IOCOM Board News
Quarterly IOCOM Board e-meeting was held on 7-11 December, 2015. Key decisions of the Board are:
- The IOCOM will continue to seek volunteers for appointments as country reps.
- Strategic Waves will be reviewed/revised continuously to reflect newly projected financial goals with feasibility assessments to support them.

Message from the editorial team
The fourth issue of the IDD - an e-journal of the IOCOM is before you. This issue contains four articles on themes related to business and organisational viability. First article presents techniques for improving efficiency and effectiveness of business processes aiming at organisational viability. Second article is about organisational learning and argues how organisations can use it for changing business conditions. Third article suggests how organizations can manage change in the contemporary era which is characterized by high uncertainty, ambiguity and complexity. Readers are requested to provide comments on these articles.

Articles are invited for the next issue of the IDD. Interested authors may send us their articles latest by 20 Feb 2016 for inclusion in the next issue.

Editorial Team
Atiq ur Rehman, Asgar Bhikoo, Greg Richards and Zicky Hammud
Method Study and Methods Engineering Techniques in improving Business Processes and Organisational Viability

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Introduction

One of the ways a business or an organisation could contribute to the bottom line is to manage its key business processes in a cost-effective manner. Business processes make things happen when executed in the most economical and efficient way. They are the heart and soul of a business as they lead to the production of goods and services which benefits its customers or clients.

This article provides an introduction to the application of a very powerful process improvement technique known as Method Study or Methods Engineering. They are used very commonly by Work Study Practitioners and Industrial Engineers all over the world. Method study is a major branch of Work Study. The other is Work Measurement, also known as Time and Motion Study. A case study of the application of work study techniques in a hospital setting is referenced for details.

In the 1990’s Method Study was broadened in scope and referred to as Business Process Re-Engineering.

Business Process Management (BPM)

BPM is a systematic approach to making an organisation's workflow more effective, more efficient and more capable of adapting to an ever-changing environment. A business process is an activity or set of activities that will accomplish a specific organisational goal.

Business Process Re-Engineering (BPR)

BPR is business management strategy, focusing on the analysis and design of workflows and business processes within an organisation. It seeks to help companies radically restructure their organisations by focusing on the ground-up design of their business processes. BPR is aimed to help organisations fundamentally rethink how they do their work in order to dramatically improve customer service, cut operational costs, and become world-class competitors. In the mid-1990s, as many as 60% of the Fortune 500 companies claimed to either have initiated reengineering efforts, or to have plans to do so.

BPR According to Davenport (1990) a business process is a set of logically related tasks performed to achieve a defined business outcome. Re-engineering emphasized a holistic focus on business objectives and how processes related to them, encouraging full-scale recreation of processes rather than iterative optimization of sub-processes.
BPR is also known as business process redesign, business transformation, or business process change management.

**WORK STUDY**

It is a generic term for those techniques, particularly method study and work measurement. These techniques are used in the examination of human work in all its contexts. They lead systematically to the investigation of all the facts which affects the efficiency and economy of the situation being reviewed, in order to effect improvement.

Method Study is concerned with the reduction of the work content of operation. Work measurement is concerned with the investigation and reduction of the ineffective time and the subsequent establishment of time standard for the operation. This is based on the work content as established by method study.

**Work Study Procedure**

There are eight basic steps, some of which are common to both method study (MS) and work measurement (WM)

1. Select (MS and WM)
2. Record (MS and WM)
3. Examine (MS and WM)
4. Develop (MS)
5. Measure (WM)
6. Define (WM)
7. Install (MS)
8. Maintain (MS)

**Methods Study and Methods Engineering**

Method study is the process of subjecting work to systematic, critical scrutiny to make it more effective and/or more efficient. It is one of the keys to achieving productivity improvement.

It was designed for the analysis and improvement of repetitive manual work but it can be used for all types of activity at all levels of an organisation.

**Method Study Procedure – SREDIM**

The linear iterative process often starts with a quick, rough pass in which preliminary data are collected and examined. Subsequent passes provide more comprehensive and detailed data for analysis. Each step of the procedure becomes dominant at a different stage of the investigation.

The process described by its main steps of:

- **Select & Define:** Work selected for method study, for example, high levels of dissatisfaction and complaint or as part of a change in management process or policy. It is usually because it meets certain conditions of urgency and/or priority. Define" stage requires establishing clear terms of reference of the study which define the aims, scale, scope and constraints of the investigation. This should also identify who "owns" the problem or situation.

- **Record:** Record all relevant information about the work. This stage of method study involves gathering sufficient facts to conduct the examination. A wide range of techniques from simple process flow charts and flow diagrams are available for recording the method. Supplemented by photographic and video recording, and by computer based techniques.

- **Examine:** The recorded data are subjected to a formalized critical examination of the process. A structured questioning methodology, aimed to identify process steps of work that require improvements or offer opportunity for beneficial change.

- **Develop:** The Examine stage merges into the Develop stage of the investigation as a more detailed analysis leads automatically to identify areas of change. The aim is to identify possible actions for improvement and to subject these to evaluation in order to develop a preferred short-term and long-term solution.

- **Install:** The success of any method study project is realized when actual change is made ‘on the shop floor’. Making theoretical change on paper is easy; making real change demands careful planning and handling of the people involved in the situation. They may need reassuring, retraining and the
acquisition of new skills. Install, in some cases, will require a parallel running of old and new systems.

- **Maintain**: Maintaining the new method is to ensure the desired efficiency gains are being realized. It is necessary to check that the new method is working the way it is designed. Method drift is quite common when people either revert to old habits of working, or introduce undocumented new changes. Some of these may be helpful and should formally be incorporated. Others may be inefficient or unsafe and should be corrected.

- **Methods Audit**: A methods audit may be required to formally compare practice with the defined method and identify non-conformances.

**Work Measurement**

Work measurement is the process of establishing the time that a given task would take when performed by a qualified worker working at a defined level of performance.

There are various ways in which work may be measured and a variety of techniques have been established. The basic procedure, irrespective of the particular measurement technique being used, consists of three steps: analysis, measurement and synthesis.

**Methods Study of Making a Cup of Tea**

The method is recorded using the process flow charting conventions.

**Process Flow Charting Conventions**

<table>
<thead>
<tr>
<th>Operation</th>
<th>Inspection</th>
<th>Transport</th>
<th>Delay</th>
<th>Storage</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Operation" /></td>
<td><img src="image" alt="Inspection" /></td>
<td><img src="image" alt="Transport" /></td>
<td><img src="image" alt="Delay" /></td>
<td><img src="image" alt="Storage" /></td>
</tr>
</tbody>
</table>

**Operation**: Represents real work done. It moves the process one step closer to completion.

**Inspection**: It means checking the work done in the previous step, comparing with standards of quantity and or quality.

**Transport**: A movement of persons and material as part of the work process.

**Delay**: Some waiting time before the next operation which may be avoidable or unavoidable.

**Storage**: Storage occurs when an operation is stopped or the product is completed.

**Note**: Some activities may be a combination of an operation and inspection.
**Process Flow Chart (FPC) – Making a Cup of Tea**

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fetch kettle</td>
</tr>
<tr>
<td>2. Check kettle</td>
</tr>
<tr>
<td>3. Go to tap</td>
</tr>
<tr>
<td>4. Fill kettle with cold water</td>
</tr>
<tr>
<td>5. Boil water</td>
</tr>
<tr>
<td>6. Wait for water to boil</td>
</tr>
<tr>
<td>7. Prepare Teapot with Tea leaves</td>
</tr>
<tr>
<td>8. Add boiling water to teapot &amp; wait</td>
</tr>
<tr>
<td>9. Pour tea in to cup when ready &amp; add sugar, milk &amp; stir</td>
</tr>
<tr>
<td>10. Cup of tea ready for consumption</td>
</tr>
</tbody>
</table>

Work measurement will determine the time values for each of the process activities and delays to produce the cup of tea.

The next step is the critical examination of the recorded process. This may lead to improving the process for efficiency gains.

**Critical Examination**

The questioning technique is the means by which the critical examination of activities is conducted. Each activity being subject in turn leads to a systematic and progressive series of questions.

The questioning sequence used examines, the purpose, the place, the sequence, the person and the means by which the activities are undertaken. This is done with the
view to eliminating unnecessary activities, combining, rearranging or simplifying. For example, the activity of boiling water could be improved and done faster by microwaving a cup of water.

**Develop the Improved Method**

The answers to the following questions will most likely lead to an improved method.

- What should be done?
- Where should it be done?
- When should it be done?
- Who should do it?
- How should it be done?

**Concluding Remark**

The five sets of activities recorded on the flow process chart fall into two main categories. The first three activities, operation, inspection and transport are those in which something is happening to the material that is being worked on or moved or examined.

The second category is where the semi-finished or material is not touched or in storage or at a standstill owing to a delay.

The objective of the exercise is to have a higher proportion of “do” operations; these are the ones which move the process forward from raw material to a finished product such as a cup of tea.

Under the banner of Total Quality Management continuous improvement philosophy (Kaizen), a number of techniques are available for improving processes and profits.

As a trained, experienced and credentialed Productivity Professional, I have applied the Method Study and Industrial Engineering tools and techniques to many industrial and white collar work processing situations to improve productivity. Outcome Management professionals could benefit from these techniques in their Monitoring and Evaluation practice.

**References**

3. Institute of Management Services (IMS), United Kingdom, http://www.ims-productivity.com
Organisational learning—the essence of adapting to changing business conditions

By Asgar Bhikoo, South Africa
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Introduction

Organisations regardless of size, age and industry need to evolve in order to remain relevant and viable. Environmental factors for change that needs to be taken into consideration are: political, economic, sociological, technological, legislative and environmental (PESTLE) (CIPD, 2015). While this environmental scanning serves as a good basis for change, the organisation also needs to look inward at its capability to learn and adapt, cue organisational learning. Organisational learning as an outcome is critical to the success of innovation in organisations. It is an organisational outcome that can be used as a predictor of organisational culture and performance. This article explores the concept of organisational learning and why it is important. It also provides examples from personal experience whereby learning was encouraged.

Organisational learning

It is the production, usage and sharing of organisational knowledge by all its constituent departments, leadership levels and organisational staff to improve the efficiency, creativity and effectiveness of an organisation to ensure its long term sustainability. Yukl (as cited in McHugh, 2015) defines it as: “...the collective learning by members of the organisation. Essential processes include the discovery of relevant new knowledge and diffusion of this knowledge to people in the organisation who need it and the application of the knowledge to improve internal processes and external adaptation. Successful application of new knowledge includes institutionalising it in a way that will ensure it is retained as long as it remains relevant.”

- Organisational Learning Culture

Organisations that encourage a learning culture and knowledge sharing are more likely to succeed in business. They are also more likely to flourish relative to those that do not encourage a learning culture. Currently in my career, I have changed jobs. I have also moved into a similar role and department. During this time, I have also been doing free online courses to get a better understanding of the sector that I work now. In joining the new company and in leaving my old company I was faced with these questions:

- How will work continue to be done (in my previous job)?
- How will I continue to do what is expected of me in my new job?

The obvious answer would be to compile good handover documents for the transition to take place. Moreover in my current job, it would be to familiarise myself
with my new position through the company’s on boarding process. This can be done by being curious about how things work in the company, and by figuring out where my job fits in with the bigger picture.

- **My Career Experience**

The department I currently work with serves a Research, Development and Knowledge Management function. The expectations are similar to my previous job. However, the stakes are much higher. Organisational Learning is seen as a pivotal part of the organisation’s long-term growth strategy. In getting the brief about my job, the newly formed Department’s role, I was faced with many questions. In general for any organisation:

- Where does organisational learning fit within intra-organisational processes?
- Why is it important?
- Who needs to do it?

Given my background in Human Resources, Research, Business Analysis and Monitoring and Evaluation, there were many answers that to these questions that surfaced.

I reflected on my career experience to date and where I have observed effective instances of organisational learning. The following truisms became apparent:

**Best Fit for Organisational Learning**

I think it fits in all organisational processes, especially in the closing of projects and processes. It also requires its own formal processes, tools and procedures to harness and make sense of these learnings. These include:

- Stories of success and failure are important in the organisational learning process. I noted this at my time at the Allan Gray Orbis Foundation (an Entrepreneurial Development Programme). Speaking to programme implementers and learning about what made programme beneficiaries successful was a way of understanding how the work done by the Foundation contributed to its intended impact. This allowed programme implementers to improve the programme by using the lessons learned from success stories.

- Communicating the official word relating to these stories is important. This means that data or fact-based information needs to supplement stories. It also needs to be validated by a person (or department) in authority so substantiate the story so that there is a common understanding of how success was achieved.

- Organisational citizens or ones who have had a long tenure with the organisation should be encouraged to share their learning related to organisational norms. During my time at Chevron South Africa and Foschini Group Training (a National Clothing Retailer), I often found that the senior
organisational management provided the best insight into the organisation’s being, and were the best people to ask for advice and for insight.

- There needs to be a conscious decision to refer back to past actions including project closure notes, so that future actions are informed by past learning. I came across this in a formalised way whilst working in Human Resources for Chevron South Africa and the Foschini Group. The performance management process encouraged active reflection with regards to performance for the purpose of continuous improvement and risk reduction (in the case of Chevron SA).

- From the performance management and career development point of view, learning should be recognised. Recognising learning would improve intrinsic work motivation. In my current capacity at Tshikululu Social Investments, innovation is encouraged and any form of formalised learning by staff is seen as a valuable asset to the company.

- There needs to be defined roles like a: facilitator, gatekeeper, user group and promoter of organisational knowledge. This means that there is a need for formalised knowledge management and learning strategies, processes and systems to be put in place which clearly support, reward and legitimise organisational learning.

- At a leadership level there needs to be an openness to learn and sharing of learning. There also needs to be modelling behaviour demonstrated. Whilst working at B&M Analysts (a Benchmarking Research Company), the Allan Gray Orbis Foundation and in my current job at Tshikululu Social Investments, the CEOs and Directors of the Company would regularly share their learning from conferences, literature they have come across and invite debate and discussion.

- Learning as an action within an organisation should find the balance between being formalised and taking place in informal settings (Bersin, 2012). That is, learning does not only occur in a formalised training setting, it occurs in a multitude of instances that are not always officially planned as learning events by an organisation. Many of the most fruitful and insightful discussions I have had with colleagues took place at the coffee machine, copier, or during lunch or leisure time. Often this leads to actionable insights that do not always follow a predefined documentation process.

**Importance of Organisational Learning**

From my experience in the various roles that I have occupied, I think there are three things that I have observed as important. The first is that documented learning can save an organisation a lot of money when it comes to the way it functions (Dimovski & Skerlavaj, nd; Santos-Vijande, Lopez-Sanchez & Trespalacios, 2012). This can be viewed from its staffing strategy, its review of its performance right down to how it documents project learning. I have
seen instances where lessons learned were implicit and commonly understood, yet mistakes were repeated in the next iteration of the project and process. This was primarily because project documentation and staff (from previous iterations of the project) were not consulted.

The second is that organisational learning builds transparency. It is also a means of communicating a common experience shared insight for the purpose of continuous improvement (Serrat, 2009). This builds organisational commitment, which in turn will aid staff tenure and continued staff performance. This is the cornerstone of building organisational stability at a staffing level. It is a way of ensuring that intellectual capital that is fundamental to the way the organisation runs is not lost.

Thirdly, it fosters continuity in organisational performance across departments. Despite PESTLE factors influencing an organisation’s performance, staff will be more resilient and be part of the solution to its viability. This is critical because in times of economic downturn, there’s a view to downsize an organisation and lay off staff. For economic reasons of survival it may make sense. It also comes with the risk of the organisation not being able to navigate itself effectively through the change because key performers and knowledge holders have left the organisation (Oracle, 2013). An organisation’s ability to learn as a collective also creates the breeding ground for innovative thinking and action. This too is critical to its long term success; as innovation will help it (the organisation) to be able develop products that will improve its financial viability. This is due to its ability to use its knowledge base.

Key to Ownership of Organisational Learning

As a starting point, clarifying the expectations related to organisational learning is important. Below are some points that relate to the ownership of organisational learning in an organisation.

- All staff should be responsible for documenting learning.
- Individuals need to be open to learning.
- Teams should be encouraged to share their on the job learning with each other.
- Managers and senior leadership should model behaviour that encourages learning and experimentation.

Conclusion

In this article, I have reflected on organisations that I have worked in my career. I have noted some of the core processes that inform organisational learning. Each organisation that I have worked for implemented processes to facilitate organisational learning. However, even though there were instances where it (organisational learning) occurred, I was yet to come across one organisation that had fully entrenched the processes and that have fully optimised their strategic and operational processes as a result.
Organisational learning is an organic process, and one that involves continuous improvement. Therefore, as much as there may be a picture of perfection, at a point in time where you have reached organisational learning nirvana, the more important thing to remember is that it is a continuous process that will get you to that ideal state. I would also advise people that organisational learning needs to start somewhere. This should begin with individuals that are intrinsically motivated to learn.

My final piece of advice is that it is important to share your learning with your team and your managers. This way you may start to energise the people around you, who in turn will start to see the value of this continuous learning culture for the organisation.

References


Developing a national evidence based policy and decision making system in Zambia

By John T Njovu, Zambia
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Introduction

This is an effort to share some of the experiences in developing culture of evaluation in Zambia. The Government of Zambia has focused on having Monitoring and Evaluation (M&E) to be part of its economic and governance systems. However, both the public and private sectors in Zambia are face challenges in developing evaluation culture. However, the both sectors are showing commitment to resolving these challenges.

Developing a national evidence based policy and decision making system by the Zambian Ministry of Finance

In the public sector of Zambia, the M&E activities are being undertaken at various levels including national, sub-national and community levels, and by a number of institutions such as Parliament, Government and Non-State Actors. The M&E system’s implementation and reporting framework is mapped out in Figure 1.

National Level

Key features of the M&E system at national level are presented below:

i. The Parliament provides oversight of public financial management and monitors budget execution and undertakes assessments of the national development plans (NDP).

ii. The Cabinet Office coordinates the functions of government ministries and formulation of public policies.

iii. The Auditor General’s Office provides an independent perspective on the utilisation of national resources allocated to the NDPs and budgets.

iv. The Ministry of Finance coordinates M&E of the NDPs.

Sector Level M & E

Key features of the M&E system at sector level are presented below:

i. Sector Advisory Groups (SAGs) are responsible for undertaking M&E of sectorial plans. SAGs advice the Ministry of Finance on the sectors appearing in the NDP, e.g. The Social SAG advises and monitors the implementation of the plan on the social sector. The Governance SAG deals with the chapter on governance. Each SAG is serviced by an M & E Committee whose main purpose is to give M & E strategic guidance and provide a coordinated M&E perspective to their respective sectors in order to facilitate effective assessment of impact of the NDP.

ii. The M&E is anchored in the Planning Departments of the government institutions.
Figure 1. The M&E System in the Government of Zambia [Source: The Monitoring and Evaluation Department of the Ministry of Finance (MoF)]
Sub National Level M&E

Key features of the M&E system at sub-national level are presented below:

i. The State Planning Units are responsible for undertaking M&E activities at provincial and district level.

ii. The Provincial Development Coordinating Committees (PDCCs) and District Development Coordinating Committees (DDCCs) are the advisory organs that support the planning units at provincial and district levels.

Research and Development Programme (RDP)

RDP is a programme that coordinates the implementation of research and evaluations of Government programmes and policies.

Management of Evaluations

The Sectors are involved in all stages of the evaluation process.

The Technical Committee

Major functions of the technical committee are to:

i. Provide technical support to researchers at all stages of the research process.

ii. Make recommendations for discontinuation of the studies where it is established that there are high level threats.

RDP Secretariat

Major functions of the RDP Secretariat are:

i. In collaboration with the sectors, the RDP Secretariat identifies the topics for research and prepares Terms of References (TORs).

ii. It facilitates procurement of consultancies.

iii. It follows up on the research process and study progress.

iv. It prepares agenda and records minutes of the RDP meetings.

v. It coordinates and organises dissemination of research reports.

Emerging challenges

The challenges being faced in the development of evaluation systems in Zambia are:

1. Lack of appreciation of M&E - especially evaluation.

   i. Low demand for evaluations. Development partners remain the main commissioners of evaluations/drivers for evaluations

   ii. Low utilisation of evaluation results where they are available.

   iii. Weak collaboration and information exchange among academia and Civil Society Organisations and other evaluation suppliers. While a lot of evaluations are conducted by many stakeholders there is no knowledge sharing platform and process for peer review and validation of the quality of evaluations to ensure wide usage.

2. Evaluation Capacities

   i. The M&E function is not institutionalised in government and quasi-government institutions.
ii. Low capacity of the public sector M&E officers to undertake and manage evaluations
iii. Capacity limitations (lack of staff) within the M&E Department at MoF.
iv. Low quality of evaluations due to inadequate skilled evaluators.

3. Management of Evaluations
   i. Limited financial resources. Need to explore other funding mechanisms to ensure sustainability and frequency of evaluations.
   ii. Weak programme planning – Evaluations seem to be like afterthoughts as they are sometimes not included in the NDP design stage.
   iii. Low involvement of academia, subject experts and peer reviewers to ensure quality of outputs and quality control of the evaluation outputs.

4. Funding
   i. Evaluations are mostly funded by Cooperating Partners (CPs) and the MoF.
   ii. Mostly evaluations of interest to CPs are funded while evaluations of key interest to the Government in line with NDP priorities are not financed.

Lessons learnt by the MoF’s department of M&E
   i. There is a need to work towards building a culture of evaluation with greater focus on utilisation and learning.
   ii. There is a need to develop evaluation systems (standards, guidelines and capacity building).
   iii. There is a need to promote collaboration and building community of practice for evaluators across government.
   iv. Government cannot drive the evaluation agenda alone. There is a need to strengthen external links with academia, think tanks and other stakeholders and to build networks regionally, internationally and at national level to pool resources.
   v. There is a need to strengthen the capacity of evaluators and systems for evaluation quality control.
   vi. Building an evaluation culture will take a long time. Evidence-based policy and practice is a culture and not an end goal. The process has been started in Zambia. There is a need to further strengthen it.
   vii. Promoting the use of evidence within the political sphere is very critical as politics permeates all spheres of Zambian life.

New focus of the M&E department
The M&E department is now primarily focusing on the strengthening the National Evaluation Framework, especially in the following areas:

1. Clearly defining the evaluation approach and processes e.g. types of evaluations, funding mechanisms and institutional arrangements.
2. Developing national M&E Systems - Standards and guidelines for evaluations.
3. Strengthening national M&E valuation capacities, especially in two areas:
   i. Internally in Government
   ii. Support and collaborate with academia to build capacities in the wider M&E community of Practice

4. Collaboration with Academia, Think Tanks and other stakeholders
5. Collaboration with the Zambia Monitoring and Evaluation Association (ZaMEA) in capacity building and professionalization of evaluation, Ethics, standards, etc.
6. Develop Government Wide monitoring and Evaluation framework. This will involve developing an institutional framework and mechanisms such as an M&E policy document, tools and manuals. This will be anchored in the newly formed Ministry of National Development Planning.

Conclusion

Zambia got its independence fifty one (51) years ago. It is, therefore, worrying to hear evaluators and the government still talking of building capacity for M&E. By now the talk should be on demonstrating the tangible results. However, the MoF has started the process of developing evaluations in Zambia. The new Ministry of National Development Planning will use the foundation laid by the MoF to accelerate the development of M&E in Zambia.

There are a number of challenges that need to be ironed out if the development is to be successful.

i. **Ownership is still a challenge:** Though there is demand for evaluation in Zambia, the ownership of the M&E development process by locals is still a challenge.

ii. **Lack of national capacity:** Though the lack of capacity for M&E in both the public and private sectors is being addressed, there are, however, constraints of resources that need to be overcome.

iii. **Lack of citizens’ participation:** There is need to involve the citizens in the process. Common citizens need to be educated by the government and civil society, to enable them to take keen interest in evaluations especially of governance and public policies. Without active participation of common people (who are the ultimate intended beneficiaries of the development interventions), democracy will not be strengthened and lives of most citizens will not improve.

iv. **Lack of a strong national M&E institution in the public and private sectors:** An M&E institution has been established in the newly created Ministry of National Development Planning. However, there are still some issues of coordination at the highest level of the government; i.e. in the office of the President like that in South Africa and at the same level as the Policy Analysis and Coordination (PAC) Department at the Cabinet office of Zambia.

v. **Weak civil society:** The Zambian civil society, including the Voluntary Organisation for Professional Evaluations (VOPE) in Zambia, is not fully carrying out its watchdog role mainly due to weak membership and lack of resources. It is still relying mainly on the external assistance.
Reading list

3. Ministry of Finance, 2011, Report on the study to assess the extent to which gender has been mainstreamed in the Sixth National development Plan of Zambia 2011 -2015 by Dr. Mabel Milimo, Lusaka
5. Ministry of Finance, 2015, PowerPoint presentation, Experiences in evidence based policy and decision making, Lusaka

Board News (continued from page 1)

- The new Board will appoint a lead and a committee for fund mobilization. Dr. Ishwar, Dr.Bahtt and Dr. Verma to develop an IOCOM Policy Framework for Fund Mobilization.
- Asgar Bhikoo is the Regional Rep for Africa. Zicky and Chair are the Regional Reps for North America. Aaron Watson is the Regional Rep for Australasia/Oceania and Ishwar Awasthi is the Regional Rep for South Asia.
- India will develop a regional rep model to be connected with members in southern and other parts of India.
- Two new country reps were appointed for Pakistan: Riawan Mahmood and Abdul Qayyum (Southern Region covering Sindh and Balochistan provinces).

Evaluation Events in 2016

- The Canadian Evaluation Society (CES) 2016 National Conference (C2016), to be held in St. John’s, Newfoundland from 5 to 8 June, 2016.
Managing change initiatives in the contemporary era

By Atiq ur Rehman, Pakistan
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Introduction

This article highlights the growing importance of managing change in the contemporary era. It contains discussions on the recipe for successful change and suggests tips for managing change. The article also identifies risk that might cause the change initiatives to fail.

Magnitude of change

Managing organisations in the contemporary era is becoming increasingly difficult. The era is characterized by high degree of complexity, ambiguity and uncertainty. The International Business Machine (IBM)'s study of the Global Chief Executive Officers (CEO) conducted in 2008 reported the issue as, “Organisations are bombarded by change, and many are struggling to keep up” (IBM, 2008). More recently, the PricewaterhouseCoopers (PwC) 18th Annual Global CEO Survey 2015 showed that percentage of CEOs expressing concerns about threats (due to magnitude of change) has gradually increased from 47% in 2012 to 62% in 2015 (PWC, 2015), which reflects that the situation is quickly moving out of control. The irony is that change is charged and is unlikely to slow down in the near future. The phenomenon of change is making things more complex with the passage of time.

Growing importance of managing change

Managing change is no more an optional territory. It is mandatory for the existence and growth of every organisation. Jack Welch says, “When the rate of change outside exceeds the rate of change inside, the end is in sight” (Daft, 2008, p. 454). The fact of the matter is that no individual, organisation, society, or state can afford to exhibit complacency. Complacency breeds inefficiency, which puts the organisations on the track of erosion, decline and self-destruction. Even the heavy-weight high performing governments are also finding it difficult to resist change. The readers would remember the words of Michael Nutter, the Mayor of Philadelphia, who once said, “I didn't run for mayor to be the caretaker of the status quo”. The nutshell is that realization about the importance of change is spreading fast and almost everywhere.

Assessment of the competence of managing change

To adopt change, the organisations must possess the ability to manage change. However, the earlier-mentioned CEOs Study of 2008 highlights that CEOs’ competence of managing change is failing to match with the need of change management competence (IBM, 2008). There is a burning need for the organisations
to improve their competence in managing change. Otherwise, they must remain ready to face extinction.

**Recipe for successful change**

The successful leaders are increasingly focused on change. The IBM’s Study of CEOs of 2008 revealed that high performing companies were hungry for change (IBM, 2008). Successful implementation of change depends upon many factors including appetite (demand) for change, organisational ability to execute change and the quality of the change management plan.

In 1980s, Kathie Dannemiller refined a formula for change (that was earlier presented by Gleicher). Which is as follows: if \( D \times V \times F > R \), then change will be more likely to take place. Here, \( D \) = Dissatisfaction with how things are now; \( V \) = Vision of what is possible; \( F \) = First, concrete steps that can be taken towards the vision; and \( R \) = Resistance. The formula suggests that product of \( D \), \( V \) and \( F \) must exceed the degree of resistance, to bring change. If there is no dissatisfaction with the existing state, or if the vision of the change is somewhat impossible to achieve or if no concrete steps are taken, then it would be hard to bring the change.

**Risks that might cause the change initiatives to fail**

There are many potential risks that may cause the change initiatives to fail. In their famous book titled as “Who Killed Change? Solving the mystery of leading people through change”, Blanchard, Britt, Hoekstra and Zigarmi (2009), stated that there are 13 change killers which include: 1) culture; 2) commitment; 3) sponsorship; 4) change leadership; 5) communication; 6) urgency; 7) vision; 8) plan; 9) budget; 10) trainer; 11) incentive; 12) performance management; and 13) accountability. The potential risks for a change initiative might exist in few or all of these areas.

As we all know that a risk is assessed from two dimensions i.e. probability of its occurrence and its impact on the objectives of the initiative. Probability could be low, medium or high. Similarly, the impact of the risk might also be low, medium or high. As long as the values of these two dimensions remain on the lower side, there is no major threat to the initiative. However, if the probability of the occurrence of a risk is high and its impact is also high, then such a risk is usually labeled as a “killing risk”. If a killing risk is present in any change plan, it is almost guaranteed that the initiative will fail. This discussion leads to a conclusion that the plan of change should be free from killing risks.

**Anatomy of the resistance to change**

The biggest challenge for the leaders and change managers is how to handle resistance to change. There are many obstacles to change that might include confusion, politics, fear and cynicism. All three obstacles produce resistance to change. Cynicism produces negativity in the system. Higher the negativity, higher will be resistance to change. Cynicism contributes to skepticism. Skepticism is of two types i.e. subjective skepticism and objective skepticism. If skepticism is subjective, then it would be harder to cause a dent in the resistance. However, if the prevailing skepticism is more objective in nature, then it is relatively easier to manage
resistance. In the case of objective skepticism, communication can prove to be an effective tool for separating myths about change from the realities.

**What are the common mistakes made in the execution of change projects**

The biggest mistakes made in the execution of change projects are ignoring the need to create demand for change. Second mistake is ignoring the need to get buy-in of the major stakeholders. Third mistake is ignoring the need to develop capacity of the organisation needed to move from an undesired to a desired stage. Finally, it is ignoring the need to sustain the change. There is plenty of literature available that identifies several mistakes made in the process. For example, Dr. John P. Kotter, the Professor of Emeritus, at the Harvard Business School, in his book “Leading Change” has identified eight mistakes which are: 1) allowing too much complacency; 2) failing to create a sufficiently powerful guiding coalition; 3) underestimating the power of vision; 4) under-communicating the vision by a factor of 10 (or 100 or even 1,000); 5) permitting obstacles to block the new vision; 6) failing to create short-term wins; 7) declaring victory too soon; and 8) neglecting to anchor changes firmly in the corporate culture (Kotter, 1996, p. 16). The change managers and leaders need to be vigilant of the change execution process to avoid any of these mistakes.

**Suggested course of action**

Change managers may adopt any of the models of change to manage change successfully. Kurt Lewin Model of change is the most commonly cited one. It says change management undergoes three stages: unfreezing, moving and refreezing. However, it is too much simple. It is not easier to derive substantial practical value out of this model. A more practical model is the Prosci ADKAR Model, where A = awareness, D = desire, K = knowledge, A = ability, and R = reinforcement. The ADKAR model comprises the five building blocks of change. The model suggests that change managers should first focus on creation of awareness of the need to change. This involves challenging the status quo to create the desire to participate and support the change. Then provide the knowledge on how to change to develop their ability to implement required skills and behaviours. Finally provide reinforcement for sustaining momentum of change. The implementation of this model requires certain critical competencies along every stage of change. Among others, they include emotional intelligence, communication skills, stakeholder analysis and political skills.

Brown (2008) has suggested that before launching a change initiative, a business plan for change should be devised. The elements of the plan suggested by Brown are: 1) objectives; 2) involvement of people; 3) communication process; 4) setting up inter-departmental groups; 5) understanding organisation’s culture; 6) identification of people barrier; 7) identification of key influencers; 8) people requirements; 9) inventory requirements; 10) financial requirements; and 11) time-scale. Development of business plan for change makes the task of change managers much easier.

**Conclusion**

We all know that every organisation faces performance dips at some points in time. When it becomes crucial to design and implement change interventions. Managing
change is not a straightforward and simple process. The change managers must prepare a business plan for change. The business plan includes objectives of the change, involvement of people in the change management process, analyzing culture of the organisation, establishing a communication mechanism, carrying out stakeholder analysis, identification of people and organisational barriers to change, identification of key influencers, developing change management tasks, defining roles of key actors, carrying out budgetary estimates, developing schedules and defining milestones. The business plan of change may be developed on the basis of any of the change models like AKDAR. It is also suggested that progress on the change management process should be carefully and regularly monitored, to keep the execution process on track.

References

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**IOCOM’s Vision:** To create a world where professionals and academia collaborate in outcome management disciplines, organisations, associations, societies and networks in order to strengthen the theory and practice of the discipline everywhere; and foster the cross-fertilization of ideas, high professional standards and an open and global perspective among outcome management professionals in all disciplines in the public and private sectors and academia.

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4) encourage the development of new societies, associations and networks that propagate outcome management and strategies,
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