, p. 97).

To be able to create readiness for a change project, it is important to understand the factors or antecedents that can influence change readiness. One of these antecedents is organizational culture (Johansson et al., 2013; Janičjević, 2012). Organizational culture influences how the things are done around in the organization (Armenakis, 1993). It penetrates into all the aspects of organizational life (Schein, 1986, p. 31). Employees’ reactions to change are therefore strongly dependent on the culture that exists in an organization (Hatch, 1993, p. 683; Johansson, 2013, p. 3). The literature identifies other change readiness antecedents like communication, participation and organizational support and leadership that assist in the overall process of creating readiness for a change project (Rafferty et al. 2013, p. 122; Wanberg & Banas, 2000, p. 133). With this background in mind, the authors wish to understand the role of organizational culture in this overall process of creating readiness for a change project.
1.2 Problem Discussion

The assessment of organizational culture is a key step before the implementation of a change initiative (Johansson et al., 2013, p.2). It is important to identify which cultural elements need to be changed and which need to be preserved in order to reinforce change readiness. If the change initiative is built on existing values, beliefs and behaviours, the change effort is much more likely to succeed (Heracleous, 2001, p. 440). Johansson et al. (2013) in their study of the feasibility of reform in a psychiatric clinic in a Swedish hospital identified that organizational culture of flexibility; cohesion, belongingness, and trust enhance change readiness. Detert et al. (2000), in their study of organizational culture that corresponds to the change project of Total Quality System, discuss the dimension of organizational culture in the context of change readiness. Armenakis et al. (2011) also studies organizational culture in the context of organizational change.

Organizational change literature discusses different dimensions of organizational culture that are triggered by change leadership, communication, participation and support strategies. For example, Janićijević (2012) have described the criteria to match organizational culture with the type of change management strategy. Lopez-Dominguez et al. (2013) have conducted a study on how leadership and organizational climate influence change-related behaviours of employees. Also different dimensions of organizational culture are mentioned within the context of change-related behaviours of leaders and change management strategy (Rafferty & Griffin, 2004; Tyssen, 2013; Zhu et al., 2011, p. 811).

However, the influence of organizational culture on readiness for a change project has not been researched enough. In the study of matching organizational culture type with the type of management strategy, Janićijević (2012, p. 48) pointed out that further research is needed on how the culture of an organization impacts the efficiency of the change process. Detert et al. (2000, p. 850) identifies a lack of academic contribution in studying the particular dimensions of an organization’s culture that are most related to implementation of change projects and programs.

Based on the research gap identified, our research question is:

**What is the role of organizational culture in creating readiness for a change project?**

1.3 Research Question and Objectives

By answering the research question presented above, this study aims to fulfil the following objectives:

- To identify the dimensions of organizational culture that enhance change readiness
- To understand the role of the identified dimensions of organizational culture in the overall process of creating change readiness
- To examine other how other factors involved in the over all process of creating change readiness interact with organizational culture

1.4 Delimitations

This research explores the process of creating readiness for a change project and the role of organizational culture in it. The research does not focus on a particular industry or
change project type; the study is conducted in a general setting. It studies the phenomena based on the perceptions of the interviewees, who were at the implementing end in the change project. The perspective of change recipients is beyond the scope of this research.

1.5 Research Disposition
After this chapter, the research continues with Chapter 2 that covers the philosophical and methodological considerations while conducting the research. Chapter 3 presents review of the current literature on organizational change with the focus on projects as a way to implement organizational change. Further it studies change readiness, the process of creating change readiness and the role of organizational culture in this process. The chapter finishes with presenting theoretical framework for creating readiness for a change project. Chapter 4 outlines how the data was collected and analysed. Chapter 5 continues with analysing the data collected. Chapter 6 discusses empirical findings in the light of existing literature. Chapter 7 presents conclusions of the research and managerial and theoretical implications of the study. It finishes by giving recommendations for the future research.
2. Theoretical Methodology

The purpose of this chapter is to present the philosophical and methodological issues involved in answering the chosen research question. This chapter will give reasons for choosing the subject of this research and preconceptions of the authors. Further, the research philosophy, methodological stance, research approach and nature of the research design will be discussed.

2.1 Choice of Subject
The aim of this thesis is to understand the role of an organization’s culture in creating readiness for change projects. This thesis is the concluding and pivotal note of our postgraduate degree in Strategic Project Management. Prior to the thesis we have been studying courses on project management, strategic change and business models as well as some quantitative courses that helped develop our business acumen. We had a keen interest in organizational change, and given that projects are a key element in delivering change, we decided to further our knowledge on the phenomena.

We started our research from the point of connection between project management and change management and studied the interrelation between the two fields. The comprehensive insight in project management we gained during the course of the program served as the starting point for this research. Based on this, we decided to broaden our horizon and focus more on change implemented through projects. The importance of implementing change initiatives through projects was of particular interest to us. Literature on organizational change establishes the notion of change readiness, which can be referred to the planning phase of a project. Further review of the organizational change literature showed that change readiness is discussed in close interrelation with organizational culture. Literature highlights the dynamic nature of organizational change and stresses that its interrelation with culture is still beyond the capture of a holistic framework, calling on academics to further study the complex interplay between these two notions.

The interrelation between organizational culture and organizational change is particularly of relevance now since the business environment is abreast with the phenomena of change. A constant flux in social, technological and geographical dynamics demand profound changes in how things are done in an organization. Organizational culture influences the behaviours, values and beliefs in an organization, which impact readiness for a change project. Therefore, we decided to study the role of organizational culture in creating readiness for a change project.

2.2 Preconception
To ensure the transparency and integrity of this thesis, it is important to discuss the influence of our background as researchers on the way the research was conducted. As Solbue (2011, p. 820) notes, researchers should be mindful of the level of subjectivity they bring to the study owing to their preconceived notions from past experiences and socialization. We are aware that our preconceptions may affect the study we conduct and the methodological choices we make. We will continue to critically reflect on the research throughout its course so as to avoid letting our subjectivity taint the conclusions. However, while assessing the contribution of this thesis to the academic world, we urge the readers to stay mindful of the influence a researcher's personal stance can have on the research.
Before joining Master’s Program in Strategic Project Management, Anna has an educational background in Economics followed by professional experience in export/import management in industrial manufacturing and Momina has an educational background in Engineering Sciences, followed by a professional experience in supply chain management in the FMCG industry.

Owing to our mutual interest in organizational change and considering the applicability of project management to organizational change, we decided to pursue this field for our research project. Another important perspective that led us to study organizational change particularly in the light of organizational culture is our enthusiasm for culture and psychology. During the Master’s Program we attended a course on strategic change. However, our prior academic knowledge on organizational culture is limited. This may lead us to overlook some aspects of organizational change but it will also help us to conduct the research with a relatively open mind about the phenomena of inquiry.

2.3 Research Philosophy
According to Saunders et al. (2012, p. 128) it is very important for a research to establish a philosophical stance since it will underpin the assumptions, strategy, and methods in the rest of the research. Philosophical stance for a research relates to the scientific ideal taken by researcher: ontological stance i.e. the researcher’s view of reality; and epistemological stance i.e. what constitutes as acceptable knowledge (Saunders et al. 2012, p. 131). Saunders et al. (2012, p. 132-135) identify three main scientific ideals: positivism, interpretivism and realism. This research discusses the prevalent ideals and locates this research in the appropriate philosophical stream.

Positivism relates to constructing objective realities based on observable phenomena (Wainwright & Forbes, 2000, p. 261). Researchers following the positivism ideal have an ‘objectivist’ ontology which means they adhere to the stance that social entities exist and operate independent to social actors. Positivist researchers tend to maintain an empiricist epistemology, believing that only observable phenomena can produce credible data (Saunders et al. 2012, p. 134).

Interpretivism adheres to the “subjective meanings and socio-political as well as symbolic action in the process through which humans construct and reconstruct their reality” (Orlikowski & Baroudi, 1991, p. 13). Researchers following this philosophical ideal tend to have a constructionist ontology which asserts that a social phenomenon is only possible through perceptions and subsequent actions of the social actors (Saunders et al., 2012, p. 132). Further, the interpretivist epistemology believes that knowledge should be gained through feelings and emotions of people rather than objective accounts of observable phenomena.

Realism claims the existence of a real world, including a real social world, which can exist independently of our knowledge about it. Critical realism is a particular version of realism which argues that the real world, i.e. natural and social world, exists but social world depends on human interactions (Fairclough, 2005, p. 922). Critical realism also acknowledges that it is not enough to simply collect observations on the social world, but to also explain these observations “within theoretical frameworks which examine the underlying mechanisms that inform people’s actions and prevent their choices from reaching fruition” (May, 2011, p.12).

We as authors believe that an objective reality exists but this objective reality is subjectively experienced by people as groups or individuals (Snape & Spencer, 2003, p.
We also hold the stance that not all perspectives of the social world are adequate but some views of the socially constructed world constitute of more appropriate knowledge than other views (Fairclough, 2005, p. 922). We acknowledge the interpretivist nature of understanding organizational culture and change readiness but we also believe that a connection between organizational culture and organizational change comes from pre-existing social reality such as structures, processes and practices. Hence, we adhere to the paradigm of critical realism with objectivist ontology. To be able to create an understanding on the phenomena of inquiry, we as researchers communicate with practitioners and try to gather their perspective on organizational culture and change readiness. We believe that knowledge depends on the time, place, society, culture, personal history or experiences of the respondents and is therefore relative (Luper, 2004, p. 272). Hence we hold the position of relativist epistemology.

2.4 Methodological Stance
This research is conducted in a qualitative manner. As the dynamics of the contemporary workplace evolve, organizational change becomes even more complex and qualitative research proves to be an ideal research approach to gain insights in to this phenomenon (Garcia & Gluesing, 2013, p. 424). Organizational change is a process in which various organizational characteristics emerge, evolve, submerge and re-emerge under varying social interpretations on many different organizational levels. Understanding such a subject is almost impossible with the use of quantitative methods (Brown et al., 2005, p. 313–314). This stance is particularly demonstrated from the following excerpt from Garcia and Gluesing (2013, p. 432):

“Organizations are socially-constructed entities that exist in particular contexts, both because of their internal and external cultural factors. Narratives, interviews and observations lead to the discovery of mechanisms and relationships within and between individuals and groups that one cannot unearth with strictly quantitative”

Yin (2003, p. 1) supplement this argument by noting that qualitative research comes best in to play when the researcher cannot exercise control over events and when “the focus is on a contemporary phenomenon within some real-life context”. The appropriateness of qualitative method for a researching a phenomena as complex as organizational change has also been explicitly stressed and further validated by Duerr (2004, p. 45) who advocates the use of a reflective inquiry process for organizational research, instead of trying to gather and fit data under pre-defined classifications as in quantitative research.

2.5 Research Approach
To understand the role of organizational culture in creating readiness for change projects, we have chosen to follow the abduction research approach. Rather than starting with a hypothesis as in a purely deductive approach, we begin with posing a research question. The starting point, therefore, is a thorough review of the existing literature in the field of organizational change and organizational culture. The thesis does not work towards generating a new theory, like in purely inductive approach. Rather, we analyse the current literature in the field of interest and present a theoretical framework that aims to answer the research question. Thereafter, we test the proposed theoretical framework through interviews. Preliminary interviews lead to narrowing the scope of the research question and a consequent additional review of the literature. This is
followed by further interviews and comparative analysis that refine our proposed initial theoretical framework.

Instead of trying to force a singular, linear approach on the study, the study iterates between inductive and deductive process which results in a true creative research process (Pettigrew, 1997, p. 344). Abductive approach has been advocated by authors as the most appropriate approach to gain insight in and work towards creating additional conceptual possibilities to the existing academic base (Suddaby, 2006, p. 639). As has been identified in the introduction of the thesis, change readiness has been discussed extensively in context to organizational culture, but literature does not present universal framework of organizational culture dimensions in the context of assessing readiness for a change readiness. Given the relative novelty of this study, we feel that abductive approach is most suitable to conduct the research with.

2.6 Nature of Research Design

This research is exploratory in nature. Saunders (2012, p. 171) discusses that exploratory research has the advantage of being flexible. It allows the researcher to change directions as the research progresses. This research started with a broad focus on creating readiness for organizational change project. Thereafter we realized that change readiness has been discussed extensively in context of organizational culture. This is when the study became more focused towards the influence of organizational culture in creating change readiness. Further literature review showed that the relationship between the dimensions of organizational culture and change readiness have not been studied much. Saunders (2012, p. 171) also notes that exploratory studies are very useful when the researchers want to deepen their understanding on a phenomena but are unsure of the precise nature of the problem. Exploratory research has been deemed more appropriate as the role of organizational culture has not been studied much in depth with regards to creating organizational change and this research is aimed at getting a deeper insight on this relatively novel field of interest.
3. Literature Review

This chapter aims to examine and summarize relevant literature for organizational change, change management, project management, change readiness, and organizational culture in context of change. The initial purpose of conducting the literature review was to get a deeper insight into how organizations prepare themselves for a change project. Thorough examination of relevant literature led the researchers to narrow down the research focus.

We introduce the subject of our research by discussing organizational change. Then, the literature review establishes a connection between organizational change and projects. Further examination of the literature leads the research to the notion of change readiness and the factors influencing change readiness. One of the most discussed factors influencing change readiness is organizational culture. Thus, the literature review proceeds with discussing how organizational culture can influence readiness for a change project. The conducted literature review forms the basis for proposing the theoretical framework which is further verified by empirical data.

All efforts were made to ensure that the literature researched for this study covers all important aspects related to the intended inquiry. The authors used a number of sources to search for literature. Electronic databases like Emerald, EBSCOhost, JSTOR and Sciencedirect were accessed through Umea University and Heriot Watt University online libraries. Scholastic search engines like Google Scholar were also used to search for relevant literature. In case books or journals were not accessible online, Umea University Library was visited to get access to hard copies.

This study is multidisciplinary in nature, drawing on research from organizational culture, behavioral studies, change management and project management. To refine the selection of the literature, the following keywords were used: organizational culture, change projects, change readiness, dimensions of organizational culture. Background topics like measuring project success and behavioral studies in context of psychology have not been reviewed deeply so as to maintain the focus in the field of management and organizational behavior.

3.1 Organizational Change

In 1988, one of the most authoritative management thinkers, Peter Drucker, foresaw the inevitable wave of change set to sweep the business world. In his groundbreaking article (The Coming of New Organization), he noted that owing to the remarkable shifts in demography, economy and technology, future organizations would rely on information, more than any other resource and will operate as a “symphony orchestra” rather than structured management frameworks run through command and control (Drucker, 1988, p. 45). In his work on hypercompetition, D’Aveni (1998, p. 183) presses on the importance of organizational change by affirming that ‘industries have changed from slow moving stable oligopolies to environments, characterized by intense and rapid competitive moves, in which competitors strike quickly with unexpected unconventional means of competing’. Jones et al. (1996) point out the early 1970’s as the time around when the information age laid its impressions on the business world. This was when organizations started to realize they didn’t have a choice but to move from a traditional structure to a dynamic model where people could channel their energy and creativity to produce the inevitably required organizational change.
3.1.1 What is Organizational Change?

Most scholars and academic authorities assert that business is evolving at an increasing pace which creates uncertainty about the future (Senior & Swailes, 2010, p. 13). Organizations have been always experienced change but now its pace is unprecedented (Gambil & Kirk 1999, p. 48). The concept of organizational change has been looked at from different perspectives. By (2005, p. 369) defines organizational change as the process to rethink and renew the organizational strategic direction. On another hand, Helms Mills et al. (2008, p. 174) look at organizational change from the perspective of an organization’s core competency. Moran & Brightman (2001, p. 111) incorporate alteration of organization’s direction, capabilities and structure into the definition of organizational change. Thus, the literature does not give a universal definition of organizational change. However, one common aspect in the definition of organizational change is its process nature (By, 2005, p. 369; Helms Mills et al., 2008, p. 174; Moran 2001, p.111).

Change has always been an integral part of an organization’s life cycle; consciously, or unconsciously, an individual, a group, or an organization, undergoes change (Gareis, 2010, p. 314). Kotter (1995, p. 59) recalls his observation of more than a 100 companies working towards becoming better competitors through various efforts like restructuring, total quality management, reengineering and rightsizing. However, as Kotter (1995, p. 60) notes, for almost all of these organizations, the goal has been to change how the business is done in order to meet the dynamics of the challenging market environment. Failing to deliver a prompt response to an external calling can endanger the survival of the organization (Leana & Barry, 2000, p. 754).

3.1.2 Change Triggers

Triggers of organizational change are those sensory or perceptive stimuli that actually initiate the organizational change. These triggers, both external and internal, lead to the initiation of the organizational change (Stuart, 1995, p. 16-17). Starting with the perspective on external factors, the organizational change literature suggests that these factors or triggers can be identified through several methods, such as PEST, Porter’s Five Forces and SWOT. In their well renowned book on corporate strategy, Johnson et al. (2005, p. 54-55) distinguish four different “layers” of change triggers that result from the external environment: macro-environment, industry, competitors and markets, in this particular order. Senior & Swailes (2010, p. 15) have utilized the PEST analysis suggested by Johnson et al. (2005, p. 54), to pin down factors that lead to organizational change. The following table shows the change triggers identified through PEST (Senior & Swailes, 2010, p. 15; Beddowes & Wille, 1990, p. 29).

<table>
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<th>Political</th>
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Table 1: PEST Analysis for Triggers of Change
Although the literature on organizational change suggests external factors as the main source for triggering a change, organizations also initiate change as a result of a number of internal factors. As Lewis (2011, p. 23) notes, one of such internal change triggers are the need of creativity and innovation by employees regarding the products, procedures, services or practices in the organization. Another very important factor that accounts for organizational change is the voice of the stakeholders. Stakeholders play a significant role in evaluating an organization’s current practices, services and products and provide a future vision, thereby creating an impetus for change (Oakland & Tanner, 2007, p. 574).

Jacob et al (2013, p. 780) offers a method to analyze both external and internal triggers the triggers of organizational change using the classical SWOT approach defined in strategic management literature. In order to embrace change, the organization must focus on its internal weaknesses and change them in to organizational strengths, keeping in mind the opportunities and threats posed by the external business world.

As it has been identified above, the content of organizational change is dependent on many external and internal factors. Current research acknowledges specific content of every organizational change. However, further in text, differences in organizational changes based on triggers will not be taken into consideration. This study perceives organizational change as a universal notion that shares some common characteristics in every case.

### 3.1.3 Process of Organizational Change

The purpose of this section is to describe the process of implementing organizational change. There are different models in the organizational change literature that define the process of change implementation. But most of them are based on the classical change model of Lewin (1952), who was the first to study organizational change. He proposed the force field theory, which is based on the three step model of *unfreeze*, *move* and *refreeze* (Jones, 2010, p. 4). The first step begins by reducing the equilibrium forces preserving the organisation's behaviour at its current state and preparing the organization for a change. The second step of change involves moving an organization from a current state to the desired state (Lewin, 1952). In the third step, *refreezing*, Lewin proposes to lock the organization’s achieved state using mechanism like procedures and norms.

Schein (1985, p. 300) and Tichy & Devanna (1986) present three step models heavily influenced by Lewin’s (1952) model. The steps are named differently, but the underlying implications of the steps remain the same. The corresponding steps of change process from the three authors are shown below.

<table>
<thead>
<tr>
<th>Author</th>
<th>1st Step</th>
<th>2nd Step</th>
<th>3rd Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewin (1952)</td>
<td>Unfreeze</td>
<td>Move</td>
<td>Refreeze</td>
</tr>
<tr>
<td>Tichy &amp; Devanna (1986)</td>
<td>Recognizing the Need for Revitalization.</td>
<td>Moving</td>
<td>Institutionalization of Change</td>
</tr>
</tbody>
</table>

Table 2: Models of Change – A Comparison

However, Schein (1985, p. 300) and Tichy & Devanna (1986) give more detailed description of the steps and put a stress on different aspects of change implementation.
In the first step, Schein (1985, p. 300) proposes to create an environment of psychological safety associated with the desired state so as to persuade the people to make an effort for changing. The second step of Tichy & Devanna’s (1986) model provides an additional perspective. Apart from moving from current state to desired state, it brings out the role of leadership in change implementation. Tichy & Devanna (1986) discuss the role of leaders in creating a new vision and re-adjusting organizational strategic focus for achieving the change recognized.

Kotter (2007, p. 96) also emphasises that organizational change is a process, as averse to a singular, discrete event. This view of change management as a process is vivid in his Eight Step model of successful organizational change. A similar stance is held by Kanter et al. (1992) who propose Ten Commandments for implementing a successful organizational change. Leucke (2003, p. 33) also explores change management implementation with the process lens and presents the Seven Step model. A comparison of the three models summarised by By (2005, p. 375) is shown in the table below. The stance that organizational change is a process (By, 2005, p. 376) will make the basis of our discussion in the next chapter on implementing organizational change through projects.
This study concentrates on the first step of change model that was identified as *unfreeze* by Lewin (1952). This step is about preparing organization for a change. In all three models of change implementation presented in the table above, the steps that can be categorized as *unfreeze* are highlighted. As it can be seen, half of the steps in the models refer to preparing organization for a change, which gives an additional importance to the *unfreeze* step of change implementation. Therefore, further, this study will concentrate particularly on the first step of change implementation process; creating readiness for a change project.

### 3.1.4 Classification of Organizational Change

The purpose of this section is to explore and analyze the categorization of organizational change in the current literature. The literature classifies organizational change based on its characteristics such as the pace, scope, management style and intensity of the change (Nadler & Tushman, 1990; Dunphy & Stace, 1993; Grundy 1993; Plowman et al., 2007). However, it is beyond the scope of this thesis to go

---

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyse the organisation and its need for change.</td>
<td>1. Establishing a sense of urgency.</td>
<td>1. Mobilise energy and commitment through joint identification of business problems and their solutions.</td>
</tr>
<tr>
<td>2. Create a vision and a common direction.</td>
<td>2. Creating a guiding coalition.</td>
<td>2. Develop a shared vision of how to organise and manage for competitiveness.</td>
</tr>
<tr>
<td>3. Separate from the past.</td>
<td>3. Developing a vision and strategy.</td>
<td>3. Identify the leadership.</td>
</tr>
<tr>
<td>4. Create a sense of urgency.</td>
<td>4. Communicating the change vision.</td>
<td>4. Focus on results, not on activities.</td>
</tr>
<tr>
<td>5. Support a strong leader role.</td>
<td>5. Empowering broad-based action.</td>
<td>5. Start change at the periphery, then let it spread to other units without pushing it from the top.</td>
</tr>
<tr>
<td>9. Communicate, involve people and be honest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Reinforce and institutionalise change.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 3: Projects as Processes by By (2005, p. 375)*
through all the classifications. The authors that have played a key role in classifying the concept of organizational change will be discussed.

Nadler & Tushman (1990, p. 80) discuss that organizational changes vary over four types, namely Strategic, Incremental, Reactive and Anticipatory changes. Strategic changes have been defined as changes impacting the whole system and redefine people, processes and values of the organization. Changes, like organizational restructuring or a new IT system, that tend to adhere to already existing strategic focus of organizations have been called incremental. Reactive changes occur in an organization as a response to an external stimulus whereas organizations undergo anticipatory changes as a preparatory measure when they feel likelihood to meet with a particular event (Nadler & Tushman, 1990, p 79 - 81).

Rather than only defining change in linear dimension, Dunphy & Stace (1993, p. 908) categorize change using a four by four matrix of change types, combining intensity of the change with the management style used to deal with the change.

<table>
<thead>
<tr>
<th></th>
<th>Fine-tuning</th>
<th>Incremental Adjustment</th>
<th>Modular Transformation</th>
<th>Corporate Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td>Type 1</td>
<td></td>
<td></td>
<td>Type 2</td>
</tr>
<tr>
<td></td>
<td>Participative Evolution</td>
<td></td>
<td></td>
<td>Charismatic Transformation</td>
</tr>
<tr>
<td>Consultative</td>
<td></td>
<td></td>
<td></td>
<td>Type 3</td>
</tr>
<tr>
<td>Directive</td>
<td></td>
<td></td>
<td></td>
<td>Forced Evolution</td>
</tr>
<tr>
<td>Coercive</td>
<td></td>
<td></td>
<td></td>
<td>Type 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dictatorial Evolution</td>
</tr>
</tbody>
</table>

Table 4: Model of Change by Dunphy and Stace (1993, p. 908)

Grundy (1993, p. 25) presents another perspective on change characteristics and classifies change particularly in context of its pace. He discusses the three varieties of change as follows: smooth incremental change refers to slowly and predictably evolving change, bumpy incremental change defines steep change with periods of stability in between and discontinuous change is marked with swiftly changing strategy, structure or/and culture. Plowman et al. (2007, p. 518) also use pace as a criteria for classifying organizational change and distinguish continuous or episodic organizational change. In addition, their mapping of organizational change covers the scope characteristic of organizational change under convergent or radical organizational change. Convergent change leads to small adaptations with the existing frame of an organization whereas radical change results in “frame-bending” (Plowman et al., 2007, p. 518).

When classifying change the organizational change literature brings forward two properties inherent to the nature of organizational change; the emergent nature or the planned nature of change (Burnes, 2004, p. 887). As the name suggests, emergent change is about “ongoing accommodations, adaptations, and alterations that produce fundamental change without a priori intentions to do so” (Weick, 2000, p. 237). It embarks an organization on to an evolutionary journey which is marked by constant learning and adjustments to cope with the triggers discussed (Lynch, 2005, p. 764). The notions of continuous and incremental change already discussed earlier fall under the category of emergent change (Dunphy & Stace, 1993; Plowman et al., 2007; Grundy, 1993). On the other hand, scholars who study organizational change from the
perspective of planned approach consider that organizations move from one fixed state to another (Schein, 1985; Tichy & Devanna, 1986; Lewin, 1952) as a consequence of a distinct set of activities that are separate from the routine activities (Tarandach & Bartunek, 2009, p. 2). Such a change is deliberately designed as a response to the external or internal stimulus discussed in the previous section and it is a formal procedure introduced and actively managed by appointed managers and/or external consultants (Porras & Robertson, 1992, p. 721). Planned organizational change is of particular interest to this thesis. Effectively such a change works like a complex process, and consequently like a project, the arguments for which will be presented in the following chapter.

3.2 Implementing Change through Projects

While there are a plethora of models to categorize change in the literature, when looking at the practice of implementing change, organizations, most of the times, start it as a conscious planned endeavour (Gareis, 2010, p. 314). The implementation of this planned change effort is brought about most successfully when carried out as a project (Parker & Charlton, 2012, p. 535). The purpose of this chapter is to extrapolate the arguments presented in the previous chapter and further utilise the literature to establish projects as the best way to implement planned efforts to bring about organizational change. This chapter will look at how the process of change implementation follows the life cycle of a project and how the successful implementation of organizational change is closely linked with the tools and techniques offered by the field of project management.

Referring back to the discussion presented in section 1.3, it can be established that an intentional and planned organizational change effort is implemented best if treated as a process (Kanter et al., 1992; Kotter, 1996; Luecke 2003). A large number of authors argue that change processes in organisations have strong similarities to projects (e.g. Partington, 1996; Winch et al., 2011; Turner et al., 1996). However, a rivalry also been seen between practitioners and academics of organizational change and that of project management (Winch et al., 2011, p 142; Gareis, 2010, p. 316). The perspective on organizational change as a process will form the basis of the discussion on how change implementation follows the natural course of a project life cycle and the importance of implementing organizational change through projects.

3.2.1 Integrating Change Management with Project Management

Management practitioners have reported a failure rate of 70% for launched change initiatives in organizations (Balogun & Hope Hailey, 2004, p. 1). Despite a wide variety of organizational change models and theories in the literature, there lacks a framework to successfully plan, implement and manage change (Parker et al., 2013, p. 534). Change management academics refer to projects as a possible way forward for implementing a more successful organizational change (Bresnen, 2006; Biedenbach & Soderholm, 2008). However, there is not a comprehensive amount of literature presenting this relationship operationally (Gareis, 2010, p. 314). One of the few authors who discuss the partnership between projects management and change management is Jarocki (2011, p. 65) who makes a compelling argument that integrating organizational change management and project management are critical for the success of implementing organizational change. As Parker et al. (2013, p. 539) note, owing to its founding in engineering and military, project management field places emphasis on management of tasks from a methodical and technical point of view, whereas change
management has its roots in social and behavioural sciences and looks at the softer side of managing the deliverables. Therefore, both fields complement each other’s deficiencies and they should not be viewed as mutually exclusive (Parker et al., 2013, p. 542).

Most change management programs fail to include the tools, techniques and metrics of project management, rendering a lack of operational framework to the delivery of the organizational change (Jarocki, 2011, p. 67). Particularly, activities like defining and sequencing activities, creating a timeline for these activities, working out the budget, managing the team and monitoring and controlling project work create the structural base for a change project on which the softer aspects of behavioural and social sciences can be woven to deliver a successful organization change project (Jarocki, 2011, p. 67).

The table below has been adapted from Griffith-Cooper & King (2007, p. 16) and it bridge the gap between project management and organizational change by looking at the phases throughout an organizational change and how these phases correlate with the stages of a project’s life cycle.

<table>
<thead>
<tr>
<th>Change Phases</th>
<th>Project Life Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine complexity of change</td>
<td>Initiating</td>
</tr>
<tr>
<td>Prepare and create capacity</td>
<td>Initiating</td>
</tr>
<tr>
<td>Create shared mental model about the change</td>
<td>Planning</td>
</tr>
<tr>
<td>Assess current state and build future state design</td>
<td>Controlling</td>
</tr>
<tr>
<td>Implement</td>
<td>Executing</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Closing</td>
</tr>
</tbody>
</table>

Table 5: Change Phases versus Project Life Cycle

3.2.2 Competencies for Change Projects

In the field of project management, organisational changes are identified as a particular type of project. The field of change management also refers to organisational change initiatives as projects. The use of project management skills, tools and techniques are being called upon to implement change (Biedenbach & Soderholm, 2008, p. 131). This has resulted in tension between Project Managers and Change Managers in the marketplace (Crawford & Nahmias, 2010, p. 405). Therefore, when creating synergy between the two fields, it is important to pay attention to the competencies required to deliver successful change organizational change projects.

Both, the literature and the practice of change management hold debates over the set of skills and competencies of the person best suited to manage an organizational change project. Some authors take the stance that this role belongs to a project manager (e.g. Obeng, 1994; Turner et al., 1996; Kliem et al., 1997) while other insist that person responsible for managing organizational change should have a background on organizational development, psychology or other behavioural science streams (Kanter et al., 1992; Cummings & Worley, 2001; Caluwe´ & Vermaak, 2003).

In the case study conducted by Crawford and Nahmias (2010, p. 409), the project manager was seen to be more focused on tangible components of the project like budget, schedule, resources and vendor management. The change manager was more attentive towards impacting organizational culture and targeting the behaviour of the
employees and educating the staff about the change initiative. However, communication and leadership were observed as common attributes of both the change managers and the project managers (Crawford & Nahmias, 2010, p. 409). As this study focuses on change projects, competencies like communication with stakeholders, ability to influence people’s attitude towards change and focusing on organizational cultural to deliver change are considered as important tools for preparing an organization for a change project.

3.3 Change Readiness
In order to survive in the modern business environment organizations have to adopt new practices and change the way they operate (Holt & Vardaman, 2013, p. 9). However, only 30-40% of change projects are reported to reach their objectives (Drzensky et al, 2013, p. 95; Vakola, 2013, p. 97). The reason for such a low rate of success can be explained by various factors: management error, lack of critical resources, and employee resistance to organizational change (Holt et al., 2007, p. 233). Numerous organizations report the lack of support by employees as a critical factor for organisational change project (Piderit, 2000, p.784). According to the organizational change literature review conducted by Bouckenooghe (2010), 90% of research on change attitudes is talking about change readiness or change resistance (Rafferty et al., 2013, p. 112).

Organizational change literature discusses various notions that are related to change readiness: support for change, openness toward change, commitment to change, acceptance and adaptation to change and resistance and cynicism about change (Rafferty et. al., 2013, p. 121). The most discussed concepts are readiness for change and resistance to change, which represent the same phenomena from opposite perspectives. In other words, in order to avoid resistance to change, readiness should be created (Armenakis et al., 1993, p. 682). Organizational capability to change should be created before the change is introduced as it is impossible to start doing things in a different way in one day (Holt & Vardaman, 2013, p. 233). That is why it is essential to establish a state of readiness in order to secure organizational capability to implement change (Vakola, 2013, p. 101).

The term change readiness has its roots in the Lewin’s (1952) model of change and is connected to unfreezing process, which refers to preparing organization for change (Holt & Vardaman 2013, p.10; Drzensky et al 2012, p. 96). The concept of change readiness was first introduced by Jacobson in 1957 (Holt el al, 2007, p. 232). The literature on organizational change focuses more on the antonymous to change readiness notion of resistance to change which was studied by Kotter (1995), Kotter & Schlesinger (1979) and Lawrence (1954) (Holt et al, 2007, p. 233).

The most widespread and accepted definition of change readiness in organisational change literature is given by Armenakis et al. (1993). They identify change readiness as “beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization’s capacity to successfully undertake those changes” (Armenakis et al., 1993, p. 682). Armenakis et al. (1993, p.681) state that what employees feel, think and how they behave is not always congruent. Therefore, they suggested looking at the employees’ response to change through the dimensions of attitudes, beliefs and intentions. Holt et al. (2007, p 231) extends the definition of change readiness by adding the extent to which employees think that change would have positive effects for
themselves and organisation itself. However, it does not change the implication of the concept offered by Armenakis et al. (1993). To this concept by Armenakis’s (1993), Piderit (2000, p. 783) adds emotions as a precondition of beliefs and behaviours. According to Piderit (2000), individuals resist organisational change mainly because of the potential effect change can have on their life, but not because they resist change itself. Thus, the roots of resistance to change lie in individual motivations and reactions to change.

The concept of change readiness is multidimensional as it entails beliefs, attitudes, thoughts, emotions and intentions. Previously, these dimensions were studied separately from any external influence (Piderit, 2000, p. 786). As a consequence, a lot of attention was devoted to change readiness within individuals, meanwhile change resistance can come from everywhere in the organization (Rafferty et al., 2013, p. 121). The necessity to take into consideration external factors that influence readiness for change were addressed by Self et al. (2007), Holt et al. (2007), Holt & Vardaman (2013), Oreg (2007). Self et al. (2007, p. 212) proposes the change readiness framework that is influenced by 3 dimensions: content, context, process. Change process answers the question how change is implemented; change context gives an idea why change is needed; change content describes the attributes of the change (Self et al., 2007, p. 214).

Oreg (2007) and Holt & Vardaman (2013) in their frameworks also refer to the same three dimensions identified by Holt et al. (2007), but name them differently. However, Oreg (2007) adds another dimension – personal traits. Based on the identified dimensions, Holt & Vardman (2013, p. 16) conclude that change readiness is influenced by individual factors (characteristics of those being asked to change) and structural factors (circumstances under which the change is occurring).

Recently another perspective has emerged in the literature for defining the concept of change readiness. It is based on the fact that organization is a social system and it is important to consider collective reactions to change. Rafferty et al. (2013, p.121) and Vakola (2013, p. 97) propose to look at change readiness at three different levels: individual, group and organisation level. They add to a well-established notion of individual readiness for change, the concept of readiness on a collective level. Amis & Aissaoui (2013, p. 71) follow the same logic and introduce institutional approach expanding the concept of change readiness from the individual level to group-, organization-, industry-, and/or field-level.

Individual readiness for change stems from Armenakis et al.’s (1993) definition of readiness for change. The most contained framework to assess individual change readiness was developed by Armenakis & Harris (2002). They propose 5 dimensions: belief that change is needed and is an appropriate response to situation; individual’s perceived capability to implement change initiative; individual’s belief that his or her organization will provide tangible support for change in the form of resources and information; and individual’s evaluation of the benefits or costs of change for his or her job and role. Group readiness for change is created when individual perceptions of change coincide with those of other members (Holt et. al., 2007; Rafferty et al., 2013, p. 116; Vakola, 2013, p. 99; Holt & Vardaman, 2013, p. 12). Rafferty et al. (2013) and Vakola (2013) define organizational readiness through organizational structure, organizational policies, organisational culture and leadership.
Some of the authors do not differentiate between organizational change readiness and group change readiness as they both represent collective readiness for change. Often group readiness for change is analysed along with individual readiness for change as employees identify themselves within the group of people they are working with (Rafferty et al., 2013, p. 120). Thus, all the levels of change readiness are interconnected with each other and cannot be analysed separately. Individual change readiness is discussed in the literature in close connection with psychology and behavioural sciences. As this study is conducted within the field of management, the main focus is on organizational and group level of change readiness. However, individual level of change readiness is not excluded from the research scope due to its interconnection with other level.

3.4. Creating Readiness for a Change Project

Creating readiness for a change project refers to the initiation phase of a project and unfreezing step in Lewin’s classical model of change. Thus, creating change readiness means preparing the organization for a change (Lewin, 1952), creating the desire to change, creating an environment of psychological safety associated with the desired state (Schein, 1985, p. 300) and inducing an organization-wide aspiration for shift (Tichy & Devanna, 1986, p. 31). This section is aimed at examining how change readiness can be created and what factors influence change readiness.

Different conditions that stimulate or impede change readiness are discussed in the literature: from the contextual factors to individual characteristics of employees (Rafferty et al., 2013; Johansson et al., 2013; Drzensky et al., 2012; Detert et al., 2000). Rafferty et al. (2013), Self et al. (2013) and Holt & Vardaman (2013) refer to the notion of change readiness antecedents. The definition of change readiness antecedents is not stated explicitly in the literature; however, implicitly antecedents refer to factors influencing change readiness. Rafferty et al. (2013, p. 121) identify three broad categories of antecedents of change readiness. The first category refers to external pressures that are identified as processes and events that drive organizational change, such as technological shifts or government regulation modifications. The second category is identified as internal enablers, which are organizational processes, such as communication and participation processes (Rafferty et al., 2013, p. 121). The third category of antecedents is presented by personal and group composition characteristics. The focus of this study is on the analysis of internal change enablers or, in other words, on the process of creating change readiness and factors influencing it.

Further in the text the processes of creating change readiness and factors impacting them are referred to as change readiness antecedents. The following table presents the most discussed change readiness antecedents in the organizational change literature. The following table has been compiled by the authors based on the conducted literature review. The first column presents the change readiness antecedent and the second column refers to the authors that discuss the respective notion.
<table>
<thead>
<tr>
<th>Change Readiness Antecedent</th>
<th>Authors</th>
</tr>
</thead>
</table>

Table 6: Compilation of Change Readiness Antecedents from Literature

According to the articles analysed in the table the most recognized change readiness antecedents in the organizational change literature are the following: leadership, participation in decision-making related to change, communication of information about change to employees, organizational support, change fit in organization and organizational culture. The section proceeds with the description of influence of these antecedents on change readiness.

**Communication of information about change:** Receiving information about change helps to reduce anxiety and uncertainty (Wanberg & Banas, 2000, p. 132). Failure to support employees with information or providing not suffcient information can result in change resistance and cynicism (Rafferty et al., 2013, p. 122). Communication is also found to encourage trust in leaders and between employees which positively affects change readiness (Vakola, 2013, p. 103). Different forms of communication can be used to create change readiness: words, arguments, rationales, analyses, numbers, pictures, colours and music (Rafferty et al., 2013, p. 129). Communication about change should be persuasive. This communication can be delivered in different ways: live speeches, discussions between change agents and change recipients, newsletters and e-mails (Armenakies et al., 2011, 309). Communication process is also intended to improve
change readiness by triggering organizational identification of employees and increasing motivation of employees to participate in change.

**Participation in decision-making related to change:** Participation means that employees are allowed to participate in decision-making and problem solving related to change (Wanberg & Banas, 2000, p. 134). Participation in meeting and discussions about change would give a chance to employees to propose their action to trigger change readiness (Armenakis et al., 2011, p. 312). Participation in change creates the feeling of empowerment, control and motivation (Rafferty et al., 2013, p. 122), and empowered employees are more likely to align their values with values brought by change (Caldwell et al., 2004, p. 870). To overcome resistance to change employees should be engaged in understanding the need for change (Vakola, 2013, p. 99). Armenakis et al. (2011, p. 309) suggest that if involvement of employees is done gradually, through dividing change into segments, change is more likely to be accepted successfully.

**Organizational Support:** Organizational support can be expressed in different ways. Employees are supported if organization cares about their needs and problems (Self et al., 2007, p. 215). Support might as well refer to the availability of a person for providing information, encouragement and motivation (Wanberg & Banas, 2000, p. 134). Armenakis & Berneth (2007, p. 488) discuss the importance of support by change agents and opinion leaders. The support by senior leadership is also considered as having significant influence on change readiness (Holt et al., 2007, p. 239). Holt & Vardaman (2013, p. 11) also mention providing training and introducing information technology systems as well as reward and incentive systems as organizational support tools (ibid).

Sometimes communication, participation and organizational support overlap in their tools and descriptions. In order to eliminate confusion further in the research, the following table defines methods and tools that refer to each of these three antecedents.

<table>
<thead>
<tr>
<th>Change Readiness Antecedents</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Words, Arguments, Rationales, Analyses, Numbers, Pictures, Colours, Music</td>
</tr>
<tr>
<td>Participation</td>
<td>Meeting and discussions about change, Involvement in decision-making process</td>
</tr>
<tr>
<td>Organizational support</td>
<td>Caring about employees’ needs and problems, Trainings, Information Technology Systems, Reward and Incentive Systems, Support by Formal and Informal Leaders</td>
</tr>
</tbody>
</table>

**Leadership:** Studies of organizational change refer to the specific attributes of leaders that enhance change readiness (Oreg & Berson, 2011, p. 631). Honesty, trustworthiness, sincerity, commitment and the ability to deal with uncertainty are essential leaders’ attributes that promote change readiness (Santhidral et al., 2013, p. 351; Todd, 1999, p. 242). Herold et al. (2008) in their study of leadership influence on commitment to change distinguish transformational leadership and change leadership. Transformational leadership is based on long-term relationships between leader and followers, which are
Leadership is spread throughout the organization. Any kind of leadership can be used for change implementation. For example, opinion leaders might help to motivate for a behavioural change among employees. Due to their strong social influence, the involvement of opinion leaders can be used instead of training (Lam & Schaubraeck, 2000, p. 995). Work-group leaders have a power to positively affect change readiness of a group by articulating a group vision, developing positive beliefs about change (Rafferty et al., 2013, p. 125). Senior leaders play an important role in change information communication. They form strategy and set the rules and standards and have a great degree of influence on employees (Oreg & Berson, 2011, p. 630). This means that not only direct change leader is responsible for creating change readiness, leadership at every level is involved in communicating change information, providing support, involving and empowering employees.

Further in the text communication, participation and organizational support will be referred to as change management efforts and leadership will be discussed in terms of a driver to implement these change management efforts to create readiness for change projects.

**Change fit into organization**: Change project brings about new values, behaviours, and processes. Aligning new aspects of organization with the old ones is essential for creating change readiness. The literature discusses change fit into organization from different perspectives. Drzensky et al. (2012) note that aligning a change project with organizational objectives reduces resistance of employees who identify strongly with the organization. Holt & Vardaman (2013, p. 12) mention the importance of aligning employees’ knowledge, skills and abilities with a change initiative.

**Organizational Culture**: Organizational culture is one of the key notions to consider while preparing for a change project (Heracleous, 2001, p. 428). Organizational culture implies that everybody in the organization understands how it functions, how it is managed and how it changes (Janičijević, 2012, p. 26). Drzensky et al. (2012, p. 105) state that readiness for change incorporated into organizational culture is one of the foremost conditions for successful change implementation. Deter et al. (2000, p. 850) claim that organizational culture itself can lead to the failure of a change project. The literature on organizational change identifies elements of organizational culture that are important for change readiness. The following chapter discusses these elements and their influence on readiness for a change project.

### 3.5. Organizational Culture

Change readiness refers to the beliefs, attitudes, and intentions of employees (Armenakis, 1993). However, individual thoughts and behaviours cannot be considered separate from social processes (Hatch, 1993, p. 683), as individuals are influenced by their social surrounding. In other words, employees’ reactions to change depend on the norms and rules that exist in organisation. Johansson (2013, p. 3) notes that organizational culture is a glue eliminating gaps between individual, group and organisational readiness for change, as organizational culture is embodied in each
employee and shared collectively. This section introduces the notion of organizational culture. Further, the dimensions of organizational culture that relate to creating readiness for change project are identified. The section finishes with defining the role of organizational culture in creating change readiness and presenting the theoretical model.

3.5.1 Concepts and Models of Organizational Culture
Organizational culture represents values, expectations and beliefs that guide the behaviours in an organisation (Hatch, 1993). The academic interest in organizational culture developed in the period 1940-50s (Hatch, 1993, p. 657). The concept of culture evolved from concepts such as organizational climate, organizational norms, and attitude. However, these concepts explain the dynamics of an organization only on a surface level (Schein, 1990, p. 109). The concept of culture, on the other hand, examines the organization from a deeper perspective. It evolves from the necessity to explain patterns of organizational behaviour (Schein, 1990, p. 110). Culture was first introduced in the field of organizational development in 1979 by Pettigrew (Detert & Schroeder, 2000, p. 851). The interest to organizational culture increased in 1980s because several academics were talking about it in relation to organisational effectiveness (Hatch, 1993, p. 657; Heracleous, 2001, p. 427).

The most influential model of organizational culture in 1980s was developed by Schein (1983), who proposed a framework on how to analyse organizational culture (Hatch, 1993, p. 657). He identified the following levels of organizational culture: assumptions, values and artefacts. According to Schein (1983, p. 14), culture is based on “assumptions that underlie the values and determine not only behavioural patterns, but also visible artefacts”. Thus, organizational culture can be changed only through changing underlying assumptions. Hatch (1993, p. 657) accuses Schein’s (1983) model of being limited in terms of dynamic perspective. Hatch (1993) added to symbols as a forth element to Schein’s (1983) model identified and bidirectional processes between the elements. According to Hatch (1993), assumptions can be changed through the introduction of new values and vice versa. Moreover, Fitzgerald (1988) states that values, assumptions, attitudes, beliefs are difficult to separate. Therefore a dynamic perspective on elements of organizational culture is needed.

Various classifications of organizational culture exist in the literature (Armenakis et al., 2011, p. 306). The most discussed and referenced in the literature classification of organizational culture is competing value framework introduced by Quinn and Rohrbaugh (1983). They developed this framework for assessing the impact of organizational culture on organizational effectiveness. The framework is based on two dimensions: structure and focus. The structure dimension ranges from flexibility to control. The focus dimension ranges from external (such as employee satisfaction) to internal focus (such as the ability to function well in the environment) (Quinn & Rohrbaugh, 1983). According to above mentioned dimensions 3 culture types were identified: group culture, development, rational, hierarchical culture (Quinn & Rohrbaugh, 1983). However, neither of organizational culture types suits the needs of constantly changing environment (Gregory et al., 2009, p. 678). That’s why Gregory et al. (2009, p. 672) adds balanced type of organizational culture to the classification. Balanced culture provides an opportunity for an organization to be adoptable to the various circumstances.

Organizational culture literature mentions other types of organizational culture that are based on different criteria of classification (Armenakis et al., 2011, p. 306). However,
Schein (1986, p. 31) states that organizational culture is a multifaceted notion and that classifications of organizational culture is limited in discussing only several aspects of it. Schein (1986, p. 32) claims that culture of every organization is specific due to the particular set of assumptions. Therefore this study concentrates rather on the interconnection between change readiness and particular dimensions of organizational dimensions of organizational, but not the type of organizational.

3.5.2 Change-Related Dimensions of Organizational Culture
The assessment of organizational culture is an important step for creating change readiness (Johansson et al., 2013, p.2). Characteristics of organizational culture can lead to the failure of a change project even before it starts (Hammer & Champy, 1993, p. 207 cited in Detert et al., 2000, p. 850, Heracleous, 2001, p. 426, Zu et al., 2010, p. 89). The influence of organizational culture on change readiness and implementation was studied by several researchers. Johansson (2012) studies the association between organizational culture and resistance to change. Detert et al. (2000) and Zu et al. (2010) study the influence of organizational culture on total quality management practices. Agnew & VanBalcom (2009) make a research on cultural readiness for internationalization in a university. Janićijević (2012) identifies the interconnection between organizational culture and change management efforts. Armenakis et al. (2011) integrate research on cultural typologies and organizational transformation and assed organizational with the help of Schein’s cultural elements framework.

In his study on TQM, Detert et al. (2000, p. 851) argue that organizational culture is the main reason of the failure to adopt total quality management imitative. Such an initiative means changing the way the organization does business that leads to the change of values and beliefs which are the pillars of organizational culture. They develop a framework of organizational culture dimensions which is based on previous research conducted in the field of organizational culture. In order to define culture appropriate for the adoption of TQM they study the beliefs and values that relate to total quality management (TQM) adoption through the lenses of the identified framework.

Our study also identifies dimensions of organizational culture based on the previous research. Through the lens of pre-identified dimension, the literature on organizational change is scanned in the search of elements of organizational culture that relate to creating change readiness. The current research looks at a change project from a general perspective. We argue that all the change projects have a common nature. The basis of this argument goes to the process nature of change identified in sub-section 3.1.3 and sub-section 3.2.1. Thus, every change follows a 3-step process of unfreezing, moving and refreezing identified by Lewin (1952). This process is similar to a project life cycle (Winch et al., 2011; Turner et al., 1996). Moreover, the universal nature of change readiness further strengthens the argument about the similarity between change projects in different industry and functional areas, as change readiness is defined independently of the context and content of a change project.

The previous research that connects change and organizational culture serves as a basis for this research to identify dimensions of organizational culture that relate to change readiness. The following table presents the dimensions of organizational culture discussed by respective authors to analyse organizational culture in interconnection with change readiness.
Dimensions of Culture Impacting Change Readiness

Table 8: Organizational Culture Dimensions 1

<table>
<thead>
<tr>
<th>Author</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detert et al. (2000)</td>
<td>The basis of truth and rationality; the nature of time and time horizon;</td>
</tr>
<tr>
<td></td>
<td>motivation; stability versus change/ innovation/ personal growth; orientation</td>
</tr>
<tr>
<td></td>
<td>to work, task, co-workers; isolation versus cooperation; control,</td>
</tr>
<tr>
<td></td>
<td>coordination, and responsibility; orientation and focus – internal and/or</td>
</tr>
<tr>
<td></td>
<td>external</td>
</tr>
<tr>
<td>Johansson et al. (2012)</td>
<td>Competing value framework: internal/ external development and flexibility/</td>
</tr>
<tr>
<td>Zu et al. (2010)</td>
<td>control</td>
</tr>
<tr>
<td>Janićijević (2012)</td>
<td>structure of power, orientation towards relationships or tasks</td>
</tr>
</tbody>
</table>

These dimensions were used as guidance. Organizational change literature was reviewed in search for the values, beliefs, behaviours and other cultural elements mentioned within the context of creating change readiness. The dimensions of organizational culture that are found to influence change readiness are presented in the following table.

Table 9: Organizational Culture Dimensions 2

<table>
<thead>
<tr>
<th>Author</th>
<th>Organizational Culture Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detert et al. (2011)</td>
<td></td>
</tr>
<tr>
<td>Hofstetter &amp; Harpaz, (2011, p. 8)</td>
<td></td>
</tr>
<tr>
<td>Caldwell et al. (2004),</td>
<td></td>
</tr>
<tr>
<td>Hofstetter &amp; Harpaz (2011),</td>
<td></td>
</tr>
<tr>
<td>Dzerzhinsky et al. (2012)</td>
<td></td>
</tr>
<tr>
<td>Johansson et al. (2013),</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Zammuto and O’Connor (1992),</td>
<td></td>
</tr>
<tr>
<td>Rafferty et. al., 2013;</td>
<td></td>
</tr>
<tr>
<td>Janićijević (2012), Rafferty et al. (2013),</td>
<td></td>
</tr>
<tr>
<td>Agnew VanBalcom (2009)</td>
<td></td>
</tr>
<tr>
<td>Naveh et al. (2006, p. 279),</td>
<td>Flexible Organizational Structure</td>
</tr>
<tr>
<td>Zammuto &amp; O’Connor (1992, p. 710)</td>
<td></td>
</tr>
</tbody>
</table>

The table has been compiled by the authors based on the current literature review. The section proceeds with discussing the influence of identified dimensions of organizational culture on change readiness.

**Motivation:** Motivation is widely discussed within both organizational culture and change management literature (Detert et al., 2000, p. 855). In order to understand how to motivate employees to participate in a change project it is important to understand whether employees are motivated intrinsically or by external forces, what is more appropriate: reward or punishment (Detert et al., 2000, p. 855). Intrinsic motivation is referred to the desire of employees to comply with organizational norms and values, the degree to which employees agree with organization (Hofstetter & Harpaz, 2011, p. 8).
Zu et al. (2010, p. 92) while discussing compatibility of organizational culture with quality management improvement projects state that motivation is one as of the important factors influencing the success of the project. Setting ambitious goals and providing belief that performance towards these goals are the tools that can be used to motivate employees to get them involved into the change project (Zu et al., 2010, p. 93). Armenakis et al. (2011) also discusses extrinsic rewards as motivating employees to adopt changes. Once the new values are internalized, the performance itself will be a motivator (Armenakis et al. 2011, p. 324).

**Organizational Identification:** Dzerzhinsky et al. (2012, p. 98) discusses fit between values of employees and values of organization referring to the notion of organizational identification. Organizational identification positively affects change readiness if values of employees coincide with values imposed by a change project. But if values of employees are identified with current values of an organization and change project implies a change of organizational values, organizational identification negatively affects change readiness (Dzerzhinsky et al., 2012, p. 98). Caldwell et al. (2004, p. 879) also discusses how a change project might affect the fit between values of employees and work environment. Their study acknowledges the complexity of a change project and the influence that the project content and personal characteristics of employees affected by change have on the fit between personal values of employees and work environment (Caldwell et al., 2004, p. 877). Agnew and VanBalcom (2013, p. 453) also discuss alignment of values within the organization and how this value congruence align with the mission of organization. Heracleous (2001, p. 440) states that the change that is based in the existing cultural values is more likely to succeed.

**Flexibility:** Flexibility is associated with innovation, adaptability, initiative, trust, morale, perceived equity of rewards, and leader credibility (Johansson et al., 2013, p. 3; Zammuto & O’Connor, 1992, p. 718). Agnew and VanBalcom (2009, p. 453) associate the flexibility of an organization to its orientation with external environment. Zammuto & O’Connor (1992, p. 710) associate flexibility with decentralised decision-making which helps in respond quickly to changing requirements and conditions. Janićijević (2012) argues that flexibility as an organizational value directly leads to openness to change. Flexibility parameter is often discussed in terms of organizational structure as it reflects value-based choices of an organization (Zammuto & O’Connor, 1992, p. 710). Organizations with flexible structures and flexibility-oriented values initially are more ready for change. Formal structures make organizations too rigid (Naveh et al., 2006, p. 279). Bureaucracy in organizational procedures was mentioned to impede flexibility and openness to change, as a consequence (Neveh et al., 2006, p. 276). As literature shows direct influence of organizational structure and bureaucracy on flexibility, they can be considered as sub-dimensions of flexibility.

**Trust:** Trust is one of the dimensions of organizational culture that has the strongest impact on change reactions. Trust is related to the willingness to cooperate and to achieve goals (Vakola, 2013, p. 103). Organizational relationships that are based on trust lead to openness to change and the easiness in adopting change (Kim et al., 2011, p. 1689). Mutual trust enables employees to contribute positively to the organization and encourages to establish effective communication and to exchange ideas (Zhu et al., 2011, p. 811; Armenakis, 2011; p. 324). Trust in leadership also influence change readiness (Rafferty & Simons, 2006, p. 343) Thus, credibility of change leader increases trust in change project (Armenakis, 2011, p. 307; Self et al., 2007; p. 215). Trust in
senior organizational leadership was found out to influence positively readiness for change (Rafferty & Simons, 2006, p.344). Leaders how are able to inspire and to build trust are considered more efficient in creating change readiness (Oreg, 2007, p. 81).

In the text above the influence of each dimension on change readiness was discussed. The following table shows identified interconnection between change readiness and dimensions of organizational culture. Also the following table reflects organizational structure, and bureaucracy as sub-notions discussed under the notion of flexibility in the literature.

<table>
<thead>
<tr>
<th>Organizational Culture Dimensions</th>
<th>Impact on change readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility</td>
<td></td>
</tr>
<tr>
<td>• Flexible organizational structure</td>
<td>Positive</td>
</tr>
<tr>
<td>• Bureaucracy</td>
<td>Positive</td>
</tr>
<tr>
<td>Organization identification</td>
<td>Positive/ negative</td>
</tr>
<tr>
<td>Motivation</td>
<td>Positive</td>
</tr>
<tr>
<td>Trust</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Table 10: Impact of Organizational Culture Dimensions on Change Readiness

While discussing dimensions of organizational culture that trigger change readiness organizational change literature mostly do not distinguish between cultural values that already exist in the organization and values that are created or strengthened during the change project. The exceptions are the studies of Detert et al. (2000), Johansson (2012), Zu et al. (2010) that clearly state their research focuses on the organizational culture influence as per se on change readiness, without stating what cultural dimensions are created within the project. Culture effects change readiness, at the same time change project itself effects organizational culture by introducing new values and behaviours. The process is bidirectional. Prior to change implementation dimensions of organizational culture which correspond to change readiness should be evaluated, so that change management efforts target only the areas where change readiness is needed to be improved (Armenakis, 2011, p. 310; Heracleous, 2001, p. 440).

3.5.3 Role of Organizational Culture in Creating Change Readiness

As change efforts should target only the areas where improvement in change readiness is needed (Armenakis, 2011, p.310), it is important to identify which change-related dimensions of organizational culture are weak and need adequate change leadership, communication, involvement and organizational support to support or reinforce them. Identifying precise connections between organizational culture dimensions and change management efforts is not the purpose of this study. The section is aimed at showing the overall influence of change management efforts and leadership on organizational culture dimensions.

**Motivation:** The employees would be committed to change if they are optimistic about the future and confident in their abilities (Rafferty & Griffin, 2004). Inspirational appeals and emotional talks of leaders increase motivation of recipients to accept the interests of organizations (Rafferty & Griffin, 2004). Attention to employees’ needs give inspiration for personal development and intrinsic motivation (Kirikimi et al., 2012, p. 33). Intrinsic motivation to commit to participate in change increases when information about change is clearly communicated (Bommer et al., 2005, p. 739). Empowering and involving employees into change-related problem solving would
increase the perception that change is possible (Rafferty & Griffin, 2004). Leader can trigger intrinsic motivation of employees to commit to participate in change by giving the followers the authority to use resources to solve problems to use new opportunities (Dominguez, 2013, p. 2149).

Organizational Identity: Charismatic leadership make employees identify with organizational goals (Kirikimi, 2012, p. 34; Tyssen et al., 2013, p. 5). Leaders inspire followers to accept group goals and to consider the implications of their action on organizational goals (Bommer et al., 2005, p. 739; Dominguez, 2013, p. 2148). Inspirational communication creates a team spirit, which creates synergy in the beliefs and attitudes of followers (Tyssen, 2013, p. 5).

Trust: Support by the leaders in change efforts stimulates mutual trust (Santhidan et al., 2011, p. 351). Employees are more likely to accept change if leaders care about them as individuals. Personal support of the leaders encourages followers to trust them. If leaders care about employees’ needs, the followers would like to adopt the same kind of caring behaviour, which would trigger the formation of mutual trust between leaders and followers, and among followers (Zhu et al., 2011, p. 811). Mutual trust and trust in change stimulates employees to participate in change initiative, which can decrease the extent of change management efforts in participation (Rafferty & Simons 2006, p. 3346).

Flexiblity: One of the steps in creating change readiness is to build organizational structure for change implementation (Bommer et al., 2005, p. 738; Santhidal, 2013, p. 249). Flexible organizational structures stimulate employees to participate in change. Change management efforts are not discussed extensively in the literature in terms of creating flexibility. Flexibility is discussed in structures, procedures and processes, which serve a foundation for change management efforts (Zammuto & O’Connor, 1992, p. 710; Neveh et al., 2006, p. 276).

3.5.4 Theoretical Framework
All the theoretical findings presented earlier in this chapter will be combined and theoretical framework on creating readiness for a change project with outlining the role of organizational culture will be presented.

Organizational culture is one of the key factors that influence readiness for a change project (Heracleous, 2001, p. 428; Deter et al. (2000, p. 850). Change readiness incorporated into organizational culture is a guarantee of the success of a change project (Drzensky et al. 2012, p. 105). Organizational culture plays a key role in determining the ability of organization to embrace change (Detert et al., 2000; Johansson et al., 2013). Relationship between organizational culture and change project is reciprocal. Change management efforts influence organizational culture by introducing new values, beliefs, behaviours and organizational culture provides foundation for change implementation. Change management efforts based on the strengths of organizational culture target the dimension that should be improved. Thus, if all the identified dimensions of organizational culture are strongly represented in the organization, the organization is ready to embrace change. However, if these dimensions are poorly represented, change management efforts are applied to reinforce them in order to create change readiness. The following framework represents the concept of creating change readiness using organizational culture.
Further research would be focused on the following propositions based on the literature review and theoretical framework:

**Proposition 1:**
Organizational culture dimensions (motivation, organizational identification, flexibility, trust), if strongly represented in the organization, determine change readiness.

**Proposition 2:**
Organizational culture dimension (motivation, organizational identification, flexibility, trust), if poorly represented, can be reinforced by change management efforts (participation, communication, organizational support and leadership) in order to create change readiness.

**Proposition 3:**
Leadership reinforces the identified change management efforts.

**Proposition 4:**
Flexibility as a dimension of organizational culture is not reinforced by change management efforts.
4. Practical Methodology

The aim of this chapter is to give the readers an outline on how the research was actually conducted, what was the research strategy, how was the data collected and why was it collected in the chosen way, what were the interview themes, how was the data analysed and what were the factors that limited data collection and analysis process. The chapter concludes with the ethical consideration and the quality criteria followed for this research.

4.1 Research Strategy

The objective of this research is to understand the role of organizational culture in creating readiness for a change project. There are a number of qualitative research strategies to study a phenomenon like this, which requires more observational and human-centric techniques in order to gain a richer understanding. Several of the methods discussed are ethnography, case studies and phenomenology (Garcia & Gluesing, 2013, p. 423). This research adopts the strategy of phenomenology. The purpose of this section is to look at why particularly phenomenology has been chosen as the research strategy.

Phenomenology is defined as the study of conscious experience and its meaning. It involves examining what the participants experience from a subjective and first person point of view (Tomkins & Eatough, 2013, p. 266). Phenomenological methods challenge normative assumptions by investigating individuals’ experiences from their own perspectives (Lester 1999, p. 1). Single-case studies are adequate to research phenomena under contextual situations but our aim to present a generally applicable model which requires the multiple participant approach of phenomenology. As Lester (1999, p. 1) notes, a multi-participant approach increases the strength of inferences once findings on a phenomena start to recur with more than one respondents.

Further, Tomkins & Eatough (2013, p. 267) discuss that phenomenology is a research strategy that sheds light on the subjective and inter-subjective relationship of organizational studies and is seen to be especially instrumental on drawing on elements like people’s beliefs, feelings and sensations associated to a particular phenomena. Since organizational culture is an embodiment of values, expectations and beliefs that guide the behaviour of an organization and its people (Hatch, 1993, p. 657), phenomenology is the most appropriate research strategy to understand the role of organizational culture in creating change readiness.

4.2 Interview Structure

The structure of an interview depends on the degree of complexity of the subject under scrutiny as formulation of definite questions become difficult in a qualitative research (Arthur & Nazroo, 2003, p. 110). This study uses semi-structured interview data collection technique, complimented with a standardized thematic guideline of inquiry topics. Semi-structured interviews are most appropriate tool for exploring such complex notions as organizational change and culture that are interdependent, dynamic and multi-faceted (Barriball & While 1994, p. 330). This type of interviews allows probing the interviewees for more exploration, leading to a deeper insight and a better understanding on the subject of concern.
Semi-structured interviews have open-ended questions rather than closed-ended question which give the participants opportunity to talk about their experiences in detail, leading to a more wholesome response than would come from structured interviews. Since questions that lead on to a certain response can bias the research, questions in a semi-structured interview are constructed so as not to incline the response to a certain direction (Yin, 2003, p. 135). Responses to such questions also require an additional effort from the researchers because he or she must be much more attentive and careful to listen and understand what interviewees are saying or implying (Rubin & Rubin, 1995, p. 217). Semi-structured interviews provide more flexibility which is essential for this study because of the dynamic nature of organizational culture and change readiness, and varying background of the interviewees. It allows the researcher to alter or fine-tune the questions along the course of the interview and add context related follow up questions (Saunders et al., 2009, p. 320).

The interview themes are based on the theoretical framework proposed at the end of the literature review chapter. As discussed earlier, the exact questions and their order vary in each interview, depending on the responses of the interviewees and the overall flow of the interview. Some questions were developed as the course of interviews progressed. As organizational culture and change readiness are abstract notions, individual perceptions of interviewees are not always the same. Therefore, different variants of asking the same questions were developed. These follow-up questions were added to the list in order to receive more information in case an interviewee does not respond broadly enough or does not understand the question correctly. The interview guide is presented in Appendix 1.

4.3 Units of Data Observation and Analysis

As all empirical information used to develop an understanding on the research subject comes from the interviews, the unit of data observation in this study is an interviewee. This study has 2 units of data analysis: change projects and organizational culture. This is attributed to the research aim of studying the influence of organizational culture (before the project started) on readiness for a change project.

4.4 Selection Criteria for Respondents and Projects

As the focus of the interviews is to collect data related to the research inquiry, selection of interviewees follows the use of purposive sampling (Saunders, 2012, p. 282). To be able to collect relevant data, it is important that respondent selection criteria are set so as to ensure that the interviewees are able to answer the questions in a way that is of insight and use to the research. Therefore, before contacting potential interviewees, it was important to determine the adequate criteria for selecting potential interviewees that could contribute to the research study. The criteria for selecting interviewees for this study are as following:

Criterion 1: Interviewees must have change management experience of at least 5 years.

Criterion 2: Interviewees must have leading/managing position in the associated change project.

Potential informants were reached through the researchers’ academic and professional network. The assistance of professors, guest lecturers and prior contacts from the researchers’ professional experience was utilised to contact 15 potential respondents. 8 potential respondents agreed to participate in the research. All the interviewees are from
different organizations and countries, but share the characteristics identified by the
criteria shown above.

Since the study inquires on the role of organizational culture in creating readiness for a
change project, the interviewees were asked to think back to their experience and chose
an organizational change project that fit the following criteria:

*The change project should involve organizational culture, particularly in context to
creating change readiness by influencing the behaviour of the people involved in and
affected by the change.*

### 4.5 Interview Procedure

An introductory letter, with a background on research, and the selection criteria was
sent to the potential interviewees via email. The respondents who agreed to participate
were sent additional information on the themes of the interviews. Interviews were
carried out via Skype. Each interview was scheduled as per the convenience of the
respondent. All the respondents were requested to join on a video call and were asked
permission for recording the interview. However, four of the interviews were conducted
only on audio due to internet connection problems.

It had been clarified to the interviewees that they were under no obligation to answer all
questions, however all identified themes were covered by all the respondents. The
interviewees were also given the option to remain anonymous as well as to keep the
respective organization under anonymity. Prior to each interview, the researchers
studied the background of the organization, paying particular attention to the
organizational culture, values and beliefs as well as ongoing projects that could be
categorized as change projects. The primary source of this information was the official
websites of respective organizations.

Each interview lasted from 35 to 60 minutes. Both the researchers were involved in
asking questions except for one interview that was conducted in Russian language. All
interviews were carried out in English, with the exception of one. One interview was
carried out in Russian as the respondent was not fluent in English. One of the
researchers is a native Russian speaker and a certified Russian to English translator.
Therefore, the element of double hermeneutics did not come in to play.

Since the study inquires on the role of organizational culture in creating readiness for a
change project, the interviewees were asked to think back to their experience and chose
a project that fit the project criteria mentioned in the previous section. The proceeding
questions were asked in context to chosen change project. All interviews were
transcribed soon after their conduction so as to ensure data integrity. Throughout the
interviews, the researchers were careful to provide sufficient time to the respondents to
reply to the posed questions. Attention was also paid to avoid biasing the interviewee’s
response with the researchers’ own thoughts and pre-conceptions on the matter under
discussion. Apart from recording the Skype calls, the researchers took individual notes
for each interview.

### 4.6 Limitations in Data Collection

The course of empirical data collection entailed some challenges. The first problem the
authors faced was the recording of Interview 1. The voice recording software recorded
only the first five minutes of the interview. The researchers had taken some notes during
the course of the interview but these notes were not considered sufficient to form a
ground for data analysis. Therefore from here-on, we would request the reader to keep in mind that 8 interviews were conducted but 7 interviews were analysed. Further, in data collection and analysis, all tables will acknowledge Interview 1, but the data for Interview 1 will not be presented (or analysed), as it is not available. However, to avoid this situation for rest of the interviews, the researchers took the following steps: 1. Downloaded and tested new software for voice recording; 2. Employed the use of a smart phone for manual recording as a backup.

The second challenge during data collection was connection problems during the course of some interviews. Momentary lack of connections during some of the voice calls led to loss of information during these small fragments of time. In such a situation, researchers repeated the question or requested for the information again but it was not possible to retrieve information in some of the cases. However, during data analysis, where a clarification on data was required, the researchers contacted some interviewees again for additional information.

According to Seidman (2006, p. 40-41), social relationships between interviewer and interviewee can produce mixed and unclear situations. One of the interviewees had a prior contact with the researchers as a guest lecturer for four days during the academic semester in Umea University. The qualitative interview entails a two-way interaction (Yin, 2003, p. 134). However, professor-student relations can tilt the interaction such that instead of focusing on the interview questions, a professor may be more active in inquiring about the research from an academic point of view. The researchers faced this limitation. However, the interviewee was requested politely to shift the focus back on the interview questions and required information was collected accordingly.

4.7 Method of Analysis
Empirical data collected will be analysed using generic analytical approach which permits to refer to several approaches (Saunders et al., 2012, p. 557). This research will use the combination of template analysis and pattern matching for analysing empirical data. Template analysis permits to identify a list of predetermined categories that can be amended or added during the data analysis (Saunders et al., 2012, p. 572). The template analysis implies that categories and themes are revealed from the data collected. However, this study commences data collection with already defined research questions, research purpose and a clear theoretical framework. The initial set of categories derives from theoretical framework and interview themes. One of these categories might be changed if new themes surface in the data collected.

Further, the purpose of using pattern matching is to test the adequacy of the proposed theoretical framework (Saunders et al., 2012, p. 579). At the same time pattern matching does not permit alteration in theoretical framework. If theoretical framework is found not to explain empirical findings then an alternative framework should be suggested (Yin, 2009 cited in Saunders et al., 2012, p. 579). The combination of template analysis and pattern matching allows testing and amending categories identified in the theoretical framework.

4.8 Ethical Issues
Ethical issues can occur in any kind of a research process. Such issues can arise during data collection, data analysis, and data reporting or through any other way of sharing information (Sekaran, 2003, p. 18-19). Saunders et al. (2013, p. 226) describe ethics as
appropriate behaviours that lead the conduct of the researchers with regards to the rights of respondents who participate in the research.

Qualitative research involves exploring and studying social phenomena and people in their natural settings, therefore the underlying role of power and relationship between the respondents and researchers is undeniable (Orb et al., 2001, p. 93). Informed consent of participants, the willingness to participate in a research and the extent of shared information are personal rights of the interviewees and must be observed as such while conducting the research (Orb et al., 2001, p. 95-96). Also, ethical issues regarding the material used when writing the thesis need to be considered. Apart from the interviews as primary sources of information, it is imperative to acknowledge the secondary sources of information like books, academic journal articles, course materials, and web-based materials.

We took the following steps to ensure that ethical standards for a good quality research are met by this thesis. First, we have maintained the privacy of those taking part in the research by keeping their identities anonymous throughout the research. Second, background to the research and sufficient entailing information was shared with the participants so that they understand the implications of participating in the research. Third, all efforts have been made to report the findings and analysis with accuracy. Fourth, all primary and secondary data sources have been mentioned and referenced correctly and no reporting have been falsified.

4.9 Quality Criteria
This research follows the quality criteria framework presented by Tracy (2010, p. 840) for an excellent qualitative research. The authors ensure the integrity of the research according to the quality criteria framework by Tracy (2010, p. 840). Please note that description of each criterion refers to Tracy (2010).

Worthy Topic: The topic of a good qualitative research should be relevant, timely and significant. As already discussed earlier, organizations are constantly implementing change projects. Culture is an omnipresent phenomenon in organizations. To understand the role of organizational culture in creating readiness for a change project can enhance an organizations’ capability to keep up with the rapidly evolving business dynamics of today.

Rich Rigour: Rich rigour in a qualitative research comes from its theoretical constructs, data collection and analysis. The review on literature in this study presents and discusses different streams of thought on the phenomena of interest and narrows them down to present a theoretical framework. Moreover, the current chapter discusses in detail, the manner in which data was collected and analysed.

Sincerity: A study is considered to be sincere if it is transparent about the challenges faced during the course of the research and the possible bias of the researchers. Section 2.2 acknowledges the possible influence of the authors’ academic, professional and personal background on study conducted and the methodological choices made. Section 4.6 discusses some challenges faced when collecting the data for this research.

Credibility: A credible research is able to demonstrate its reliability through triangulation, strong description and concrete details. Other researchers studying the same phenomenon under similar implied conditions should reach roughly the same results. Throughout the course of data analysis, each time the authors inferred a result or
a finding, the basis of judgment has been clearly presented so the reader can make informed decisions about the results. Data was audited by cross-checking and comparing responses within each interview to ensure consistency. In some instances when data was found missing, interviewees were contacted again via email for further clarification.

**Resonance:** This criterion refers to the ability of a research to meaningfully affect the audience. A resonant research is an impactful piece of work and is able to re-create the experience of the phenomena for the reader, mostly through presentation and aesthetics. All efforts have been made to present the thesis in an artistic and evocative manner, keeping in mind all the formal requirements of document layout for the thesis.

**Significant Contribution:** A study is judged to have a significant contribution if it extends the current knowledge, improves practice or generates ongoing research. As will be demonstrated in the conclusion, this research incorporates theoretical and managerial contribution and develops opportunities for further research.

**Meaningful Coherence:** A coherent study achieves its initial purpose, using methods that fit the goals stated in the study and is able to meaningfully create a harmony between the research focus, the research findings and the research interpretations. Every effort has been made to streamline the research focus with the literature review, conducted data collection and analysis and the overall conclusion so as to serve the overall purpose of this research.
5. Data Presentation and Analysis

The previous chapter described the way the research was conducted: how the data was collected, the research strategy, the method to analyse the data, and how the reliability of data was ensured. This chapter is aimed at presenting and analysing the data collected, and is organized in the following way. First, the background of interviewees is presented to show that they satisfy the selection criteria. Second, the change projects are described in terms of their purposes, triggers, readiness for change and new behaviours required. Then, the chapter presents the analysis on the collected data in order to answer the research question. Afterwards the findings derived from the empirical data are presented.

5.1 Background on Participants

As discussed in the research strategy, the interviewees were the primary source for data collection. Each interviewee was requested to answer the interview questions from the perspective of a change project that they had been involved in. The interviewees were the unit of observation for this research.

The interviewees and the organizations will remain anonymous throughout the course of data presentation and analysis (and otherwise). For ease of referring to the interview, interviewee and the respective change project, the following notation will be used:

<table>
<thead>
<tr>
<th>Interview</th>
<th>Interviewee</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview 1</td>
<td>Interviewee 1</td>
<td>Project 1</td>
</tr>
<tr>
<td>Interview 2</td>
<td>Interviewee 2</td>
<td>Project 2</td>
</tr>
<tr>
<td>Interview 3</td>
<td>Interviewee 3</td>
<td>Project 3</td>
</tr>
<tr>
<td>Interview 4</td>
<td>Interviewee 4</td>
<td>Project 4</td>
</tr>
<tr>
<td>Interview 5</td>
<td>Interviewee 5</td>
<td>Project 5</td>
</tr>
<tr>
<td>Interview 6</td>
<td>Interviewee 6</td>
<td>Project 6</td>
</tr>
<tr>
<td>Interview 7</td>
<td>Interviewee 7</td>
<td>Project 7</td>
</tr>
<tr>
<td>Interview 8</td>
<td>Interviewee 8</td>
<td>Project 8</td>
</tr>
</tbody>
</table>

Table 11: Notation for Interviews, Interviewees and Projects
Below is a summary on the background of the participants along with some information on the conducted interviews.

<table>
<thead>
<tr>
<th>Interviewees</th>
<th>Industry</th>
<th>Country</th>
<th>Change Experience</th>
<th>Duration</th>
<th>Script</th>
<th>Role in the Change Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewee 1</td>
<td>Energy</td>
<td>Italy</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Member of the Committee</td>
</tr>
<tr>
<td>Interviewee 2</td>
<td>Telecom</td>
<td>Pakistan</td>
<td>12 years</td>
<td>59 mins</td>
<td>9 pages</td>
<td>Project manager</td>
</tr>
<tr>
<td>Interviewee 3</td>
<td>Defense</td>
<td>Israel</td>
<td>20 years</td>
<td>42 mins</td>
<td>7 pages</td>
<td>Head of the department</td>
</tr>
<tr>
<td>Interviewee 4</td>
<td>Telecom</td>
<td>Belarus</td>
<td>5 years</td>
<td>34 mins</td>
<td>5 pages</td>
<td>Project manager</td>
</tr>
<tr>
<td>Interviewee 5</td>
<td>Telecom</td>
<td>USA</td>
<td>20 years</td>
<td>49 mins</td>
<td>7 pages</td>
<td>Team member</td>
</tr>
<tr>
<td>Interviewee 6</td>
<td>Telecom</td>
<td>Australia</td>
<td>35 years</td>
<td>36 min</td>
<td>7 pages</td>
<td>External project manager</td>
</tr>
<tr>
<td>Interviewee 7</td>
<td>Asset Mgt.</td>
<td>Scotland</td>
<td>15 years</td>
<td>38 min</td>
<td>6 pages</td>
<td>Change manager</td>
</tr>
<tr>
<td>Interviewee 8</td>
<td>F&amp;B</td>
<td>Pakistan</td>
<td>5 years</td>
<td>44 min</td>
<td>6 pages</td>
<td>Process-Owner</td>
</tr>
</tbody>
</table>

Table 12: Background of Interviewees

The information provided ensures that the interviewees meet the selection criteria: minimum of 5 years of professional experience in change management and leading/managing role in the change project. The table also shows the diversity of industry and geographical background of the interviewees. The data analysis will consider change readiness as a universal phenomenon, independent from industry or national characteristics of companies and people involved.

5.2 Change Projects
For answering the questions in the interview, each participant was requested to provide an example of a change project that was a planned endeavor involving organizational culture, particularly in context of creating change readiness by influencing the behavior of the people involved in and affected by the change project. As discussed in the previous chapter, change projects are the units of observation. Change project is one of the two units of analysis for this research.

Change Project 1
As already discussed under data limitations in methodology, the authors were unable to record this interview. From here on, all tables for data presentation and analysis will acknowledge Interview 1, but the data for Interview 1 will not be presented (or analysed), as it is not available.

Change Project 2
Change project description: The change project was carried out in a Norwegian telecommunications organization operating in Pakistan. The project was about implementation of a Global Health Safety and Environment initiative of the organization in Pakistan. Interviewee-2 was leading the change project as a project manager. The implementation of the project took 3 years. The impact of the change was organization wide.

Trigger for change project: A severe accident in the organization in Bangladesh led to moral, business and political obligations for implementing a global Health Safety and Environment initiative.

Organizational readiness for change project: As described by the interviewee: “The organization was not ready at all for this change project. Employees did not understand the importance of HSE implementation or see any point in it”.

New behaviors required by change project: The project required employees to develop a clear understanding why the change was needed and it required them to be aware of the change being delivered through this project.

Change Project 3

Change project description: The change project was carried out in a large project-oriented division delivering electronic systems for the defense industry in Israel. The project was about changing the division’s structure from functional to matrix. The employees were divided into departments based on their professional experience. People in a department were focused on the same kind of work and intra-department communication was limited, resulting in late delivery of projects. Interviewee-3 was heading the division. The change project was his/her initiative and he/she was the project manager for the change initiative. The implementation of the project took 2 years. The impact of the change was division wide.

Trigger for change project: There was a lack of balance between quality and delivery; quality of work in technical terms was great but the projects were not delivered on time, leading to customer dissatisfaction.

Organizational readiness for change project: The division was not ready to change from a functional to a matrix structure.

New behaviors required by change project: The employees were required to develop an attitude of delivering projects on committed deadlines. The project also required the employees to be more pro-active in cross-functional communication.

Change Project 4

Change project description: The change project was carried out in a telecom organization in Belarus. It involves the changing the standards of interacting with customers on all levels. Interviewee 4 held the position of project manager. The duration of the change project was 2.5 years. The change project directly impacted the customer services department and the call centre department.

Trigger for change project: The organization needed to improve its customer service.

Organizational readiness for change project: The interviewee mentioned that during project implementation the readiness to change seemed low. However, as compared to
the other recent projects in his/her career, the readiness for this change project was not the lowest.

*New behaviors required by change project:* The change projects required the employees of customer service and call centre departments to undergo an overall self grooming, particularly with regards to how they dressed, the manner they spoke in, what they say to the customers while interacting with them.

**Change Project 5**

*Change project description:* The change project was carried out in a Telecom Organization in the USA. The project was about organizing a new multifunctional unit for developing and launching a video product, on top of the organization’s previous range of voice and data products. This required an overall change in the mindset of the employees as the company started targeting the market dominated by satellite and cable providers. Interviewee-5 was a part of the implementation team of the change project. The impact of the change was organization wide.

*Trigger for change project:* The project was started for strategic reasons - for revenue uplift reasons and preserving/growing market share. As for all traditional telecom companies, landline revenues were eroding because the cable TV companies were rolling out completion for voice and data products.

*Organizational readiness for change project:* The interviewee mentioned that while selecting people for the change project, openness to change was taken in to consideration. Given the description of employees’ behavior and the fact that the interviewee almost did not mention cases of change resistance, organization can be considered as ready for this change project.

*New behaviors required by change project:* The employees were required to work in a cross functional way and to increase the level of communication between each other.

**Change Project 6**

*Change project description:* The change project was carried out in a Swedish telecommunication organization operating in Australia. The organization was pioneering to collaborate with a large telecom provider in Australia and to provide them with 3G and 4G services. The change project was about developing soft skills and management abilities of the employees. The employees of this organization were technically sound but had to be developed in terms of a “more co-operative and project management frame of mind” as put by the interviewee. Interviewee-6 was an external consultant to the change project. The implementation of the project took 18 months. The impact of the change was organization wide.

*Trigger for change project:* The collaboration with the Australian telecom provider required the organization to change from a rigid way of working to a more flexible way. However, the organization failed to implement this change and millions of dollars were at stake. This is when the organization realized it needed to train its technical staff on managerial and collaborative side.

*Organizational readiness for change project:* The employees didn’t believe that the change was possible and didn’t recognize any benefits from, the project. The employees
were forced to participate in the project. Therefore the organization was not ready for change.

*New behaviors required by change project:* the project required the employees “to be accommodating, to be much more flexible, to be able to receive challenges and respond in a positive way, to understand and see it (the change) as an opportunity rather than as a threat, to treat the future as something that would generate value for a lot of people and to be able to see how to play a part in this value generation”.

**Change Project 7**

*Change project description:* The change project is being carried out in a UK based asset management organization. The project is about outsourcing the IT services and project development service from the UK to an offshore Indian IT company. Interviewee-7 is on the steering committee for the change project. The implementation of this project is underway and it may take up to 2 more years. The impact of the change is organization wide.

*Trigger for change project:* The organization could not access enough capable resources in the UK. The required level of IT capability was more accessible in India. The initiative was also driven partly by cost. Better services at a lower cost in India as compared to the UK market were the main trigger for this change project.

*Organizational readiness for change project:* The interviewee considered that the organization was not ready for this change.

*New behaviors required by change project:* The project requires employees to suspend their disbelief and trust the project. The employees need to “show a degree of patience, collaboration, consistency, and keep the faith of what we are trying to do.”

**Change Project 8**

*Change project description:* The change project was carried out in a multinational food and beverage organization in Pakistan. The project is about the implementation of a global initiative to implement a set of principles in order to make the organization a lean enterprise. A lean enterprise is an organization that tries to maximize customer value while minimizing the waste; it aims at creating more value for customers with fewer resources. The change project started from the market head and was cascaded down to the shop floor staff. The organization aims to implement this change across all the functions in Pakistan market. However, this particular project involves the Supply Chain function. Interviewee-8 was the process owner on which the lean methodology was being implemented and was closely involved throughout the change project. The implementation of the change project in Supply Chain took 2 years. However, it is now ongoing in other functions.

*Trigger for change project:* It was an international initiative so the organization had decided on a senior level that this project was the way forward to improve the overall efficiency in the company’s operations. However, the underlying driver for this initiative was to increase the profitability of the organization by reducing waste in supply chain and saving the overall cost of operations.

*Organizational readiness for change project:* The interviewee responded: “No, we weren’t ready but there are certain aspects in an organizations culture that do support or
make it easier for an organization to go through change project so there were a few factors that were there but overall I wouldn’t say we were ready.”

*New behaviors required by change project:* The biggest change required by the people was an increased engagement on their part. They needed to understand and be aware of how their roles fit in the overall objectives and direction of the organization.

### 5.3 Interview Responses in Light of Theoretical Framework

After a preliminary data analysis, it was revealed that not all the organizational culture dimensions and change management efforts, as identified in the theoretical framework, were touched upon by each interviewee. This can be attributed to the open-ended structure of the questions. There were some occasions of incorrect interpretations of questions by the interviewees and the content of answers to the same questions varied in each interview. The following table shows what themes from the proposed theoretical framework were touched upon in each interview.

<table>
<thead>
<tr>
<th>Interview 1</th>
<th>Organizational Culture</th>
<th>Change Management Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motivation</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Interview 2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interview 3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interview 4</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interview 5</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interview 6</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interview 7</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interview 8</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 13: Summary of Responses on Interview Themes
5.4 Data Analysis Process

This section will use the data from the interviews and show how it has been transformed to recognise patterns and relationships in an attempt to answer the research question. The source of the data used in the analysis is the semi-structured interviews. As discussed in methodology, both pattern matching and template analysis approaches have been used to analyse the data collected.

The process of data analysis starts with unitising the data in extended texts under categories. These categories are based on literature review and interview themes. Accordingly, the data is divided into eight main categories. According to the discussion presented in the literature review, two of these categories have further sub-categories. After listing all the categories and sub-categories, they were coded using the abbreviation coding technique. The table below displays the identified categories, sub-categories and their codification.

<table>
<thead>
<tr>
<th>DATA CATEGORIES</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizational Culture Dimensions</td>
<td>ORG.CD</td>
</tr>
<tr>
<td>1.1. Motivation</td>
<td>MOTIV</td>
</tr>
<tr>
<td>1.2. Organizational Identification</td>
<td>ORG.ID</td>
</tr>
<tr>
<td>1.3. Flexibility</td>
<td>FLEX</td>
</tr>
<tr>
<td>1.3.1. Flexible structure</td>
<td>FLEX.STR</td>
</tr>
<tr>
<td>1.3.2. Bureaucracy</td>
<td>BUREAU</td>
</tr>
<tr>
<td>1.4. Trust</td>
<td>TRUST</td>
</tr>
<tr>
<td>2. Change Management Efforts</td>
<td>CHNG.RD</td>
</tr>
<tr>
<td>2.1. Communication of Information</td>
<td>COMM</td>
</tr>
<tr>
<td>2.2. Organizational Support</td>
<td>ORG.SUP</td>
</tr>
<tr>
<td>2.3. Participation</td>
<td>PART</td>
</tr>
<tr>
<td>3. Leadership</td>
<td>LDSHP</td>
</tr>
<tr>
<td>3.1. Role of Change Leadership</td>
<td>LDSHP.R</td>
</tr>
<tr>
<td>3.2. Change Leader’s Attributes</td>
<td>LDSHP.A</td>
</tr>
</tbody>
</table>

Table 14: Initial Template

After coding the categories the unitised data was analysed. The codes were used to differentiate and combine the data collected (Miles & Huberman, 1994, p. 56). The coded categories served as a useful tool to identify relevant information. The data was then analysed using both the manifest and latent content analysis (Berg, 2001, p. 269). Manifest content refers to the surface structure, whereas latent content refers to the interpretive reading of the data (ibid). Due to the qualitative nature of the research and the semi-structured nature of interviews, it is important to include latent content analysis, which allows going to the deeper meanings of phrases and responses given.
The data shows that dimensions of organizational culture were discussed both in the perspective of the whole organizational as well as in the perspective of the change project. However, in order to avoid excessive and repetitive coding, the authors have decided not to categorize and code the two perspectives separately. Further in the text, the difference would be clearly stated.

The analysis of the extended text gave a ground to some alterations of the initial categories and its sub-categories. Additional findings caused the appearance of the following new sub-categories:

Addition 1:

<table>
<thead>
<tr>
<th>1.3 Flexibility</th>
<th>FLEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1 Flexible structure</td>
<td>FLEX.STR</td>
</tr>
<tr>
<td>1.3.2 Bureaucracy</td>
<td>BUREAU</td>
</tr>
<tr>
<td>1.3.3 Frequency of Change Projects</td>
<td>FREQ.CH.PR</td>
</tr>
</tbody>
</table>

Table 15: 1st Alteration in Initial Template

The sub-category FREQ.CH.PR was added according to the data provided by interviewee 2 and 7. Interviewee 7 states that the organization can be considered as flexible as employees are accustomed to change happening frequently in the organization.

Addition 2:

<table>
<thead>
<tr>
<th>2.3 Participation</th>
<th>PART</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 Change Recipients’ Participation</td>
<td>CR.PART</td>
</tr>
<tr>
<td>2.3.2 Senior Management’s Participation</td>
<td>SM.PART</td>
</tr>
</tbody>
</table>

Table 16: 2nd Alteration in Initial Template

Analysis of the data on Participation led to the alteration of the category and introduction of sub-categories. According to Interviewees 2 and 4, involvement of CEO and top management plays an important role in creating change readiness. In order to incorporate this finding, it was decided to have Participation PART as the main category and add Senior Managements’ Participation SM.PART and Change Recipients’ Participation CR.PART as separate subcategories.

The final themes and their sub-categories for template analysis are provided in the template below

<table>
<thead>
<tr>
<th>DATA CATEGORIES</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizational Culture Dimensions</td>
<td></td>
</tr>
<tr>
<td>1.1. Motivation</td>
<td>MOTIV</td>
</tr>
<tr>
<td>1.2. Organizational Identification</td>
<td>ORG.ID</td>
</tr>
<tr>
<td>1.3. Flexibility</td>
<td>FLEX</td>
</tr>
<tr>
<td>1.3.1. Flexible structure</td>
<td>FLEX.STR</td>
</tr>
<tr>
<td>1.3.2. Bureaucracy</td>
<td>BUREAU</td>
</tr>
</tbody>
</table>

42
The following section presents the findings derived from data analysis conducted. Only those finding will be presented that relate to the research objectives and the research question. In order to avoid digression, findings are presented according to the categories and their sub-categories identified above.

5.5 Presentation of Findings

The findings will be presented in the form matrices. Matrices assist in making full analysis, organizing the information and ignoring irrelevant information (Miles & Huberman, 1994, p. 239). The aim of creating matrices is to show how the data explains the role organizational culture in creating change readiness. Matrices are organized according to the codes identified above. The information in the matrices is presented as direct quotes from the extended text, paraphrasing of the extended texts and explanations from the researchers.

5.5.1 Dimensions of Organizational Culture

This sub-section presents the findings in detail on how each dimensions of organizational culture impacts an organization’s readiness for a change project. It is important to note here that the following dimensions refer to the culture of an organization before the change project was rolled out. The intention was to understand how the culture of an organization affects readiness for a change project.

Motivation: The data under this section provides the findings on the influence of motivation as an element of organizational culture, on change project readiness. Interviewees mentioned several factors that motivated employees to perceive the change as positive and assist in implementing it: taking pride in parent organization (Interview 3), the desire to gain new knowledge useful for the future career (interview 2), the desire to contribute to the organization being successful and profitable (interview 7). Further, the interviewees stated that motivation led employees to collaborate and support the change initiative. The data below shows how motivation as a dimension of organizational culture contributes to change readiness.


<table>
<thead>
<tr>
<th>Code</th>
<th>Influence on Creating Change readiness</th>
<th>Evidence from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTIV</td>
<td>Positive</td>
<td>“They were motivated by the opportunity to learn something new so that can add something to add their CV, something that would help them in their career.” (Interview 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“They were part of the defence of the country. They knew that they were working for their country, they were patriotic. That is why there was a lot of support and collaboration.” (Interview 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“It was a part of the criteria of being selected. We had a team of very motivated people who wanted to do well, they were focused.” (Interview 5)</td>
</tr>
</tbody>
</table>

Table 18: Influence of Motivation

Organizational Identification: The notion of organizational identification, as an element of organizational culture, and its affect on readiness for a change project was mentioned in the interviews from different perspectives. The interviewees discussed organizational identification in the light of alignment between the organization’s and employees’ values, alignment of values and goals among employees and loyalty to the organization as a result of this alignment.

However, in one case, a strong identification with the organization was seen to impede the implementation of the change project (Interview 6). In this project, a strong identification with the organizational old values was a reason for resisting to the new vision proposed by the change project. It can be concluded that organizational identification can trigger as well as impede change readiness depending on the context of the particular change project. If employees associate strongly with the organization, they will make an effort for the change project, but if the project focuses on changing the old, adhered-to values, employees will resist the change.

<table>
<thead>
<tr>
<th>Code</th>
<th>Influence on Creating Change Readiness</th>
<th>Evidence from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORG.ID</td>
<td>Positive</td>
<td>“Very strongly... That is why there was a lot of support and collaboration.” (Interview 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“People associated very strongly with the organization, which is why Organization X decided that this change project is the way forward for us, because people were in a position to actually go through the change.” (Interview 8)</td>
</tr>
</tbody>
</table>
| | Negative | “The employees related very strongly to the old organization. They didn’t rely very well initially to the way the organization had committed to go on with this change project and therefore this joint picture was leaving the

44
Table 19: Influence of Organizational Identity

**Flexibility:** This section provides findings and evidence for the influence of flexibility, as a dimension of organizational culture, on readiness for a change project. The empirical data shows flexibility as a dimension of organizational culture that positively affects readiness for a change project. The degree of organizational flexibility was seen to be dependent on the industrial background of the organization (Interview 2, 7 and 8). The industry background affects the frequency of change projects in the organization. Therefore, as discussed by Interviewee 2 and Interviewee 7, the dynamic business environment of telecom and asset management industry leads to these organizations experiencing changes often.

The notion of flexibility was connected to the organizational structures, procedures and processes. Flexible structure was mentioned either as the target of the project or as created particularly for the implementation period of the project. Interviewees did not mention any connection between organizational structure that existed before the project and readiness for a change project. Bureaucracy was identified as a factor opposing the spirit of change readiness. Bureaucratic procedures were mentioned to impede change, as they create mistrust, rigidity and risk aversion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Influence on Creating Change Readiness</th>
<th>Evidence from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLEX</td>
<td>Positive</td>
<td>“I would describe that flexibility comes from key stakeholders, key people, and their attitude to change.” (Interview 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Pakistan Team was the first one in Organization X world-wide where the project was implemented. This is because we are flexible in implementing new things.” (Interview 8)</td>
</tr>
<tr>
<td>BUREAU</td>
<td>Negative</td>
<td>“I think bureaucratic organizations don’t engender trust” (Interview 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Bureaucracy came within the year and half…. More and more people started lobbying the positions” (Interview 2). Interviewee 2 also mentioned that entrepreneurial and innovative climate assisted in implementing change project.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The procedures were very bureaucratic and people took safety and security and almost heat within the procedures and they didn’t step out and take risks and be creative or flexible… the major need they had to resolve was how to get people out of the bureaucratic mindset.” (Interview 6)</td>
</tr>
</tbody>
</table>
“We process a lot of change in this organization... this year there are dozens of projects and dozens of changes... this organization that is first in handling and managing change. Otherwise we would quickly be out of business... it’s not the first time we outsourced to a third party” (Interview 7)

“It’s one of the few organizations that are constantly looking at change. This is the nature if the industry... if market doesn’t change the organization doesn’t change much either” (Interview 2)

The interviewees talked about organizational structure but did not state its influence on change readiness.

Table 20: Influence of Flexibility

**Trust:** The empirical data establishes a strong connection between trust, as an element of organizational culture, and readiness for a change project. With the exception of two respondents, all others stressed the importance of trust while implementing a change project. Trust between employees and trust on leaders has been identified as a key element to create a readiness for change. Trust as an organizational value was seen to foster communication between employees and trigger a better understanding on change. Lack of trust between employees in the organization was found to be a consequence of organizational bureaucracy. It was also noted that lack of mutual trust led to the fact that employees did not trust the idea of changing itself.

<table>
<thead>
<tr>
<th>Code</th>
<th>Influence on Creating Change Readiness</th>
<th>Evidence from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRUST</td>
<td>Positive</td>
<td>Interviewee 5 mentioned that the organization developed a set of values “FAST” to promote among employees, where T stands for Trust. The interviewee mentioned it was used for the project: “FAST was a good rallying point for the project team... In stressful situations we were reminding each about the spirit of FAST” (Interview 5)</td>
</tr>
</tbody>
</table>

“The organization was very good with standard processes. Once they had to move beyond that, they felt that risk exposed, they didn’t trust their colleagues or the new venture and so trust was really not working well.” (Interview 6)

“Trust is quite high. This is the company that
hires very talented individuals. Trust comes from interpersonal relationships... Eventually it becomes essential (for the project)....Trust in people is fundamental requirement in the process of change.” (Interview 7)

Table 21: Influence of Trust

5.5.2 Change Management Efforts

This sub-section presents the findings in detail on how each change management efforts impact an organization’s readiness for a change project. The purpose of this section is to understand the role of change management efforts in creating readiness for a change project. Change management efforts were discussed particularly in context of the respective change projects.

Communication: The significance of communication as a change management effort was stressed in all interviews. All the interviewees talk about the necessity of explaining the reasons of change projects and telling what is going to happen. Tools identified for communication were emails, conferences, presentations, brochures, open space design, open discussion forums, publications on the company’s website and face-to-face conversations. However, two interviewees stressed the ineffectiveness of emails in comparison with face-face communication with employees (interviewees 3 and 7). Others also discussed the efficiency of the first information on change delivered by the senior management (interviewees 2, 3 and 4). The overall data leads to the conclusion that there can never be enough communication.

<table>
<thead>
<tr>
<th>Code</th>
<th>Influence on Creating Change Readiness</th>
<th>Evidence from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM</td>
<td>Positive</td>
<td>“In the beginning there was a motivation letter from top management... Then there was a letter from middle management... employees received information from all the levels... from direct managers and from colleagues that were selected to the project team.” (Interview 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“There should have been much more communication, much more sharing of picture, so they would work as a team to understand what they could really commit to.” (Interview 6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Sending emails and hoping that they have read is generally pretty ineffective. Having face to face conversations, listening to people, let them talk, working through problems again is much more effective” (Interview 7)</td>
</tr>
</tbody>
</table>

Table 22: Influence of Communication

Participation: All the interviewees mentioned participation of employees in the change process and change-related decisions as one of the key processes of change project delivery. Not only involvement of front line employees but also that of top management
was seen to play an important role in creating readiness for a change project. One interviewee clearly mentioned how senior management’s involvement and support of the project played a crucial role in the project’s success (Interview 4). Another interviewee mentioned that participation of the senior management made the project go faster and smoother (Interview 2). One of the projects almost failed because of a lack of participation of key stakeholders (Interview 6).

<table>
<thead>
<tr>
<th>Code</th>
<th>Influence on Creating Change Readiness</th>
<th>Evidence from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM.PART</td>
<td>Positive</td>
<td>“I think I probably would try to engage top management more in the beginning”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Interview 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I started by talking with line mangers about the need, what is the big goal, trying to make more we than I”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Interview 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“All the key people should have been engaged right from the start”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Interview 6)</td>
</tr>
<tr>
<td>CR.PART</td>
<td>Positive</td>
<td>“We gave them more autonomy, power to hire, to have talks outside the company. I always encouraged project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>managers: you are the most important people in the company”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Interview 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“You cannot deliver change without involving employees”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Interview 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“high percentage of implemented ideas came directly from the employees”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Interview 8)</td>
</tr>
</tbody>
</table>

Table 23: Influence of Participation

Organizational Support: Interviewees gave a clear evidence of the importance of supporting employees for creating change readiness. Trainings, PR-events, introduction of information systems were mentioned as organized to support employees. Organization leaders were mentioned to support employees by being available for questions and discussions.

<table>
<thead>
<tr>
<th>Code</th>
<th>Influence on Creating Change Readiness</th>
<th>Evidence from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORG.SUP</td>
<td>Positive</td>
<td>“I had the policies of open doors. I had to allocate time to open the doors... That was my way of expressing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>connection to the people.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Interview 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Once I got a team together, I send them on training... It got me certified auditors on HSE. It motivated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>that team to become really they wanted to contribute to this project.”</td>
</tr>
</tbody>
</table>
“But we realized that cascading responsibility was not enough. We realized that there are resistance. If we do not really confirm them, they will keep resisting. We had to introduce metrics which could be checked centrally.”

(Interviewee 2)

“There was a lot of attention: PR-events, quality standards competitions.” (Interview 4)

Table 24: Influence of Organizational Support

5.5.3 Leadership

Leadership was discussed from two perspectives, the role of the leader managing the change project and the attributes of this leader. All the interviewees agreed on the essential role of leadership in bringing about employees’ readiness for a change project. This role was further discussed in creating motivation for employees, creating efficient communication channels as well as providing support the change team and change recipients.

For attributes, the data reveals different qualities that the interviewees thought were essential for a change leader. The leader should be empathetic, emotionally intelligent, should have good communication skills and must be aware of the technicalities of the change to be delivered.

<table>
<thead>
<tr>
<th>Code</th>
<th>Influence on Creating Change Readiness</th>
<th>Evidence from Interviews</th>
</tr>
</thead>
</table>
| LDSHP.R | Positive | “Leadership was probably not strong as it could be. the project would be more successful if the leadership were stronger” (Interview 5)  
“Oh it (leadership) is absolutely essential” (Interview 6)  
“Probably the most important thing.” (Interview 7) |
| LDSHP.A | Positive | “Loyalty to the company, the desire that your company would continue being the best. The second - communication skills” (Interview 4)  
“The leadership has to be what is called authentic, it has to be empathetic, it has to have emotional intelligence, it needs to be able to absorb where people are at, where they are challenged , it needs to be able to help and solve their problems but also lead in creating a situation where there’s resource or there’s space to solve those problems” |
“If I were to select someone to lead this change project, the first that I would look for that the person should be good with people, it doesn’t matter what kind of project or what kind of technical area we are talking about because the person should be able to communicate with the people and should be able to sell his ideas well to the people” (Interview 8)

Table 25: Influence of Leadership

5.5.4 Influence of Leadership on Change Management Efforts
Leadership was found to be mentioned in the context of communication, participation and support. The data was further analysed to see how leadership influences the other identified change management efforts. Leadership was seen to be a driver for the rest of the identified change management efforts. The following table provides evidence how leadership leads to change readiness through communication, participation and organizational support. As the preceding analysis provides evidence for findings using direct quotes, using quotes here may lead to repetition. Therefore, the table below presents evidence in the form of explanation from authors.

<table>
<thead>
<tr>
<th>CM.E</th>
<th>ORG.D</th>
<th>Evidence from the Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDSHP</td>
<td>COMM</td>
<td>Interviewees pointed out the role of the change leader in delivering information about change. It was determined as essential for the leader to talk directly to the change recipients (Interview 3) and explain to them why change is needed and how it is going to happen (Interview 7)</td>
</tr>
<tr>
<td>LDSHP</td>
<td>ORG.SUPP</td>
<td>The role of leadership in supporting employees was also mentioned in the interviews. Leaders supported employees by being available for questions and conflict resolution (Interview 3) and by motivating them (Interview 7).</td>
</tr>
<tr>
<td>LDSHP</td>
<td>PART</td>
<td>The leaders involved employees in change implementation by choosing some employees to be part of the change project team (Interview 2 &amp; 4). In project 3 informal leaders were asked to help the change leader to create change readiness. Also the leaders were mentioned as responsible for engaging senior management (Interview 2 &amp; 4).</td>
</tr>
</tbody>
</table>

Table 26: Influence of Leadership on Change Management Efforts

5.5.5 Interconnection between Organizational Culture Dimensions and Change Management Efforts
As already presented in section 5.5.3, empirical data shows that change management efforts influence the change related dimensions of organizational culture. However, the findings show that change management efforts create culture dimensions particularly for the change project. The extended text has been analysed to search for the evidence on how change management efforts influence the project dimensions of organizational culture. The following table presents evidence for this connection.

| ORG.CD | CHNG.M.E | Evidence from the Interviews |

50
**MOTIV**

<table>
<thead>
<tr>
<th>COMM</th>
<th>ORG.SUPP</th>
<th>“Once I got a team together, I send them on training. It got me certified auditors on HSE. The second thing, it motivated the team to want to contribute to this project.” (Interview 2)</th>
</tr>
</thead>
</table>
| **FLEX**
| ORG.SUPP | “They didn’t spend a lot of time upfront getting people to an understanding of the journey and the benefits of that journey and motivating them strongly enough for solving problems.” (Interview 6) |

**FLEX**

<table>
<thead>
<tr>
<th>ORG.SUPP</th>
<th>COMM</th>
<th>PART</th>
<th>LDSHP</th>
</tr>
</thead>
<tbody>
<tr>
<td>In projects 2, 4 and 7 separate structural units were created for project to make the implementation process smoother. These units consisted of employees from the departments affected by the change project.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORG.SUPP</th>
<th>COMM</th>
<th>PART</th>
<th>LDSHP</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of 3 out of 7 projects was to create flexibility by changing organizational structure (project 3), by creating new organizational unit (project 5), by introducing new procedures (project 6). All the change management efforts were involved in these projects. Therefore, it can be inferred that the change management efforts help in creating flexibility.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TRUST**

<table>
<thead>
<tr>
<th>LDSHP</th>
<th>COMM</th>
</tr>
</thead>
<tbody>
<tr>
<td>“If the manager wants a change, people have to trust him…If you are in a dictatorship, nobody asks a question. In democratic society, you have to create trust” (Interview 3).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LDSHP</th>
<th>COMM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewee 6 mentioned that the lack of communication in the first part of the project caused disconnection between strategic and operational levels and lack of trust: “There was a change management or process cycle run through it but again it was at a very high level that people didn’t trust or buy in to…”</td>
<td></td>
</tr>
</tbody>
</table>

**ORG.ID**

<table>
<thead>
<tr>
<th>COMM</th>
<th>LDSHP</th>
</tr>
</thead>
<tbody>
<tr>
<td>“There are lot things….for example, what kind of physical space that you create for the team. It would encourage team work and cross-functional discussions that you want in the early phase of set-up of a product. We created a space design: cubicles, more open space, walls across the desks about 4 feet high, so you could see other people”. (Interview 5)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMM</th>
<th>LDSHP</th>
</tr>
</thead>
<tbody>
<tr>
<td>“One thing (new attitude) was awareness. Then I walked separately and talked to one of the labours</td>
<td></td>
</tr>
</tbody>
</table>
who were working there and asked him What do you understand about HSE? I would go and see if they are wearing goggles and special boots, and ask them if they are not doing this: Did somebody told you to do that… You talk to actual people. If they understand what they are doing.” (Interview 2)

Table 27: Organizational Culture Dimensions and Change Management Efforts Interrelation

Motivation is discussed from the perspective of making employees want to contribute to the project and participate in the change implementation. Trust from project perspective discusses trust in leaders and in the project itself. Organizational identification is discussed as the alignment between employees’ values and values of the project. The respondents discussed flexibility in terms of flexible structures and procedures for the change projects.

Establishing a connection between organizational culture dimensions and change management efforts was not the goal of the research while collecting empirical data. Therefore the data analysis did not establish a connection for all the dimensions of organizational culture with change management efforts.

It is important to note that though change management efforts are found to enhance readiness for the change project by creating culture dimensions particularly for the project, the affect of organizational culture dimensions on project culture dimensions are beyond the scope of this research.

5.5.6 Organizational Culture Impact on Change Readiness

The previous sections present analysis on the following:

1. Dimensions of organizational culture in context to creating change readiness
2. Change Management Efforts in context to creating change readiness
3. Interconnection of leadership with other Change Management Efforts
4. Interconnection of Organizational Culture and Change Management Efforts

This section will integrate the findings from above sections to understand the impact of organizational culture as a whole on creating readiness for a change project, which is the main research aim of this thesis. To do this, responses to the following questions are analysed:

- Did you think the organization was an obstacle or assistance in creating readiness for the change project?
- Do you think the organization was ready for the change project?

If required information was not found in interviewee responses to the above question, the entire interview was scanned to obtain the information. Below are the basis of inference for the role of organizational culture and the level of change readiness:

1. The organizational culture was considered to be of assistance when the following words or phrases were used in the respective context: *supportive, of help, not an obstacle, contributed to introduction of changes.*
2. The organizational culture was considered to be an obstacle when the following words or phrases were used in the respective context: *too rigid, too set in tradition, very particular.*
3. The level of change readiness was considered to be high when the following words or phrases were used in the respective context: *self-volunteered, openness to change*

4. The level of change readiness was considered to be low when the following words or phrases were used in the respective context: *resistance from teams, talk against change, cultural clashes, fighting in the division, reluctant to change, total resistance.*

The following table presents a summary of the responses of the interviewees.

<table>
<thead>
<tr>
<th>Interview</th>
<th>Impact of Organizational Culture on Change Readiness</th>
<th>Readiness for Change Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview 1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interview 2</td>
<td>Assistance</td>
<td>Low</td>
</tr>
<tr>
<td>Interview 3</td>
<td>No information</td>
<td>Low</td>
</tr>
<tr>
<td>Interview 4</td>
<td>Assistance</td>
<td>Low</td>
</tr>
<tr>
<td>Interview 5</td>
<td>Assistance</td>
<td>High (inferred)</td>
</tr>
<tr>
<td>Interview 6</td>
<td>Obstacle</td>
<td>Low</td>
</tr>
<tr>
<td>Interview 7</td>
<td>Assistance</td>
<td>Low (inferred)</td>
</tr>
<tr>
<td>Interview 8</td>
<td>Assistance</td>
<td>Low</td>
</tr>
</tbody>
</table>

Table 28: Findings on Impact of Organizational Culture on Change Readiness

As it can be seen from the table in 6 out of 7 projects, even if the organizational culture was considered to assist in implementing change projects, organization’s readiness for implementing the change projects was reported as low. Therefore, data shows that organizational culture did not lead to change readiness on its own. However, it served as a platform for implementing change management efforts, which further led to creating readiness for the change projects. This can be further explained by the statements of Interviewees 2 and 4. They mention that people normally resist change and resistance to change is an innate human feature. Therefore, organizational culture serves a basis for implementing change efforts to overcome this resistance and create readiness for the change project.

To ensure that interviewee responses for change related dimensions of organizational culture and the responses for the impact of respective organizations’ culture on change readiness are compatible, a further cross-check analysis was carried out. It is important to mention that culture dimensions for the overall organization were cross-checked. If at least three out of four dimensions of organizational culture were reported as positively affecting change readiness, organisational culture was considered as being of assistance for creating change readiness. If interviewees’ responses for change related dimensions of organizational culture and their responses for the impact of respective organizations’ culture as a whole matched, the responses of interviewees were considered consistent. All the projects were found out to satisfy this condition. This cross-check ensures the compatibility and trustworthiness of the data and its analysis. The tables of comparison are presented in Appendix 2.
5. Discussion of Findings

This chapter discusses the findings presented in the data analysis section in the light of theoretical findings presented in the literature review; similarities are discussed, and the reasons for the differences are identified. Then, the proposed model of how organizational culture influences readiness for change project is revised in lieu of this discussion. The discussion chapter follows the same sequence as the data analysis chapter, starting from discussing the impact of the dimensions of organizational culture, following with the discussion of the impact of change management efforts, and then leadership. It finishes with the discussion of the interconnections between the elements of the theoretical framework and presents the revised model as the proposed explanation of the intended inquiry.

6.1 Organizational Culture Dimensions

Literature review discusses that a strong organizational culture can lead to creating readiness for a change project. However, the literature does not distinguish between culture dimensions for the organization and those that emerge in context of the project. Only Detert et al. (2000), Johansson (2012) and Zu et al. (2010) focus their research on the influence of organizational culture on change readiness for the change project. Our research involves broader literature on organizational change to identify dimensions of organizational culture that associate with change readiness. Thus, the culture dimensions are identified in the literature review irrespective of whether they already present in the organization or created during the project.

The aim of this research is to identify the role of organizational culture in creating readiness for a change project. The empirical data collected has led the researchers to distinguish between the influence of organizational culture before the change project starts, and the influence of the culture dimensions that are reinforced during the project by change management efforts. The analysis leads to findings for the influence of organizational culture as a whole on change readiness before the project started. Then, data analysis shows how change management efforts create and reinforce certain dimensions of organizational culture to create change readiness. This section discusses the theoretical and empirical findings on how the organizational culture influences change readiness before the implementation of the project.

Motivation. Motivation was acknowledged by both literature and empirical findings as an important factor impacting change readiness. Detert et al. (2000, p. 855) states that in order to understand how to motivate employees to participate in a change project it is important to understand how employees are motivated in general. The literature extensively discusses the importance of and tools for creating motivation to be committed to participate in a change project. Empirical data broadens the knowledge about how and what in organizational culture affects motivation to participate in change project. Interviewees mention the following factors that motivate employees to collaborate and support the change initiative: taking pride in parent organization, the desire to gain new knowledge useful for the future career and the desire to contribute to the organization being successful and profitable. Thus, while analysing organizational culture before the start of the project, factors mentioned above should be taken into consideration. Change management efforts should be based on the motivation that already exists in the organization and should reinforce it, or create further motivation if needed.
**Organizational Identification.** Organizational identification refers to the fit between the values of employees and values of organization (Dzerzhinsky et al., 2012, p. 98). Change that is based on existing cultural values is more likely to succeed (Heracleous, 2001, p. 440). If change project implies a change of organizational values, organizational identification negatively affects change readiness (Dzerzhinsky et al., 2012, p. 98; Caldwell et al., 2004, p. 879). Empirical data also states that organizational identification has a positive influence on change readiness unless a change project implies the change of adhered-to organizational values or an introduction of new values. Projects 6 and 7 experienced high resistance to change as they involved change in how the business is done and required the adoption of new values and behaviours. Project 3 also involved a change in the way of working and introduced new values, leading to some resistance. But employees still identified with the organization and showed a great degree of collaboration in this project. In project 6 strong identification with the prior organizational values caused resistance towards the new, proposed vision. These examples prove Caldwell et al.’s (2004, p. 877) stance about the uniqueness of each change project and the necessity to understand what values are to be changed and how strongly employees identify with these values in each project. Thus, literature as well as empirical data show that organizational identification influences change readiness, and the impact, is dependent on the content of the particular project.

**Flexibility.** Flexibility as a dimension of organizational culture is considered as an important factor influencing change readiness both in literature and empirical data. Literature identifies flexibility with adaptability, initiative, moral, perceived equity of rewards, leader’s credibility and decentralised decision-making (Johansson et al., 2013, p. 3; Zammuto & O’Connor, 1992, p. 710, 718). All the characteristics, except equity of rewards, were mentioned by interviewees. While talking about flexibility, interviewees perceived their organizations as flexible in terms of attitude to change and the ability to respond to the challenges posed by the change project, an attribute important for change readiness as discussed by Janićijević (2012). Interviewees 2 and 7 highlighted that flexibility of an organization depends on the industry, and a flexible industry is conducive to higher frequency of change projects occurring in the organization. Literature discusses bureaucratic and organizational structure in context of the notion of flexibility. Empirical data also connects flexibility with organizational structures and procedures. Both empirical and theoretical findings mention the positive effect of flexible structures and negative effect of bureaucratic procedures on change readiness. Bureaucratic procedures were mentioned to slow down the procedures of change implementation and to impede flexibility in responding to changes. The empirical data does not provide evidence for a flexible structure of an organization guaranteeing change readiness. As mentioned by the interviewees, flexible structures, like multi-functional teams or units, created particularly for the project lead to change readiness. However, the empirical findings are not strong enough to reject or prove a positive impact of flexible organizational structure on change readiness. This is a potential area for further research.

**Trust.** Both empirical data and literature confirm that trust, as a dimension of organizational culture, influences change readiness. Trust fosters communication and willingness to cooperate and to adopt the change initiative (Vakola, 2013, p. 103; Kim et al., 2011, p. 1689; Zhu et al., 2011, p. 811; Armenakis, 2011, p. 324). It is important to note that mutual trust affects change readiness before the project starts. Meanwhile trust in change leadership is created during the process of change project implementation. Mutual trust of employees builds a foundation for change management
efforts and trust in leaders is created with the help of change management efforts. This fosters cooperation of employees during change implementation.

6.2 Creating Readiness for Change Project
As can be seen from the discussion above, organizational dimensions can build a solid foundation for change implementation and assist in implementing change management efforts. The literature identifies bidirectional relationships between organizational culture and change project. The previous section identifies the influence of organizational culture on change readiness and change implementation process. However, change projects that imply introduction of new values and behaviours, impact organizational culture as well. This section is going to discuss the empirical findings on the influence of change management efforts on change readiness and organizational culture.

6.2.1 Influence of Change Management Efforts on Change Readiness
Communication, participation and organizational support were identified as change management efforts in the literature review. It was also identified that change management efforts are driven by and implemented through leadership. The findings for the influence of change management efforts on change readiness will now be discussed in detail, particularly in light of the literature review conducted.

Communication. Both empirical and theoretical findings acknowledge pivotal role of communication in creating readiness a change project. Empirical data supports importance of communication in decreasing anxiety and resistance (Wanberg & Banas, 2002; Rafferty et al., 2013). Different forms of communication can be used to introduce change to the organization: words, arguments, rationales, analyses, numbers, pictures, colours, music (Rafferty et al., 2013, p. 129). The identified tools for communication in the empirical data were emails, conferences, presentations, brochures, space design aimed at promoting openness, open discussion forums, publications on the company’s website and face-to-face conversations. Face to face communication with employees was found to be much more effective than other communication methods.

The way change is introduced to the rest of the organization is a very delicate and important step in the change project. Interviewee 2, Interviewee 3 and Interviewee 4 stated that the first information on change proves to be much more effective when delivered by senior management. It gains immediate buy in of the majority of the organization. In essence it may be concluded that communication, both before and during the implementation of change project is pivotal in creating change readiness for a change project.

Participation: Empirical data stresses on the importance of participation of employees in context of creating readiness for a change project, as much as the literature does. Participation is mentioned in the interviews to give employees a sense of ownership about the change, to motivate them for making extra efforts to adjust to the change, and to help implementing it. This finding is theoretically supported by Rafferty et al., (2013, p. 122) who mention that employees feel empowered and motivated when involved in the change project. Empirical data shows the importance of involving not only employees, but senior management as well. Senior management’s involvement in the implementation of change leads to a higher acceptance of the change initiative and employees feel more ready to embark on the change.
Organizational Support: Both literature and empirical data provide evidence that organizational support increases the receptivity of employees for change initiatives. Organizational support was mentioned by interviewees to encourage and motivate employees. This has also been discussed by Wanberg & Banas (2000, p. 134) and Self et al. (2007, p. 215). Organizational support tools like trainings and information technology systems mentioned by Holt & Vardaman (2013) also appear in the interviews as being useful for creating change readiness. Interviewees also mentioned PR-events in terms of organizational support of employees. The importance of support by leadership was outlined both in theoretical and empirical findings.

6.2.2 Influence of Leadership on Change Readiness
The role of leadership for creating change readiness has been recognized as essential in both theoretical as well as empirical findings. The interviewees discussed leadership in context of the role and the attributes of the leader of the change project. Empirical data as well as literature review mention not only the importance of change leadership but also the importance of leadership throughout an organization - informal leadership, group leadership and senior management leadership. The interviewees also discussed the importance of leadership in creating motivation for employees, effectively communicating information about the change as well as providing support to the employees both before and during the change implementation.

The literature describes an ideal change leader as honest, trustworthy, sincere and committed (Santhidral et al., 2013, p. 351). The data analysis shows that a change leader should be empathetic and emotionally intelligent, should have good communication skills and must be aware of the technicalities of the change to be delivered.

The data clearly reveals leadership as an adhesive that binds together change management efforts. Change leadership, by its content, refers to communication, participation and organizational support, as it includes such behaviour as communicating organizational plan, empowerment through involvement, being sensitive to employees’ needs (Herold et al., 2008, p. 348). Both theoretical and empirical findings stress the importance of discussions between change leaders and change recipients in order to facilitate communication and provide motivation and encouragement. For example, in project 3, the change leader maintained ‘open-door’ policy in order to be constantly available to answer questions. Senior management leadership was considered as positively affecting change readiness in terms of involvement and support. Participation of senior leadership in change implementation process provides employees with extra motivation and encouragement. Thus, leadership not only influences change management efforts, but also drives them.

6.2.3 Influence of Change Management Efforts on Organizational Culture
As it was shown earlier in section 6.1, organizational culture dimension (motivation, organizational identification, flexibility and trust) create a platform for change implementation. It is important to assess organizational culture before change implementation in order to realise its strengths and weaknesses for implementation of the particular change project. In the literature review strong connection between organizational culture and change readiness was identified (Detert et al., 2000; Johansson et al., 2013). Certain types and dimensions of organizational culture were identified to lead to change readiness (ibid). It was stated that organizational culture can imbed change readiness in itself (Drzensky et al., 2012, p. 2015). The literature suggests basing change management efforts on the dimensions of organizational culture that
already exist and positively affect readiness for a change project. Change management efforts should target only the areas where the improvement in change readiness is needed (Armenakis, 2011, p.310).

Empirical findings permitted to get a deeper insight into the role of organizational culture on creating change readiness. Thus, it was possible to distinguish between the influence of organizational culture dimensions on change readiness and the influence of change management efforts on organizational culture dimensions. The empirical data does not deny the bidirectional relation between organizational culture and change project. However, it was found that change management efforts target organizational values that are important only for the project. As the scope of this study is change projects that imply change in values, attitudes, behaviours and change management efforts are aimed to introduce particularly for this purpose. Organizational culture can assist in creating these new values, attitudes and behaviours or can be an obstacle. This section will combine theoretical and empirical evidence on how change management efforts create motivation, organizational identification, flexibility and trust for creating readiness for particularly for a change project.

**Motivation:** The empirical findings show that motivation as an organizational culture dimensions is not enough to motivate employees to adopt change. Employees in projects 3, 4 and 7 were generally motivated to work well and contribute to the success of the organization; however, resistance to change was still present. The employees have to be motivated for the particular change project by providing sufficient information of change initiative and by providing support for adopting the change. A strong, charismatic and credible leadership leads to an increase in motivation. Organizational support in the form of trainings, seminars, discussions with change leaders and PR-events make employees feel motivated and encouraged.

**Organizational Identification:** Both empirical and theoretical findings discuss the positive influence of organizational identification on change readiness, given that a change project does not imply change of adhered-to values. At the same time, majority of organizational transformations lead to change of values, attitudes and behaviours. Change management efforts target employees’ identification with these new values. Communication of information about the new values and inspiration through leadership leads employees to accept group goals and to consider the implications of their action on organizational goals (Bommer et al., 2005, p. 739; Dominguez, 2013, p. 2148). Empirical data confirmed the effect of change management efforts on creating identification with new organizational values.

**Flexibility:** Flexibility reflected in organizational structures, procedures and processes is mentioned in the literature as well as empirical findings as affecting change readiness positively. However, empirical data provided no evidence for the influence of flexible organizational structures on change readiness. Rather, flexible structures in terms of multi-functional project teams were created particularly for the period of change project and led to an increased change readiness and a smoother project implementing.

Theoretical findings do not provide enough ground for validating a connection between flexibility and change management efforts. However, empirical findings propose that change management efforts participate in creating flexibility for the change project. The objective of 3 out of 7 discussed change projects was to create flexibility by changing organizational structure (project 3), by creating new organizational unit (project 5) and by introducing new procedures (project 6), respectively. The data also shows that all the
change management efforts were involved in these projects. Therefore, it can be inferred that the change management efforts help in creating flexibility.

**Trust.** The literature defines an important role of leadership in creating trust. Leaders build trust by caring about employees’ needs and by providing personal example (Zhu et al., 2011, p. 811). The importance of creating and reinforcing trust for the specific project was exemplified in the interview 6. A lack of communication in the first part of the project caused disconnection between strategic and operational levels and led to a lack of trust. Trust was also acknowledged by interviewee 3 as an essential factor in creating change readiness.

The findings on the influence of change management efforts and leadership on organizational culture allows us to conclude that creating motivation, organizational identification, flexibility and trust for the project is an inevitable step in creating change readiness. The current study is aimed at investigating how organizational culture can help in bringing about readiness for a change project. The findings deriving from the empirical data shows that organizational culture serves as a foundation for change implementation. The status of organizational culture determines the extent and the nature of change management efforts involved.

### 6.3 Revision of Theoretical Framework

Theoretical framework presented in the literature review is aimed at having a general implication for creating change readiness in any change project. To ensure the general applicability of the framework, the change projects selected for data collection vary in their content, industry and geographical backgrounds. It is important to note that the purpose of data collection was to analyse change readiness for projects that imply a change in behaviours, values and attitudes. This was the common feature in all selected projects. Due to the diversity of the projects discussed and the recurrence of similar findings in these projects, impact of organizational culture dimensions can be considered as present for any change project. However, organizational identification influence was identified as depending on the content of the specific project. This dimension will not be removed from the framework, but it should be considered with regards to the project content as already discussed earlier.

Empirical findings show that organizational culture does not lead directly to change readiness as it was identified in the literature review. Rather, organizational culture builds a foundation for applying change management efforts for creating readiness for a change project. The positive influence of change management efforts (communication, participation, organizational support) and leadership on change readiness mentioned in the literature review was confirmed by the empirical findings. Collected data as well as theoretical findings state that leadership has an influence on change management efforts. Change management efforts and leadership are found to impact dimensions of organizational culture by both theoretical and empirical finding. According to the theoretical findings flexibility is not influenced by change management efforts. But empirical findings showed how creating flexibility can itself be considered as a change project and be implemented with the help of change management efforts. The insight...
given by empirical data allowed to understand that change management efforts create cultural dimensions particularly for the change project, but do not intend to reinforce the organizational culture as whole in order to create change readiness. The revised theoretical framework shows all the interconnections identified above.

Figure 2: Revised Framework

Organizational culture is considered to create initial readiness for a change project. Implementation of change management efforts result in the organizational culture dimensions being created particularly for the project, further leading to readiness for a change project. Thus, the revised framework defines the role of organizational culture in creating change readiness through mediation of change management efforts.
6. Conclusion

This chapter summarizes broad conclusions drawn from this research. The study was carried out with the purpose to define the role of organizational culture in creating readiness for a change project. This chapter integrates all the findings derived from literature review and analysis of the collected data. It also presents managerial and theoretical implications of the findings. Recommendations for further research are provided within the context of the inquired phenomena.

Change project is a risky endeavour. Management practitioners have reported a failure rate of 70% for launched change initiatives in organizations (Balogun & Hope Hailey, 2004). However, the world of business is evolving at an increasing pace and implementing change initiatives are the only way forward to keep up with the uncertainty and constantly evolving dynamics of corporate world (Senior & Swailes, 2010, p. 13). This study was carried out in the context of the increasing academic interest to change management and creating readiness for change. This fact is proven by the dominance of the referenced literature dated 2010 – 2013. The literature highlights an important role of organizational culture in creating change readiness. However, there is lack of literature that describes how organizational culture impacts change readiness (Detert et al., 2000; Janićijević, 2012). The purpose of the research is to expand knowledge on the role of organizational culture in creating readiness for a change project. It is important to note that the current study assumes that the notion of change readiness is universal in nature and is not dependent on the project content and context.

The process of answering the research question involves an in-depth review of the literature. Based on the literature review, the authors made propositions that formed the basis for data collection and analysis. The data was collected through semi-structured interviews.

7.1 Literature Review versus Empirical Findings

The comparison between literature review and empirical findings is done by verifying the proposition presented in the literature review.

Proposition 1:

Organizational culture dimensions (motivation, organizational identification, flexibility, trust), if strongly represented in the organization, create change readiness.

The empirical findings do not support this proposition. Organizational culture was found to assist in creating change readiness but not create change readiness itself. The data revealed that change readiness was considered low, while at the same time organizational culture was found to be positively affecting change readiness. This shows that change readiness and organizational culture are not directly interconnected.

Proposition 2:

Organizational culture dimensions (motivation, organizational identification, flexibility, trust), if poorly represented, can be reinforced by change management efforts (participation, communication, organizational support) and leadership, in order to create change readiness.
The findings partially support the proposition. Change management efforts were found to positively affect change readiness. However, change management efforts do not reinforce dimensions of organizational culture directly as they target organizational culture only within the context of change project. Thus, it is important to assess organizational culture before change implementation in order to build change management efforts on basis of the culture's strengths, while taking into consideration its weaknesses.

Proposition 3:

*Leadership reinforces change management efforts.*

The data analysis provides sufficient evidence on this proposition. Leadership is seen to enhance the three identified change management efforts in this study. It sets the direction for the implementation of the change project and further supports the organizational culture in creating change readiness.

Proposition 4:

*Flexibility as a dimension of organizational culture is not influenced by change management efforts.*

Empirical findings provide a ground to reject this proposition. The literature review provides no evidenced on creating flexibility through change management efforts. Flexibility is manipulated by structural and procedural changes. However, empirical data provided some examples of change projects whose target was to create flexibility. The implementation of these projects involved communication, participation, organizational support and leadership. Therefore, it can be concluded that flexibility can be created by change management efforts.

7.2 Answer to Research Question

The research is aimed to answer the following research question:

*What is the role of organizational culture in creating readiness for a change project?*

Both empirical and theoretical findings show the evidence of organizational culture as being pivotal in creating change readiness. However, organizational culture in its exclusivity, does not lead to readiness for a change project. Organizational culture builds a foundation for implementing change and creates readiness for a change project through mediation of change management efforts.

The theoretical framework proposed in the literature review was revised in accordance with the findings of the conducted empirical data analysis. The revision resulted in an alteration of the connections between the elements of the framework. Organizational culture was found to impact readiness for change project, but not directly. The role of change management efforts emerged as the necessary link between organizational culture and readiness for change projects.

7.3 Managerial Implications

Though the research proposes a framework for creating readiness for change projects, the authors acknowledge that the model does not provide a formal procedure that guarantees the success of a change project. However, given the verification and adjustment of the model based on data collected from multi-faceted industries, it does
provide managers with a framework that is applicable to most, if not all, change project settings. The following discussion highlights how the research and the suggested framework propose value to practitioners in the field of change projects.

It is important for managers to realise that organizational change is a complex phenomenon and it cannot be implemented through simply posing new rules and processes. To create a readiness for change, change managers need to focus on a few critical shifts in the behaviour. The efforts to completely change an organizational culture will stand futile. However, dimensions of the organizational culture that support implementation of change should be identified in order to serve as a basis for communicating information about change, supporting and involving employees into a change process and targeting the leadership.

Both theoretical and empirical finding gave evidence that organizational identification’s influence on change readiness depends on the context and content of the project. Before starting implementation of change projects, managers should recognize the organizational values that employees identify with and values introduced by the change project. This would show the values employees may be resistant to.

We would also like to suggest that managers should recognize the impact leadership can have on creating change readiness. This research proves leadership to be key factor in implementing organizational change. Communication, organizational support and participation are all strongly influenced by leadership.

**7.4 Theoretical Implications**

Research preceding this study discusses organizational change within the context of organizational culture and explores various dimensions of organizational culture. The authors of this research assert that the relationship between organizational culture and creating readiness for a change project has not been studied sufficiently. This is attributed to the lack of a comprehensive framework for defining the dimensions of organizational culture that actually affect readiness in change projects, a purpose served by this research. To serve this purpose, literature on organizational culture was studied and the general dimensions most commonly discussed were synthesized to further identify four dimensions of organizational culture that particularly affect readiness for a change project.

Given the diverse industrial and geographical backgrounds and varying change content of the projects analysed in this research, the suggested framework presented in this research is applicable for creating change readiness in a general setting. Previous research states that organizational culture, if strong in change-related dimensions, leads to readiness for a change project, and if weak, these dimensions can be reinforced by change management efforts to create change readiness. However this study proposes that change management efforts are needed to create change readiness regardless of the state of organizational culture. Organizational culture serves as the foundation for implementing change management efforts.

**7.5 Limitations of the Study**

We as authors acknowledge that this study has some limitations. First, all the research participants were change leaders or project managers. Therefore, the study lacks on perspective from change recipients. We acknowledge that interviewing the employees directly impacted by the change initiative would lead to a more nuanced understanding on the phenomena of inquiry.
Another limitation of this research is its cross-sectional nature. Conducting a longitudinal study would better reveal the intricate process of creating change readiness for a change project. However, given that most of interviewees had a profound experience in leading change projects, this limitation has been accounted for to a certain extent.

Given the short period of time during which the thesis was conducted and the holiday season coinciding with data collection and analysis, there was a lack of opportunity for additional interviews which could give a deeper insight into the phenomena.

7.6 Future Research Recommendations
This research focuses on identifying the role of organizational culture in creating readiness of a change project. Dimensions of organizational culture that relate to change readiness are identified. These dimensions have been found to influence change readiness through the mediating role of change management efforts. The study has been conducted in a general setting and is argued to be applicable to any change project. Empirical data shows that organizations in some industries are more ready for change than in other industries. Future research can maintain the identified organizational culture dimensions as constant and test their applicability for creating readiness for change projects under particular geographical, industrial or change content setting, or to conduct comparative studies to examine which industry characteristics determine readiness for a change project.

Another important aspect that has emerged in this research is the interplay between change management efforts and the dimensions of organizational culture. Future researchers can study the individual relationship between each change management effort and organizational culture dimension. This could lead to a more comprehensive framework to identify which change management efforts should be focused on to reinforce a particular dimension of the organizational culture in order to create change readiness.
Appendices
Appendix 1
Interview Guide

Interview themes:
1. Change project description
2. Change readiness
3. Organizational culture dimensions
4. Change management efforts

Below are the questions of the conducted semi-structured interviews. The questions marked with ‘g’ were asked to each interviewee and the questions marked with ‘f’ are follow-up questions that helped to broaden the perspective or to provide further the details.

Interview questions:

1. Change Project Description:
   - How often does change happen in the associated organization? (g)
   - Was the change project connected with change in employees’ behaviours, values, and beliefs? (g)
   - Why was the change needed? (g)
   - How long did the change project last? (g)
   - What was the extent of change (number of employees affected, number of departments involved)? (g)
   - Who was responsible for change project? (g)
   - How would you describe change/ project manager responsible: selection process, background, personal characteristics)? (g)
   - What were the new behaviours, attitudes, values introduced by the project? (g)

2. Change readiness:
   - Was the organization ready for change? (g)
   - What was the extent of employees’ awareness and understanding about the need of change? (f)
   - What were the behaviours, attitudes, beliefs, that restricted change implementation? (f)
   - Did employees believe that organization was ready for change?
   - How would you evaluate employees’ capability to implement change project? (f)

3. Organizational culture dimensions:
   - Was organizational culture an obstacle for change implementation? (g)
   - What in organizational culture became an obstacle? (f)
   - What in organizational culture helped in implementing change? (f)
   - How employees are motivated generally in the organization? Could you refer it to the project? (g)
   - How strongly employees identify themselves with the organization? (g)
   - Do employees tend to share the same values? (f)
   - Does the company have high employee turnover? Could you connect it to organizational identification of employees? (f)
   - Do you consider the organization as flexible? (g)
Could you describe structure of the organization? Does it provide flexibility? (g)  
How would you describe organizational procedures? Could you consider organizational procedures as bureaucratic? (g)  
How would you describe trust in the organization? Could you connect this to the project? (g)  

4. Change management efforts:  
What has been done to prepare the organization for the change project? (g)  
Could you describe communication campaign for the change project? (g)  
How were employees supported before and during change implementation? (g)  
How were employees involved in the project? (g)  
How do you evaluate the role of change/project leader in preparing organization for change project (g)?  
How would you describe the role of leadership in preparing organization for change? (g)  
What would you change in preparing organization for change if you had an opportunity to start this project all over again?
Appendix 2
Compatibility of Data on Organizational Culture

The following tables present information deriving from the empirical data for comparison between dimensions of organizational culture and organizational culture as a whole, and for checking its consistency with change readiness for the project. Data about some dimensions is not presented in the tables for one of the following reasons: technical problems with recording interview 1; interviewees did not give the required information; interviews gave information about organizational culture dimension but only in the project context.

Project 1
No data available.

Project 2

<table>
<thead>
<tr>
<th>ORG.CD</th>
<th>The presence in the organization</th>
<th>Organizational culture as impact as reported by interviewee</th>
<th>Change readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTIV</td>
<td>High</td>
<td>Assistance</td>
<td>Low</td>
</tr>
<tr>
<td>FLEX</td>
<td>High</td>
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<tr>
<td>TRUST</td>
<td>-</td>
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<td></td>
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<tr>
<td>ORG.ID</td>
<td>High</td>
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Project 3

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<thead>
<tr>
<th>ORG.CD</th>
<th>The presence in the organization</th>
<th>Organizational culture as reported impact as reported by interviewee</th>
<th>Change readiness (inferential)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTIV</td>
<td>High</td>
<td>-</td>
<td>Low (inferred)</td>
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<tr>
<td>FLEX</td>
<td>Low (inferred)</td>
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<tr>
<td>TRUST</td>
<td>high (inferred)</td>
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<tr>
<td>ORG.ID</td>
<td>High</td>
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Project 4

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<th>ORG.CD</th>
<th>The presence in the organization</th>
<th>Organizational culture as reported impact as reported by interviewee</th>
<th>Change readiness</th>
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<tbody>
<tr>
<td>MOTIV</td>
<td>high</td>
<td>Assistance</td>
<td>Low</td>
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<tr>
<td>FLEX</td>
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<td>TRUST</td>
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<td>ORG.ID</td>
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### Project 5

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<th>ORG.CD</th>
<th>The presence in the organization</th>
<th>Organizational culture as reported impact as reported by interviewee</th>
<th>Change readiness</th>
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</table>

| MOTIV  | High                             | Assistance                                                         | High (inferred)  |
| FLEX   | Low                              |                                                                    |                  |
| TRUST  | High                             |                                                                    |                  |
| ORG.ID | High                             |                                                                    |                  |

### Project 6

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<tr>
<th>ORG.CD</th>
<th>The presence in the organization</th>
<th>Organizational culture as reported impact as reported by interviewee</th>
<th>Change readiness</th>
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| MOTIV  | Low                              | Obstacle                                                          | Low              |
| ORG.ID | high (negative)                  |                                                                    |                  |
| FLEX   | Low                              |                                                                    |                  |
| TRUST  | Low                              |                                                                    |                  |

### Project 7

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<th>ORG.CD</th>
<th>The presence in the organization</th>
<th>Organizational culture as reported impact as reported by interviewee</th>
<th>Change readiness</th>
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| MOTIV  | High                             | Assistance                                                         | Low (inferred)   |
| FLEX   | High                             |                                                                    |                  |
| TRUST  | High                             |                                                                    |                  |
| ORG.ID | High                             |                                                                    |                  |

### Project 8

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<th>ORG.CD</th>
<th>The presence in the organization</th>
<th>Organizational culture as reported impact as reported by interviewee</th>
<th>Change readiness</th>
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</table>

| MOTIV  | Low                              | Assistance                                                         | Low              |
| ORG.ID | High                             |                                                                    |                  |
| FLEX   | High                             |                                                                    |                  |
| TRUST  | High                             |                                                                    |                  |
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