THE EFFECTS OF CHANGE MANAGEMENT IN AN ORGANISATION: A CASE STUDY OF NATIONAL UNIVERSITY OF RWANDA (NUR)

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Abstract
Change has become a constant phenomenon which must be managed properly for an organization to survive. Knowledge and awareness about many of the critical issues involved in the management of such change is often lacking. This study sought to find out the effects of change management in National University of Rwanda. It was guided by the following specific objectives: to analyze the effect of change management on organization culture at National University of Rwanda; to determine the effect of change management on Organization structure at National University of Rwanda; and to investigate the effect of change management on leadership at National University of Rwanda. This study used a descriptive case study approach. A purposive sample of 57 senior staff members directly involved in managing organizational change participated. Data collection was based on secondary and primary sources. The data collected from questionnaires and secondary sources was summarized according to the study themes being change management and its effects on organizational structure, culture and leadership. Quantitative data was analyzed using descriptive statistics like mean, mode, median and frequencies. Results were presented inform of charts and tables for quantitative data and in prose for qualitative data. This study found that there are changes in the management of faculties. There are also changes in the requirements and performance of the staff where administrative staffs are now supposed to be having at least a bachelor's degree in relation to the positions they occupy. Previously, there were no such restrictions and conditions to occupy such slots. The University Administration has introduced the idea of performance contracting where employees are required to set targets from which they are evaluated. Module system was introduced to replace classical way of teaching. These changes were found to affect the organization human resources in terms of downsizing, outsourcing and recruiting more staff to fill some new posts. Technological changes in terms of enhanced internet bandwidth in the university have considerably had a significant impact on the operations of the university both in Academic and administration. This study recommends enhanced teamwork in order to get rid of conflict of interest between departments. The study also recommends that organizational goals, objectives, vision and mission should be clear.

CHAPTER ONE: INTRODUCTION

1.1 Background

Many organizations are occasionally faced with challenges that force them to adjust or change (Burnes, 2004). Development organizations, in particular, regularly have to go through change processes when having to respond to new development scenarios or simply as part of their expansion or restructuring processes. The implications of change processes are regularly under-estimated by senior management and not managed adequately. Ansoff (1987) asserts that it's known that leadership can make a great difference,

and that its importance for organisational success is intensifying. Yet we still know too little about the qualities and practice of effective organisational leadership and change management.

Universities are a major sector which has significant contribution to socio-economic development. The external changes that have been facing the organizations provide an avenue for thinking. Managers have adopted change practices with varying levels of success. While studies on change have been done on manufacturing, (Shem, 2005) public sector (Nyamache, 2003) International Development organizations (Muturi, 2006) and in other corporations none has been done on the education sector and Public Universities as well in Rwanda. This study will therefore provide insights on change practices in these organizations.

1.1.1Change Management

Most organizational managers today would agree that change has become a constant phenomenon which must be attended to and managed properly if an organization is to survive. Changes in technology, the marketplace, information systems, the global economy, social values, workforce demographics, and the political environment all have a significant effect on the processes, products and services produced. The culmination of these forces has resulted in an external environment that is dynamic, unpredictable, demanding and often devastating to those organizations which are unprepared or unable to respond (Burnes, 2004).

According to Schaffer (1992), those organizations which do survive are often relegated to the role of playing "catch up" to their competitors, while others are either absorbed into larger entities via mergers or acquisitions or simply dissolved into a collection of corporate assets and liabilities. In fact, many of the popular trends in management and organizational consulting such as business process re-engineering, total quality management and the learning organization represent systematic methods for responding to and channeling effectively the forces of change. Unfortunately, the vast majority of improvement initiatives undertaken by organizations, even with the best of intentions, are destined to have little impact.

While organizational change is a constant experience, knowledge and awareness about many of the critical issues involved in the management of such change is often lacking in those responsible for its progress. Clearly, if organizations are ever to experience a greater level of success in their development efforts, managers and executives need to have a better framework for thinking about change and an understanding of the key issues which accompany change management. Change management has been linked to the organization's competitiveness and response to changes in the environment. Ansoff and McDonnell (1990), state that changes arise out of the need for organizations to exploit existing or emerging opportunities and deal with threats in the market. It is crucial that organizations seek to create a competitive advantage and wherever possible innovate to improve their competitive positions. This implies the readiness to change within the organization and the ability to implement the proposed change.

A host of external factors influence an organization's choice of direction and action and ultimately, its organizational structure and internal processes. These factors, which constitute the external environment, can be divided into three interrelated Strategies categories, that is factors in the remote environment, factors in the industry environment and factors in the operating environment (Pearce and Robinson, 1991). Organizations manage change directly. Balogun and Hailey (1999) identify important contextual features that should be taken into account when designing change programs. These include the scope, institutional memory, diversity of experience within an organization, the capability of managing change and the readiness for change throughout the different levels in the organization.

There are different approaches to managing change some are sudden, planned and incremental. Kazmi (2002) says that change is not linear and therefore cannot be worked on a mathematical formula basis with a set of variables that will yield a fixed answer for their combination. Aosa (1996) points out the necessity of carrying out change within the context of unique environmental challenges within Africa. Therefore change is context and environmental dependent, and there is no one best way.

1.1.2 Public Universities in Rwanda

According to the National Council of Higher Education (NCHE), there are 17 Public Higher Learning Institutions in Rwanda. The Public Higher Learning Institutions are National University of Rwanda, Kigali Institute of Science and Technology, Kigali Institute of Education, School of Finance and Banking, Higher Institute of Agriculture and Animal Husbandry, Umutara Polytechnic, Institute of Legal Practice and Development, Kabgayi School of Nursing and Midwifery, Rwamagana School of Nursing and Midwifery, Byumba School of Nursing and Midwifery, Kavumu College of Education, Rukara College of Education, Kibungo School of Nursing and Midwifery, Kicukiro College of Technology, Tumba College of Technology, Kigali Health Institute, and Nyagatare School of Nursing and Midwifery. By categorization, they are 10 Colleges, 1 Polytechnic, 5 Institutes and 1 University (National Council of Higher Education website http://www.highereducationcouncil.org).

1.1.3 The National University of Rwanda (NUR)

The National University of Rwanda (NUR) is a Rwanda's state university, founded in November 1963 as an institution of higher learning, with a mission to provide higher education, conduct research, and offer services to the community. It is the oldest and largest University in the country. The University is located in the Southern Province, 150 km south of the capital city of Kigali. It was the only publicly funded university until the 1990's. Before the 1994 war and genocide, it had three campuses in Butare, Kigali and Ruhengeri. After 1994, because of resource constraints, the three campuses merged into one campus in Butare. Since the reopening of NUR in 1995, 8,747 students have graduated from NUR. With over 10, 000 students registered this year. NUR has over one third (1/3) of the total student population in all the higher education institutions in Rwanda. NUR is currently having 7 Faculties, 2 Schools and 6 Centers. NUR has also 10 Postgraduate Programs. The medium of teaching and learning is English. The current staff is around 1035 including Academic, Administrative and Technical.

Between April and July 1994**,** the University community lost a good number of its staff and students who were killed during the genocide. The University suffered a great loss; laboratory equipment, the computer equipment and academic infrastructure were destroyed or taken away. NUR was closed because of the prevailing war in the country, those who were not killed had to hide themselves, and others fled in exile. In 1995 the university reopened. The campus of Ruhengeri and the Kigali Faculty of Law shifted and became part of the campus of Butare. The main change was that all the faculties and schools were regrouped in Butare Campus for security and administrative reasons. The beginning was not easy but the government decided the smooth running of NUR at all costs. The Campus that was supposed to cater for 1,600 students now lodged more than 4,500. NUR took off smoothly but surely despite the wounds to dress, the buildings to repair and English became a new language of teaching (National University of Rwanda website: http://www.nur.ac.rw).

The National University of Rwanda is committed to building an institution whose motto is 'Excellence in Education and Service to the People.' As it is vivid no country can develop without adequate knowledge institutions supplying relevant expertise and skills for social and economic transformation. In all successful nations, the role of the university has gone beyond the traditional missions of teaching and research. NUR is

as a matter of fact the "engine of social and economic development" in terms of innovations and the commercialization of ideas that lead to entrepreneurial activities and the formation of business enterprises. The university, above all, provides the bulk of the required skills and knowledge for the national labour market to meet both public as well as private sector demands. In Rwanda, Vision 2020 recognizes the need for a critical mass of skills in all areas of national life. As the premier knowledge institution in Rwanda, the National University of Rwanda is repositioning itself so that it can play a developmental role and thereby assist the country to realize its vision (National University of Rwanda website: http://www.nur.ac.rw).

According to Aosa (1998), organisations being environmental dependent have to constantly adapt their activities and internal configurations to reflect the new external realities and failure to do so may put the future success of an organisation in jeopardy. Rwandan environment is not relieved of from is happening on the global scene. National University of Rwanda is facing several challenges and how to manage their effects, including inadequate resources, rapid technological changes, growing number of students as a result of increasing demand for higher education, the changing of the medium of instruction from French to English, and the introduction of the Bologna system of education based on student centered learning (National University of Rwanda: Strategic Plan 2008-2012).

1.2 Statement of the Problem

Change has become a constant phenomenon which must be attended to and managed properly if an organization is to survive. Changes in technology, the marketplace, information systems, the global economy, social values, workforce demographics and the political environment have a significant effect on the processes, products and services produced. The culmination of these forces has resulted in an external environment that is dynamic, unpredictable, demanding and often devastating to those organizations which are unprepared or unable to respond (Burnes 2000). While organizational change is a constant experience, knowledge and awareness about many of the critical issues involved in the management of such change is often lacking in those responsible for its progress. Clearly if organizations are ever to experience a greater level of success in their development efforts, managers and program officers need to have a better framework for thinking about change and an understanding of the key issues which accompany change management. Change management has been linked to the organization's competitiveness and response to changes in the environment (Ansoff and McDonnell, 1990). This implies the readiness to change within an organization and the ability to implement the proposed changes.

According to Pearce and Robinson (1991) a host of external factors influence an organization's choice of direction, action and ultimately, its organizational structures and internal processes. These factors, which constitute the external environment, can be divided into three interrelated strategy categories that are factors in the remote, industry and operating environment. National University of Rwanda is one of the institutions in that has tried to implement changes over a number of years in order to deliver its services to the ever growing population of students.

Though change management is a subject studied extensively in Kenya, the subject is least if not at all studied in Rwanda. Most studies in this area have embarked on the process of change management. Rukunga (2003), studied strategic change management at the Nairobi Bottlers Ltd and found out that Nairobi Bottlers Ltd had successfully embraced change management as a strategy and that it had positively affected their operations. Ongaro (2004), conducted a study on strategic change management practices at Kenyatta National Hospital (KNH), he concluded that change management were needed in service industries and that implementation of reforms was successful at KNH. These studies have all been carried out in Kenya and

none has crossed or tackled a Rwandan context. It is therefore imperative to note that there is a need for this research to be undertaken to investigate and establish the effects of change management in organisations in Rwanda. The problem of this study therefore was to find out the effects of change management in National University of Rwanda.

1.3 Objectives of the Study
1.3.1 General Objective
The general objective of the study was to examine the effects of change management in an organization; taking a case of National University of Rwanda.

1.3.2 Specific Objectives
  i.   To analyse the effect of change management on organization culture at National University of Rwanda;
 ii.   To determine the effect of change management on Organization structure at National University of Rwanda; and
iii.   To investigate the effect of change management on leadership at National University of Rwanda.

1.4 Significance of the Study
The study would help the researcher to gain problem solving skills as well as the skills of academic report writing. The researcher would also benefit through the communication and writing skills that will be gained by the time the research project is completed. In addition, the results of the study would be important to the practitioners and academicians both in the private and public sector by contributing to the existing body of knowledge in the area of management in general and change management practices in particular. Academicians may use findings for further research, while practitioners may apply lessons in planning and implementing future changes.

The study would be of importance to other public institutions whose interest lies on improved services delivery for customer satisfaction. It would assist the institutions in pointing out areas of difficulties in the allocating of resources towards addressing priority needs. The study would also help the institutions in formulating a policy on areas that necessitate change management. In the academic field, future researchers can use the study as a reference point if one is researching on change management and related topics. The findings of the study would be of use to trainers in human resource in that it will assist them in knowing the areas which should be given concentration when training managers on change management.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction
This chapter reviews literature related to the study based on the following sub-thematic areas: organization change and the effects on its management; conceptions of change and strategic management; employees resistance to change; change management and the challenge to rationality; the rational-linear view of change; theoretical framework of discourse-based theory of organizational change and chapter summary.

2.2 Organizational Change and the Effects on its Management
Generally, it is assumed that managers are in favour for or against a (new) strategy "neither as a habit nor as a mindless repertoire." (Stubbart, 1989, p.330) but for rational reasons and on the basis of objective facts. And one can hear a lot about the official reasons for managerialistic change; to increase efficiency and

reduce costs, to increase profits and growth, to become more business-like and to secure the survival of the organization – you name it. All these claims might be true, many managers may really believe in what they say and work very hard to achieve the changes and results proclaimed. However, behind such claims there can be also reasons and drivers which are being mentioned less often, if at all. Despite all assurances by the proponents of new public management that the new agenda is solely about rational strategic responses and "technical" aspects, organisational politics imply otherwise. Strategic change initiatives, their formulation and implementation are much about influence, power and control (Diefenbach, 2006).

Walsh (1995) (similar Humphrey (2005)) draws the attention to the fact "that the struggle for power in an organization is often a struggle to impose and legitimate a self-serving construction of meaning for others". Managers want to get "their" version through, their interpretation of how the world "is" and what the organization should be doing – because they know very well that getting ones "meaning" through will generate further chances and possibilities. Organizational change is a socially constructed reality with negotiated meaning as outcomes of power relationships and struggles for supremacy (Grant et al., 2005). "Between the lines" a particular strategy is primarily about power and control, dominance and supremacy, whose access to resources will be enlarged or reduced, who can stay and who has to go.

Managers might have to deliver "results" and therefore are not absolutely free in their choices. But they make decisions on quite a rational basis – seen from their perspective. Hence, many managers – like many other people – make decisions first with regard to their personal interests (in the West, at least), to their own position and career aspirations, to their families and social affairs and the like (Willmott, 1997, p. 1335). These personal interests usually fit to group interests, i.e. to strengthen the roles, position and influence of managers (in comparison and against other professions, lower ranks or external stakeholders). Strategic change initiatives, discourses about strategy, change, and other management issues provide excellent opportunities for senior and middle managers to set the agenda, to get their ideology through as the organisation's primary strategic objectives, to strengthen their role and position, to keep, gain or increase internal influence. Managerialistic strategies and change management are "the modernist project which has as its heart the transcendence of professional management as a means of achieving control in organizations" (McAuley et al., 2000): For those who believe in the principles that underlie it, managerialism as philosophy legitimates 'the interests of management in how organisations are managed, stressing the role and accountability of individual managers and their positions as managers' (Lawler and Hearn, 1996; McAuley et al., 2000). By pursuing their personal interests they also pursue group interests. New public management change initiative is an odd combination of managerialistic ideology, personal and group interests.

2.3 Conceptions of Change and Strategic Management

The strategic management model assumes that the changes in the organization can be captured by one or a few objectives (Thompson and McEwen, 1958). But what if the change-process involves multiple changes simultaneously? This question leads the discussion into a path discussing hierarchies of objectives or complexity. Therefore, it is often assumed that the strategic management effort solves a single business problem or situational challenge. In most modern theories of managing change, the goal-setting and objectives have been substituted by the vision as a driver for planned change. The vision plays a central role in modern change management as an abstract organizing and driving force creating meaning and motivation in the change process (Kotter, 1990, 1995, 1996; Beer et al., 1990; Li, 2005; Kaplan and Norton, 2007).

There is a generic difference between incremental changes on the one hand and major or radical changes on the other hand. There are four basic ways of understanding change. If these four basic ways of understanding organizational change are looked at, then the practical paradox challenge to the strategic balance assumption and planning when the demand for strategic change is more frequent than the strategic

ability to plan and implement change strategy can be seen. The faster the change cycle runs and the frequency raises, the more paradoxical strategic planning and managing intentional change processes becomes, since vision, mission, and strategies cannot be changed too often without making the strategic efforts meaningless. There is some inspiration towards dissolving or coping with the practical paradox of keeping up with strategy in reference to the theory of evolution.

Change may be understood relative to its' frequency (how often does change occur), and its' intensity (is it minor, incremental, stepwise, or major, radical). The intensity may be subdivided into whether the change is continuous, evolutionary, development, or is discontinuous, revolutionary, or transformational. But change should also be understood relative to its' degree of successfulness – how much time does it contribute to survival and sustainability by creating periods of relative stability.

2.4 Employees Resistance to Change

People do not like change, any change. A "strong preference for stability and continuity" (Brooks and Bate, 1994, p. 181) might be in the human nature. People only want to change when both the pull- and push-forces are that strong that people themselves see no other solution anymore than to change. An allegedly "much more challenging business environment" and a "vision" of a "more business-like" organization are definitely not enough to convince employees to change their daily routines at their desks.

Another issue people are quite sensitive about is the "technical" aspects of change initiatives, i.e. how change is introduced, communicated and discussed, if and how their viewpoints are not only being heard but seriously taking into account. Many people are (still) of the opinion that an organization is or should be much more than a profit-generating, efficiency-improving machinery. Such values and convictions can be quite deeply embedded in an organization's culture and people's attitudes (Kirkpatrick and Ackroyd, 2000). Any change initiative has to take this into account: There is a significant body of literature that draws attention to the difficulty of changing organizational culture on the grounds of that culture is deeply ingrained in the underlying norms and values of an organization and cannot be imposed from above (Parker and Bradley, 2000).

In this sense, many people seem to be against top-down and paternalistic approaches of leadership and centralization of power and control (Diefenbach, 2006). But what many people perhaps resist the most is the cynical use and misuse of "grand" ideas for personal and group interests. People resist ambitious senior managers who join organizations they do not know, who are only interested in furthering their own career and market-value, mess with several change management initiatives, and then leave the organization in a state worse than before for good and with a golden handshake. People resist managers who have only little understanding of the business, who do not care for the ideas and needs of their employees, and the organizational necessities and opportunities, with managers who pretend to be busy and important, even crucial for the sake and survival of the unit but at the end of the day are only interested in their career and the increase in their market value, in strengthening their position and securing their pension scheme. Therefore, people are not against change per se, but these specific tendencies. Managerialism produces resistance (Kirkpatrick and Ackroyd, 2000) – and other negative outcomes. It is often the cause of the problem and not the cure.

2.5 Change Management and the Challenge to Rationality

Those charged with bringing about changes in organizations have a myriad of challenges to deal with. There is evidence to suggest that the universal, prescriptive model of change management is inadequate to describe the diversity of approaches actually used by organizations (Dunphy and Stace, 1993). Some seek to restrict the meaning of change management to the felt need to improve organizational performance and members'

own position within the organization (Goodstein and Burke, 1991). Dawson (1996) has discussed the limitations of adopting such a simple definition of change. She sees conflicting interests and resistance as some of the barriers to achieving the desired results in the felt need for change. Other researchers (Tichy, 1983) acknowledge the frustration that manager's feel when their organizations do not respond to elaborately analyzed plans, where there is a lack of interaction between decision and action.

There are those who perceive change management as a systemic process incorporating systems of interpretation and meaning (Hassard, 1991; Knights and Willmott, 1995). This view is particularly important, as it emphasises the social aspects of exchange through which the locus of knowledge and the understanding of "real" things is subjectively shared and shaped by individuals through conversation and dialogue. What is seen as real is made real through sense-making processes (Weick, 1995), and "the social world is best understood from the viewpoint of the participant-in-action" (Hassard (1991, p. 277). In an empirical sense, this perception of change management reflects the management of processes through liberal exchange of knowledge, building of trust and acknowledgement of the heterogeneity in values, preferences and interests. In spite of the attention that the management of change has received, organizations continue to have problems in managing organizational change and "the search for generalized laws of change still pervades the discipline" (Wilson, 1992). There is a gap between what the rational-linear change management approach prescribes and what change agents do.

2.6 Change Management and the Rational-Linear View of Change

In line with the classic argument on "environmental determinism" (Burns and Stalker, 1961), change in organizations is perceived by internal change agents in this study as being triggered by change in environmental conditions such as competitive pressures, legislation, environmental and safety regulations, world-wide economic threats, key stakeholders and leadership preferences and technological advancements. However, the wider political struggles to gain control over scarce resources emerge as the most powerful stimulator of change. As far as the cases are concerned, considerable time is invested into building relationships to this end.

Unity in goals and full participation in change efforts, despite the fact that such participation may not generate a complete agreement on various aspects of the change process, are seen as desirable conditions for effective implementation of organizational change. These espoused values reflect a "'unitary' frame of reference which emphasizes the philosophy that organizations have goals to which all organizational members subscribe, with all working towards their attainment" (Senior, 1997, p. 167). The need for united efforts is exemplified by the need for integrated systems and change initiatives.

It is claimed that change regarding a tangible output, such as a capital investment or a new building, is easier to bring about than change concerning an intangible output, such as the degree of learning. This is because procedures that guide actions in the case of tangible product changes are seen as more codifiable than those for tangible outputs (Nonaka and Takeuchi, 1995). There is an extensive difference in the way change management is perceived between managers having administrator roles and engineers reflecting the non-linear, quasi-rational nature of change. Administrators are seen by some of the engineers as heavily embedded in politics and detached from actual change.

2.7 Discourse-Based Theory of Organizational Change

A number of studies have suggested that discourse theory and the analysis of organizational discourse offer considerable potential for understanding the nature and complexity of organizational change. However, while these studies demonstrate some of the potential contributions that a discourse based theory of

organizational change might make, they also exhibit two inter-related problems. First independently or in combination, none of the studies attempts to provide a comprehensive or integrated discourse theory of change. The discursive change model, if one exists, is implicit, but not fully articulated. Second, by virtue of the model being underspecified, the value of the observations and results of studies of organizational discourse and change are potentially open to question or even undermined (Ford, 2008).

In reference to level of change related to discourses, it operates at several different levels. It is possible to identify five that merit attention in relation to organizational change – the intrapsychic, the Micro, the Meso, the macro and the Meta. At the *intrapsychic level* a discourse might manifest itself in the form of internalized stories and introjected beliefs that an individual tells them self. It can also refer to cognitive frames and schemas (Ford, 2008). Analyses of discourses at the *micro level* focus on the detail of language in use by individuals. Beyond the individual focus of the micro-level, it is possible to consider discourse at the *meso-level* to explore the interpersonal. At this level discursive interactions will impact on the actions and behavior of individuals within a localized context, e.g. a department or among a specific group of actors who socially interact on a regular basis (Mumby, 2004).

Macro level discourses can be viewed as an aggregation and accumulation of an amalgam of meso-level discursive interactions in organizations. Here, interactions such as conversations and texts coalesce to form the dominant thinking, institutional practices and collective social perspectives within an organization. *Meta level* discourses have been described as discourses that are recognised and espoused at the broader societal level and across institutional domains. As such they might address "more or less standard ways of referring to/constituting a certain type of phenomenon" (Alvesson & Kärreman, 2000: 1133). The texts within any level of discourse are linked to, and informed by discourses and the texts that operate from other levels. This inter-textuality means that it is important to identify and analyze specific, micro-level discourses pertaining to change, within say a conversation, and to then place them in the context of other meso, macro or even meta discourses (Boje, 2001).

2.8 Three-Step Change Theory

Kurt Lewin (1951) introduced the three-step change model. This social scientist views behavior as a dynamic balance of forces working in opposing directions. Driving forces facilitate change because they push employees in the desired direction. Restraining forces hinder change because they push employees in the opposite direction. Therefore, these forces must be analyzed and Lewin's three-step model can help shift the balance in the direction of the planned change. According to Lewin, the first step in the process of changing behavior is to unfreeze the existing situation or status quo. The status quo is considered the equilibrium state. Unfreezing is necessary to overcome the strains of individual resistance and group conformity. Unfreezing can be achieved by the use of three methods. First, increase the driving forces that direct behavior away from the existing situation or status quo. Second, decrease the restraining forces that negatively affect the movement from the existing equilibrium. Third, find a combination of the two methods listed above. Some activities that can assist in the unfreezing step include: motivate participants by preparing them for change, build trust and recognition for the need to change, and actively participate in recognizing problems and brainstorming solutions within a group
(Robbins 564-65).

Lewin's second step in the process of changing behavior is movement. In this step, it is necessary to move the target system to a new level of equilibrium. Three actions that can assist in the movement step include: persuading employees to agree that the status quo is not beneficial to them and encouraging them to view the problem from a fresh perspective, work together on a quest for new, relevant information, and connect the views of the group to well-respected, powerful leaders that also support the change.

The third step of Lewin's three-step change model is refreezing. This step needs to take place after the change has been implemented in order for it to be sustained or "stick" over time. It is high likely that the change will be short lived and the employees will revert to their old equilibrium (behaviors) if this step is not taken. It is the actual integration of the new values into the community values and traditions. The purpose of refreezing is to stabilize the new equilibrium resulting from the change by balancing both the driving and restraining forces. One action that can be used to implement Lewin's third step is to reinforce new patterns and institutionalize them through formal and informal mechanisms including policies and procedures (Robbins 564-65). Therefore, Lewin's model illustrates the effects of forces that either promote or inhibit change. Specifically, driving forces promote change while restraining forces oppose change. Hence, change will occur when the combined strength of one force is greater than the combined strength of the opposing set of forces (Robbins 564-65).

2.9 Phases of Change Theory

Lippitt, Watson, and Westley (1958) extend Lewin's Three-Step Change Theory. Lippitt, Watson, and Westley created a seven-step theory that focuses more on the role and responsibility of the change agent than on the evolution of the change itself. Information is continuously exchanged throughout the process. The seven steps involve diagnosis of the problem; assessing the motivation and capacity for change; assessing the resources and motivation of the change agent; choosing progressive change objects; selecting and clearly understanding role of change agents by all parties so that expectations are clear; maintaining the change; communication, feedback, and group coordination are also essential elements in this step of the change process; finally, the change agent should gradually withdraw from their role over time. This will occur when the change becomes part of the organizational culture (Lippitt, Watson and Westley 58-59).

Lippitt, Watson, and Westley point out that changes are more likely to be stable if they spread to neighboring systems or to subparts of the system immediately affected. Changes are better rooted. Two examples are: the individual meets other problems in a similar way, several businesses adopt the same innovation, or the problem spreads to other departments of the same business. The more widespread imitation becomes, the more the behavior is regarded as normal (Lippitt, Watson and Westley 58-59).

2.10 Chapter Summary

The contingencies that are seen as providing an optimum solution for organizing labour, raw materials and capital and for adopting new organizational practices by the advocates of the rational-linear view of organizational change (Kotter, 1995) only serve as internal change agents' espoused beliefs. In practice, the impact of a change-inducing contingency can vary across organizations. In spite of the fervor surrounding rational-linear models of change, there is evidence to suggest that firms are not as uniform in the manner in which they respond to change. As the present study shows, there are cultural and political factors at play that can result in persistent differentiation across organizations.

The differences in perceptions of what change management means and how it happens are likely to be important in influencing behavior. For example, where a change agent adopts a rational, planned view, he or she is likely to limit considerable freedom to particular individuals and follow an orderly linear approach to change management. However, as the systemic-multivariate accounts of change management in this study indicate, organizations are not simply driven to incorporate practices and procedures defined by prevailing rationalized concepts of organized work. In an ideal sense, change from within an organization may be seen as sufficient to initiate change in mindsets (Schein, 1993). However, in practice, internal change agents, as far as the cases are concerned, require discontinuous change evoked by an external stimulus to initiate

change in mindsets. Organizational members tend not question the status quo unless they are faced with an obligatory change factor, such as a financial or a political crisis.

It is difficult to break habitual routines that are embedded in past learning. What appears to be needed to encourage people to accept change is the unfreezing of the organization by "disconfirming, and creating anxiety and psychological safety" (Schein, 1993) and institutionalizing new behaviors in a context of intuitive appreciation of the different challenges to profound change and contextual learning (Senge et al., 1999). Although change in itself means uncertainty, managers are expected to generate clear and adequate formulation of what the problem is and where they would like the organization to be. In other words, they are expected to create a coherent structure from a set of incoherent and disorderly events. Although, in theory, common values and preferences can allow for clarity in direction, in practice, resource constraints and power struggles do not provide one with the flexibility to work towards a complete agreement of organizational decisions and goals. The idealized normative patterns of change agents are clearly different from the non-rational perspective that is actively pursued in practice. Internal change agents' perceptions about the need for change, the opportunity to change and about the way to change are vital aspects to be understood (Senge et al., 1999). An area that merits further research is the process whereby organizations can achieve a healthy balance between the systemic-multivariate realities and the rationalized normative qualities of the business world in managing change. This would constitute a step towards a more refined research on organizational change and help contribute to developing better conceptual frameworks that take a more integrated view and improve managerial practice (Schein, 1993).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction
This chapter reviews the method of conducting research that was employed by the researchers based on the following sub thematic areas as shown in the study. Research Design, the Population, Sample Design, Data Collection and Data Analysis were reviewed.

3.2 Research Design
This is a case study that has utilized a descriptive case study approach to achieve the set objectives. According to Yazici (2009), a case study places more emphasis on a full contextual analysis of fewer events or conditions and their interrelations. This design was suitable because the study requires an accurate examination of the effects of change management; whereby in-depth, insightful and unique information on the effect of change management at National University of Rwanda can be obtained best through a descriptive case study method.

3.3 The Population
The study population was staff of National University of Rwanda who has experienced various forms of organizational change. The population targeted for the study must have been involved in organizational change both directly and indirectly impacted upon by the new administrative systems. The total population of staff at the National University of Rwanda is 1035 out of which the researcher targeted 57 staff members involved in making decisions and are the top of management in the institution.

3.4 Sample Design
A purposive sample of 57 staff members who were senior staff and are directly involved in managing organizational change were involved in the study. According to Winter et al. (2009), a purposive sample is a

non-probability sample that conforms to a certain criteria. The research took purposively 57 staff members who are at the top management of the University.

3.5 Data Collection

Data collection is the process of gathering information about a phenomenon using data collection instruments (Sekaran, 2000). Data collection was based on secondary and primary sources where primary data was obtained through the use of questionnaires as the main data collection instrument while secondary data was obtained from journals and books in the library and the University's annual reports. Questionnaires was both open ended and closed and were also be both qualitative and quantitative in nature to capture all the aspects of the effects of change management in an organization. A total of 57 questionnaires were developed which were then be administered through drop and pick method.

3.6 Data Analysis

Data was analyzed using content analysis of written materials drawn from personal expressions of participants. The data collected from questionnaires, interviews and secondary sources was summarized according to the study themes being change management and its impact on organisational structure, culture and leadership. Data was then analyzed to determine its accuracy, credibility, usefulness and consistency. According to Cooper and Schindler (2011), content analysis measures the semantic content or the "what" aspect of the message. Its breadth makes it flexible and wide-ranging tool that is used as a methodology or as a problem-specific technique. Quantitative data was analyzed through coding in SPSS version data editor where inferences were drawn and descriptive statistics like mean, mode, median and frequencies of responses were used to give the results of the analysis which were then presented inform of charts and tables and prose for qualitative data.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. The purpose of the study was to examine the effects of change management in an organization; taking a case of National University of Rwanda. The objectives of this study were to analyze the effect of change management on organization culture at National University of Rwanda; to determine the effect of change management on Organization structure at National University of Rwanda; and to investigate the effect of change management on leadership at National University of Rwanda. This chapter focused on data analysis, interpretation and presentation. The researcher made use of frequency tables and percentages to present data.

The researcher targeted a sample of 57 staff members who are at the top management of the University out of which 49 responses were obtained. This represented an 85.96% response rate. According to Babbie (2002) any response of 50% and above is adequate for analysis thus 85.96% is even better.

4.2 General Information

As part of their general information the researcher requested the respondents to indicate their gender. The results are shown in figure 4.1 below:

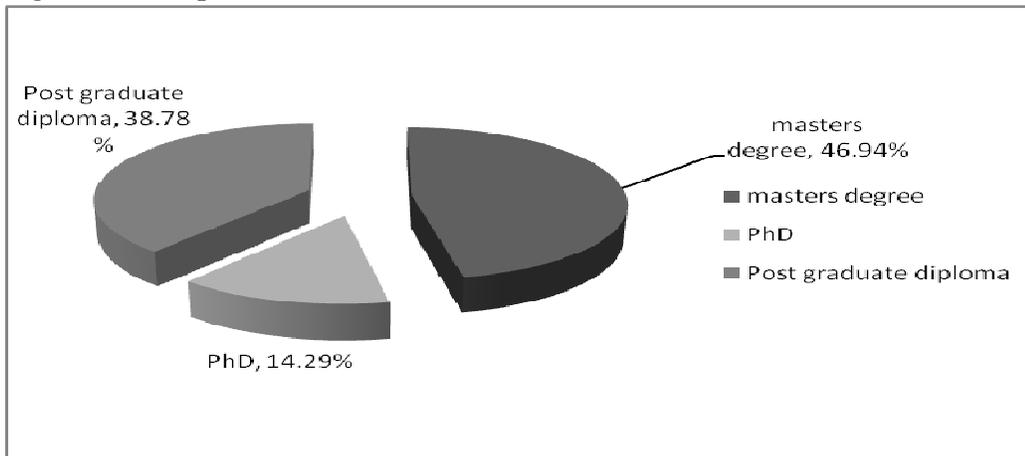**Figure 4.1: Gender of the Respondents**
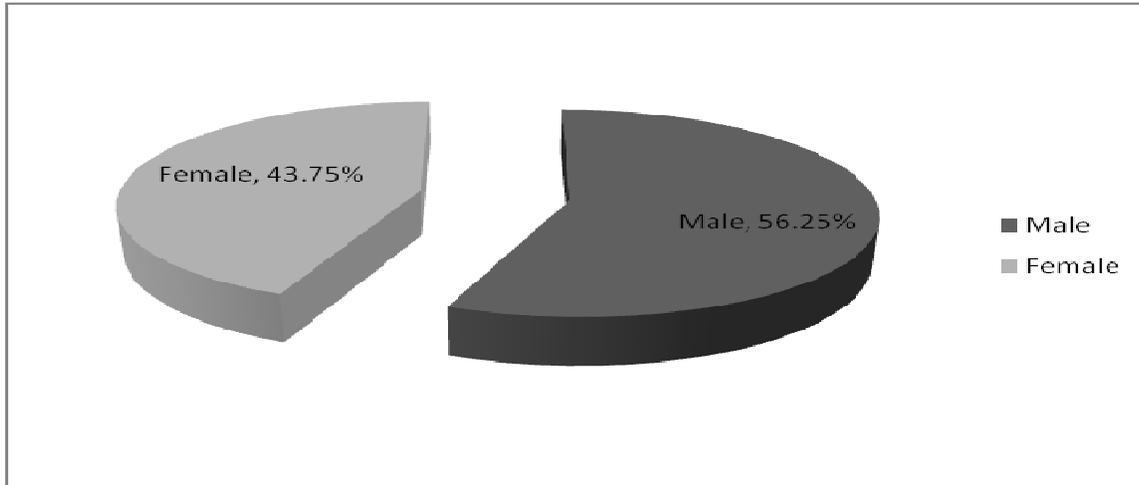
It was realised that 56.25% of the respondents in this study were male while 43.75% were female. This clearly shows that majority of the respondents in this study were male.

**Figure 4.2: Respondents' Age Bracket**
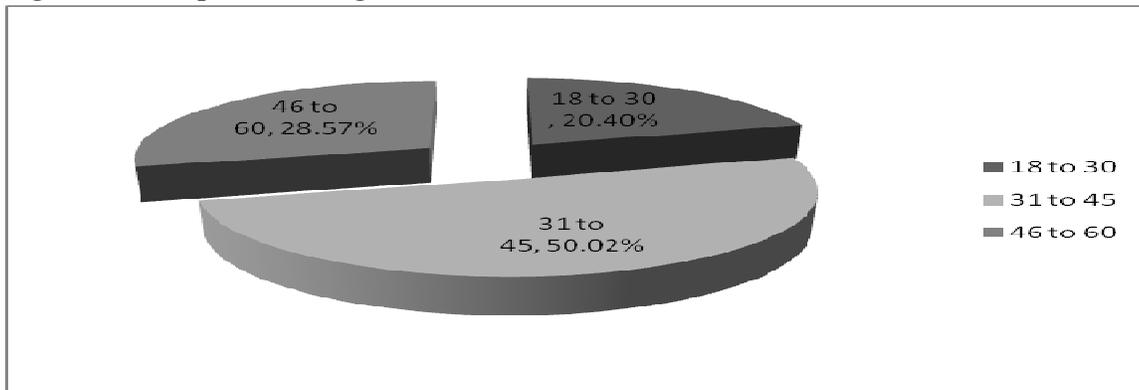
On the respondents age bracket, the study found that majority of the respondents (50.02%) were aged between 31 and 45 years, 28.57% were aged between 46 and 60 years and 20.40% were aged between 18 and 30 years. This shows that majority of the respondents were aged between 31 and 45 years.

**Figure 4.3: Respondents Education Level**

On their level of education, 46.94% of the respondents indicated that they had masters' degree, 38.78% had postgraduate diploma and 14.29% had PhDs. This shows that majority of the respondents had masters degree.

Figure 4. 4: Work Experience
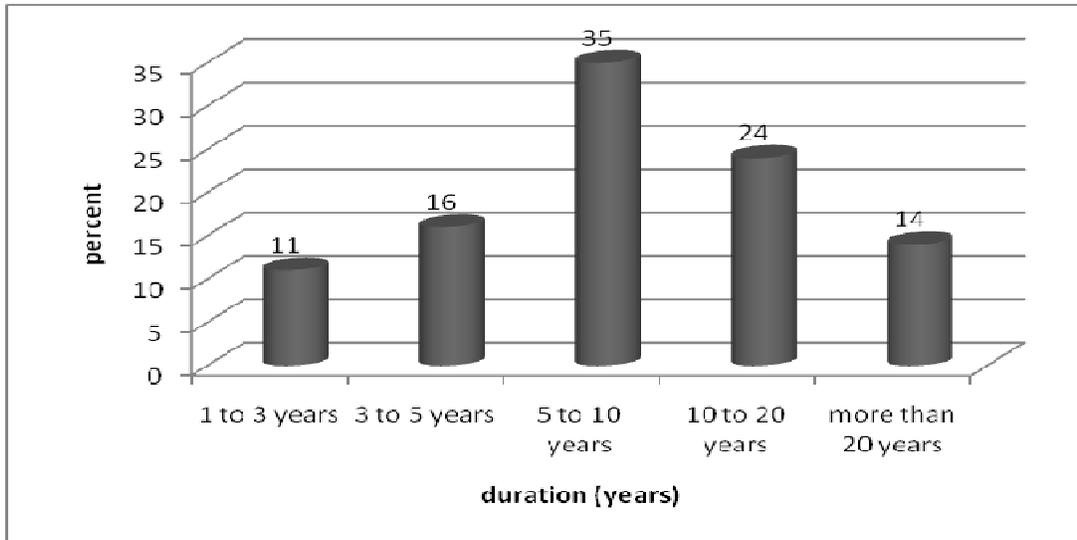
In an effort to determine the respondents work experience the researcher requested them to indicate the number of years they had been working at National University of Rwanda. From the findings 35% of the respondents indicated that they had been working in the university of Rwanda for between 5 and 10 years, 24% had been working there for between 10 and 20 years, 16% had been working there for between 3 and 5 years, 14% had been working there for more than 20 years and 11% had been working there for between 1 and 3 years. This clearly shows that majority of the respondents had a working experience of between 5 and 10 years.

Figure 4.5: Number of Staff Supervised
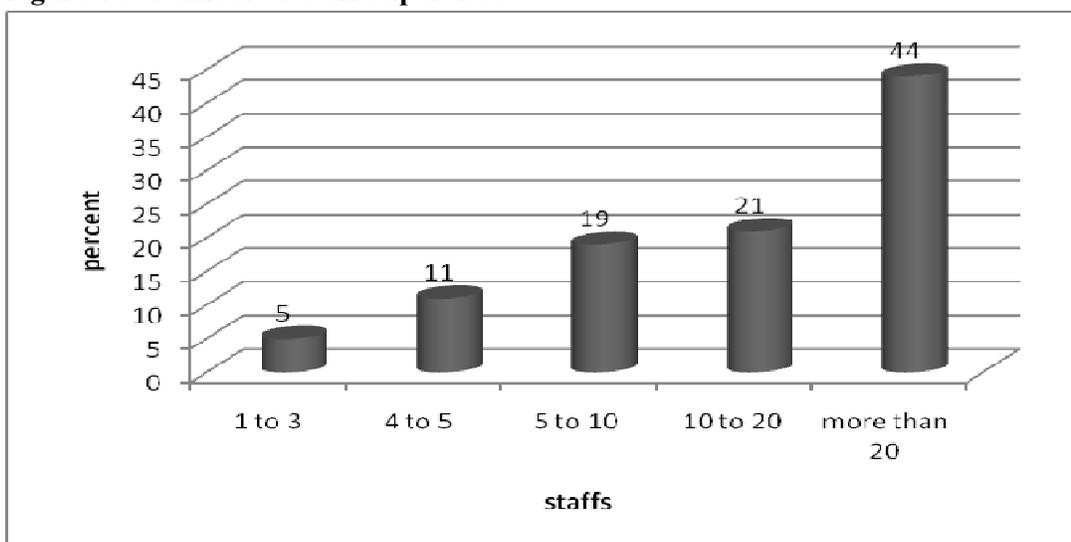
On the number of staffs the respondents were supervising, 44% indicated that they were supervising more than 20 staffs, 21% were supervising 10 to 20 staffs, 19% were supervising 5 to 10staffs, 11% were supervising 4 to 5 staffs and 5% were supervising 1 to 3 staffs. From these findings we can deduce that majority of the respondents were supervising more than 20 staffs.

4.3 Effect of Change Management on Organization Culture

4.3.1 Changes in Line with Responsibilities

On the changes the respondents were overseeing in line with their responsibilities the respondents indicated that they were overseeing changes in Academics, Administration and Management of the Faculty.

Regarding administration, there are changes in the requirements and performance of the staff. Administrative staffs are now supposed to be having at least a bachelor's degree in relation to the positions they occupy, this affects the existing culture where for administrative staff there were no such restrictions and conditions to occupy such slots.

Module system was introduced and it replaced the classical way of teaching by course units, now similar/related units are grouped into one module and taught one after the other, in a logical and chronological order.

The University Administration has introduced the idea of performance contracting. Here all employees are required to set targets from which they are evaluated and/or appraised. The influence of culture is an impediment since it affects a lot the implementation of performance contracting. This is because, employees are required to deliver and perform effectively compared to the previous way of how things were done.

4.3.2 Impact of Change in an Organisation

The study established that the changes have a significant impact on the whole institution. Such changes include: Human resources; downsizing, outsourcing and recruiting more staff to fill some new posts. Technological changes; the increase of the internet bandwidth in the university has considerably had a significant impact on the operations of the university both in Academic and administration. These changes mostly have a fundamental impact on the University.

The study also sought to determine the changes that were essential. From the findings the respondents indicated that the fundamental changes are essential; this is because they have a paramount impact on the whole institution. However, even other changes depending on where they are initiated and implemented are also very essential in the University. This is due to the fact that such changes in different units add up to organizational change for example, changes in the academia especially the language of instruction, changes in administration and the increased use of IT in the University.

4.3.3 How Changes Arise

The study also sought to know how the changes were arising. The respondents indicated that most of these changes were planned and come or take place in an incremental form. However, some of these changes came in abrupt abruptly. On the ideal procedure for making changes upon request the respondents indicated that the ideal procedure is that the idea has to be endorsed by all the University organs especially top management and the University board.

4.3.4 Change Management Procedure

On the change management procedure applied the respondents indicated that the university was applying planned change management process procedure. Change requests are made by the units with change initiative and they are endorsed by the top management.

4.3.5 Situations that Interfere with the Change Management Procedure

The study sought to determine the situations that interfere with the change management procedure. From the findings the respondents indicated that it is too tedious to get all the university management organs to

approve change initiatives. The further added that the process is too bureaucratic and many change initiators find it as stumbling block to their development ideas.

4.3.6 Monitoring the Change Management

The study also sought to know who monitored the change. The respondents indicated that the Directorate of Monitoring and Evaluation was established to oversee and monitor the decisions taken by the top management of the University.

On how and where the change documentation was stored the respondent indicated that the Directorate of Monitoring and Evaluation and the Unit(s) which initiate the idea keep and mostly make a follow up of the change initiatives and therefore, keep all the necessary documentation on change management.

On whether there were alterations that needed to be made to the change management system the respondents indicated that a proper change management procedure should be established in order to track well the effects of change management.

The study found that the types of emergency changes have been experienced included change of the Language of Instruction; from French and English to English only and the introduction of the Module system (Bologna System of Education) in the University and the whole country was too abrupt. Others changes have also occurred in a reactive manner. For example, after Rwanda joined the East African Community, it has embarked on harmonizing its operations to the rest of the community, though such initiatives come in a reactive and abrupt manner. On how the emergencies were dealt with, the respondents indicated that in case of emergencies the university management introduces and induces the staff to adopt such changes. However, in some cases when such emergencies are initiated at a higher level, for example from the Ministry of Education and the Cabinet, the University just implements the decision.

4.3.7 Approval of Various Changes

On approval of various changes that were to be made the study found that most changes are approved by the University Management. Some are approved by the Management Committee, the Executive Committee and the Academic Senate. However, the overall body that oversees and approves all the University change ideas and activities is the Board of Directors which is the highest decision-making organ of the NUR, appointed by the Cabinet. On the level of management that was involved in the change process the respondents indicated that mostly the middle level managers are more involved in the management of change at NUR. On the process of approval the respondents indicated that after all the necessary organs or levels have approved and/or endorsed the idea, the University Board of Directors then finally adopts the idea which is then implemented thereafter.

The respondents indicated that the change approval was not easily obtained. This is because the process of approval is too bureaucratic and centralized in the Board of Directors. The Board of Directors is the only body or level mandated to oversee and endorse all the university activities.

4.3.8 Main Challenge Facing Change Management

The respondents indicated that the main challenge facing the management was inadequate resources, lack of enough skilled and experienced staff due to low motivation in terms of salaries and wages, inadequate infrastructure, and strong resistance from the staff due to the organizational culture.

On how the change was dealt with the respondents indicated that a consultative way of handling and implementing change should be adopted in the University, otherwise there will always be resistance to change initiatives by some members of the staff who also would like to be part and parcel of the change initiators and implementers.

4.4 Effect of Change Management on the Organization Structure

The study sought to determine the kind of impact change had on an organization's structure. From the findings the study found that one of the greatest challenges the University faces today is helping their workers deal with change. It is important that you are prepared to help your workers navigate this complex and often emotional process. Understanding how people deal with change will help you manage a successful transition. Change affects workers in different ways. Some common responses that observed are: conflict, confusion and loss of confidence. Other kind of impact that change has on the University are; university restructuring, expansion and introduction of new programs especially at post graduate level. The study depicted that there was no approved organisation structure (organisation chart) of the University.

4.4.1 Organizational Change

The respondents also agreed that organizational change was experienced. They further added that there have been several changes all over the institution which amounts to organizational change. Most of the changes have had a fundamental impact on the whole University.

From the respondents who indicated that organizational change was being experienced, the study also sought to know there was a need for organizational change to be frequently experienced. The respondents indicated that there was need for frequent organizational change is to be able to cope up with the ever/turbulent environment in which the University operates. Failure to adapt and adopt change in the organization would lead to stagnation and therefore unfit to compete favorably with other actors in the industry.

Figure 4.6: Those Directly Impacted by Change

The study sought to determine who in the University was directly impacted by the change. From the findings as shown by figure 4.6 above the study found that senior employees were impacted most (32%). These were followed by junior employees (31%), managers (20%) and senior mangers (17%). This clear shows that the change was directly impacting the low level management most.

Figure 4.7: Sole Responsibility to Monitor the Impact of Change
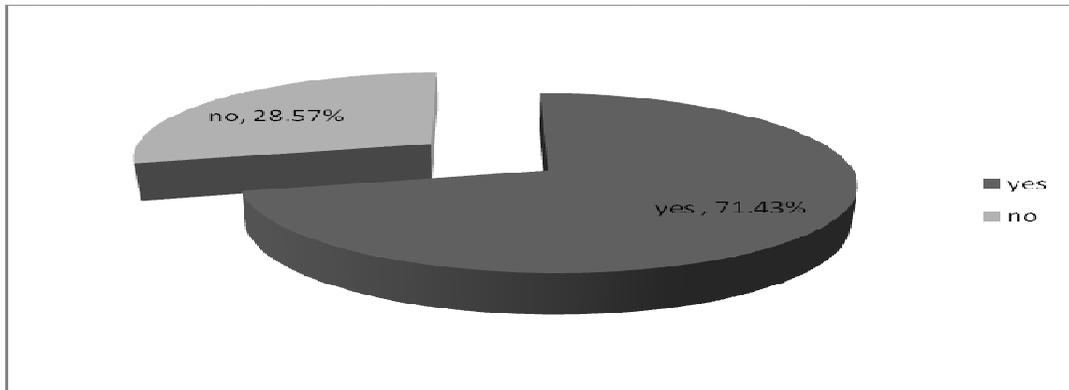
On whether there was a dedicated team of members that were having the sole responsibility to monitor the impact of the change, 71.43% of the respondents indicated there was while 28.57% indicated that there wasn't. This clearly shows that there was a dedicated team of members that were having the sole responsibility to monitor the impact of the change.

The respondents further added that the university Management through Board of Directors has established a new Directorate of Monitoring and Evaluation. It's headed by a director with 4 other staff members. The Directorate is responsible for following up, monitoring and evaluating the University decisions, resolutions and projects. This Directorate gathers information from departments, centers, schools and other units which are then evaluated to advice on the implementation of different projects in those units.

Table 4.1: Main Important Problem during Change Implementation Phase

Problem	Mean	Std. Deviation
Barriers between departments	4.23	.725
Not enough support from senior management	4.00	1.080
Resistance of middle management to change	4.00	.739
Focus too much on technological aspects, too less on people	3.92	.760
Scope not well defined, project is oversized	3.85	.555
Resistance of users to change	3.92	.641
Project does not have appropriate priority	3.85	.899
Not enough resources available	3.77	.599
Budget needed, higher than expected	3.54	.967
Organisation and procedures are not adapted to the new situation (technological and organisational integration on different levels)	3.92	1.115
No transparent goals/objectives	3.85	.689
Time for implementation needed, longer than expected	3.73	.599
Goals are to aggressive, organization is not capable to cope	3.59	.961
Availability of people from implementation team	4.64	.519
Technological limitations (performance/missing functionality)	4.58	.506
Barriers to external stakeholders (customers/supplier...)	3.72	.768
Intercultural problems (i.e. language barriers)	3.58	.519

Table 4.1 shows the findings on the main important problem during change implementation phase. A five point Likert scale was used to interpret the respondent's responses. According to the scale, those problems which were considered very important were awarded 1 while those which were considered no important were awarded 5. Within the continuum are 2 for less important, 3 for no sure and 4 for less important. Mean (weighted average) and standard deviation were used to analyze the data.

According to the researcher those problems with a mean less than 3.5 were rated as to a important while those with a mean less than 3.5 were rated as no important. On the same note the higher the standard deviation the higher the level of dispersion among the respondents.

From the findings, the study found that all the listed problems were important problem during change implementation phase. The problems that were rated as important include Barriers between departments (M=4.23, SD=0.725), Not enough support from senior management (M=4.00, 1.080), Resistance of middle management to change (M=4.00, SD=.739), Focus too much on technological aspects, too less on people (M=3.92, .760), Scope not well defined, project is oversized (M=3.85 .555), resistance of users to change (M=3.92, SD=.641), Project does not have appropriate priority (M=3.85, SD=.899), Not enough resources available (M=3.77, SD=.599), Budget needed, higher than expected (M=3.54, .967), Organization and procedures are not adapted to the new situation (technological and organizational integration on different levels) (M=3.92, SD=1.15), No transparent goals/objectives (M=3.85, SD=.689), Time for implementation needed, longer than expected (M=3.73 SD=.599), Goals are to aggressive, organization is not capable to cope (M=3.59, SD=.961), Availability of people from implementation team (M=4.64, SD=.519), Technological limitations (performance/missing functionality) (M=4.58, SD=.506), Barriers to external stakeholders (customers/supplier...) (M=3.72, SD=.768) and Intercultural problems (i.e. language barriers) (M=3.58, SD=.519).

Figure 4. 8: Implementation Approach
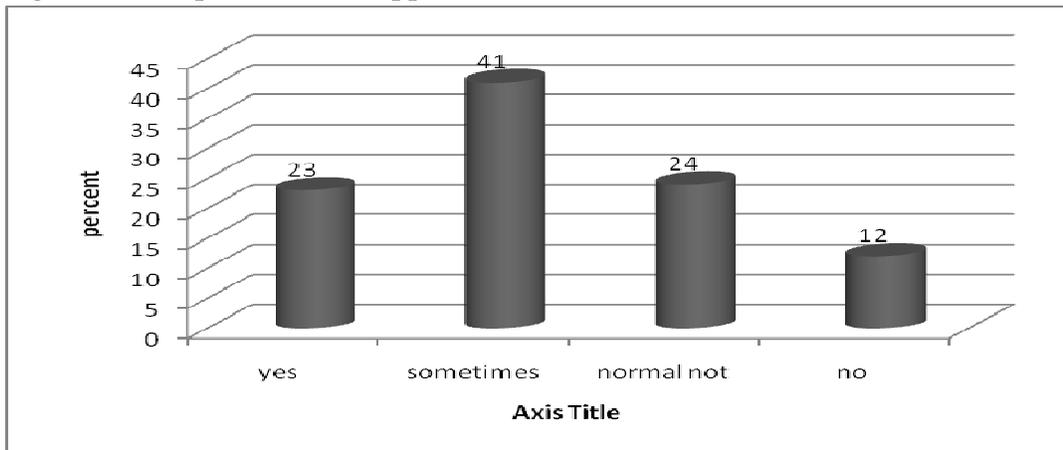
On whether the implementation approach depended on the organization culture, 41% of the respondents indicated that it sometimes depended on the organizational culture, 23% indicated that it depended on organizational culture and 12% indicated that it did not depend on organizational culture.

4.5 The Effect of Change Management on Leadership
Table 4.2: Leading and Managing Change

Task	Mean	Std. Deviation
I create a sense of urgency to reinforce the need for change	3.53	0.897
I provide people with facts, figures and evidence to persuade them for change	4.03	0.895

I select the right people to form the guiding coalition	4.21	0.976
I get the guiding coalition to work together as a team	4.23	0.765
I create clear and tangible vision for change	4.01	0.956
I construct effective strategies to deliver the vision	3.98	1.02
I change systems that get on the way of the changed vision	3.89	1.11
I recruit promote and develop the right people to promote change	3.97	1.07
I ensure the right people are chosen for the role of change development	3.78	0.967

Table 4.1 shows the findings on the extent to which they practiced the stated practices. A five point Likert scale was used to interpret the respondent's responses. According to the scale, those practices which the respondents were practicing (always) were awarded 5 while those which they were not practicing (never) were awarded 1. Within the continuum are 2 for rarely, 3 for sometimes and 4 for mostly. Mean (weighted average) and standard deviation were used to analyze the data.

According to the researcher those practices with a mean less than 3.5 were rated as practiced while those with a mean less than 3.5 were rated as not practiced. On the same note the higher the standard deviation the higher the level of dispersion among the respondents.

From the findings the respondents indicated that when they were leading and managing change they were creating a sense of urgency to reinforce the need for change (M=3.53, SD=0.897), they were providing people with facts, figures and evidence to persuade them for change (M=4.03, SD=0.895), they were selecting the right people to form the guiding coalition (M=4.21, SD=0.976), they were getting the guiding coalition to work together as a team (M=4.23, SD=0.765), they were creating clear and tangible vision for change (M=4.01, SD=0.956), they were constructing effective strategies to deliver the vision (3.98, SD=1.02), they were changing systems that get on the way of the changed vision (M=3.89, SD=1.11), they were recruiting promote and develop the right people to promote change (M=3.97, SD=1.07) and they were ensuring the right people are chosen for the role of change development (M=3.78, SD=0.967).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the purpose of the study which was to examine the effects of change management in an organization; taking a case of National University of Rwanda. The objectives of this study were to analyze the effect of change management on organization culture at National University of Rwanda; to determine the effect of change management on Organization structure at National University of Rwanda; and to investigate the effect of change management on leadership at National University of Rwanda

5.2 Summary of Key Findings

This research study found that the respondents were overseeing changes in Academics, Administration and Management of the Faculties. Regarding administration, there are changes in the requirements and performance of the staff. Administrative staffs are now supposed to be having at least a bachelor's degree in relation to the positions they occupy, this affects the existing culture where for administrative staff there were no such restrictions and conditions to occupy such slots. Module system was introduced and it replaced the classical way of teaching by course units, now similar/related units are grouped into one module and taught one after the other, in a logical and chronological order. The University Administration has introduced the idea of performance contracting. Here all employees are required to set targets from which

they are evaluated and/or appraised. The influence of culture is an impediment since it affects a lot the implementation of performance contracting. This is because, employees are required to deliver and perform effectively compared to the previous way of how things were done.

The study established that the changes have a significant effect on the whole institution. Such changes include: Human resources; downsizing, outsourcing and recruiting more staff to fill some new posts. Technological changes; the increase of the internet bandwidth in the university has considerably had a significant impact on the operations of the university both in Academic and administration. These changes mostly have a fundamental effect on the University.

The study also sought to determine the changes that were essential. From the findings the respondents indicated that the fundamental changes are essential; this is because they have a paramount effect on the whole institution. However, even other changes depending on where they are initiated and implemented are also very essential in the University. This is due to the fact that such changes in different units add up to organizational change for example, changes in the academia especially the language of instruction, changes in administration and the increased use of IT in the University. The study also sought to know how the changes were arising. The respondents indicated that most of these changes were planned and come or take place in an incremental form. However, some of these changes came in abrupt abruptly.

On the ideal procedure for making changes upon request the respondents indicated that the ideal procedure is that the idea has to be endorsed by all the University organs especially top management and the University board. On the change management procedure applied the respondents indicated that the university was applying planned change management process procedure. Change requests are made by the units with change initiative and they are endorsed by the top management.

The study sought to determine the situations that interfere with the change management procedure. From the findings the respondents indicated that it is too tedious to get all the university management organs to approve change initiatives. The further added that the process is too bureaucratic and many change initiators find it as stumbling block to their development ideas. On how and where the change documentation was stored the respondent indicated that the Directorate of Monitoring and Evaluation and the Unit(s) which initiate the idea keep and mostly make a follow up of the change initiatives and therefore, keep all the necessary documentation on change management.

The study also sought to know who monitored the change. The respondents indicated that the Directorate of Monitoring and Evaluation was established to oversee and monitor the decisions taken by the top management of the University. On whether there were alterations that needed to be made to the change management system the respondents indicated that a proper change management procedure should be established in order to track well the effects of change management.

The study found that the types of emergency changes have been experienced included change of the Language of Instruction; from French and English to English only and the introduction of the Module system (Bologna System of Education) in the University and the whole country was too abrupt. Others changes have also occurred in a reactive manner. For example, after Rwanda joined the East African Community, it has embarked on harmonizing its operations to the rest of the community, though such initiatives come in a reactive and abrupt manner.

On how the emergencies were dealt with, the respondents indicated that in case of emergencies the university management introduces and induces the staff to adopt such changes. However, in some cases when such emergencies are initiated at a higher level, for example from the Ministry of Education and the Cabinet, the University just implements the decision.

On approval of various changes that were to be made the study found that most changes are approved by the University Management. Some are approved by the Management Committee, the Executive Committee and

the Academic Senate. However, the overall body that oversees and approves all the University change ideas and activities is the Board of Directors which is the highest decision-making organ of the NUR, appointed by the Cabinet.

On the level of management that was involved in the change process the respondents indicated that mostly the middle level managers are more involved in the management of change at NUR. On the process of approval the respondents indicated that after all the necessary organs or levels have approved and/or endorsed the idea, the University Board of Directors then finally adopts the idea which is then implemented thereafter.

The respondents indicated that the change approval was not easily obtained. This is because the process of approval is too bureaucratic and centralized in the Board of Directors. The Board of Directors is the only body or level mandated to oversee and endorse all the university activities. The respondents indicated that the main challenge facing the management was inadequate resources, lack of enough skilled and experienced staff due to low motivation in terms of salaries and wages, inadequate infrastructure, and strong resistance from the staff due to the organizational culture. On how the change was dealt with the respondents indicated that a consultative way of handling and implementing change should be adopted in the University, otherwise there will always be resistance to change initiatives by some members of the staff who also would like to be part and parcel of the change initiators and implementers.

The study also sought to determine the kind of effect change had on an organization. From the findings the study found that one of the greatest challenges the University faces today is helping their workers deal with change. It is important that you are prepared to help your workers navigate this complex and often emotional process. Understanding how people deal with change will help you manage a successful transition. Change affects workers in different ways. Some common responses that observed are: conflict, confusion and loss of confidence. Other kind of impact that change has on the University are; university restructuring, expansion and introduction of new programs especially at post graduate level.

The respondents also agreed that organizational change was experienced/ they further added that there have been several changes all over the institution which amounts to organizational change. Most of the changes have had a fundamental impact on the whole University. From the respondents who indicated that organizational change was being experienced, the study also sought to know there was a need for organizational change to be frequently experienced. The respondents indicated that there was need for frequent organizational change is to be able to cope up with the ever/turbulent environment in which the University operates. Failure to adapt and adopt change in the organization would lead to stagnation and therefore unfit to compete favorably with other actors in the industry.

The study also realized that change was directly impacting the low level management most and there were dedicated team of members that were having the sole responsibility to monitor the impact of the change. The respondents further added that the university Management through Board of Directors has established a new Directorate of Monitoring and Evaluation. It's headed by a director with 4 other staff members. The Directorate is responsible for following up, monitoring and evaluating the University decisions, resolutions and projects. This Directorate gathers information from departments, centers, schools and other units which are then evaluated to advice on the implementation of different projects in those units.

On the main important problem during change implementation phase the found that all the listed problems were important problem during change implementation phase. The problems that were rated as important include Barriers between departments, Not enough support from senior management, Resistance of middle management to change, Focus too much on technological aspects, too less on people, Scope not well defined, project is oversized, resistance of users to change, Project does not have appropriate priority, Not enough resources available, Budget needed, higher than expected, Organization and procedures are not

adapted to the new situation (technological and organizational integration on different levels), No transparent goals/objectives, Time for implementation needed, longer than expected, Goals are to aggressive, organization is not capable to cope,   Availability of people from implementation team, Technological limitations (performance/missing functionality), Barriers to external stakeholders (customers/supplier) and Intercultural problems (i.e. language barriers).

The study also found that when they were leading and managing change they were creating a sense of urgency to reinforce the need for change, providing people with facts, figures and evidence to persuade them for change, selecting the right people to form the guiding coalition, getting the guiding coalition to work together as a team, creating clear and tangible vision for change, constructing effective strategies to deliver the vision, changing systems that get on the way of the changed vision, recruiting promote and develop the right people to promote change and ensuring the right people are chosen for the role of change development.

5.3 Conclusions

On the effects of change management on organization culture at National University of Rwanda the study concludes that the staffs were overseeing change in line with their responsibilities in Academics, Administration and Management of the Faculty. Regarding administration, there are changes in the requirements and performance of the staff. Administrative staffs are now supposed to be having at least a bachelor's degree in relation to the positions they occupy, this affects the existing culture where for administrative staff there were no such restrictions and conditions to occupy such slots. Module system was introduced and it replaced the classical way of teaching by course units, now similar/related units are grouped into one module and taught one after the other, in a logical and chronological order. The University Administration has introduced the idea of performance contracting. Here all employees are required to set targets from which they are evaluated and/or appraised. The influence of culture is an impediment since it affects a lot the implementation of performance contracting. This is because, employees are required to deliver and perform effectively compared to the previous way of how things were done. The study also concludes that there was need for frequent organizational change to enable to cope up with the ever/turbulent environment in which the University operates. Failure to adapt and adopt change in the organization would lead to stagnation and therefore unfit to compete favorably with other actors in the industry.

The study also concludes that when they were leading and managing change they were creating a sense of urgency to reinforce the need for change, providing people with facts, figures and evidence to persuade them for change, selecting the right people to form the guiding coalition, getting the guiding coalition to work together as a team, creating clear and tangible vision for change, constructing effective strategies to deliver the vision, changing systems that get on the way of the changed vision, recruiting promote and develop the right people to promote change and ensuring the right people are chosen for the role of change development.

5.4 Recommendations

The study found that one of the main problems the University was facing in the implementation of change was barriers between departments. This study therefore recommends that the management should ensure that teamwork is enhanced in order to get rid of conflict of interest between departments. This will also help to curb resistance of middle level management to change.

The study also found that there were no transparent goals/objectives. The study therefore recommends that the university management should ensure that organizational goals, objectives, vision and mission are clear. From the study and related conclusions, the researcher recommends further research in the area of the role of organizational culture in strategic change implementation.

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