CHAPTER - VII

FINDINGS, SUGGESTIONS AND CONCLUSION

7.1 FINDINGS

7.1.1 Personal Profiles

Personal profile of the respondents gives details regarding individual respondents like age, education, occupation, income and etc. The study findings shows that 26% majority of the respondents belonged to the age group 26 - 30 years, Education information of the respondents shows that 51% majority of the respondents were M.Phil holders, Marital Status of the respondents shows that 76% of the respondents were married. Place of living details of the respondents shows that 70% majority of the respondents were urbanites. Work experience in B-School in present B-School shows that 42% of the respondents had below 5 years of work experience in B-School. Overall work experience details show that 31% of the respondents had below 5 years of experience. Monthly income details of the respondent’s shows that 35% of the respondents belonged to the income group below Rs.20000.

7.1.2 Industry Innovativeness

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of industry innovativeness with regard to perception levels of change management performance expectations shows that innovations by B- Schools for global collaborations has the highest mean value 4.06 and the least standard deviation value .881. Followed by, more innovative than other B- Schools with a mean value 4.04 and with a standard deviation value of 1.118. New teaching pedagogy than other B- Schools has a mean value 3.87 and standard deviation value 1.030. Larger learning experiencing than
other B- Schools has a mean value 3.77 and standard deviation value 1.114. Innovation of human resource capacities, knowledge and skills has a mean value 3.29 and has the highest standard deviation value 1.240 successively followed by Understanding competitive landscape 3.27 which the least mean value comparing to other mean values and has a standard deviation value of 1.198.

7.1.3 Firm Innovativeness

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of firm innovativeness with regard to perception levels of change management performance expectations shows that that Commits many physical, organizational financial and resources to develop new teaching technologies has the highest mean value 4.01 and standard deviation 951. Create and encourage leadership and flexibility has the second highest mean value 3.92 and standard deviation .946 and successively followed by strong emphasis on leadership and innovation with a mean value 3.90 and standard deviation .951 which is the least. Try to create small self managed team has a mean value 3.68 and standard deviation 1.078 and new methodology has a mean value 3.53 which is low when compared to other mean values and standard deviation 1.244 which the highest.

7.1.4 Course Delivery

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of course delivery with regard to perception levels of change management performance expectations shows that IT facilities are effectively used in lecture delivery has the highest mean value 4.31 and standard deviation .696 which is the least. Followed by construct course materials are relevant and up to date with a mean value 4.11 and standard deviation .896. Class activities managed well takes the third in the order
of hierarchy with a mean value 4.07 and standard deviation .989 which is the highest value. Faculties use effective and varied teaching methods has a mean value 4.02 and standard deviation .859. Courses conducted are connected to industrial activities has the least mean value 3.88 when comparing to other mean values and standard deviation .980.

7.1.5 Campus Facility

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of campus facility with regard to perception levels of change management performance expectations shows that class room facilities are in good condition has the highest mean value 3.94 and standard deviation 1.005. Wireless internet connection area range is wide enough has a mean value 3.88 which has the second highest mean value and standard deviation .890 which is the lowest value. Laboratory equipments are complete enough and in good conditions has a mean value 3.81 and standard deviation 1.050. Computers are complete enough and equipped with latest features has a mean value 3.74 and standard deviation .976 and Library had up to date book collection and good lending procedure and leading journal access has the least mean value 3.61 when comparing to other mean values 3.61 and standard deviation 1.121 which is the highest value.

7.1.6 Faculty Commitment

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of faculty commitment with regard to perception levels of change management performance expectations shows that faculty are committed to quality improvement has the highest mean value 4.21 and standard deviation .816 which is the lowest value. Faculty are committed to employees involvement has the second highest mean value 4.14 and standard deviation .955. Faculty are committed to support student
academic activities has a mean value 4.00 and standard deviation .947 successively followed by faculty are committed to infrastructure development has the fourth highest mean value 3.99 and standard deviation value .959. Faculty are committed to schedule the course activities well has the least mean value 3.86 when compared to other mean values and standard deviation 1.021 which is the highest value among other values.

7.1.7 Potential Option

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of potential option with regard to perception levels of change management performance expectations shows that B-School develops an exhaustive set of alternatives before making important management decisions has the highest mean value 4.21 and a low standard deviation value .805, followed by additional roles and responsibilities will help the B School to learn about new Managerial Skills, Attitude and Knowledge having a mean value 4.19 and standard deviation value .789. Constructs B-School practices, corporate culture and management style gives a lot of free decision possibilities and B-School is flexible according to human resources management practices and routines have equivalent mean values 4.18 and standard deviation values .735 and .842 respectively. B-School is flexible according to its resources has the least mean value 4.17 and standard deviation.842 the highest when comparing to other values.

7.1.8 Real Option

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of real option with regard to perception levels of change management performance expectations shows that B - School had to invest significantly in specialized facilities to adapt to new change management which has the highest mean value 4.13 and standard deviation .905. The new changes or development made in the B School is based
on previous investment in facilities has the second highest mean value 4.00 and standard deviation .869 which is the least. New changes or development made in the B School is based on previous investment in human resources has a mean value 3.93 and standard deviation .875 consecutively followed by to adopt new change management B School had to invest significantly in skilled human resources with a mean value .934. When the B School sees business opportunities, it can seize them quicker than other competitors has a mean value 3.73 and standard deviation 1.024 which is the highest value.

7.1.9 Industry Threats

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of industry threats with regard to perception levels of change management performance expectations shows that B School believes that unstable, rapidly changing environment provides more opportunities than threats has a mean values 1.89 and standard deviation value .931. B School has ability to evaluate market development of next generation management competencies has a mean value 1.82 and standard deviation value .947. Difficult for competitors to imitate B School strategies has a mean value 1.71 and standard deviation .903.

7.1.10 Firm Competencies

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of firm competencies with regard to perception levels of change management performance expectations shows that people in B School accept change readily has the highest mean value 3.88 and standard deviation value .943 successively followed by human resources are adequately dispatched between different activities with a mean value 3.87 and standard deviation .925. Financial resources are adequately dispatched between different new activities takes the third in the order with a mean value 3.83 and
standard .975. Industrial risks (that the new systems would not work as planned) of the task B School is involved in is usually mastered has a mean value 3.73 and standard deviation 1.144 and Organizational risks (that the systems would not integrate with others) of the projects B School is involved is usually mastered with a mean value 3.71 which low when comparing to other mean values.

7.1.11 Change Readiness Perspectives

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of change readiness perspectives with regard to perception levels of change management performance expectations shows that stakeholders, recruiters, students' representative are consulted on change process has the highest mean value 3.91 and standard deviation .857 which is the least, followed by linking change drivers to performance improvement is a priority having the second highest mean value 3.87 and standard deviation .955 successively followed by change management process is well articulated & effectively deployed with a mean value 3.84 and standard deviation .991. Constructs appropriate benchmark targets are considered and emulated by change facilitators and faculty participate in implementation of change process have equivalent mean values 3.77 and standard deviation .930 and .962 respectively. Change program is well defined & plans for change are communicated in advance takes the sixth in the order of hierarchy with a mean value 3.71 and standard deviation 1.043. Key parameters like strategy, process, organization and systems are considered in the change program has a mean value 3.65 and standard deviation 1.082 and Process for reviewing change management progress is effective has the least mean value 3.50 and highest standard deviation value 1.148 comparing to other values.
7.1.12 Managing Change Resistance

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of managing change resistance with regard to perception levels of change management performance expectations shows that doing change management right the very first time can eliminate causes of resistance before it occurs has the highest mean value 4.18 and standard deviation .838 which is the least to other values. Communication about reasons & benefits for change is done in advance there will be no resistance to change and change is usually expected and planned for in B-School have equivalent mean values 3.97 and standard deviation values .909 and .873. Resistance to change is formally addressed in my B-School has a mean value 3.92 and standard deviation .892. Employee involvement is considered essential to achieve important and long lasting positive change in B-School and fear of the unknown often leads to resistance to change in B-School have consecutive mean values 3.86 and 3.85 respectively and standard deviation .947 and .897 respectively. Change process sometimes meet with resistance in B-School has a mean value 3.75 and standard deviation .958 and change agents in B-School identify the root cause of change resistance and address related problems in good time has the least mean value 3.58 and highest standard deviation value 1.089 comparing to other values.

7.1.13 Change Management Performance Expectations

Tabular findings summarizing the overall mean and standard deviation values of the various constructs of change management performance expectations with regard to perception levels of change management performance expectations shows that Economic slowdown has brought about change in the area of MBA graduate placement has the highest mean value 4.27 and standard deviation value .768 which is the lowest. Significant changes have taken place in B-school in the last 5 years has the second highest mean value
4.24 and standard deviation .903. B- Schools are turning to technology to reach students faster and lifestyle and values of students in B-schools have changed in the last 5 years have consecutive mean values 4.09 and 4.08 respectively and standard deviation values .852 and .812 respectively successively followed by Interest has shifted to specialist programs within B-schools-like management programs for family business with a mean value 4.03 and standard deviation value .864. Millennials (youthful population) are showing more interest in B-School than previous has a mean value 3.95 and standard deviation value .855 and successively followed by fewer B-school aspirants are looking overseas - thanks to the fall of rupee with a mean value 3.92 which is the least and standard deviation .927 which is higher comparing to other values.

7.1.14 Based on Chi Square

The test statistics Chi-Square is made to identify the association between selected personal profiles of faculty members with change management performance expectation. Faculties above post graduate (M.Phil and P.hd) give more importance to change management performance expectation. It shows there association between education qualification with change management performance expectation. Urbanite faculties have higher perception towards change management performance expectation compared to rural and sub urban residents. Thus, there is association between place of living of faculty members and change management performance expectation.

7.1.15 Based on ANOVA

The test statistics ANOVA is made to check the significant relationship between selected personal profiles with dimensions of change management. The significant relationship was checked between age and dimensions related to change management. The analyzing variable age found to have significant relationship with course delivery, Campus
facility, Potential and real option of B-Schools, Industry threat for B-School and Change readiness perceptive.

The next analyzing variable experience of faulty members if present B-Schools founds to have significant relationship with Course delivery, real option, Industry threat and firm competencies.

The third analyzing variable overall experience of faulty members has significant relationship with Campus facility, Faculty commitment, Potential option, Industry threat and Change readiness perspective.

The Last analyzing variable, Monthly salary of faculty members found to have significant relationship with Industry and Firm Innovativeness, Campus facility, Faculty commitment, Potential and real option of B-School, Industry threat and change management perspectives.

7.1.16 Findings Based on Multiple Correlations

To ensure the relationship among the input dimensions of Change management multiple correlations was tested. The input dimensions of the study were Industry Innovativeness, Firm Innovativeness, Course Delivery, Campus Facility, and Faculty Commitment. The inter relationship between dimensions were positively moderately correlated and significant at (.000) level.

To identify the relationship among the dimensions of mediating dimensions multiple correlation was tested. The mediating dimensions are Potential option, real option, and Industry threat and firm competencies. The dimension industry threat found to have negative relationship with Potential and real option and firm competencies. The remaining three dimensions were moderately and mildly correlated and significant at (.000) level.
To predict the relationship between output and result dimensions multiple correlation was tested. The out dimensions are Change Readiness Perspectives and Managing Change Resistance. The result dimension is Change Management performance expectation. The dimensions output and result were moderately correlated and significant at (.000) level.

7.17 Findings based on Multiple Regressions

To indentify the cause and effect between the dimensions multiple regressions were made and to predict the best predictors of cause dimensions. The cause dimensions are Industry Innovativeness, Firm innovativeness, Course Delivery, Campus facility and faculty commitment. All these five dimensions predict 43 percentage potential option of B-Schools in Tamil Nadu. The best predictor of potential option is faculty commitment. Industry Innovativeness founds to have negative influence towards potential option.

To identify the best predictor of real option, three dimensions potential option, Industry threat and firm competencies. These three dimensions predict 45.8 percentages towards real option. The potential option was the best predictor of real option. Industry threat founds to have negative influence towards real option.

7.18 Path Analysis – Modeling Change Management Performance Expectation

To model change management performance expectation, 12 paths were considered in the outer model of the study. All the paths were formative. Out of 12 paths, 10 paths were positive and remaining 2 paths were negative. Out of 12 paths, 8 paths (hypotheses) were supported and the remaining 4 paths (hypotheses) not supported. The values of inner model were positive for all the 12 dimensions of change management. To validate the model average variance explained composite reliability were checked.
The purpose of this study was to examine the relationship between the options perceived by the faculty members of B-School, the change management performance expatiation produced by the exercise of these options and firms or industry’s specific factors for the future development of B-School. Building on concepts from the resource-based view of the firm, real and potential option and the industry threat and firm competencies, the study proposed a model that describes the links between a firm option development and the expected change readiness and change resistance.

7.1.19 Empirical results of structural equation modeling

It indicates that

(i) The balance between industry innovativeness and firm innovativeness affects the perception of potential option,

(ii) The industry threats and firm competences mediate the transformation of real option into Change Readiness and change resistances towards B-School.

(iii) The fact that the balance between industry innovativeness and firm innovativeness affects the perception of potential option was a predictable result. What is interesting is that the influence of both types of innovativeness (firm and industry) has a negative and positive effect on the perception of potential option. This result suggests a true emulation between the actors of this industry.

(iv) The industry threats and firm competences mediate the transformation of real option into change readiness and change resistance. The members of an organization recognize that the differences between their competences and those of the competitors are the source of change management performance expectation obtained by catching the consumers and changing market demand. The faculties of the B-Schools account simultaneously for the demand pull and technology push
implication of Change readiness and change resistance. The differential in resources and competences existing between a firm and the industry is the origin of the performance expectation which is in line with the arguments of the resource-based view of the B-School. The historically dependent accumulation of resources and the idiosyncratic routines developed are at the source of the higher performance of B-Schools and influence their capacity to change dynamically.

7.2 SUGGESTIONS AND IMPLICATIONS (RECOMMENDATIONS)

7.2.1. Dynamic Change. The need for firm capacity to change dynamically in B-schools is of utmost importance, and that the value of the real and potential option is directly linked to this capacity. This dynamic capacity depends on the one hand on the industry and on the other hand on the competitive advantage of the B-School in comparison to other B-School. The competition on industry level has already been analyzed, at least in theory, with a real option lens. But, some other critical issues in strategic management can still be modeled and empirically tested in that way.

7.2.2. Approaches to Competition. The different approaches of competition on an industry level modeled with options are for instance the rivalry among existing firms, threats of alternatives to management education or threats of potential entrants. The search for the best investment timing and evaluation of the firms calculated in those works depends on technological uncertainty but also market uncertainty.

7.2.3. Maintaining a Strong B-School Brand is very essential. This is because brand will deliver the benefits customers truly desire. B-Schools need to consider the preference of all stake holders: Students, Faculty and Management.
The Strategic planning and market orientation status of the B-School should be evaluated continuously. Periodic evaluation of the brand in tactical brand-building stage will ensure that the brand stays relevant to the need of the stakeholders.

The dominant value proposition of the B-School should meet student’s expectations on all attributes of B-School including the course fee. Students should be considered as the first stakeholders for any B-School.

7.2.4. **Analyzing needs of the target group.** There is need to for analyzing the target group’s (student’s) needs and providing suitable portfolio of products such as Executive MBA, Online MBA, interactive online classrooms. There is need for collaborating with leading B-schools across the globe. Business schools in Tamil Nadu state face tough competition not only from within the state but also from within India and abroad. With more B-schools offering similar courses there is need for B-schools to break away from the clutter and offer innovative, market oriented programs like MBA in financial services, retail management and Master of business analytics

7.2.5. **Assess potential risks and generate motivation.** First, faculty and other players in the organization need to assess potential risks and stir up a sense of urgency among students and stakeholders in order to generate the motivation to spur change within the firm. However, this sense of urgency need to be strong enough and perpetuated by outside analysts, consumers, and other voices in order to propel positive change in Business schools

7.2.6. **Form a powerful guiding coalition.** Once change is identified as the best solution to market share, profit losses, or other catalysts, leaders throughout the organization need to band together to guide the transformation process. These leaders can include
board members, consumers, administrators, executives, chairmen, and other stakeholders

7.2.7. **Create a shared vision for change.** B-school managers and stakeholders need to coalesce to create a shared vision for corporate change, and this vision should go beyond the normal five-year plan. The vision for change, touching on various dimensions of B-schools management should be easily communicated, clear, and may include transformation steps that are coordinated and which are aimed at propelling the organization toward the overall goal. These visions should be communicated not only in words and speeches, but also in the actions of faculty, students, and administrators. The transformation of a B-School need to include short-term goals that can be fast-tracked to show executives and faculties that progress is being made. Experts warn, however, that transformations can take between five and ten years to complete, and should not be declared as complete until the B-School culture has transformed to meet the vision.

7.2.8. **Empower others to act on the vision.** Remove all the obstacles that may stand as a hindrance on the path of change. This may entail several action: namely-allocating financial budget to the new initiative and easing up key faculty members from existing responsibilities so that they can concentrate on the new effort to act on the vision. Allow people to start living the new ways and make changes in their areas of involvement. Nothing is more frustrating than believing in the change but then not having the time, money, help or support needed to affect it.

7.2.9. **Plan for and create short-term wins.** Real transformation takes time therefore; the loss of momentum and the onset of disappointment are real factors. Actively plan to
achieve short-term gains which people will be able to see and celebrate. This will provide proof that efforts are working and spice it with motivation to keep it going.

7.2.10. Consolidate improvement and keep the momentum for change moving. A premature declaration of victory can kill momentum, allowing the powerful forces of tradition to regain ground. Keep in mind that new approaches are fragile and subject to regression. Use the feeling of victory as the motivation to delve more deeply into the organization: to explore changes in the basic culture, expose the systems relationships of the organization that need tuning, and to move people committed to the new ways into key roles.

7.2.11. Institutionalize the new approaches. At the end of the day, change sticks when it seeps into the bloodstream of the corporate body and becomes “the way we do things around here.” (Organizational culture). This requires a conscious attempt to show people how the new approaches, behaviors and attitudes have helped improve the organization and when the next generation of leaders believe in and embody the new ways.

7.3 SCOPE FOR FUTURE RESEARCH

(i) Since the study was conducted only at B-Schools which participated in AIMA ranking 2012-13, all other B-Schools can be considered in the future study.

(ii) Only perspectives of change management dimensions were considered. Other core dimensions of change management can be considered by future researchers.

(iii) Only faculty members were considered in the study as sample, the remaining stakeholders: Students, Management, Industry and Society may also be considered as dimensions of research in the future.
(iv) Along with Change Management, Quality of management education may also be explored in future research.

(v) Comparison between A category B-Schools with B category B-Schools can be made in future research.

(vi) The Dimensions of organization culture, climate and Service Quality can be included in measuring Change Management by future researchers.

(vii) Perceived organizational support and Employee commitment also can be included in future research.

7.4 CONCLUSION

For Business schools, weather in Tamil Nadu state, in India or anywhere in the globe to survive, change is a must. Either you change or you perish. Management institutes should opt for dynamism in the management. The B-school faculty should undergo frequent development programs, knowledge enhancement and industry oriented trainings to adopt innovative teaching and training methods. Barriers on the career path of professionals should be minimized. Statutory authority should redefine the norms qualitatively and liberally. Research work of the institutes needs overhauling. Quality control should be emphasized instead of tagging of the higher degrees. Proper mechanism of research work should come in to force in the varsities.

Management education has no option, but to change as per the need of the hour. Strategy to meet the future challenges can only come from the think tank of the faculty upon whom ownership feelings has to be injected through strong retention policies of the management. Job security and conducive work environment need to be cultivated as only as the sure motivator to the committed faculty. Motivated faculty and star performing staff often attract the best students to opt for the institute and its programs.
The course fees of the business education are going through the roof (expensive). To avail the best intake in B-schools, affordable course fees should be offered by the institutes. To offer competitive fee structure, seat limitations by the AICTE need to be relaxed, and more qualitative methods to be implemented rather than the structural mechanisms. To avail the justified regulatory mechanism, B-Schools should stand up on a sure platform with constructive ideals and techniques. Monitoring mechanism of the B-Schools should be free from unnecessary beaurocracy and irrelevant formalities as prescribed by the statutory authorities. Global recession has a lot in store to learn from in relevance to management education.

In numerous situations however, the carnage of change has resulted in a significant amount of waste and anguish in organizations. Nevertheless, there are useful change tends to be associated with a multi-step process that creates power and motivation that is sufficient to overwhelm all the sources of apathy. Change management in B-schools requires dedication and focus on the part of change agents. Change in B-schools need to be driven by high quality leadership which is capable if building a strong case for change. The rewards for those organizations that manage their change efforts well have improved their competitive standing and positioned themselves for a far better future.