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TITLE:

"Building Organisational Readiness for Change – Leadership Implications"

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Acknowledgements

Executive Summary

The purpose of this study is to investigate how organisations can build readiness for change, and whether the practise of leadership affects this process in any way. Different factors affecting organisational readiness for change are therefore evaluated and discussed. The research question for this study is to investigate how organisations can build readiness for change and how leadership practise can affect this process.

This study has an overall focus on developing leadership rather than developing single formal leaders, to further increase the level of readiness for change. As a first step to answering the research question, it was undertaken a critical review of relevant literature considering leadership implications and readiness for change. Further, it was justified and outlined what type of methodology that was used, which included a survey measuring organisational readiness for change. The survey was distributed in collaboration with a partnering organisation to give a realistic input. Through critically reviewing literature and conducting data collection, the primary and secondary findings was discussed and analysed. As a result, the research findings gave an indication to whether the partnering organisation is ready for change or not, and if leadership practise is important.

The research findings indicated several factors affecting the readiness for change, including how leadership is practised. A high level of leadership practise is sufficient for building readiness for change. As a total evaluation of the research question, some recommendations were made for further research and practitioners to add value to the study. The recommendations involved concrete advice to how one can increase organisational readiness for change.

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1. Introduction

The purpose of this research study is to investigate how organisations can build readiness for change, and whether the practise of leadership affects this process in any way. To do so, relevant literature and methodology will be used.

Due to constant changes in the business world, organisations consistently have to be open for changing their way of conducting business. Therefore, organisations can benefit from consistently being in a state of change readiness. Change readiness is defined by Bernerth (2004, p. 4) as a "collection of thoughts and intentions toward the specific change effort". It is not something that is automatic or guaranteed. Failure to attain change readiness might result in organisations wasting a lot of valuable time and energy on unsuccessful change initiatives. Such failure can be avoided by developing change readiness at both individual and organisational level before attempting organisational change initiatives (Smith, 2005).

With this study, it will be attempted to identify different factors affecting organisational change readiness. This is to understand what affects change readiness and thus be able to present recommendations on how to strengthen and maintain a high level of organisational change readiness.

It is argued that leadership is important for organisations to survive and succeed in the continuously evolving business environment. Leadership can be defined as a "a process that includes influencing the task objectives and strategies of a group or organisation, influencing people in the organisation to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organisation" (Yukl & Van Fleek, 1992, p. 149). Graetz (2000, p.550) even argues that "against a backdrop of increasing globalisation, deregulation, the rapid pace of technological innovation, a growing knowledge workforce, and shifting social and demographic trends, few would dispute that the primary task of management today is the leadership of organisational change". However, literature and approaches to change leadership are often highly contradictory.

Therefore, this study wants to contribute in developing a better understanding of the concept of organisational readiness for change and leadership. Further, it will also be made an attempt to identify whether leadership practise can contribute to build change readiness, which in turn can contribute to increased success of organisational change efforts.

This leads to the research question of this study:

How can organisations build readiness for change, and how can leadership practise affect this process?

1.1 Research aims and objectives

Organisational readiness for change is said to positively affect the success of change initiatives, while leadership is said to be important for organisations to survive the constant evolving business environment. The research question therefore addresses how organisations can build readiness for change and how leadership practise affects this process. Based on the research question, it was further established two research aims and three research objectives, which can be viewed in table 1. Table 1 visualises description, method, and which chapter that is related to each of these aims and objectives.

	Description	Method	Chapter
Research objective 1	Explore the value of leadership practise and different factors that may affect organisational readiness for change.	Undertaking a critical review of the concepts of "leadership" and "readiness for change"	Chapter 2 2.1.1 The DAC-ontology 2.1.2 The Role of Purpose in Leadership Practise 2.2.1 Readiness for Change as Change Message 2.2.2 Psychological Safety and Trust 2.2.3 Organisational Culture
Research objective 2	Conduct data collection and use relevant methodology to investigate the current change readiness in a partnering organisation	Conducted with use of a survey	Chapter 3: 3.1 Research Paradigm and Reasoning 3.2 Research Methodology 3.3 Research Method 3.4 Data Collection and Sampling 3.5 Data Analysis
Research objective 3	Identify and discuss research findings to investigate how to build organisational readiness for change in relation to leadership implications.	Linking primary findings to secondary findings	Chapter 4: 4.1 Score for Change Readiness 4.2 The DAC-ontology 4.3 The Role of Purpose in Leadership Practise 4.4 Change Readiness as Change Message 4.5 Psychological Safety 4.6 Trust in Leadership 4.7 Organisational Culture 4.8 Change Readiness and O1
Research aim 1	Investigate the importance of change readiness and its leadership implications		Chapter 5: 5.1 Research Objective 1 5.2 Research Objective 2 5.3 Research Objective 3
Research aim 2	Provide practitioners with concrete recommendations regarding future change initiatives and theorists with recommendations for further research		Chapter 6: 6.1 Recommendation 1 6.2 Recommendation 2 6.3 Recommendation 3 6.4 Recommendation 4 6.5 Recommendation 5

Table 1 – *Overview over research aims and objectives*

The study initiates with a justification of choice of theme and research question, followed by an introduction of the partnering organisation. Further, the literature chapter will explore the value of leadership practise and different factors that may affect organisational readiness for change. This literature consists of the concepts of leadership and change readiness, as well as different factors argued to have an impact on organisation's level of change readiness. In addition to contribute to answer the research question, the literature will be used as a frame for the whole study.

The methodology chapter involve conducting data collection and using relevant methodology to investigate the current change readiness in a partnering organisation. With use of a survey, the purpose is to build an understanding of the partnering organisation's current level of readiness for change. Obtaining relevant literature and previous research

will form an important base for the interpretation of potential findings. From the survey findings, one will be able to interpret which factors actually affects the organisation's level of change readiness in practise.

Further, the research findings will be identified and discussed, in order to investigate how organisations can build readiness for change in relation to leadership implications. Simultaneously, all findings will be supported by the reviewed literature. As a result, it may be possible to provide recommendations on how organisations can be ready to implement future change initiatives. As a total evaluation of the research question, the chapter of conclusion will investigate the importace of change readiness in relation to leadership implications. The study will then conclude with some recommendations for further research and practitioners to add value to the study. The recommendations will involve concrete advice to how organisations can increase its readiness for change.

1.2 Introduction of O1

To investigate the research question in practise, this study has partnered up with an organisation. Considering ethical concerns regarding anonymity and confidentiality, all information that can identify the case organisation and its practitioners are omitted. Therefore, the organisation will be identified with a specific coding; O1, for organisation 1. O1 is an organisation that has recently implemented some larger change initiatives, affecting the whole organisation, its employees and their roles. The changes have been implemented to ensure future profitability. Initially, according to one of the senior leaders, there were not complete agreement on the decision of change, but the understanding of it was still relatively high. Now, O1 is planning to implement even more changes. This study will examine whether or not O1 is ready for further changes. However, it will also be commented on the success or failure of past change initiatives. Through this study, O1 will be given recommendations for its future changes.

2. Literature Review

The purpose of this chapter is to explore the value of leadership practise and different factors that may affect organisational readiness for change. By undertaking a critical review of the concepts "leadership" and "readiness for change", it will help build a sufficient understanding needed to answer the research question: *How organisations can build readiness for change and how leadership practise can affect this process?* This will include literature about leadership as an activity and organisational change readiness.

An identified challenge within leadership theories can be how an organisation can achieve a high level of change readiness through leadership. When exploring change readiness, it is important to understand the role of leadership through the different factors contributing to change readiness. Through identifying leadership orthodox and leadership limitations in position to Drath´s et al. (2008) ontology of direction, alignment and commitment (DAC), it is suggested an understanding of leadership based on leadership as an activity rather than on individual leaders (Barker, 1997, 2001). As show in figure 1, the DAC ontology can be used to create a link between the leadership literature and change readiness to give a deeper understanding of the leadership term. Maintaining a high level of change readiness within an organisation are said to be highly important, as it involves the whole organisation to be ready for the eventual change.
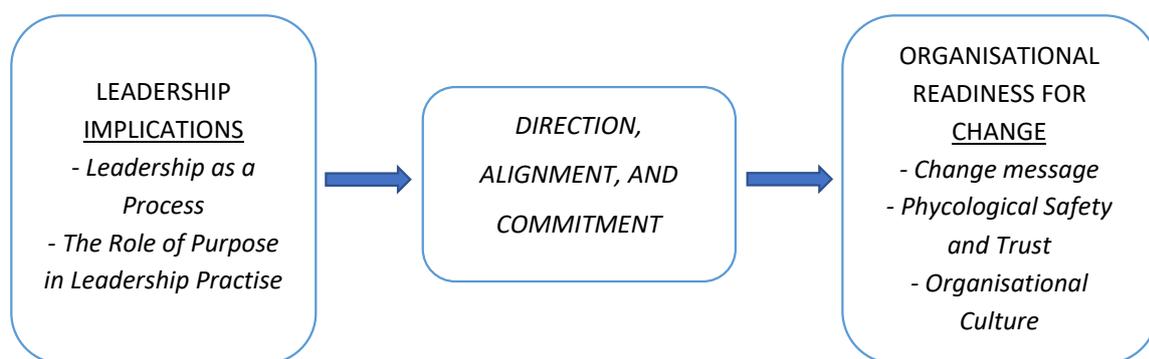
Figure 1 – *DAC-ontology linked to leadership as a process and organisational readiness for change.*

2.1 The Leadership Term – Leadership as Individuals or Leadership as a Process?

When defining what leadership is, definitions are often addressed to describe the nature of the leader, and not the nature of leadership (Barker, 2001). To create and construct meaningful leadership development, one firstly needs to stop focusing on the assumption that leadership is something that the leader does. This involves getting rid of traits and personality characteristics of a leader, and also getting rid of the notion that we have to develop leaders and not leadership. Another more appropriate and productive approach is to learn how to develop people into doing leadership (Rost, 1993). Assumptions made about the nature of leadership depends on whether the theorists focus on actions and attributes of a single formal leader, or on mutual influence processes and leadership functions performed by several people within the organisation, including formal leaders. Both of these approaches seem to provide a wider insight, where they also may contribute to a better understanding of leadership within organisations (Yukl & Van Fleet, 1992).

Leadership definitions can be somewhat arbitrary, where controversies regarding the best way to define leadership very often cause confusion rather than supplying new and wider insights into the nature of the process. Thus, as a resistance to cause controversy, Yukl and Van Fleek (1992) presented a undeveloped definition of leadership: *Leadership is viewed as a process that includes influencing the task objectives and strategies of a group or organisation, influencing people in the organisation to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organisation* (p. 149). This can be seen as a broad definition of what leadership is, where the main focus is on leadership as a process and not on leaders as stereotyped individuals. The study´s understanding of leadership is built on this vision, where leadership development is far more important than development of individual leaders.

2.1.1 The DAC-ontology

Bennis (2007) defines leadership as a tripod, meaning "a leader (or leaders), followers, and the common goal they want to achieve" (p. 3). Simplified, this is the essence of the tripod-ontology. With such leadership perspective, leadership is the same as the behaviour of a leader; which is the development of an individual's abilities, knowledge and skills in the role of a leader (Drath et al., 2008). Drath et al. (2008) argue that this should be referred to as "leader development" rather than "leadership development". Instead, leadership development is argued to be the development of existing beliefs and practices for production of three leadership outcomes; direction, alignment and commitment, or DAC (Drath et al., 2008). Further, according to Drath et al. (2008), concepts based on roles like "leader" and "follower" are now becoming less useful in the context of leadership, which are increasingly collaborative and peer-like. Therefore, they propose the DAC-ontology as an alternative leadership framework, presented as a comparison to the tripod model (Drath et al., 2008).

2.1.1.1 Comparison of the DAC and Tripod Ontologies

To best describe the usefulness of the DAC-ontology, it is necessary to present the leadership framework based on both the DAC and tripod ontology. The main differences of the ontologies can be viewed in Table 2, while the difference between the general frameworks of the DAC and tripod ontologies is presented in Figure 2 and 3.
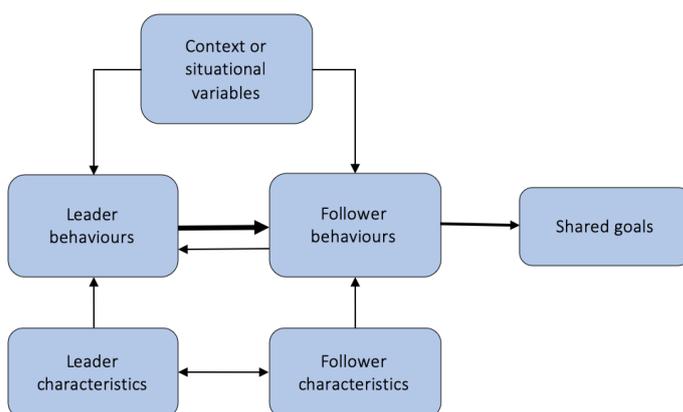
Figure 2 - *A leadership framework based on the tripod ontology (source: Drath et al., 2008).*

Figure 2 show a basic description of the tripod ontology framework. Context is represented by the boxes whose arrows point to leader and follower behaviours, and to their

interactions. This indicates the way context often is framed as an independent influencing factor within the tripod. The arrows connecting the leader and followers constitute influence. It involves how the leader is chosen by influencing followers more than he/she is influenced by followers, symbolized by the thickness of the arrows (asymmetrical influence). This asymmetrical influence of the leader on the followers results in the accomplishment of shared goals. The nature of the leader and the followers is defined by their characteristics and behaviours. To some degree, the leader and follower characteristics and behaviours do interact outside of the asymmetrical influence relation. Here, context works more or less as an independent element affecting leaders, followers and their interactions. It is important to note that this is only a basic explanation of the ontological elements of the tripod (Drath et al., 2008).
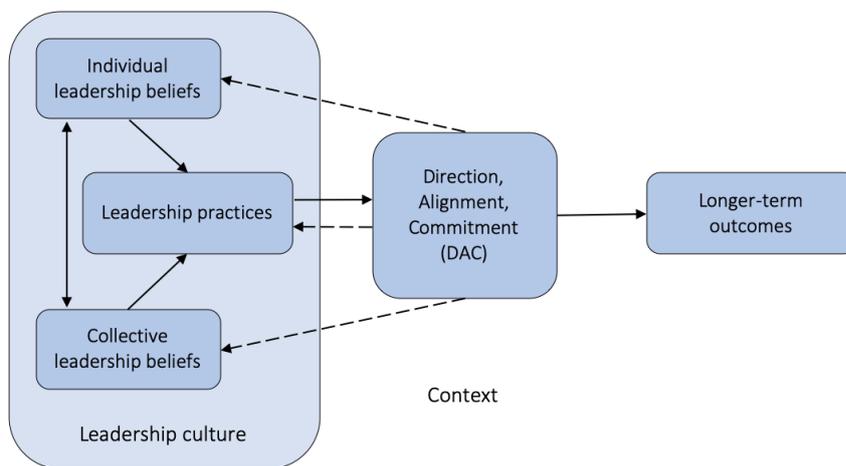
Figure 3 - *A leadership framework based on the DAC ontology (source: Drath et al., 2008).*

Figure 3 depicts how the above elements in the DAC ontology relate to one another. Context is represented by a base that subtends the whole figure and represents the way in which context is a constituting element of DAC. The outer box in the figure represent leadership culture and envelops individual and collective leadership beliefs that guide leadership practices. The solid-line arrows indicate the direction of feedforth influences whereas the dotted-line arrows indicate feedback influences. The feedforth influences include (1) the interactions of individual and collective leadership believes, (2) the instantiations of some of the leadership believes in leadership practice, (3) the production of direction, alignment and commitment as the outcomes of leadership practice, and (4) the realization of long-term outcomes such as organizational learning, shared sensemaking, and social adaptation.

Moreover, the feedforth influences mostly relate to outcome production. The dotted-line feedback influences, however, relate more to the change of leadership culture. The feedback arrows from DAC and long-term outcomes pointing to both individual and collective leadership beliefs indicate double-loop learning (Drath et al., 2008). Those arrows pointing from DAC directly to practices entail single-loop learning (Argyris & Schön, 1974, cited in Drath et al., 2008). These feedforth and feedback influences all take place within the context of leadership.

As seen in Table 2, the DAC-ontology creates a leadership perspective that is not dependent on leader-follower interaction. This is called forth by the increasing importance of shared and distributed leadership contexts. Such context consists of mutual influence. Then, activities such as influencing or commanding are reconceptualised as mutually constituted joint achievements of leaders and followers, instead of the achievement of a leader in relation to a follower (Drath et al., 2008).

	DAC-ontology	Tripod-ontology
Focus	Focus on DAC outcomes and how those outcomes are produced.	Focus on the presence of leaders and followers interacting around their shared goals.
Existence of leadership	Whenever and wherever a collective is exhibiting direction, alignment and commitment.	Whenever a leader has influenced followers with respect to shared goals
Outcome of leadership	Direction, alignment and commitment.	Attainment of shared goals
Leadership perspective	Leadership theory seek to explain how people who share work in collectives produce direction, alignment, and commitment. Leadership is a necessary but not sufficient pre-condition for achieving success. Production of DAC is a short-term criterion for effective leadership.	Leadership theory seek to explain what characterizes leaders and how they influence followers. Leadership is identified with an influence interaction between leader and followers. Does not pay much attention to leadership outcomes but combines them into goal attainment.

Table 2 - *Differences between the DAC and tripod ontologies (Drath et al., 2008).*

As the leadership context becomes increasingly collaborative, the tripod ontology of leaders and followers can impose limitations on leadership theory and practice. This problem is somewhat solved with the introduction of the DAC ontology. However, it is important to state that in this study, the DAC-ontology is not suggested as a replacement to the tripod's leadership perspective. Rather, it is introduced as a newer and wider perspective more up to date with the increasingly collaborative leadership context. In other words, the leader-follower relationship used in the tripod is not suggested as "dead" and without value. However, the point is that the tripod perspective on how to exercise leadership is not the only way to do so. It is one of many ways. Even according to Drath et al., (2008), the theory development of DAC aims only to reframe the current distinctions into new useful configurations. Still, the tripod ontology can be argued to have a rather narrow perspective on what leadership is and how to exercise it. Consequently, this can build barriers for further development of leadership theories.

2.1.1.2 Direction, Alignment & Commitment

The DAC-ontology suggests that practice and creation of the three leadership outcomes (direction, alignment and commitment) is the base of leadership existence. The first leadership outcome is *direction,* described as a "widespread agreement in a collective on overall goals, vision and mission" (Drath et al., 2008, p. 636). In a collective where members have produced direction, there is common understanding of aims and a common agreement on the value of that aim. The second one is *alignment,* which is "the organisation and coordination of knowledge and work in a collective" (Drath et al., 2008, p. 636). In a collective that has produced alignment, the work among the members is generally coherent. The last one is *commitment,* described as "the willingness of members of a collective to subsume their own interests and benefits within the collective interest and benefit" (Drath et al., 2008, p. 636). In a collective that has produced commitment, members permit others to make use their time and energy (Drath et al., 2008).

DAC cannot be looked at as a one-time effort, it must be seen as something that is ever-changing in response to the ever-changing environment. Thus, leadership must not just aim at producing DAC, but continually reframe, recreate and develop DAC (Drath et al., 2008). It

is important to point out that Drath et al. (2008) primarily describes some "broad outlines of a way of thinking and talking about leadership" (p. 643) and not a fully developed theory.

2.1.1.3 Critical Review of the DAC-Ontology

Similar to Drath et al.´s (2008) DAC ontology, Crevani, Lindgren and Packendorff (2010) suggests a leadership perspective with an analytical focus on leadership as it is practised in the daily interaction, rather than on individual leaders. This is also known as L-A-P, leadership as practice (Crevani et al., 2010).

When comparing L-A-P and the DAC ontology, Crevani et al. (2010) state that they believe the DAC ontology contribute to "important aspects of what is to be studied as leadership processes, practices and interactions". However, they also addressed some concerns considering the ontology. The first concern is the focus on "outcomes", which can be misinterpreted as a result of completed temporary leadership processes rather than a continuously evolving model of interaction. A second concern is that the ontology is presented as a comparison to the Tripod ontology, instead of as a concept of its own. A third concern of Crevani et al. (2010) is that the concept signal "closure and harmonic happy-endings'", when it rather should lead to a perceived "never-ending-story". A last concern proposed is that one probable "outcome" of processes labelled as "leadership" by their interactors will just mean that leadership norms are reconstructed. To them, the DAC concepts have a tendency to focus only on converging leadership processes and thereby emphasizing the "common and the collective" (Crevani et al., 2010).

The result of this ontology is one of a functionalist approach, meaning it has benefits of increased integrative power, but also a drawback for not always differentiate well among structures and practices that produce DAC. Consequently, this can lead to the apparent conclusion that anything can be leadership. However, Drath et al. (2008) defends this with the fact that "while it is true that the DAC ontology results in a greater range of social interaction being seen as leadership, it does not mean that any and all social interactions comprise leadership" (p. 643) and "only that which aims to produce DAC is leadership" (p. 643).

2.1.2 The Role of Purpose in Leadership Practice

It may be argued that leadership are twisted together with notions of vision, mission, shared goals, objectives, and plans. Notions like this emphasises the importance of leadership oriented towards achieving something significant, in a sense which they are all in some way associated with purpose (Kempster, Jackson & Conroy, 2011). Purpose may in this sense be compared to what Drath et al. (2008) refers to when talking about *direction* in the DAC ontology, described as a collective on the overall goals, vision and mission of an organisation. McKnight and Kashdan (2009) defines purpose as a central, self-organising life aim that organises and simulates goals, manages behaviours, and provides a sense of meaning. They further explain that purpose directs life goals and daily decisions by guiding the use of finite personal resources. However, Kempster et al. (2011) asks the question of whether vision, mission, goals and objectives are the same as purpose, or if purpose implies something of social value. As a further suggestion, they state that such discussions would be much more enrichened by extending it through examining the role of purpose.

In *Leadership: Limits and Possibilities*, Grint (2005) proposes four different ways of traditionally understanding leadership; leadership as a person, leadership as results, leadership as position, and leadership as a process. However, one can ask where purpose can be found in the list of understanding leadership? It can be argued that purpose may occur within ´Leadership as results´, where assessments that are result-based often involves the quality of the purpose implied by results achieved by a given organisational group. However, Kempster et al. (2011) states that a result-based assessment mainly focuses on the extent to which the organisational goals of the certain group are achieved, rather than the quality of the purpose undermining these goals. Purpose seem to only appear in situations where leaders have set goals to project their groups to either moral or ethical debates (Kempster et al., 2011).

In most general sense, purpose can be seen as an objective which guides action and achieving a goal in a particular context (Kempster et al., 2011). As a result, discussions regarding organisational vision and mission may be integrated into purpose and further be inter-related as organisational leadership. However, it can be argued that the functioning of an organisation limits the development of purpose in the social sense. According to

Kempster et al. (2011), the societal perspective extends the discussion about the notion of a worthy purpose, which is an aim that guides action in a broader societal realm. Purpose can be argued to be central to a good human life and that happiness comes from loyalty to a worthy purpose. On the other hand, absence with or perceived worthless nature of purpose can lead to unhappiness (Kempster et al., 2011).

2.2 Organisational Readiness for Change

Change is for organisations a constant process of moving into a new and different state of being. A large part of leading such organisational change is managing the "people" aspect of that process. As it is the people who is the base of organisations, it is also they who are the real source of change. Therefore, if organisational change initiatives are to succeed, the people who work in the organisations needs to be readied for such transformation (Smith, 2005).

Kiefer (2005) argues that change initiatives can lead employees to feel negative emotions like anxiety and uncertainty. As a consequence of such feelings, employees might exhibit resistance to the change initiative, which then have to be reduced. Stevens (2013) propose readiness for change as a proactive and positive alternative to the traditional perspective of organisational change where "reducing resistance" is the main focus. There are important differences of the concepts of "reducing resistance" and "creating readiness". Reducing resistance simply does not guarantee active participation and support of the change initiative from the organisational members, it focusses only on diminishing potential resistance. Creating change readiness is rather supposed to encourage this kind of proactive process (Stevens, 2013). Therefore, according to Rowden (2001), organisation's goals should be to remain in a state of continuous readiness to accommodate change. This, according to Armenakis, Harris & Mossholder (1993) and Bernerth (2004), requires employees to be open, committed, ready and motivated for change. In addition, Bernerth (2004) states that change readiness is regarded the key to successful change implementation as it creates the positive energy needed among organisational members.

The concept of readiness for change has been widely defined. Bernerth (2004, p. 4) explains it this way; *"readiness is more than understanding the change, readiness is more than believing in change, readiness is a collection of thoughts and intentions toward the specific change effort"*. From this discussion, it may be suggested that the theory of change resistance may fit better with the tripod ontology, which focuses on the relationship between formal leaders and followers. Similarly, the theory of change readiness may fit better with the DAC ontology, with the perspective that leadership not necessarily comes from a leader but enables shared work and cooperation. The latter proposal will be further discussed later.

2.2.1 Readiness for Change as Change message

The Change message model of Armenakis et al. (1993; 1999) is one of the more comprehensive and used theories of organisational change readiness. In essence, the change message involves the dimensions in which individuals form attitudes, intentions, beliefs, and ultimately the behaviour of a change recipient toward the change initiative. These involve questions of whether the change is needed and consists of five cognitive components underlying an individual's change readiness. These include; discrepancy, appropriateness, efficacy, principal support and valence, as viewed in figure 4.
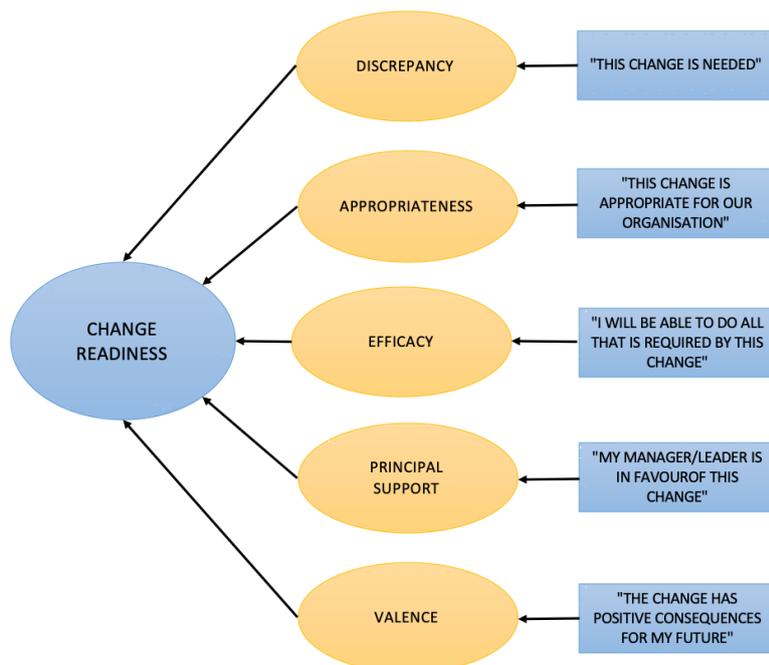
Figure 4 – *The five cognitive components in the change message model (source: Armenakis et al., 1999).*

First, the change message should make a sense of *discrepancy*, or a belief that the change is needed. Second, individuals should believe that the proposed change is an *appropriate* reaction to the situation. Third, the change should also build a sense of *efficacy*, referring to an individual's perceived organisational capacity to implement the change (Armenakis et al., 2002; 2007). The fourth component, *principal support*, includes the individual's belief that the organisation, like senior leaders, will provide sufficient support for the change in form of information and resources. This component increases an individual's sense of efficacy about the organisations capacity to implement change. As a last component, *personal valence* concerns the individual's judgement of costs or benefits of the change, considering a person's role or job. It is not likely that he or she is left with an overall positive evaluation of the change, if a person does not believe that the change will be beneficial (Rafferty, Jimmieson & Armenakis, 2013).

2.2.1.1 Strategies to Develop Readiness for Change

Armenakis and Harris (2002) further suggests three strategies to develop positive beliefs contributing to change readiness. By pursuing these, organisations can utilize the five cognitive components to increase readiness for change. The first one is *persuasive communication*, meaning direct communication efforts. Here, through verbal means, the change agent is directly communicating the change message. This can be done through speeches, written newsletters, annual reports or memos. The second strategy is *active participation;* involving people in activities designed to have them learn directly. The third strategy is *management of information*; making the views of others available. Management of information means using internal and external sources to add more information regarding the change. Generally, a change message generated by several sources instead of just one, especially if the source is external to the organisation, is regarded more believable. The sources can include articles from popular press about industry trends, sharing the organisation's financial records to demonstrate a cost management problem or share competitor successes or failures (Armentakis & Harris, 2002). Rafferty et al. (2013) also suggests that effective use of change management processes like communication, participation and leadership is positively associated with positive beliefs and affect about change. Thus, it will also contribute to a positive overall evaluative judgment that one is ready for change.

To the extent that organisations are able to address these cognitive components through these influence strategies, in addition to taking interpersonal dynamics and other contextual factors into account, this model suggests that individuals will become ready to support the change initiative. According to Stevens (2013), the implications is that readiness can be conceptualized as the process itself through which the cognitive state is attained. First, this can be like readiness as a social cognitive process of influence. Second, as the outcome of this process, a mental state or cognitive precursor to change supportive behaviours. In the case of the second one, there is some ambiguity in the sense that readiness can be conceptualized as different psychological concepts, e.g., attitudes, intentions, beliefs (Stevens, 2013).

2.2.2 Psychological Safety and Trust

Emerging from the organisational change literature, one can find the concept of psychological safety. According to Edmondson (2004, p. 241) psychological safety describes the "individuals' perceptions about the consequences of interpersonal risks in their work environment". This involve taken-for-granted beliefs of how others will respond when one puts oneself out there, for example by seeking feedback, proposing a new idea, reporting a mistake or just asking a question (Edmondson, 2004). In their research on organisational change, Schein and Bennis (1965) argue that an organisational environment characterized by psychological safety is necessary for individuals to feel secure enough to be capable of change. In addition, recent research by May, Gilson & Harter (2004) also show that psychological safety increases work engagement.

The concept of trust has much in common with the concept of psychological safety. Both describe psychological states related to perception of vulnerability and risk, both involve making choices to minimize negative consequences and both have potential positive outcome for organisations. Trust works as a critical input to psychological safety and is often conceptualized in terms of choice (Edmondsen, 2004). Kramer (1999) suggests two approaches of trust; the rational and relational models of choice. Trust within the rational model is explained by individuals that are presumed to make efficient choices based on risk-evaluation (maximizing expected gains or minimizing expected loss). In this mode, individuals trust only when it is rational to do so. In contrast, individuals in the relational

model make choices more intuitive and affective rather than calculative, also considering social aspects (Kramer, 1999).

A work environment with psychological safety and trust is characterised by people who are comfortable being themselves and that trust each other. Individuals in such environment are able to admit uncertainty and admitting ignorance without fear of ridicule and censure (Edmondson & Lei, 2014). Rafferty et at. (2013) argue that such work environment is positively associated with readiness for change. Their reasoning is that high levels of trust and respect encourages open discussion about change events. Thus, beliefs of the change being necessary as well as the likelihood of experiencing positive emotions associated with the change event, increases.

2.2.3 Organisational Culture

Many researchers, including Armenakis et al., (1993, 1999) investigates different factors of organisational change but focus mostly on characteristics associated with the individual. However, according to Jones, Jimmieson and Griffiths (2005), there is a lack of research regarding the role of employees' perception of the organisational environment in fostering readiness for change. They find this inconsistent as literature proposes that organisational culture is essential for understanding the process leading to successful change implementation (Jones et al., 2005).

Eby, Adams, Russell & Gaby (2000) proposes some preliminary empirical evidence in support of the potential role of broader contextual variables in developing positive change attitudes. They found that employees were more likely to evaluate their organisation and those working there to be more responsive to change when they rated their division to have flexible procedures and policies. There are several other researchers suggesting that factors such as an organisations culture influence the likelihood of successful implementation of change initiatives. Zammuto & O'Connor (1992) for example, did an analysis of organisational culture and design in relation to an organisational change initiative. Their analysis supported the importance of flexibility-oriented values in determining the likelihood of change implementation success. Such flexibility-oriented value systems consist of

differentiation and decentralization. This research proposes that organisations who value development and adaptability manages change better than stability-oriented cultures. Quinn and Rohrbaugh (1983) proposes the Competing Values Framework (CVF) of organisational culture. The CVF involve competing demands within an organisation. Organisations are thus classified according to whether they value control or flexibility structuring. Additionally, the organisations differ in regard to whether they adopt an external focus toward the environment or an inward focus toward their internal dynamics. As a result, the four culture types "human relations", "open systems", "internal process" and "rational goal" is formed, which is described and illustrated in figure 5.
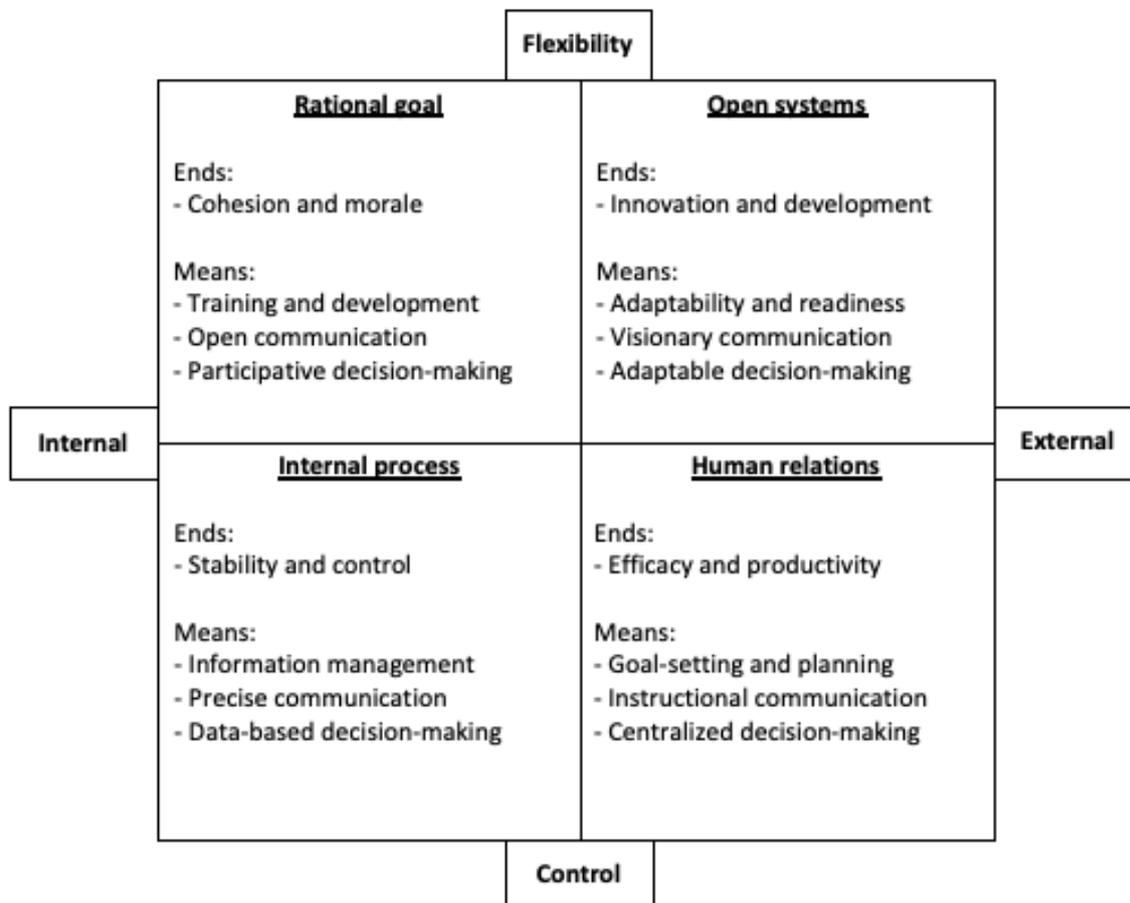
Figure 5 – *Summary of the CVF cultural types (source: Quinn and Rohrbaugh, 1983).*

The two last cultures tend to have low levels of cohesion and moral amidst the employees. All four organisational culture types can exist in one single organisation, but some values are more likely to be more dominant (Quinn & Rohrbaugh, 1983). Jones et al. (2005) suggests that employees who recognise their workplace to be dominant are more likely to have

positive views towards change initiatives. As human relations orientation is characterized by development and training of its human resources, which can relate to an employee's capability and confidence to undertake changes. In addition, the innovative and dynamic nature of the open systems culture type can indicate that employees who perceive their work environment to be an open system are more likely to have positive attitudes toward change initiatives. Factors already demonstrated to be linked with readiness for change, like communication and employee involvement, are characteristics of the open systems and human relations culture types (Jones et al., 2005).

2.3 Chapter Summary

To explore the value of leadership practise and readiness for change, this chapter considered a critical review of literature related to the concepts of "leadership" and "readiness for change". The main focus throughout the literature was built on the foundation to understand leadership as an activity rather than single formal leaders to increase readiness for change. In other words, increasing the level of leadership as practise to further increase readiness for change. Maintaining a high level of change readiness are explained to be highly important, as it includes the whole organisation to be ready for change. Factors such as purpose in leadership practise, a strong change message, psychological safety and trust in leadership, and organisational culture helps contribute to increase organisational for change. Based on this literature, it will further help build a sufficient understanding to answer the research question.

3. Research Methodology

From research objective two, the purpose of this chapter is to conduct data collection and use relevant methodology to investigate the current change readiness of O1. By conducting data for realistic input, it will contribute to answer the research question; *how can organisations build change readiness, and how can leadership practise affect this process?*

The choice of method will be clarified and justified in order to answer the research question. It will also be reflected on the process gone through to conduct, interpret and analyse data in order to provide a thorough response to the research question. The chapter starts with aligning the defined research question to a research paradigm. Next, methodological choices are identified and justified. Then, reliability and validity of the collected data will be discussed. Lastly, various ethical considerations and challenges appearing along the way will be reflected on.

3.1 Research Paradigm and Reasoning

When defining a research question, it should be clearly formulated, intellectually worthwhile, and researchable, because it is through them you will be connecting what it is you wish to research with how you are going to go about researching it (Mason, 2017). The research question of this study reflects on how organisations can build readiness for change, and how leadership practise can affect this process.

According to Antwi and Kasim (2015), all research is based on an underlying philosophical assumption about what constitutes "valid research" and which research methodology that is appropriate for the development of knowledge within a given study. The selected research methodology is dependent of the paradigm guiding the research venture, where the term paradigm may be simply explained as an approach of doing research (Antwi & Kasim, 2015). Table 3 below presents fundamental beliefs of the research paradigms; positivism, post-positivism, interpretivism, and pragmatism

	Positivism (Naïve realism)	Post positivism (Critical realism)	Interpretivism (Constructivism)	Pragmatism
Ontology: the position on the nature of reality	External, objective and independent of social actors	Objective, exist independently of human thoughts and beliefs or knowledge of their existence, but is interpreted through social conditioning (critical realist)	Socially constructed, subjective, may change, multiple	External, multiple, view chosen to best achieve an answer to the research question
Epistemology: the view on what constitutes acceptable knowledge	Only observable phenomena can provide credible data, facts. Focus on causality and law-like generalisations, reducing phenomena to simplest elements	Only observable phenomena can provide credible data, facts. Focus on explaining within a context or contexts	Subjective meanings and social phenomena. Focus upon the details of situation, the reality behind these details, subjective meanings and motivating actions	Either or both observable phenomena and subjective meanings can provide acceptable knowledge dependent upon the research question. Focus on practical applied research, integrating different perspectives to help interpret the data
Axiology: the role of values in research and the researcher's stance	Value-free and etic Research is undertaken in a value-free way, the researcher is independent of the data and maintains an objective stance	Value-laden and etic Research is value laden; the researcher is biased by world views, cultural experiences and upbringing	Value-bond and emic Research is value bond, the researcher is part of what is being researched, cannot be separated and so will be subjective	Value-bond and etic-emic Values play a large role in interpreting the results, the researcher adopting both objective and subjective points of view
Research Methodology: the model behind the research process	Quantitative	Quantitative or qualitative	Qualitative	Quantitative and qualitative (mixed or multimethod design)

Table 3 - *Fundamental beliefs of Research Paradigms. Source: Saunders et al. (2009, p. 119), Guba and Lincoln (2005) and Hallebone and Priest (2009).*

This study operates with objective measurements turned into numbers to further accumulate new knowledge based on the already existing information. Based on using objective and observable measurements, a positivist approach has been chosen for this study. A positivist approach to research paradigm adopts scientific methods and systemize the knowledge generation process with help from quantification. This is to enhance precision when describing parameters and the relationship among them (Antwi & Kasim, 2015). Positivists assume that reality is measurable using properties and objectively given independent of the researcher. In other words; knowledge is quantifiable and objective

(Antwi & Kasim, 2015). The fundamental beliefs of the positivist approach compared to the three others are found more suitable for this study. As researchers, an objective stance and independence of the data are maintained when pursuing a positivist approach. In this study, the positivist approach is emphasised based on explaining behaviour through measurable data, and through only using standardised tools such as a survey (Antwi & Kasim, 2015).

When conducting research, it may require constant reasoning in addition to constant results of that reasoning in order to be well defined and explicit (Jonker & Pennink, 2010). There is said to be three different forms of reasoning; inductive, deductive, and abductive. Inductive reasoning seeks to discover patterns, deductive reasoning tests theories and hypotheses, and abductive reasoning uncovers and relies on the best set of explanations for understanding a result (De Waal, 2001, cited in Johnson & Onwuegbuzie, 2004). Hence to a positivist approach and fully addressing the research question, a deductive form of reasoning has been used in this study. Such reasoning includes collecting data to assess hypotheses and abstract theoretical concepts (Du Plessis & Majam, 2010). The intention of the study is to investigate how organisations can build readiness for change and how leadership practise can affect this process, through describing research data.

3.2 Research Methodology

According to Jonker and Pennink (2010), a methodology can be referred to as a domain or a map. The research methodology may be considered to be action reading, indicating the main path to the destination without specifying the individual steps. Hence to functioning as a map, it does not mean that methodology prescribes what one should do (or don´t) in a particular moment or situation (Jonker & Pennink, 2010).

Measuring and evaluating change readiness can be done through a qualitative, quantitative or mixed research methodology. Quantitative research represents statistical results through numerical or statistical data, and qualitative research presents data as descriptive narration with attempts and words to understand phenomena in "natural settings" (Antwi & Kasim, 2015). A mixed research can be explained as the class of research where the researcher combines or mixes quantitative and qualitative research approaches or techniques (Johnson & Onwuegbuzie, 2004). When practising a mixed research, it is important to understand

both the subjective, inter-subjective, and objective realities in the world. Hence to the three research methodologies, the two major forms of research are said to be qualitative and quantitative methodology (Antwi & Kasim, 2015). The distinction between qualitative and quantitative perspectives are more a technical matter, whereby the choice between the two has to do with their sustainability in answering particular research questions (Bryman, 2001, cited in Antwi & Kasim, 2015). Table 4 below presents a summary of the major differences between quantitative and qualitative research approaches.

	Quantitative Approach	Qualitative Approach
Paradigm (assumption about world)	Positivism/Realism	Interpretivism/Idealism
Research Purpose (rationale)	Numerical description Causal explanation Prediction	Subjective description Empathetic understanding Exploration
Epistemology (theory of knowledge)	Dualist/Objectivist	Subjectivist
Methodology (aims of scientific investigations)	Experimental/Manipulative	Hermeneutical/Dialectical
Research Methods (techniques and tools)	• Empirical examination • Measurement • Hypothesis testing • Randomization • Blinding • Structured protocols • Questionnaires	• Ethnographies • Case studies • Narrative Research Interviews • Focus group discussion • Observations • Field notes • Recordings & Filmings
Scientific Method (role of theory)	Deductive approach, testing of theory	Inductive approach, generation of theory
Nature of Data Instruments	Variables Structured and Validated-data collection instruments	Words, images, categories In-depth interviews, participant observation, field notes, and open-ended questions
Data Analysis	Identify statistical relationships among variables	Use descriptive data, search for patterns, themes ad holistic features and appreciate variations
Results	Generalizable findings	Particularistic findings; provision of insider viewpoint
Final Report	Formal statistical report with: • Correlations • Comparisons of means • Reporting of statistical significance of findings	Informal narrative report

Table 4 - *Differences between Quantitative and Qualitative Research Approaches (Source: Antwi & Kasim, 2015)*

Hence, due to a positivist and deductive approach to research, this study used a quantitative methodology to fully address the research question. The choice of quantitative methodology is also based on identifying statistical relationships among variables. It identifies statistical relationships among variables related to change readiness and leadership. This is considered the most expedient for the study when collecting data and testing theory, as it will help give a broader and more representable set of findings through a limited set of questions (Labuschagne, 2003). It is important to mention that the findings only can be representable and generalisable if the sampling allows it to. This means that the respondents need to be representable enough for the organisation as a whole so that the study can justify any conclusions or findings.

3.3 Research Method

As mentioned, methodology can be referred to as a domain or a map. In this sense, a method may be referred to as a set of steps travelling between the two places on this map. The method indicates specific phases or steps that should be taken in certain orders during a research (Jonker & Pennink, 2010). Hence to a quantitative methodology, a survey has been chosen as a main method for this study. By implementing survey as main method, it may help secure different variables to create a foundation for discussion and a wider understanding of the study´s research question. The survey worked as a tool for measuring change readiness and explaining related contexts, where the intention of the study is to gather as much information about the organisational change readiness as possible. It is based on research that affects organisational change readiness from Cawsey et al. (2016).

The survey consisted of a total 36 questions divided into six dimensions of reactions; previous change experiences, executive support, credible leadership and change champions, openness to change, rewards for change, and measures for change and accountability. To measure the organisational change readiness, the structure of the survey contains three alternatives; *yes, no, don´t know*. There was no weighting of the alternatives *no* and d*on´t know*. The yes alternative was weighted with different scores from the questions within a range of -2 to +2. The highest weighted questions (+2) are related to executive support, credible leadership and change champions, and the negative weighted question (-2) are related to previous change experiences. The total score of change readiness has a range of -

1 to +35, where a positive score over 10 indicates change readiness (Cawsey et al., 2016). The higher score over 10, the more it indicates that the organisation is ready for a change. Likewise, if the score rates below 10, the organisation is not likely to be ready for change and change will be difficult.

3.4 Data Collection and Sampling

When planning collection of data, it may include survey administration procedures, observation procedures, or interviews. Described more specifically, it should involve all methodological steps that are needed to answer every question or to test every hypothesis (Schurink, 2010). The survey used for this study was based on quantitative research, where the collected data was used as primary data. For simplicity and better quality, the survey was first translated into Norwegian. Further, the survey was converted into an electronical survey by using the study´s institutional software tool for surveys and research, SurveyXact. Before distributing the survey to the organisation, the survey was tested for any shortcomings and technical mistakes. As the measured organisation can be described as a relatively small organisation, it can easily occur errors when considering a generalisable sampling. Therefore, based on the limited amount of sampling, testing the quality of questions and technical use was necessary to gather as much information as possible.

When deciding the surveys sampling, the main approach was to gather as much information from the whole organisation as possible for it to be representable. Therefore, to get a representable sampling, the survey was distributed to the whole organisation. This resulted in 20 distributions, where the total percent of respondents was 65%. An important question associated with quantitative research is whether the sampling is generalisable or not. In general, a 65% response is an adequate rate. However, when comparing the 13 respondents with a total of 20, the response is not big enough itself to generalise the findings. On the other hand, the survey will still be beneficial for the organisation. It is also a relatively adequate rate of response when considering the circumstances regarding Covid-19. Hence to Covid-19, there is reason to believe that several employees was out of office or in long/short term sick leave during the weeks that data was collected. Most likely, this has affected the amount of response and distribution.
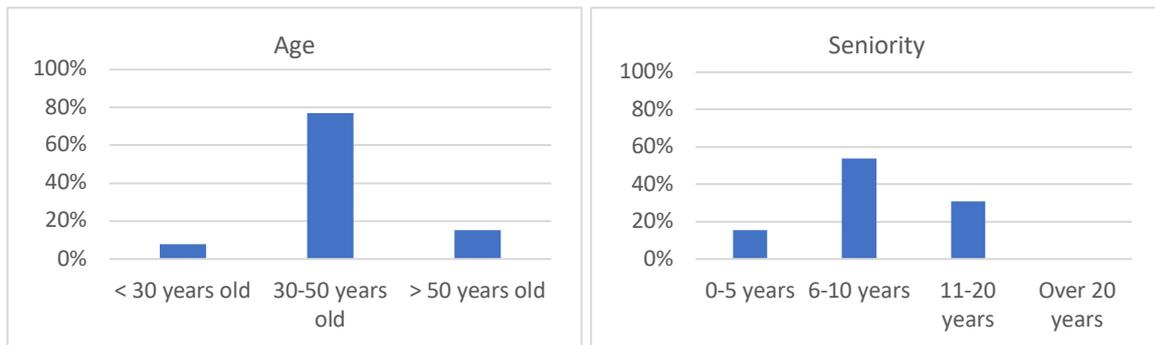
Figure 6 - *Respondents based on age and seniority in organisation*

Figure 6 above shows a spread regarding distribution of age and seniority within the organisation. Among all respondents there were only men, which unfortunately does not allow the study to consider any differences in gender. There is a clear difference in respondents within the groups of age, where the group of 30-50 years old are much higher than the groups of less than 30 years old and over 50 years old. The same goes for the group of seniority within the organisation, where the percentage for 6-10 years are higher than 0-5 years and 11-20 years seniority. Based on a total of 65% respondents, it can be beneficial for the organisation to get an indication of whether they are ready for change or not.

3.5 Data Analysis

After collecting the data, it would further have to be analysed. Data analysis involves "the drawing of inferences from raw data" (Wahyuni, 2012, p. 75). Raw data is data in the format they were generated that needs to be managed in order to be ready to be analysed. Data generated from quantitative research are primarily numerical while data collected in qualitative research are mainly text-based. Data from the survey was collected through the data program SurveyXact. Additional analyses were done through the software Python and Excel. Furthermore, measures like median, type number, most occurred value in data, width and standard deviation were made. Measures of width and standard deviation were used to measure the spread in the data. Calculation of the standard deviation tells whether the average data hide variations or spread in the data. That is, to what extent there is agreement in the answers provided.

To investigate if there are any significant relationships between the RtC score and different independent variables, a regression was used as a tool of analysis. Regression analysis is a technique for investigating and analysing how the average value of a dependent variable differs from one or more independent variables. In a linear context, the regression analysis describes the relationship between a dependent variable (Y) and an independent variable (X). This makes it easier to explain possible causal relationships. In addition, one finds which independent variable that explains the dependent variable most (Johannessen et al., 2011). An essential question in this type of research is whether the variables are correlated, as well as the strength of that correlation. In order to examine this, a Chi-square test was used. A Chi-square test is a method of measuring whether there is a significant relationship between two nominal or categorical variables. Examples of such relationships could be between age or gender and change readiness. With the use of hypothesis testing based on Chi-square tests, calculations were made to determine if there were significant differences between several groups.

3.6 Reliability & Validity

There are two fundamental elements in the evaluation of a measurement instrument; reliability and validity. The instruments vary between skill or attitude tests, conventional knowledge, clinical simulations or survey questionnaires. As mentioned, a survey questionnaire was used in this study. The reliability of an instrument is closely associated with its validity, meaning an instrument cannot be valid if it is not reliable (Tavakol & Dennick, 2011).

The reliability of a measurement method refers to the extent in which results are consistent over time and an accurate representation of the total population within the study. Embodied in this is the idea of consistency of results or observations (Joppe, 2000, cited in Golafshani, 2003). It is identified three types of reliability in relation to quantitative research. The first one is the degree to which a measurement, given repeatedly, stays the same. The second one is the stability of a measurement over time. Lastly, the similarity of measurements within a given time period (Kirk & Miller, 1986, cited in Golafshani, 2003). As the sampling in the distributed survey was rather narrow, testing the reliability of the survey would most likely have resulted in a non-acceptable reliability. With that said, the main focus in this case

study is to investigate how organisations can build readiness for change, and how leadership practise can affect this process, where survey was used as a tool in addition to literature review. However, references, sources and citations have been used to support all findings, intending to provide a basis for good reliability.

Validity involve determining whether the research truly measures what it is intended to measure and how truthful the research results are (Joppe, 2000, in Golafshani, 2003). Validity in research is important as it can be difficult to know if research delivers what it promises. The goal of research is to collect relevant data in order to answer a problem and only include data relevant to that problem (Yin, 2014). Validity is considered high if the survey design and data collection result in data relevant to the problem. This involve having data material that leads to strong answers to the problem and prevents unnecessary elements from affecting the analysis in the research (Johannessen et al., 2011). Throughout this study, it has been important to be critical of the definitions and concepts used. Because of that, all concepts and definitions used are the ones addressing the research question most optimally. The survey has been specifically chosen as it provides answers to all of the study's research questions. It has also been important to constantly be aware of whether the analysis and discussions directly answer the research problem.

To strengthen the credibility of the findings, it is mainly used sources available to anyone. Thus, it is possible to examine the used research. In addition, the weighting of the questions of the survey was not visible to the respondents in order to avoid them being influenced by assumptions of the positive and negative numbers. One identified possible problem with the credibility of the findings is the influence of the Covid-19 virus. The participants of the survey might already be in high state of "change readiness". Recently, many organisations have already had to change their daily routines because of the virus and might be ready for further changes. The overall change readiness score of the studied organisation might therefore be higher than it usually would be.

3.7 Ethical Considerations

There are some ethical considerations that needs to be considered. One of them are honesty, and to not hold back any unwanted results. All results from the survey is presented in the analysis. Both the survey and the analyses has been systematically conducted to avoid any errors or misinterpretations. Another consideration is that one must not give the impression of greater certainty than there are grounds for. Thus, all analyses are based on obtaining nuanced answers and interpretations.

The study intends to follow the Norwegian ethical standard for studies of human behaviour. Before the survey was distributed, it was approved by the Norwegian Social Science Data Service (NSD). Before any participation, all participants received an information letter informing about the procedure and purpose behind the project. The letter also contained information that participation was voluntary and anonymous, and each participant had to consent to participate. In addition, to maintain transparency and openness, participants had the possibility to ask questions about the project. Participants could also withdraw from the project at any time without any consequences. The organisation's name will be held anonymous and no sensitive personal information was conducted. Consequently, confidentiality can be considered maintained.

Another ethical consideration is to address is sensitive questions. Questions that are considered sensitive can affect the data material in several ways. First, it can lead to a lack of answers to specific questions. The response rate to sensitive questions is often lower than the response rate otherwise. Second, sensitive questions can lead to participants dropping either the whole survey or parts of it. This may be the case for questions such as "trust in leadership" and "leadership support", which may have affected the response rate and / or the use of «I don't know» response option. Third, concerns that anonymization may not be sufficient can also affect the response rate. Thus, it can be difficult to answer completely true to sensitive questions and fear of sanctions can cause respondent to give answers that are more accepted instead of a true one. Throughout the study, it has been important to ensure confidentiality and anonymization when using the data. Still, a "I don't know" response option was added in an attempt to get the highest possible overall response rate.

3.8 Reflections on Challenges

The main challenge in the choice of methodology is related to the concept of change readiness itself. Change readiness, despite being a highly logical concept, is still very complex and depends on many factors, organisationally, individually and contextually. It is questionable whether one can capture the whole concept with the types of measurements used in this study. Another challenge is that O1 is a smaller organisation, meaning the information from the survey might seem inadequate. However, it will still be useful to measure the organisation's degree of change readiness. The survey will generally give a better understanding of the organisation as a whole. Initially, a qualitative research method was supposed to be used in this study. However, as the Covid-19 virus spread in such a haste, it was decided to minimize direct human contact as much as possible. Therefore, we decided to change to a quantitative approach instead.

3.9 Chapter Summary

Throughout the chapter of methodology, the choices made in order to investigate how organisations can build readiness for change, and how leadership practise can affect this process, was explained and justified. To do so, a positivist approach and deductive form of reasoning was used. Thus, it was also used a quantitative methodology and survey as method. Through the use of a survey, organisational change readiness was investigated in relation to various factors linked to leadership. Further, concepts like reliability, validity and credibility were both explained and discussed in regard to the methodology used for this study.

To conclude, some critical reflections were made on the methodology. As researchers, it was important to present the results in the most honest and complete way, and to avoid as many errors and misinterpretations as possible. To do so, references, sources and citations has been carefully selected and used to support all findings.

4. Research Findings and Discussion

Based on research objective three, this chapter includes identifying and discussing research findings to further investigate how organisations can build readiness for change and how leadership practise can affect this process. Through linking primary findings to secondary findings, research findings will be presented, measured and analysed. Different factors affecting how to build organisational readiness for change will be discussed and interpreted. This will allow for the research question to be challenged and reinforced. To give a representable overview of the primary findings, the chapter has presented the RtC score through analysis and regression. It is important to mention that because of limited respondents for the survey, the findings cannot be generalised. However, the RtC score gives an indication of whether the organisation is ready for change or not, and to what degree leadership is involved.

4.1 Score for Change Readiness

The distributed survey rates the organisational change readiness based on collected data from the respondents. Based on the 13 respondents, the findings show that the organisation has an average RtC score of 18,31. With a maximum of total score of 35, all positive scores above 10 indicates that the organisation is ready for change (Cawsey et al, 2016, p. 110).

Individual Score	
Average	18,31
Standard error	2,22
Median	21,00
Mode	25,00
Standard deviation	8,01
Sample variance	64,23
Kurstosis	-0,30
Skew	-0,71
Area	27,00
Minimum	2,00
Maximum	29,00
Sum	238,00
Count	13,00
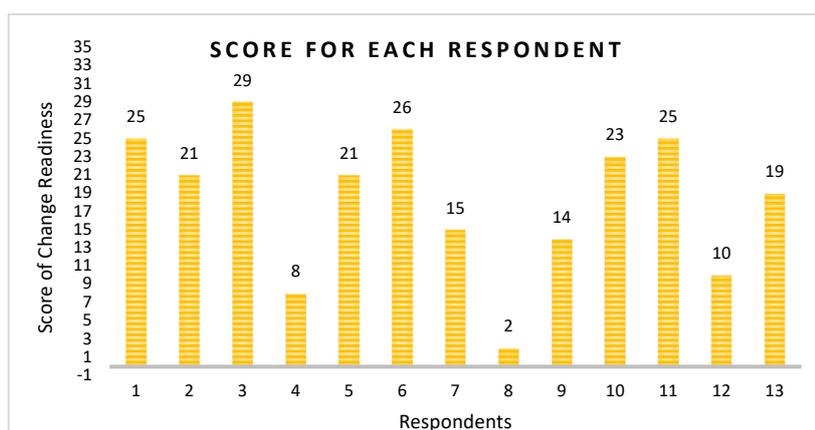
Figure 7 - *Individual scores for measured change readiness*

Figure 7 shows the distribution of individual respondents. The interval of respondents lies within a range of lowest score of 2 and highest score of 29. With a standard deviation of

8,01, it shows that each response in average scores 8,01 from the average score. The high standard deviation may stem from the poor selection in the survey. Hence to the relatively poor selection, the range between lowest and highest value in responses are somewhat wide. However, the median score is 21, which is above the average of 18. This may indicate that the average is affected by the few respondents with a lower score. Overall, the organisation scores above 10 with an average of 18, which indicates that the organisation is ready for change.

It was made a linear regression to explain eventual similarities among change readiness and the surveys six dimensions; previous change experiences, executive support, credible leadership and change champions, openness to change, rewards for change, and measures for change and accountability. Further, it was examined whether there are any significant differences in RtC score in relation to the independent variables; age, seniority, area of responsibility, and part of management. The results show that the dimension openness to change was the only factor affecting change readiness in a positive direction. All other factors did not show any significant affect to the total score of change readiness. The output of multiple regression is shown in figure 8 below.

```
                        OLS Regression Results
==============================================================================
                      coef     std.err      t       P>|t|     [0.025   0.975]
------------------------------------------------------------------------------
Const                3.6566    1.128      3.242     0.014      0.989    6.324
Previous experiences 1.4188    0.636      2.230     0.061     -0.086    2.923
Executive support    1.3753    0.656      2.096     0.074     -0.176    2.927
Openness to change   1.2351    0.200      6.171     0.000      0.762    1.708
Rewards for change   0.8478    0.838      1.012     0.345     -1.134    2.829
Measures for Change  1.4682    0.648      2.265     0.058     -0.065    3.001
and Accountability
Age1                -2.5782   11.352     -0.227     0.835    -38.704   33.548
Age2                 2.5647    3.639      0.705     0.532     -9.017   14.146
Age3                 7.5647    8.795      0.860     0.453    -20.425   35.555
Seniority1           3.8980    7.639      0.510     0.645    -20.414   28.210
Seniority2           8.7551    5.232      1.673     0.193     -7.896   25.406
Seniority3          -5.1020    4.176     -1.222     0.309    -18.392    8.188
Area of resp.1       4.4240    6.036      0.733     0.517    -14.784   23.632
Area of resp.2       2.1382    4.576      0.467     0.672    -12.424   16.700
Area of resp.3       9.1401    4.937      1.851     0.161     -6.571   24.851
Area of resp.4      -9.8599    4.593     -2.147     0.121    -24.477    4.758
Area of resp.5       4.1401    3.854      1.074     0.361     -8.126   16.407
Area of resp.6      -2.4313    4.159     -0.585     0.600    -15.667   10.804
Part of managem1     6.5622    2.449      2.680     0.075     -1.231   14.356
Part of managem2     0.9889    2.161      0.458     0.678     -5.888    7.865
```

Figure 8 - *Multiple regression output*

From literature, the RtC score can range from -1 to +35. The higher score, the more ready for change the organisation is. If the total score is above or equal to 10, the organisation is considered ready for change. A score below 10 indicates an organisation not ready for change (Cawsey et al., 2016). With a total of 13 respondents, 85% are considered ready for change and 15% not ready for change. For the independent variables; higher education, age, seniority, part of management, area of responsibility, the scores > 10 and < 10 are visualised for each of these variables below.

Figure 9 - Score of Change Readiness >10 and <10 for the five independent variables; higher education, age, seniority, part of management, and area of responsibility.

As a further analysis, the independent variables were analysed in light of the total score of change readiness. The variables were divided into two groups; score > 10 and score < 10. Simplified, the two groups indicate whether or not the groups are ready for change. The analysis was interpreted by using Chi-square test, where the independent variables was compared to the score of change readiness. This resulted in a non-significant difference within all independent variables, which indicates that the score of change readiness are not affected by age, higher education, seniority, area of responsibility, or if the respondents are part of management or not.

The total findings from the survey are visualised in table 5 below. It shows all responses in numbers and percentage from all 36 questions, portioned by the six dimensions of reaction. This involves; previous change experiences (question 1-5), executive support (question 6-9), credible leadership and change champions (question 10-15), openness to change (16-29), rewards for change (question 30-31), and measures for change and accountability (question 33-36).

	Yes	No	I don´t know	Yes	No	I don´t know
Previous Change Experiences						
1. Has the organisation had generally positive experiences with change?	13	0	0	100 %	0	0
2. Has the organisation had recent failure experiences with change?	2	10	1	15 %	77 %	8 %
3. What is the mood of the organisation: Upbeat and positive?	11	0	2	85 %	0	15 %
4. What is the mood of the organisation: Negative or cynical?	1	11	1	8 %	85 %	8 %
5. Does the organisation appear to be satisfied with its current condition?	8	4	1	62 %	31 %	8 %
Executive Support						
6. Are senior managers directly involved in sponsoring the change?	10	1	2	77 %	8 %	15 %
7. Is there a clear picture of the future?	7	5	1	54 %	39 %	8 %
8. Is executive success dependent on the change occurring?	9	3	1	69 %	23 %	8 %
9. Has management ever demonstrated a lack of support?	6	5	2	46 %	39 %	15 %
Credible Leadership and Change Champions						
10. Are senior leaders in the organisation trusted?	11	0	2	84,6 %	0	15,4%
11. Are senior leaders able to credibly show others how to achieve their collective goal?	10	3	0	77 %	23 %	0
12. Is the organisation able to attract and retain capable and respected change champions?	9	0	4	69 %	0	31 %
13. Are middle managers able to effectively link senior managers with the rest of the organisation?	8	4	1	62 %	31 %	8 %
14. Are senior leaders likely to view the proposed change as generally appropriate for the organisation?	12	0	1	92 %	0	8 %
15. Will the proposed change be viewed as needed by the senior leaders?	10	0	3	77 %	0	23 %
Openness to Change						
16. Does the organisation have scanning mechanisms to monitor the environment?	2	3	8	15 %	23 %	62 %
17. Is there a culture of scanning and paying attention to those scans?	2	2	9	15 %	15 %	69 %
18. Does the organisation have the ability to focus on root causes and recognise interdependencies both inside and outside the organisation´s boundaries?	7	2	4	54 %	15 %	31 %
19. Does "turf" protection exist in the organisation?	7	2	4	54 %	15 %	31 %
20. Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	3	9	1	23 %	69 %	8 %
21. Are employees able to constructively voice their concerns and support?	12	1	0	92 %	8 %	0
22. Is conflict dealt with openly, with a focus on resolution?	8	6	0	54 %	46 %	0
23. Is conflict suppressed and smoothed over?	8	4	1	62 %	31 %	8 %
24. Does the organisation have a culture that is innovative and encourages innovative activities?	10	2	1	77 %	15 %	8 %
25. Does the organisation have communication channels that work effectively in all directions?	9	3	1	69 %	23 %	8 %
26. Will the proposed change be viewed as generally appropriate for the organisation by those not in senior leadership roles?	9	3	1	69 %	23 %	8 %
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	10	1	2	77 %	8 %	15 %
28. Do those affected by the change believe they have the motivation needed to undertake it?	6	3	4	46 %	23 %	31 %
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	4	4	5	31 %	31 %	39 %
Rewards for Change						
30. Does the reward system value innovation and change?	6	4	3	46 %	31 %	23 %
31. Does the reward system focus exclusively on short-term results?	2	6	5	15 %	46 %	39 %
32. Are people censured for attempting change and failing?	2	6	5	15 %	62 %	23 %
Measures for Change and Accountability						
33. Are there good measures available for assessing the need for change and tracking progress?	1	6	6	8 %	46 %	46 %
34. Does the organisation attend to the data that it collects?	0	5	8	0	39 %	62 %
35. Does the organisation measure and evaluate customer satisfaction?	6	6	1	46 %	46 %	8 %
36. Is the organisation able to carefully steward resources and successfully meet predetermined deadlines?	7	2	4	54 %	15 %	31 %

Table 5 - *Survey responses in numbers and percentage to each question. Source: Cawsey et al. (2016).*

4.2 The DAC-ontology

As known from literature, it is important to focus on leadership development rather than development of the individual leader. This is characteristics of the DAC-ontology. When focusing on readiness for change, the concepts based on the roles of "leader" and "follower" are becoming less useful. In this section, primary findings for O1 will be discussed and linked to the DAC-ontology.

4.2.1 Findings

As seen in table 6, when questioning if managers were directly involved in sponsoring the change, a total of 77% answered yes. On the other hand, when questioning if there is a clear picture of the future and if managers ever have demonstrated a lack of support, the response was rather divided. Even if the question about managers being directly involved in the change affects the change readiness in a positive direction, it conflicts with the questions about a clear picture of the future and lack of support which can direct the change readiness negatively.

	Yes	No	I don´t know	Yes	No	I don´t know
Executive Support						
6. Are senior managers directly involved in sponsoring the change?	10	1	2	77%	8 %	15%
7. Is there a clear picture of the future?	7	5	1	54 %	3 %	8%
9. Has management ever demonstrated a lack of support?	6	5	2	46 %	39 %	15 %

Table 6 - *Question 6, 7 and 9 from the distributed survey.*

4.2.2 Discussion

The research findings based on the dimension considering executive support can be compared to the three outcomes of Drath´s et al. (2008) DAC-ontology, which is suggested to be the base of leadership existence. Based on the dimension of executive support, it may be suggested that the respondents experience a slight lack of common understanding, coherency, and collective interest and benefit. In other words, they may be lacking direction, alignment, and connection. As the response to the dimension of executive support was rather divided, it may be suggested that O1 has a lower level of leadership practise. A low level of leadership practise can affect the change readiness negatively.

As a challenge to Drath et al. (2008) and the DAC-ontology, the research findings may show similar characteristics to the Tripod-ontology, which focuses on leaders vs. followers and

their shared goals. The suggested comparison is based on the findings indicating a focus on "leader development" rather than "leadership development". Hence to a divided response concerning non-clear picture of the future and lack of support, it may seem that the existence of leadership in a sense occurs whenever a leader has influenced followers with respect to shared goals. It may seem that the organisation focuses on the achievement of shared goals itself rather than on the process of achieving it. From the literature and DAC-ontology, a clearer focus on direction, alignment and direction may improve the readiness for change in a positive direction, which also may increase the level of leadership practise.

4.3 The Role of Purpose in Leadership Practise

A general focus on pursuing leadership as an activity may contribute to building organisational purpose. From the literature and Kempster et al. (2011), it is known that organisational purpose involves the importance of leadership associated with achieving something significant. Hence, building organisational purpose may contribute to increasing the readiness for change. In the following section, primary findings will be discussed through the role of purpose in leadership practise for O1.

4.3.1 Findings

In question 11 and 14 from the survey, it seems that senior leaders are able to show others how to achieve a goal and that they manage to see the need for change. These findings show an overall sign that O1 consistently tries to initiate needed changes through informing the whole organisation on how to achieve it. According to the survey and Cawsey et al. (2016), this further affects the organisational readiness for change in a positive direction.

	Yes	No	I don´t know	Yes	No	I don´t know
Credible Leadership and Change Champions						
11. Are senior leaders able to credibly show others how to achieve their collective goal?	10	3	0	77 %	2 %	0
14. Are senior leaders likely to view the proposed change as generally appropriate for the organisation?	12	0	1	92 %	0	8 %

Table 7 - *Question 11 and 12 from the distributed survey*

4.3.2 Discussion

The research findings considering the dimension of credible leadership and change champions, resulted in a score affecting change readiness in a positive direction. This may be

a consequence of focusing on the quality of purpose which substantiates the organisational goals or changes, and further can be suggested to be a contributing factor to lead the change readiness in a positive direction. From Kempster et al. (2011), purpose can be seen as an objective to guide action and achieve goals in particular contexts. Hence to research findings, it may be suggested that O1 successfully includes a quality of purpose that substantiates the organisational goals or changes, which further allows for increasing readiness for change.

4.4 Change Readiness as Change Message

The change message model of Armenakis et al. (1993) and Armenakis and Harris (2002) is argued to involve the primary mechanism for creating readiness for change among members of an organisation. This mechanism includes the components in which individuals form attitudes, intentions and beliefs about the change initiative; discrepancy, appropriateness, efficacy, principal support and valence. In this section, O1´s level of change readiness will be analysed in relation to the change message. In addition, findings and literature related to how to build change readiness through the change message will be discussed.

4.4.1 Findings for Discrepancy

Discrepancy is the belief that change is needed in the organisation. Therefore, question 15 and 27 from the distributed survey will be used to discuss this component. Question 15 and 27 involve whether a proposed change is viewed as needed by senior leaders and employees not in leadership roles. As seen in table 8, a relatively large amount of the participants believed that proposed changes are viewed as needed by both employees in leadership roles and employees not in leadership roles.

	Yes	No	I don´t know	Yes	No	I don´t know
Credible Leadership and Change Champions						
15. Will the proposed change be viewed as needed by the senior leaders?	10	0	3	77 %	0	23%
Openness to Change						
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	10	1	2	77%	8 %	15%

Table 8 - *Question 15 and 27 from the distributed survey*

4.4.2 Findings for Appropriateness

The component of appropriateness involves changes being perceived as appropriate for the organisation. To discuss appropriateness, question 14 and 26 from the distributed survey will be used and can be seen in table 9 below. Question 14 considers whether the respondents believe leaders are likely to view a proposed change as generally appropriate for the organisation. As shown in table 9, 92% answered yes and 0% no. Question 26 involve if the proposed change will be viewed as appropriate for the organisation by those not in leadership positions. In this case, 69% answered yes and 23% no.

	Yes	No	I don´t know	Yes	No	I don´t know
Credible Leadership and Change Champions						
14. Are senior leaders likely to view the proposed change as generally appropriate for the organisation?	12	0	1	92 %	0	8 %
Openness to Change						
26. Will the proposed change be viewed as generally appropriate for the organisation by those not in senior leadership roles?	9	3	1	69 %	23 %	8 %

Table 9 - *Question 14 and 26 from the distributed survey*

4.4.3 Findings for Efficacy

Efficacy is the individual perception of the organisations capacity to implement the change. Question 29 from the survey was used to discuss this component and can be viewed in table 10. Based on this question, O1 show a relatively low degree of efficacy. Only 31% of the participants believe there will be access to enough resources to support the change.

	Yes	No	I don´t know	Yes	No	I don´t know
Openness to Change						
29. Do those affected believe there will be access to sufficient resources to support the change?	4	4	5	31 %	31 %	39 %

Table 10 - *Question 28, 29 and 36 from the distributed survey*

4.4.4 Findings for Principal Support

Principal support is the individual's belief that leaders will provide sufficient support for the change. Question 9 will be used to discuss this component and involve whether it has ever lacked support from senior leaders. As seen in table 11, almost half of the participants believe leaders have lacked support, indicating a low level of principal support in the organisation.

	Yes	No	I don´t know	Yes	No	I don´t know
Executive Support						
9. Has management ever demonstrated a lack of support?	6	5	2	46 %	39 %	15%

Table 11 - *Question 9 and 15 from the distributed survey*

4.4.5 Discussion

Through interpretation of research findings related to the components of change readiness, there is clear support indicating high discrepancy in O1. High discrepancy in an organisation, indicates members having an understanding of the importance of change. According to Katz and Kahn (1978, cited in Armenakis et al., 1993), organisations able to create beliefs that change is needed are able to show how current performance of the organisation differs from their desired end state. Further, findings showed support for the *appropriateness* of changes in O1. Being able to successfully convince members of an organisation that change is needed rests a lot on their acceptance of the change being appropriate. It is therefore important that the change message can communicate where the organisation currently is, where it wants to be as well as why that end state is appropriate (Armenakis et al., 1993).

O1 showed a relatively low perceived *efficacy*, or capacity, to implement change. Therefore, efficacy is suggested as a component diminishing O1's overall level of change readiness. Weiner (2009) argues that enough resource access is a crucial factor for achieving sufficient organisational change readiness. Bandura (1977) supports this with the argument that individuals will avoid activities they believe will exceed their coping capacity, while taking on those they believe themselves capable of. Therefore, when creating readiness, it is important to actively strengthen the employees perceived efficacy regarding the proposed changes. Another component that might diminish O1's organisational overall readiness for change is *principal support*. Findings indicated that almost half of the participants believed that leaders had lacked support. Armenakis & Harris (2002) argue that several change initiatives stall because of lack of support. This is supported by findings of Nutt (1986), who found that the most successful change strategy was when employees early on perceived continuing change agent or leadership support.

According to the change message model, these components form the basis of an individual's change readiness. O1 has scored high on discrepancy and appropriateness, low on efficacy and medium on principal support. According to this model one can argue that O1 has a medium level of change readiness. From this, the employees and leaders also appear to have relatively unified expectations and perspectives when it comes to change, leading to a positive impact on the overall change readiness.

4.5 Psychological Safety

Schein & Schein (2017) states that psychological safety is an important factor in order to create readiness for change. Therefore, this section will include a discussion linking primary findings to literature concerning psychological safety within O1.

4.5.1 Findings

In question 21 from the distributed survey, one can see signs of a larger support for the ability to voice concerns and support within the organisation.

	Yes	No	I don´t know	Yes	No	I don´t know
Openness to Change						
21. Are employees able to constructively voice their concerns and support?	12	1	0	92 %	8 %	0

Table 12 - *Question 21 from the distributed survey*

4.5.2 Discussion

Based on findings, it can be suggested that there is a high degree of psychological safety in O1. Edmondson (2004) states that in psychologically safe organisations, employees believe their work environment is safe enough for them to be candid and to take interpersonal risks. For O1, this means employees dare ask questions, even critical ones, about a proposed change initiative, without fear of negative consequences to self-image, status or career. Here, this is linked to the question regarding whether employees believe they are able to voice their opinions and concerns in their organisation. Edmondson (2004) supports this by stating that psychological safety involves being able to seek feedback, ask questions, report mistakes etc. In a change context, May et al. (2004) also state that psychological safety ensures that when people are told that there is something wrong with the current state of affairs, they do not experience a loss of esteem or feel personally humiliated.

When employees feel secure enough to voice concerns and ask questions, feelings such as uncertainty and anxiety that researchers like Kiefer (2005) links to change initiatives, should be diminished. By asking questions, employees are not only reducing uncertainty about the change, they are also increasing their change readiness by retrieving information. This notion is supported by Armenakis et al. (1993), who argues that providing information is important for readiness creation. However, it is also important to note that negative information can result in defensive reactions, such as denial, flight or withdrawal, as Nadler and Tushman (1989) discusses. From this discussion it is therefore suggested that a high degree of organisational psychological safety can impact the change readiness in a positive direction.

4.6 Trust in Leadership

Several researchers emphasize that trust in leaders within the organisation is crucial for achieving change readiness (Cawsey, 2016). The following section will therefore discuss whether or not trust in leadership had an impact on the RtC score for O1.

4.6.1 Findings

In the distributed survey, participants were asked whether or not senior leaders in the organisation were trusted. As seen in table 13 below, 84% answered that they indeed were trusted, while 0% answered they were not.

	Yes	No	I don´t know	Yes	No	I don´t know
Credible Leadership and Change Champions						
10. Are senior leaders in the organisation trusted?	11	0	2	85 %	0	15%

Table 13 - *Question 10 from the distributed survey*

4.6.2 Discussion

Trust is defined as the "extent to which a person is confident in, and willing to act on the basis of, the words, actions, and decisions of another (McAllister, 1995, p. 25). Respondents showed a relatively high level of trust in leaders. From the definition of trust, it is indicated that employees are willing to act based on the leader´s words and decisions. Thus, when leaders of the organisation declare and explain that change is needed in the organisation,

employees will follow. Not because the leader has a formal leader role, but because they trust and have confidence in them.

From this, it is possible to suggest that organisations with members having much trust in their leaders, also have higher degree of change readiness. This is supported by findings of Shah (2014), who found that employee trust in management had a positive impact on change readiness. In addition, he also found that employee trust in supervisor has even more positive influence on readiness to organisational change than trust in management do (Shah, 2014). Similar findings are found by Pettit et al. (1997) and Erturk (2008). Both researchers state that trust in management increased when they provided sufficient information during the change process. Based on such a statement, organisations wishing to increase their level of change readiness might benefit from investigating the organisations level of trust in leadership. However, the question regarding trust in leadership may be considered as a sensitive one, meaning that participants can find it hard to answer truthfully. Although the survey was anonymous, participants can still find it easier to give a more accepted answer (e.g. 'yes' or 'don't know') instead of the true one in fear of sanctions. Therefore, the seemingly high level of trust in leadership in O1 might actually not be as high as it appears.

4.7 Organisational Culture

It is known from literature that before going through an organisational change, it is important to maintain an organisation ready for change before the change are implemented. To further discuss the context of organisational culture and change readiness for O1, the following section will include findings and discussion related to this theme.

4.7.1 Findings

The response regarding having an innovative culture and senior managers being hidebound leads the change readiness in a positive direction. With a response rate of 77% answering yes and 15% answering no, it seems that O1 has a culture that encourages innovative activities. The total response to senior managers being locked into the use of past strategies, approaches solutions showed a response rate of 23% answering that they were and 69%

answering that they were not. Considering these findings, it may indicate that the organisation values development and are more capable of adapting.

When questioning if the organisation has communication channels that work effectively in all directions, the response seems to lead in a positive direction. With a response rate of 69% answering yes and 23% answering no, it indicates that the internal communication is relatively good. Also, when questioning if the proposed change is viewed as generally appropriate or needed by those not in senior leadership, the response shows an indication of change readiness. The response rate for the change being generally appropriate was 69% answering yes and 23% answering no. For the change being needed the response rate was 77% answering yes and 8% answering no. Such findings indicate a culture that involves and considers all the employees when implementing the change.

	Yes	No	I don´t know	Yes	No	I don´t know
Openness to Change						
20. Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	3	9	1	23 %	69 %	8 %
24. Does the organisation have a culture that is innovative and encourages innovative activities?	10	2	1	77 %	15 %	8 %
25. Does the organisation have communication channels that work effectively in all directions?	9	3	1	69 %	23 %	8 %
26. Will the proposed change be viewed as generally appropriate for the organisation by those not in senior leadership roles?	9	3	1	69 %	23 %	8 %
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	10	1	2	77 %	8 %	15 %

Table 14 - *Question 20, 24, 25, 26 and 27 from the distributed survey*

4.7.2 Discussion

From findings, there are clear signs that the organisation encourage innovation and are capable of adapting. This can be supported by the research of Zammuto and O´Connor (1992) suggesting that such culture that values development is more capable of managing change than a stability-oriented culture would have. Therefore, maintaining an organisation that values internal development may be important when preparing the organisation to manage change. The findings clearly indicate that the organisation is innovative and departs from the use of past strategies or solutions, which is also known from literature, it may contribute to a higher level of change readiness.

As mentioned from literature, the Competing Value Framework (CVF) argues that organisations are classified to whether they value control or flexibility structuring. Organisations may differ in regard to whether they adopt an external or internal focus towards the environment and internal dynamics. Considering the four types of culture, a culture of open systems seems to be most appropriate in this case. Factors like communication and employment involvement are said to be linked with readiness for change, which are also characteristics of open system and human relations culture types. Findings considered; O1 may be categorised as an open system culture type, which includes an innovative and dynamic nature. From literature, it also indicates that employees are more able to perceive their work environment to be an open system, which can be a driving force to have positive attitudes toward change initiatives.

4.8 Change readiness and O1

The total RtC score for O1 indicated an organisation ready for change. In the following sub-headings, a general overview of the RtC score for O1 will be presented.

4.8.1 Findings

Findings regarding previous change experiences is presented as question 1 and 2 in table 15 below. As seen in the table, all participants voted that they have had positive experiences with previous changes. Similar, only a few answered they believed there have been failures with previous change initiatives. Although O1 generally received good scores on most questions in the survey, there are still some answers that seem less adequate. One of them is question 28, with a response rate of 46% believing those affected by the change do not believe they have the motivation needed to undertake the change.

	Yes	No	I don´t know	Yes	No	I don´t know
Previous Change Experiences						
1. Has the organisation had generally positive experiences with change?	13	0	0	100 %	0	0
2. Has the organisation had recent failure experiences with change?	2	10	1	15 %	77%	8%
28. Do those affected by the change believe they have the motivation needed to undertake it?	6	3	4	46 %	23 %	31 %

Table 15 - *Question 1, 2 and 28 from the distributed survey*

4.8.2 Discussion

Based on the findings, it can be interpreted that O1's previous change initiatives have been successful, at least in the opinion of the respondents. This is a relatively good sign as O1 is planning several more changes in the future. As O1 based on the RtC score is considered ready for change, the organisation is more likely to succeed in its future change initiatives as well.

A larger amount responded they do not believe they have the motivation needed to undertake a change. Considering the fact that O1 already has completed several changes recently, this may have affected the score. The possible danger is if the organisation implements too many change initiatives too fast, it can lead to change fatigue among the employees. Bernerth, Walker & Harris (2011, p. 322) describe change fatigue as a "perception that too much change is taking place". Results from the same research indicated that change fatigue was positively associated with exhaustion, and further that exhaustion was negatively related to organisational commitment (Bernerth et al., 2011). In turn, this can have a negative impact on O1's future level of change readiness as well as the successfulness of future change initiatives.

4.9 Chapter Summary

Throughout this chapter, the research findings were identified and discussed in order to investigate how organisations can build readiness for change and how leadership practise can affect this process. Both primary and secondary findings were identified and analysed. Again, hence to a rather poor sampling, the research findings cannot be generalised. However, it is beneficial for O1 as it will give an indication of the organisation's readiness for change. The research findings were further discussed in relation to build readiness for change. With an average score from the survey of 18,31, the score of the survey indicated that O1 is generally ready for change.

Further, the findings from the survey was interpreted and discussed through literature review. As a result, findings and discussion implied several factors that affect readiness for change in a positive or negative direction. Considering the DAC-ontology, findings indicated

that O1 has a slight lack of direction, alignment, and commitment, which is considered to be the base of leadership existence. As a conflict to the DAC-ontology, O1 show similar characteristics as the tripod-ontology. It was suggested that O1 has a focus on "leader development" rather than on "leadership development", which lowers the level of leadership practise. Further, this may also lower the level of change readiness. Thus, it can be suggested as an area of improvement for O1, as a higher level of leadership practise will further increase the readiness for change. In addition to psychological safety, trust in leadership, and organisational culture, readiness for change can be built through a strong change message. These are all factors leading O1's readiness for change in a positive direction.

5. Conclusion

From research aim one, the theoretical purpose of this study was to investigate the importance of change readiness and its leadership implications. This includes answering the research question; *How can organisations build readiness for change, and how can leadership practise affect this process?*

The research findings in this study challenge literature by providing a survey based on Cawsey´s et al. (2016) score for change readiness. Measurements from the survey indicated an organisation ready for change, with an overall response leading in a positive direction. By building readiness for change, organisations seem to be better equipped for achieving a successful change initiative. Through answering each research objective of the study, it will help build a foundation to provide a sufficient conclusion to the research question.

5.1 Research Objective 1 - Critical Review of Literature

The first research objective involved a critical review of literature regarding leadership and change readiness. Through the literature review it was made a foundation in order to understand how one can build readiness for change through leadership implications, where leadership are understood as an activity and not as single formal leaders. In other words, the focus should be on leadership development rather than leader development. Yukl and Van Fleet (1992) presented a rather undeveloped definition of leadership:

"Leadership is viewed as a process that includes influencing the task objectives and strategies of a group or organisation, influencing people in the organisation to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organisation" (p. 149). The definition addresses the nature of leadership, where the main focus is on leadership as a process rather than on leaders as stereotyped individuals.

As a broader perspective to leadership, the DAC model was introduced and presented. Drath et al. (2008) proposed the DAC-ontology as a leadership practise that no longer necessarily focus on leaders vs. followers and their shared goals, which is perceived as the essence of

the tripod-ontology. Instead, as a comparison to the tripod-ontology, the DAC-ontology focus on the production of direction, alignment, and commitment, which are understood as the base of leadership existence. However, there are some critical reviews of the DAC-ontology addressing some related concerns. As a comparison to Crevani et al.´s (2010) movement of leadership-as-practise (L-A-P) focusing on the everyday practise of leadership, they suggest that the DAC-ontology tend to only focus on converging leadership processes and thereby emphasizing the common and collective. Defending these concerns, Drath et al. (2008) states that "while it is true that the DAC ontology results in a greater range of social interaction being seen as leadership, it does not mean that any and all social interactions comprise leadership" (p. 643) and "only that which aims to produce DAC is leadership" (p.643).

A focus on leadership development rather than leader development are important to increase the level of change readiness. A "high" or "low" level of leadership practise may affect the change readiness in a positive or negative direction. The concept of change readiness is explained by Bernerth (2004) as; *"Readiness is more than understanding the change, readiness is more than believing in change, readiness is a collection of thoughts and intentions toward the specific change effort"* (p.4). The theory of resistance to change are suggested related to the tripod-ontology, while theory of readiness for change are said to be more similar to the DAC-ontology. In other words, leader development is more suited with the tripod-ontology, and leadership development are more suited with the DAC-ontology.

Maintaining a high level of change readiness within an organisation are said to be highly important, involving the whole organisation to be ready for change. There are different factors contributing and helping to achieve readiness for change. These are factors such as; change readiness as change message, psychological safety and trust, and organisational culture. These are all important aspects that should be present for achieving a high level of change readiness within an organisation.

5.2 Research Objective 2 - Conduct Data Collection

To answer the second research objective, a justification and outline of what type of methodology used to investigate how organisations can build readiness for change in relation to leadership practise. Through analysing and interpreting the research question, it was reflected on the process of conducting the data collection.

As a first step, the research question was formulated and defined, and further aligned to a positivist research paradigm. Hence to a positivist approach, a quantitative methodology was chosen to fully address the research question. This was considered the most expedient for the study when collecting data and testing theory. When collecting data, the research method used was a survey from Cawsey et al. (2016), which are based on research affecting the organisational change. The survey consisted of a total 36 question divided into six dimensions of reactions; previous change experiences, executive support, credible leadership and change champions, openness to change, rewards for change, and measures for change and accountability. The total score of change readiness ranged from -1 to +35, where a positive score over 10 indicated change readiness.

When deciding sampling for the survey, the main approach was to gather as much information as possible for it to be representable. The distribution resulted in 13 respondents, which equals 65% out of 20 distributions. 13 respondents out of 20 are not enough for the sampling to be generalisable and representable. Even though the research findings cannot be generalisable, the findings can still be beneficial for O1 as it will give an indication to which degree they are ready for change.

Further, the collected data was analysed through using the software Python and Excel. This involved regression analysis and Chi-square tests to examine the different variables, both dependent and independent. Further considerations such as reliability and validity, ethical considerations, and reflection on challenges, was also provided and presented.

5.3 Research Objective 3 - Identify and Discuss Findings

As a last research aim, the primary and secondary findings were identified and analysed to further discuss the findings in relation to building readiness for change. By using primary findings to support and add up secondary findings, the research question was challenged through combining these two. The research question was discussed and interpreted through different factors that significantly could affect the outcome. It is important to inherent the fact that the sampling from the distributed survey were not able to generalise any findings.

As a first step, to give a representable overview of the primary findings, the data structured the RtC score through analysis and regression. To analyse these findings, it was used regression and presentation of the total RtC score, including scores for the different dimensions and independent variables. From the survey, all positive scores above 10 indicates that the organisation is ready for change (Cawsey et al. 2016). The average score of change readiness was 18,31, which indicates that O1 are generally ready for change. Based on all respondents, this resulted in 85% scoring equal to or above 10, which is a generally good rate for change readiness. Hence to the regression analysis, the only factor showing a significant affect to change readiness in a positive direction was the dimension openness to change. It was also used Chi-square tests to interpret the independent variables in light of the total score of change readiness. This resulted in a non-significant difference between all independent variables, which indicated that the score of change readiness were not affected by either age, higher education, seniority, area of responsibility, or if the respondents are a part of management are not. Among all the respondents there were only men, which unfortunately did not allow for the study to consider any differences in gender.

The next step involved using primary findings to support and add up to the literature review. The research question was discussed though different factors said to affect readiness for change, such as; DAC-ontology, the role of purpose in leadership practise, change readiness as change message, phycological safety and trust, and organisational culture. Further, a general presentation of the RtC score for O1 was presented and interpreted.

From the literature and Drath et al. (2008), the DAC-ontology was suggested as the base of leadership existence. Hence to a rather divided response concerning the executive support

from findings, it seemed that O1 experience a slight lack of common understanding, coherency, and collective interest and benefit, which further was linked to the DAC-ontology. Instead, it was suggested that O1 showed similar characteristics as the tripod-ontology, as the findings considering the dimension of executive support indicated a focus on "leader development" rather than "leadership development". Therefore, an area of improvement for O1 is to aim for a focus on direction, alignment and direction to increase readiness for change in a positive direction. This would also help to increase the level of leadership practise.

Building organisational purpose are said to involve the importance of leadership associated with achieving something significant. When considering credible leadership and change champions in research findings, the results showed a clear tendency to leading readiness for change in a positive direction. Hence to research findings indicating that O1 are successful to guide action and achieving goals in a particular context, organisational purpose was suggested as a contributor to leading the readiness for change in a positive direction.

Hence to change readiness as change message, it was discussed in relation to the beliefs about the change initiatives; discrepancy, appropriateness, efficacy, and principal support. The research findings resulted in a high score on discrepancy and appropriateness, a low score on efficacy, and a medium score for principal support. From the change message model, these components form the basis of an individuals' change readiness. Hence to the research findings, it was argued that O1 have a medium level of change readiness.

It is known from the literature that psychological safety contributes to employees being candid and taking interpersonal risk. This includes the individuals own beliefs of how others will respond when asking questions or report mistakes. The research findings indicated a high degree of psychological safety in O1, contributing to a higher level of change readiness. The same goes for trust in leadership, which are considered crucial for achieving change readiness. From findings, it was indicated that O1 show a relatively high level of trust in leaders. Hence, the score for change readiness were high when considering trust in leadership for O1.

Before going through an organisational change, it is known from the literature that it is important to maintain an organisation ready for change before the change are implemented. From research findings, it indicated clear signs that the organisation encourage innovation and are capable of adapting. This is said to be important when preparing an organisation for change. In other words, it is important to increase readiness for change. According to the Competing Value Framework and considered findings, O1 were characterised as an open system culture type. Further, this was implied to be a driving force to have positive attitudes toward change initiatives.

5.4 Chapter Summary

The research question considers how organisation can build readiness for change and how leadership practise can affect this process. Results from findings and discussion implied that there are several factors contributing to increasing the level of change readiness. In addition to psychological safety and trust in leadership, one can build readiness for change through a strong change message. As a response to the research question; the main focus should always be to develop leadership as an activity rather than on development of single formal leaders. Increasing the level of leadership practise will further lead to a higher level of change readiness.

6. Recommendations

The purpose with this chapter is to provide practitioners with recommendations regarding future change initiatives, and theorists with recommendations for further research. These recommendations are based on this study's investigation of how organisations can build readiness for change and how leadership practise can affect this process.

6.1 Recommendations for practitioners

In the following sections, concrete recommendations for O1 and practitioners regarding organisational readiness for change and potential future change initiatives will be provided. It is important to remember that the results from this study cannot be generalized to other organisations.

6.1.1 Recommendation 1 - Focus on leadership as collaboration

There is a lot of different perspectives on how organisations should practise leadership, and an organisation´s leadership approach can affect its readiness for change in different ways. In this study, two leadership approaches have been reviewed. The tripod model focusing on the traits, ability and behaviour of a leader as well as the relationship between leaders, followers and their shared goals. The DAC-ontology, on the other hand, have the perspective that leadership come from shared work, collaboration and the production of direction, alignment and commitment. See section 2.1 for further information.

A leadership approach as the Tripod are often characterized by top-down vision within an organisation, where authority and power are present. Concepts based on roles such as "leader" and "follower" is becoming less useful in practice now that organisations are increasingly collaborative. A leadership approach such as the DAC-ontology are not characterized by leader and follower interactions but rather on mutual influence. Such leadership approach is more up to date with the present increasingly collaborative leadership context. One recommendation to O1 is to focus on a more collaborative leadership approach, not one built on formal leader and follower roles. To strengthen its direction, alignment and connection, O1 should also focus on increasing its common

understanding, coherency and collective interest. As a contributor to building change readiness, O1 will also benefit from including organisational purpose in their leadership practise. This because it involves the importance of leadership associated with achieving something significant. See section 2.1.2 for further information about this topic.

6.1.2 Recommendation 2 - Build a Strong Change Message

A strong change message can contribute to build readiness for change among employees in organisations. Through having high levels of the five components discrepancy, appropriateness, efficacy, principal support and valence, a strong change message can be built. High discrepancy in the organisation means employees have understanding for the need of change and are able to show how the current state differs from the desired state. To convince organisational members that the change is needed depends on their acceptance of the change being appropriate as well. The desired end state has to be appropriate. Further, to create efficacy, members have to believe they and the organisation are capable of the tasks. Therefore, to create a strong change message, one must strengthen the members perceived efficacy regarding the change. In order not to accomplish an effective change initiative, the organisation need high principal support, or high support from leaders. See section 2.2.1 for further information on this topic.

A recommendation to O1 is therefore to strengthen their efficacy and principal support in order to gain a stronger change message, and thus, a higher change readiness. To do so, O1 can directly communicate the change message using persuasive communication. Next, O1 can use active participation by involving people in activities designed to have them learn directly. Lastly, by managing information, O1 can make others views on the change initiative available in order to add more information about it. A change message generated by various sources is, preferably an external one, is regarded more believable.

6.1.3 Recommendation 3 - Build Psychological Safety and Trust in Leadership

It is suggested in this study that a high degree of psychological safety and trust in leadership contribute to increased level of organisational readiness for change. In psychological safe organisations, employees feel safe to take interpersonal risks, be candid and to ask

questions. In such organisations, employees tend to be less uncertain and anxious, and more ready for change. In addition, when employees trust their leaders, they are more willing to act based on the leader's decision to implement change. The important aspect of trust in leadership is that these actions is not related to the leader role, but rather to the confidence in the person.

Although O1 was found to have relatively high degree of both psychological safety in its organisation as well as trust in their leadership, it is still recommended to actively pursue higher degree of both of them. Thus, O1 can achieve a higher overall level of change readiness.

6.1.4 Recommendation 4 - Build Change Readiness Instead of Reducing Resistance

Organisations often use a lot of time and energy on planning how to reduce change resistance. However, reducing resistance does not guarantee support or participation of the change, it only focuses on diminishing potential resistance. The approach of creating change readiness generates a more positive perception than reducing resistance does. Building and creating readiness for change is about being ready for changes to come, decreasing feelings of uncertainty and anxiety. It encourages participation and understanding of the change, creating a positive energy toward it. In addition, it diminishes the line of "them" and "us", where leaders supposedly have to deal with employees resisting the change. Organisations is therefore recommended to focus on building and remaining in a state of change readiness instead of on reducing the *potential* change resistance. See section 2.2 for further information.

6.1.5 Recommendation 5 - Actively Build and Measure Change Readiness

It is recommended that organisations actively work toward remaining in a constant state of readiness for change. Thus, the organisation will be more likely to succeed in future change implementations. It is no longer sufficient to be reactive and adaptive; one must be able to be proactive in advance of changes. Organisations must be able to take active measures in such changing environment in order to constantly be prepared and have an organisation already ready for change.

One important recommendation to O1 is therefore to actively work to increase the organisational readiness for change in order to be able to manage potential future changes. Thus, it is also recommended to establish structures and processes that continuously work towards this goal. In addition, it is essential to increase knowledge and understanding about the concept of change readiness in the organisation itself. It is also recommended to use the RtC score as a tool to measure the organisational change readiness score over time. In this way, one can gain insight into which areas that affect the change readiness and potentially where any means should be taken. Measuring change readiness over time can also help avoid problems such as change fatigue, which can have negative effect on the change initiative. If one is actively working to increase the change readiness in the organisation, it can work as a motivational factor for both employees and managers seeing RtC score increase over time. If it does not increase over time, then new measures can be implemented accordingly. Through such measurements, both awareness and coherence in relation to change will increase. Results will also work as an indicator and driver for achieving a change-ready organisation.

6.2 Recommendations for Further Research

In this section, theorists and future dissertation students will be provided with recommendations for further research. These recommendations are mainly based on discussions from this study.

> 1. In this study a quantitative method was used to investigate how organisations can build readiness for change, and how leadership practise can affect this process. However, there has been few researches studying this kind of concept with a triangulation method. Therefore, this could be a new and interesting take on it.

> 2. From the discussion in chapter 4, the concept of change fatigue in relation to change was mentioned. This could have been an interesting addition to the potential factors affecting change readiness. In addition, it was argued in chapter 4 that readiness for change was positively related to trust in supervisors. This could also have been an interesting concept to investigate closer in relation to change readiness.

6.3 Summary of Recommendations

1. Focus on leadership as collaboration

- Focus on a more collaborative leadership approach instead of one built on formal leader and follower roles.
- Strengthen direction, alignment and connection in the organisation
- Increase the common understanding, coherency and collective interest in the organisation.

2. Build a Strong Change Message

- Strengthen efficacy and principal support in organisation by using strategies like persuasive communication, active participation and management of information.

3. Build Psychological Safety and Trust in Leadership

- Actively strive for high levels of psychological safety and trust to increase within the organisation to build organisational readiness for change.

4. Build Change Readiness Instead of Reducing Resistance

- Use time and energy on building change readiness instead of reducing change.
- Reducing resistance does not guarantee support for change, only diminishes potential resistance.

5. Actively Build and Measure Change Readiness

- Implement measurements as a tool for evaluating, learning and improving organisational readiness for change.

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Appendix 1 – Information letter to respondents

Vil du delta i forskningsprosjektet

«Hvordan oppnå endringsklarhet: Implikasjoner av ledelse»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke linken mellom endringsklarhet og ledelse. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Resultatene fra undersøkelsen vil bli nyttet i vår masteroppgave. Formålet med prosjektet er å undersøke linken mellom endringsklarhet og ledelse. Prosjektet handler om hvordan en organisasjon kan forbedre sin endringsklarhet gjennom påvirkning fra ledelse. Vi ønsker å belyse hvordan graden av endringsklarhet vil kunne påvirke fremtidige endringsprosesser.

Hvem er ansvarlig for forskningsprosjektet?
Handelshøyskolen ved Universitet i Stavanger er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Vi har inngått et samarbeid med din organisasjon. Derfor blir dette prosjektet fremstilt som en Casestudie av organisasjonen hvor vi ønsker å hente inn informasjon om din oppfatning av tidligere endringsprosesser. Dette vil kunne påvirke at fremtidige endringsprosesser i din organisasjon blir vellykket.

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema. Det vil ta deg ca. 30 minutter. Spørreskjemaet inneholder spørsmål om din oppfatning av tidligere endringsprosesser innad i organisasjonen. Dine svar fra spørreskjemaet blir registrert elektronisk.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Det er kun oss som studenter og veileder som kommer til å ha tilgang til dine opplysninger. Opplysningene dine vil jeg erstatte med en kode og lagres adskilt fra øvrige data.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene vil forbli anonyme når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er Juni 2020.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Handelshøgskolen ved Universitetet i Stavanger har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- Vårt personvernombud: Universitetet i Stavanger/Handelshøgskolen ved UiS ved Rune Todnem By på epost (rune.t.by@uis.no).

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Rune Todnem By   Hanna Birkeland & Ragnhild Nesheim Myhre
(Forsker/veileder)   (Studenter)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *[sett inn tittel]*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i spørreundersøkelsen og at mine opplysninger behandles frem til prosjektet er avsluttet 15. juni

Ved å trykke «Send» samtykker jeg til at mine opplysninger behandles frem til prosjektet er avsluttet

Appendix 2 - Distributed survey

Kjønn
o   Mann
o   Kvinne

Alder
o   Under 30 år
o   Mellom 33-50 år
o   Over 50 år

Ansettelsestid
o   0-5 år
o   6-10 år
o   11-20 år
o   Over 20 år

Utdanning etter videregående
o   Ingen
o   1-3 år
o   4-5 år
o   Mer enn 5 år

Ansvarsområde
o   QA/HMS
o   Administrasjon
o   Prosjektledelse
o   Produksjonsledelse

Har du personalansvar
o   Ja
o   Nei

TIDLIGERE ERFARINGER MED ENDRING
Q1.   Har organisasjonen generelt sett positive erfaringer med endring?
o   Ja
o   Nei
o   Vet ikke

Q2.   Opplever du at organisasjonen nylig har hatt dårlige opplevelser med endring?
o   Ja
o   Nei
o   Vet ikke

Q3.   Vil du beskrive stemningen i organisasjonen som positiv og optimistisk?
o   Ja
o   Nei
o   Vet ikke

Q4. **Vil du beskrive stemningen i organisasjonen som negativ og kynisk?**
- o Ja
- o Nei
- o Vet ikke

Q5. **Opplever du det som at organisasjonen din er fornøyd med dens tilstand?**
- o Ja
- o Nei
- o Vet ikke

STØTTE FRA LEDELSEN

Q6. **Opplever du at ledelsen er direkte involvert og støtter opp om endringer?**
- o Ja
- o Nei
- o Vet ikke

Q7. **Er det et klart bilde av organisasjonens fremtid?** *(Hva dere skal oppnå og hvor dere ønsker være de kommende årene)*
- o Ja
- o Nei
- o Vet ikke

Q8. **Er ledernes suksess avhengig av at det skjer endringer?**
- o Ja
- o Nei
- o Vet ikke

Q9. **Har ledelse noen gang vist mangel på støtte til endring?**
- o Ja
- o Nei
- o Vet ikke

TROVERDIG LEDELSE OG ENDRINGSMESTERE

Q10. **Har du tillit til ledelsen?**
- o Ja
- o Nei
- o Vet ikke

Q11. **Klarer ledelsen på en troverdig måte å vise hvordan man skal klare oppnå felles mål?**
- o Ja
- o Nei
- o Vet ikke

Q12. **Er organisasjonen i stand til å rekruttere og beholde dyktige og respekterte endringsagenter?** *(Endringsagent: ansatt som støtter endringer, ofte i en formell rolle)*
- o Ja
- o Nei
- o Vet ikke

Q13. **Er mellomledere i stand til å knytte toppledelsen med resten av organisasjonen på en effektiv måte?**
- o Ja

 o Nei
 o Vet ikke

Q14. **Ser ledelsen på endringer som passende for organisasjonen?**
 o Ja
 o Nei
 o Vet ikke

Q15. **Vil foreslåtte endringer bli sett på som nødvendig av ledelsen?**
 o Ja
 o Nei
 o Vet ikke

<u>ÅPENHET FOR ENDRING</u>

Q16. **Har organisasjonen mekanismer for overvåking av omgivelsene mht. endringsinitiativ?**
 o Ja
 o Nei
 o Vet ikke

Q17. **Eksisterer det en kultur for å ta hensyn til og tilpasse seg denne overvåkingen?**
 o Ja
 o Nei
 o Vet ikke

Q18. **Har organisasjonen evne til å identifisere årsaker til problemer som oppstår, samt anerkjenne sammenhenger både innenfor og utenfor organisasjonen?**
 o Ja
 o Nei
 o Vet ikke

Q19. **Eksisterer det en kultur hvor alle beskytter sitt eget område?**
 o Ja
 o Nei
 o Vet ikke

Q20. **Opplever du ledelsen som tradisjonell og låst til gamle strategier og løsninger?**
 o Ja
 o Nei
 o Vet ikke

Q21. **Har du som medarbeider mulighet til å uttrykke bekymringer og/eller støtte til endringer?**
 o Ja
 o Nei
 o Vet ikke

Q22. **Blir konflikter i organisasjonen tatt hånd om med åpenhet, og med fokus på løsninger?**
 o Ja
 o Nei
 o Vet ikke

Q23. **Blir konflikter dysset ned og bagatellisert?**
 o Ja
 o Nei

Q24.   Har dere en innovativ kultur hvor dere oppfordres til å tenke nytt?
o   Ja
o   Nei
o   Vet ikke

Q25.   Har organisasjonen effektive kommunikasjonskanaler på alle nivå? *(Ovenfra og ned, nedenfra og opp samt mellom avdelinger)*
o   Ja
o   Nei
o   Vet ikke

Q26.   Vil foreslåtte endringer generelt sett bli sett på som passende for organisasjonen for de som ikke har en lederrolle?
o   Ja
o   Nei
o   Vet ikke

Q27.   Vil foreslåtte endringer bli sett på som nødvendige av de som ikke har en lederrolle?
o   Ja
o   Nei
o   Vet ikke

Q28.   Vil du si at de som blir påvirket av endringen har motivasjonen som trengs for å gjennomføre den?
o   Ja
o   Nei
o   Vet ikke

Q29.   Vil du si at de som blir påvirket av endringen har tilgang på nok ressurser til å gjennomføre den?
o   Ja
o   Nei
o   Vet ikke

BELØNNING FOR ENDRING
Q30.   Blir innovasjon og endring verdsatt i belønningssystemet?
**   *(Ikke bare gjennom avlønning, men også gjennom skryt, nye arbeidsoppgaver osv.)***
o   Ja
o   Nei
o   Vet ikke

Q31.   Fokuserer belønningssystemet utelukkende på kortsiktige resultater?
o   Ja
o   Nei
o   Vet ikke

Q32.   Blir ansatte kritisert eller bebreidet dersom de mislykkes i forsøk på endring?
o   Ja
o   Nei

      o   Vet ikke

<u>MÅLING AV ENDRING OG ANSVARLIGHET</u>

Q33. **Fins det gode systemer/målinger for å vurdere behovet for endringer samt oppfølging av endringsprosesser?**
      o   Ja
      o   Nei
      o   Vet ikke

Q34. **Dersom ja, bruker organisasjonen dataene som blir målt?**
      o   Ja
      o   Nei
      o   Vet ikke

Q35. **Måler og vurderer organisasjonen kundetilfredshet?**
      o   Ja
      o   Nei
      o   Vet ikke

Q36. **Er organisasjonen din i stand til å allokere ressurser samt å imøtekomme forhåndsdefinerte tidsfrister?**
      o   Ja
      o   Nei
      o   Vet ikke

Appendix 3 – Chi-square tests

The null hypothesis (H0) is the statement that the two variables are independent. The alternative hypothesis (H1) is the statement that they are not independent.

Score under 10: not ready for change
Score equal/over 10: ready for change

<u>Personnel responsibility:</u>

	Score under 10	Score equal/over 10	*Total*
Yes	1	4	*5*
No	1	7	*8*
Total **2**		**11**	*13*

Output:
```
Chi-square:          0.18096
Degree of freedom:   1
Expected values:     [0.76923077, 4.23076923]
                     [1.23076923, 6.76923077]

p-value=0.670544, significance=0.05


At 0.05 level of significance, we accept the null hypotheses.
They are independent.
```

There is no significant difference between if someone has personnel responsibility or not and the readiness score.

Age:

	Score under 10	Score equal/over 10	Total
Between 30-50	2	8	10
Over 50	0	2	2
Under 50	0	1	1
Total	**2**	**11**	**13**

Output:
```
Chi-square:          0.7090909090909091
P-value:             0.7014922308562801
Degree of freedom:   2
Expected values:     [1.53846154, 8.46153846]
                     [0.30769231, 1.69230769]
                     [0.15384615, 0.84615385]

p-value=0.701492, significance=0.05

At 0.05 level of significance, we accept the null hypotheses.
They are independent.
```

There is no significant difference in ages and the readiness score.

Seniority:

	Score under 10	Score equal/over 10	Total
Yes	1	4	5
No	1	7	8
Total	**2**	**11**	**13**

Output:
```
Chi-square:          1.0505050505050502
P-value:             0.5914060005589064
Degree of freedom:   2
Expected values:     [1.38461538, 7.61538462]
                     [0.46153846, 2.53846154]
                     [0.15384615, 0.84615385]

p-value=0.591406, significance=0.05

At 0.05 level of significance, we accept the null hypotheses.
They are independent.
```

Department:

	Score under 10	Score equal/over 10	Total
Administrasjon	1	4	5
	1	7	8
Total	**2**	**11**	**13**

Output:
```
Chi-square:          4.0379
P-value:             0.5440
Degree of freedom:   5
Expected values:     [0.3077, 1.6923]
                     [0.1538, 0.8462]
                     [0.3077, 1.6923]
                     [0.3077, 1.6923]
                     [0.4615, 2.5384]
                     [0.4615, 2.5384]
```

```
At 0.05 level of significance, we accept the null hypotheses.
They are independent.
```

There are no significant differences between the departments and the readiness score.