



An evaluation of BPR implementation at JimmaUniversity:

Challenges and success

By

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JIMMAUNIVERSITY

School of graduate studies

June 2014

Jimma, Ethiopia



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Examiner (Internal)	Signature

Acronyms

BPR Business Process Reengineering

IPMS Integrated Performance Management System

ROPMS Result Oriented Performance Management System

IT Information Technology

NR Number of Respondent

Abstract

The implementation phase of BPR pointed as the most challenging one. Thus, this study intended to identify factors that deemed as challenging and success factors of BPR implementation and performance improvement. To address the study objectives, purposive or judgemental sampling method was used to collect data. The data for this current study were obtained from primary source both quantitative and qualitative data collection methods were employed. The instrument used to gather quantitative data was Likert scale questionnaire whereas interview was used qualitative data. Major findings of the study include: challenges lie managing the human dimensions of change, weaker and inconsistent support provided by top management, no strong base line assessment. Based on the findings of the study, Based on the finding of the study the paper concludes that business process reengineering has failed to produce a significant impact on institution's performance improvement and was not gaining the competitive advantages expected from the radical change. It recommends that the organization, should setup its own methodology that best fit to their organization and helps in achieving its goals effectively and efficiently.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Business Process Reengineering (BPR) is the fundamental rethinking and radical redesign of business processes and the analysis and design of workflows to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service, and speed to achieve substantial gains in the overall organisational performance (Hammer and Champy, (1993).

According to Cypress,(1994). reengineering is an attempt to change the way work is performed process activities, the people's jobs and their reward system ,the organization structure and the roles of process performance and managers, the management system and the underlying corporate culture which holds the beliefs and values that influence everyone's behaviour and expectations

The evolution of BPR and the strategies have been developed to ensure a successful outcome when using the methodology, along with a number of success and failure mechanisms. The concept of reengineering traces its roots back to management theories developed in the early 19th century Assefa,(2009). But BPR was adopted by US based firms in early 1980's while in public sector the issue to increase productivity took place in almost late 1990's (Hales & Savoie, 1997). According to Harrington (1991) the concept of business process improvement has encouraged businesses to consider company-wide processes, rather than focus on production processes only

The primary objective of BPR is to make business organizations more competitive by improving efficiency i.e., reducing costs and shortening product development cycles and quick response to customer Hammer and Champy (1993). BPR seeks to break from current processes and to devise new ways of organising tasks, organising people and making use of IT systems so that the resulting processes will better support the goals of the organisation. BPR requires a detailed knowledge of what the customers want it does not demand a highly

detailed understanding of the tasks involved in every activity of the business. This makes BPR economical in terms of investigation time when compared with conventional methods, in which highly-detailed studies are usually undertaken before any change is made. BPR requires that those conducting the study are highly experienced in business practices and systems, and are able to identify the features of the business which are crucial to its success (Davenport and Thomas (1993).

Higher education, due to strong existing culture does not seem to fit the present crisis. It must be refined with respect to new method and existing technologies to provide knowledge development and transfer in more productive ways such as virtual classrooms, digital libraries, computer simulation and many more technologies affects the core of higher education i.e. knowledge development and transfer (Hammer and Champy 1993).

Reengineering the university as a reform to rethink the core business process of the university including teaching, research and learning rather than focus on bottom line. To avoid resistance, proper and continuous communication should be there among all level of the organization. The last stage of this model is about monitoring and evaluation of the whole project where the success of the project is monitored regularly as well as the areas that needs modification (continuous improvement) are also identified.

Successful implementation of BPR projects benefited the organization by increasing its productivity through reduced process time and cost, improved quality, and greater customer satisfaction (Carr and Johanson, 1995). The implementation process must be checked against several success/failure factors like setting comprehensive implementation plan, addressing change management issues and measuring the attainment of desired results so as to ensure successful implementation, as well as to avoid implementation pitfalls Hammer and Stanton, 1995). The ultimate success of BPR depends on the people who do it and on how well they can be committed and motivated to be creative and to apply their detailed knowledge to the reengineering initiative. Organizations planning to undertake BPR must take into consideration the success factors of BPR in order to ensure that their reengineering related change efforts are comprehensive, well implemented, and have minimum chance of failure (Champy, 1995).

The ultimate success of BPR depends on the strong, consistent, and continuous involvement of all department level within the organization. It also depends on the people who do it and

how well they can be motivated to be creative and to apply their detailed knowledge to the redesign of business process Davenport, (1993).

The ability of management to be adaptable and to be able to manage change is considered by many researchers to be a crucial component of any BPR effort and managing the change process is an integral element of successful BPR implementation (R.Sturdy,2010). Employees must be taught what the reengineering process actually is, how it differs from known work patterns and what role they will play in it (Goll&Cordovano, 1993; Farmer, 1993) as cited in Guimaraes (1999).

The change process itself should emphasize the value-added element for every activity, recognizing time as a competitive weapon, focusing on end results and objectives, ensuring quality at the source, planning for an end-to-end solution, challenging the old ways and proposed new ways, using the right technology, empowering people and building consensus on making changes, and setting aggressive goals for the new process (Stadler, 1992). The right idea for BPR is to look at the end-to-end processes that are really important to a company's success, then rapidly redesign who does what and give workers new tools to get more done (Moad, 1993).It is a new way to think about information technology, in terms of how it supports new or redesigned business processes, rather than business functions or other organizational entities Davenport &Short (1990).

Gulden &Reck (1992) reengineering results in large-scale changes to a business process, organizational structures, management systems, and values, executives must carefully target only a few critical (though cross-functional) business processes; they should correct organizational procedures that are focused on satisfying internal demands rather than the marketplace; and focus on outcome rather than task.

Besides the success stories of BPR there is a list of failures in business world. Despite the significant growth of BPR concept not all organization embarking on BPR project achieves their intended result. Harmer and Champy, 1993) estimate that as many as 70 % do not achieve the dramatic results they seek. Most of the time reengineering effort fails because of resistance as it is considered as a threat to middle management.

Most of the time reengineering effort fails because of resistance as it is considered as a threat to middle management. Other reasons for BPR failures are communication gap, always

aiming for profitability from top management and lack of top management attention and support as well as lack of support from line management while employees resist because they consider failure as too risky and resulting in bankruptcy, lack of coordination among cross-functional groups (Bashein et. al., 1994; Champy, 1993; and Grover et. al., 1995).

Another problem of BPR implementation is up-front costs are high, particularly in the areas of training and consultant fee, with a time-consuming learning curve (Bozman, 1993). Linking business strategy with IT, implementing and maintaining the technologies required to support the reengineering effort may be extremely difficult for many companies which tend to concentrate on the technology side (Bulkeley, 1992). There is the possibility of redesigning process that might be obsolete and/or shifted outside to partners in the extended business network Venkatraman, (1994).

Underestimating the human side of BPR is cited by many authors as one of the key failure mechanisms which prevent successful implementation. Below are a number of relevant academic articles which relate to this aspect of reengineering. Mumford and Hendricks (1996) other aspects which can lead to failure are: Not considering existing management systems and organisational culture. A lack of trust between management and employees combined with an ignorance of others' values. Underestimating the role of politics in BPR (Grover et al, 1995). Animosity toward and by IT and human resources specialists. (Davenport, 1993) lack of appropriate training for those affected by BPR as well as a lack of understanding of BPR and the absence of theory, as further possible failure mechanisms.

Lack of integration due to insufficient telecommunication infrastructure capabilities as well as database infrastructure capabilities is another factor (Davenport, 1993; Venkatraman 1994). Failure to deliver the right information system application of time and loss of human expertise, lack of documentation or obsolete documentation are the other (Tilley, 1996).

According to Porter (1990), the performance of higher education is very critical for the competitiveness of nations. Therefore, assessing BPR implementation and identifying the success factors at universities is highly significant.

Although the introduction of BPR in Ethiopia is a recent phenomenon, to the researcher's knowledge, there was no study that identified the specific factors that affect BPR implementation and their magnitudes. Specifically, BPR implementation challenges faced by

Ethiopian public universities highlight the importance of paying attention to implementation and a need to study.

1.2 Rationale and Motivation of the study

It is crystal clear that BPR is being implemented in many, if not all, of the civil service institutions of Ethiopia. The initiation was flamed 2008/09 throughout the country in the form of campaign. No doubt that many resources (material, human, and financial resources) were invested in the campaign. One of the service sectors that were targeted for BPR was higher institutions. Yet the success and failure of BPR implementation in higher institutions was not studied though it is very crucial to know whether it improved our service delivery in the desired way. The knowledge of success and failure is important because it helps the organization and the country to know the key factors behind its success and failure. It gives them a good lesson in any future initiatives of same kind that might come.

1.3. Statement of the problem

The Ethiopian government has taken BPR as a panacea for the problems of inefficiency in the performance of the civil service organizations Debel, (2009). Business Process Reengineering (BPR) has been considered as a government sector technique to help organizations fundamentally rethink how they do their work in order to dramatically improve customer service, cut operational costs, and become responsive (Ministry of Health BPR document, 2007).

The old Ethiopian curriculum was devised based on the social science theory dominant and did not take into account today's competitive global environment and the current policy of Ethiopia ,the change to fit these things is inevitable for Ethiopia universities to play their roles to producing the right amount and kind of graduates to the market. Attaran and Wood (1999) noted BPR as still an unfulfilled promise for many organizations despite all the energy, money and efforts spent by organizations trying to make their BPR efforts successful.

According to Girmay et al, (2009). Ethiopian universities are not able to effectively discharge their national responsibilities in producing qualified human power and BPR was started to solve the problem and enhance the universities performance.

However, due to its recent introduction of BPR in Ethiopia, limited number of study conducted on Ethiopian public organizations" BPR project. Among them, Debel"s (2009), Debel and Hagos"s (2011), and Mengesha and Common"s (2007) studies acknowledged as steppingstone on the issues of BPR in Ethiopian public organization.

As per the researcher knowledge, there is no comprehensive study on BPR implementation challenges in Ethiopian context, specifically, public universities" BPR implementation stands. Thus, this gap leads to originate the following general research question and a need to study BPR implementation challenges in public universities.

Jimma University applied BPR concept in 2009 to enhance the process of university performance and to achieve the desired outcome of BPR implementation results.

Although it is the standard routine to undertake the evaluation of any on-going or completed project, the success and failure of BPR in Jimma University was not studied. Therefore, as far

as my knowledge is concerned, this research is the first in its kind (specifically for JU) and it helps the university management to praise their success factors and also to know what hinders the successful implementation of the process and focus on those issues.

Therefore, this study intends to evaluate the overall success and failure of the business process reengineering and identify areas that require attention for successful implementation of the process.

1.4. Research Question

This study will try the following basic research questions:

1. How effective the implementation of Jimma University's BPR against its goals and objectives accomplished and impact on organizational performance?
2. What are the key factors to affect the implementation of BPR in Jimma University?
3. What major challenges were faced in the implementation process?
4. Which academic core issues' performance improvements are achieved?

1.5. Objectives of the Study

1.5.1 General Objective

The objective of the study is to evaluate effectiveness of BPR implementation and academic core issues performance improvements in Jimma University.

1.5.2 Specific Objectives

1. To evaluate the effectiveness of BPR implementation of Jimma University's against its goals and objectives as well as organizational performance.
2. To investigate the major challenges faced in the implementation process
3. To identify success and failure factors affecting the implementation of BPR in Jimma University
4. To examine the core academic performance improvement

1.6. Definition of Others Terms Used

Business Process Redesign

Business Process Redesign is "the analysis and design of workflows and processes within and between organizations" (Davenport & Short 1990). Teng et al. (1994) define BPR as "the critical analysis and radical redesign of existing business processes to achieve breakthrough improvements in performance measures".

Business Process

Davenport & Short (1990) define *business process* as "a set of logically related tasks performed to achieve a defined business outcome." A process is "a structured, measured set of activities designed to produce a specified output for a particular customer or market. It implies a strong emphasis on how work is done within an organization" (Davenport 1993).

1.7. Scope of the Research

The study was conducted in Jimma University. The study is also restricted to evaluation of the challenges and successes of the BPR implementation.

1.8. Significant of the study

The result of the study would contribute meaningfully to the implementation of BPR by pinpointing possible sources of challenges and suggesting possible strategies of alleviating the problems, as BPR is continuous process.

The BPR implementers and the management of the BPR with an understanding of the BPR challenge have a higher chance of success.

It will make advancement in the existing volume of knowledge regarding BPR implementation, change and its resistance.

It is an important in identifying the bottle neck problem of BPR implementation in higher education. It identifies the attitude of higher educational institution towards BPR.

It enable researcher who entitled the BPR implementation and its challenge at university level.

1.9. Limitations of the study

No doubt that every research suffer from one or more of limiting factors. This research is case study and therefore suffers from most of the problems related to such methodology.

As the study employed non-probability sampling specifically judgemental or purposive the finding is not generalizable to the entire population.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptualization and Definition of BPR

2.2. Definition of BPR and Conceptualization

Today, globalization along with key driving forces such as customers behaviour, competition among businesses and change in the working environment are create tough environment for organizations work with outdated philosophies and principles of work practices. Although those outdate philosophies and principles succeed to cope up the socio-economic challenges of that time, they cannot fit today's new environment. The new environment requires organizations to realize new working practices that can make up them to be responsive and flexible for the changing environment. In doing so, organizations utilize the management tools; that means Business Process Reengineering (BPR).

2.2 Basic definitions of BPR

2.2.1 Definition of BPR

The term 'reengineering' was first introduced in 1990 in a Harvard Business Review article: The article's author was Michael Hammer, a former Computer Science professor at the Massachusetts Institute of Technology. Hammer then went on to develop the concept further in a book: Reengineering the Corporation, written jointly with James Champy. They provided the following definition:

According to Hammer and Champy (1993) “BPR is the fundamental rethinking and radical redesign of business processes and the analysis and design of workflows to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service, and speed to achieve substantial gains in the overall organisational performance”.

“Reengineering is the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service, and speed.” This definition comprises four keywords: fundamental, radical, and dramatic and processes.

Keyword: *Fundamental*

Understanding the fundamental operations of business is the first step prior to reengineering. Business people must ask the most basic questions about their companies and how they operate: Why do we do what we do? And why do we do it the way we do? Asking these basic questions lead people to understand the fundamental operations and to think why the old rules and assumptions exist. Often, these rules and assumptions are inappropriate and obsolete.

Keyword: *Radical*

Radical redesign means disregarding all existing structures and procedures, and inventing completely new ways of accomplishing work. Reengineering is about business reinvention, begins with no assumptions and takes nothing for granted.

Keyword: *Dramatic*

Reengineering is not about making marginal improvements or modification but about achieving dramatic improvements in performance. Dramatic change is the overall of organizational structures, management systems, employee responsibilities and performance measurements, incentive systems, skill development, and the use of information technology.

Keyword: *Processes*

Process is the most important concept in reengineering. In classic business structure, organizations are divided into departments, and process is separated into simplest tasks distributing across the departments. The preceding order-fulfilment example shows that the fragmented tasks - receiving the order form, picking the goods from the warehouses and so forth - are delayed by the artificial departmental boundaries. This type of task-based thinking needs to shift to process-based thinking in order to gain efficiency.

BPR is a management process used to re-define the mission statement, analyse the critical success factors, re-design the organisational structure and re-engineer the critical processes in order to improve customer satisfaction Oakland, (1995).

Reengineering is an attempt to change the way work is performed process activities, the people's jobs and their reward system ,the organization structure and the roles of process

performance and managers, the management system and the underlying corporate culture which holds the beliefs and values that influence everyone's behaviour and expectations cypress,(1994). Davenport & Short (1990) define business process as "a set of logically related task performance to achieve a defined business outcome." A process is "a structured, measured set of activities designed to produce a specified output for a particular customer or market.

2.3. Concepts of BPR

The concept of reengineering was adopted by US based firms in early 1980's while in public sector the issue to increase productivity took place in almost late 1990's Hales & Savoie, (1997). The evolution of BPR and the strategies have been developed to ensure a successful outcome when using the methodology, along with a number of success and failure mechanisms. The concept of reengineering traces its roots back to management theories developed in the early 19th century. The concept of business process improvement has encouraged businesses to consider company-wide processes, rather than focus on production processes only, which according to Harrington (1991)

2.4. Relation of BPR With other Businesses philosophers:

Many studies have underscored the importance of integrating supporting tools such as IPMS and RQPMS along with BPR (Zairi and Sinclair, 1995; Johannson 1992).

In this regard, understanding the differences and similarities that exist in the various management tools and systems becomes pertinent. It may be prudent to conduct a research to establish what system or managerial technique is appropriate for a given organization. In this process some basic issues related to the following need to be highlighted: What does the organization want to achieve?, What is the cultural aspect of its working staff?, What is the level of knowledge & skill of its employees?, What is the capability of utilization of IT systems in the organization?

2.4.1. Integrated performance Management System (IPMS)

Performance-based management (PBM) or IPMS is a systematic approach to performance improvement through an on-going process of establishing strategic performance objectives,

measuring performance collecting, analysing, reviewing and reporting performance data, and using that data to drive performance improvement. We call it IPMS as it has to be linked/integrated with the strategic plan; linked with the nationwide strategy, integrated from organization to work unit and to employee level.

2.4.2. Result oriented Performance Management System (ROPMS)

This result oriented performance management system is a systematic process of Planning work and setting expectations, Continually Monitoring performance, Developing the capacity to perform, Periodically rating performance in a summary fashion, and Rewarding good performance. Though the concept is more or less the same with IPMS/PBM, the advocates of this system refer more on the employee's performance/personnel management, giving little regard for overall organization performance and work unit performance.

2.5. Goals and Objectives of BPR

The primary objective of BPR is to make business organizations more competitive by improving efficiency i.e., reducing costs and shortening product development cycles and quick response to customer Grover *et al.*, (1993). To avoid resistance, proper and continuous communication should be there among all level of the organization. The last stage of this model is about monitoring and evaluation of the whole project where the success of the project is monitored regularly as well as the areas that needs modification (continuous improvement) are also identified.

BPR seeks to break from current processes and to devise new ways of organising tasks, organising people and making use of IT systems so that the resulting processes will better support the goals of the organisation. This activity is done by identifying the critical business processes, analysing these processes and redesigning them for efficient improvement and benefit Vidgen *et al.*, (1994). By focusing on business objectives, we analyse the processes of the organisation, eliminate non-essential or redundant procedures, and then use IT to redesign (and 'streamline') organisational operations.

The change process itself should emphasize the value-added element for every activity, recognizing time as a competitive weapon, focusing on end results and objectives, ensuring quality at the source, planning for an end-to-end solution, challenging the old ways and

proposed new ways, using the right technology, empowering people and building consensus on making changes, and setting aggressive goals for the new process (Stadler, 1992).

BPR requires a detailed knowledge of what the customers want it does not demand a highly detailed understanding of the tasks involved in every activity of the business. This makes BPR economical in terms of investigation time when compared with conventional methods, in which highly-detailed studies are usually undertaken before any change is made. BPR requires that those conducting the study are highly experienced in business practices and systems, and are able to identify the features of the business which are crucial to its success Devenport, (1995).

According to, Davenport & Short, (1990), the right idea for BPR is to look at the end-to-end processes that are really important to a company's success, then rapidly redesign who does what and give workers new tools to get more done (Moad, 1993). It is a new way to think about information technology, in terms of how it supports new or redesigned business processes, rather than business functions or other organizational entities

2.6. Successful implementation of BPR

Successful implementation of BPR projects benefited the organization by increasing its productivity through reduced process time and cost, improved quality, and greater customer satisfaction Carr and Johanson, (1995). The implementation process must be checked against several success/failure factors like setting comprehensive implementation plan, addressing change management issues and measuring the attainment of desired results so as to ensure successful implementation, as well as to avoid implementation pitfalls Hammer and Stanton, (1995).

The ultimate success of BPR depends on the people who do it and on how well they can be committed and motivated to be creative and to apply their detailed knowledge to the reengineering initiative. Organizations planning to undertake BPR must take into consideration the success factors of BPR in order to ensure that their reengineering related change efforts are comprehensive, well implemented, and have minimum chance of failure Hammer and Champy. (1993).

2.7. Factors related to BPR success

According to Porter (1990), the performance of higher education is very critical for the competitiveness of nations. Therefore, assessing BPR implementation and identifying the success factors at universities is highly significant.

Abdolvand, Albadvi, and Ferdowsi (2008) To understand the degree of success and failure factors effect on the readiness. CSF was categorized in four main point Cited in Habib (2013)

2.7.1 Factors related to management change system and culture

Carr (1993) states that, “change management, which involves all human and social-related changes and cultural adjustment techniques is required by management to facilitate the insertion of newly designed processes and structures into working practice and to deal effectively with resistance”.

Organizational change management begins with reviewing current performance measuring it against the standard set by the organization’s management. It is not possible to improve what is not measured. This measurement gauges the current level of performance against the desired future performance against the desired future performance level Zairi and Sinclair (1995) cited in sturdy (2010). The ability of management to be adaptable and to be able to manage change is considered by many researchers to be a crucial component of any BPR effort and managing the change process is an integral element of successful BPR implementation R.Sturdy, (2010).

Employees must be taught what the reengineering process actually is, how it differs from known work patterns and what role they will play in it (Goll&Cordovano, 1993 Farmer (1993), Janson, (1992) cited in T. Guimaraes, (1998). The culture of experimentation is an essential part of a successfully re-engineered organisation and, therefore, people involved or affected by BPR must be prepared to endure errors and mistakes while re-engineering is taking place. Managers are also encouraged to reconsider mechanisms for reward and recognition to keep the reengineered organization moving forward, to in still in people the willingness to share information, and to use hands-on experience in redesigning new processes Goll&Cordovano, (1993). Communication is needed throughout the change process at all levels and for all audiences Davenport, (1993).

Zairi and Sinclair (1995) place emphasis on the revision of reward systems, creating a culture for change and stimulating receptivity of the organisation to change. Commitment and leadership in the upper echelons of management are often cited as the most important factors of a successful BPR programme Janson, 1992; Kennedy, (1994). Revision of reward systems, communication, empowerment, people involvement, training and education, creating a culture for change, and stimulating receptivity of the organisation to change are the most important factors related to change management and culture. Staff motivation through a reward programme has a crucial role in facilitating re-engineering efforts and smoothing the insertion of new processes in the workplace Towers, (1994).

2.7.2 Factors relating to organizational structure

BPR creates new processes that define jobs and responsibilities across the existing organisational functions. This results in a clear need to create a new organisational structure which determines how BPR teams are going to look, how human resources are integrated, and how the new jobs and responsibilities are going to be formalised Davenport and Short, (1990). As BPR results in a major structural change in the form of new jobs and responsibilities, it becomes a prerequisite for successful implementation to have formal and clear descriptions of all jobs and responsibilities that the new designed processes bring along with them Talwar, (1993).

Gulden & Reck, (1992) reengineering results in large-scale changes to a business process, organizational structures, management systems, and values, executives must carefully target only a few critical (though cross-functional) business processes; they should correct organizational procedures that are focused on satisfying internal demands rather than the marketplace; and focus on outcome rather than task

Job and labour integration (case worker) is the most appropriate approach of human resources design that supports the process-based organisational structure rather than a function-based one Davenport, (1994). Team members who are selected from each work group within the organization will have an impact on the outcome of the reengineered process according to their desired requirements. According to Peppard & Fitzgerald (1997), ambitious objectives, creative teams, process based approach and integration of IT are among the main success factors.

Cross-functional BPR teams are a critical component of successful BPR implementation (Johansson et al., 1993). The ultimate success of BPR depends on the strong, consistent, and continuous involvement of all departmental levels within the organization. It also depends on the people who do it and how well they can be motivated to be creative and to apply their detailed knowledge to the redesign of business process.

2.7.3 Factors related to BPR management commitment and leadership

A reengineering leader is a senior executive who authorizes and motivates the overall reengineering effort. The leader is the primary or key ingredient for reengineering to happen. This is so because reengineering succeeds when driven from the top most level of an organization (Hammer and Stanton, 1995).

McAdam and O'Hare (1998) Analysis revealed that top management, employee's commitment, effective communication, teamwork and their empowerment are the important critical success factors in public sector. This vision must be clearly communicated to a wide range of employees who then become involved and motivated rather than directly guided, Carr and Johansson, 1995. Cited in Sturdy, (2010)

Zairi and Sinclair (1995) comment that, "successful BPR implementation is highly dependent on an effective BPR management programme which should include adequate strategic alignment and effective planning and project management techniques". These techniques should identify a methodology for external orientation and learning, making effective use of consultants in building a process vision, which integrates BPR with other improvement techniques, and ensures adequate identification of the BPR value.

McAdam and O'Hare (1998) successful implementation of BPR in public sector, top management commitment and support, education of workforce regarding BPR, their commitment and teamwork plays an important role in success of BPR. Communication and commitment building are particularly important aspects of BPR, and the ease with which management can communicate through all levels of the organisation during a BPR effort, will have a significant bearing on the success of the programme. It involves communicating and translating the ideas and vision of management, which must then be translated into the attitudes and behaviours of those impacted by the programme. It is necessary to ensure, that

the communication effort starts well in advance of the commencement of the BPR programme Carr and Johansson,(1995)

2.7.4 Factors related to IT infrastructure

Branchiate.al, (1996) make the point that “factors related to IT infrastructure have been increasingly considered by many researchers and practitioners as a vital component of successful BPR efforts”. IT function competency and effective use of software tools have been proposed as the most important factors that contribute to the success of BPR. Mcdonald (1995) adopts the stance that: “IT can best enhance an organisation's position by supporting a business-thrust strategy which should be clear and detailed”.The degree of alignment between the BPR strategy and the IT infrastructure strategy is indicated by including the identification of information resource needs in the BPR strategy.

2.8 Factors Related to BPR Challenges

Besides the success stories of BPR there is a list of failures in business world.

Organizations used BPR to improve their performance by changing business processes radically and fundamentally, however, its implementation phase is the most challenging one.

Al-Mashari and Zairi (1999) recognized implementation of BPR as complex and needs to be checked against several success and failure factors to ensure successful implementation by avoiding implementation pitfalls.

According to (Al-Meshari and Zairi) classified the factors that could affect BPR implementation into following dimensions:

Change management system, management support, organizational structure Project management and IT infrastructure.

On the studied literature, researcher agreed on the common five dimension; change management system, project management, management’s support and leadership, organizational structure and IT aspects .These dimensions (and their related factors) are adequate with the private and public sectors.

Other reasons for BPR failures are communication gap, always aiming for profitability from top management and lack of top management attention and support as well as lack of support from line management while employees resist because they consider failure as too risky and resulting in bankruptcy, lack of coordination among cross-functional groups (Bashein et. al., 1994; Champy, 1993; and Grover et. al., 1995)

Another problem of BPR implementation is up-front costs are high, particularly in the areas of training and consultant fee, with a time consuming learning curve (Bozman,1993). Linking business strategy with IT , implementing and maintain the technologies required to support the reengineering effort may be extremely difficult for many companies which tend to concentrate on the technology side(Bulkeley,1992). There is the possibility of redesigning process that might be obsolete and/or shifted outside to partners in the extended business network (Venkatraman,1994).

2.8.1 Problem of change management system and culture

Underestimating the human side of BPR is cited by many authors as one of the key failure mechanisms which prevent successful implementation. In cases where BPR resulted in company downsizing, human resource tends to suffer strong setback (Ehrbar,1993) . Many study show that following a downsizing, surviving employees become narrow minded, self-observed and risk averse. That, in turn, results in sinking moral, productive drop, and distrust of management (Cascio, 1993).

(Davenport,1993) lack of appropriate training for training for those affected by BPR as well as a lack of understanding of BPR and the absence of theory, as further possible failure mechanisms.

George and Jones (2008) posited that change is necessary to maintain a competitive edge, but is not always a smooth process. Managing individual resistance is easier than organizational resistance because a tightly knit group may have an overdeveloped sense of cohesiveness that encourages organizational inertia.

Davenport (1993) makes the point that; “inadequate communication between BPR teams and other personnel relating to the need for change and the hiding of uncertainties in communication can result in a lack of motivation and reward”. Talwar (1993) also points out

that; “organisational resistance can result from inadequate communication between BPR teams and other personnel relating to the need for change” which can result in a lack of motivation and reward.

Naturally, BPR fosters change and human being resists change. This resistance is the most common barrier of BPR and renders success difficult (Guimaraes, 1999). Employees resist changes because of uncertain future initiated by BPR changes including job loss, authority loss, and getting anxious (Palmer, 2004). Authors believe critical success factors can be mapped to a positive readiness indicator, and the failure factor has mapped to un readiness indicator. In fact, the hypothesis is measuring critical success and failure factors can clarify readiness/un readiness level in executing BPR project.

Mengesha and Common (2007) finding also claimed that nonexistence of appropriate rewards and motivational instruments in Ethiopian public organizations caused to sluggish BPR change initiatives.

2.8.2 Problem related to top management commitment and support

Most of the time reengineering effort fails because of resistance as it is considered as a threat to middle management. Other reasons for BPR failures are communication gap, always aiming for profitability from top management and lack of top management attention and support as well as lack of support from line management while employees resists because they consider failure as too risky and resulting in bankruptcy, lack of coordination among cross-functional groups (Bashein et. al., 1994; Champy, 1993; and Grover et. al., 1995).

According to Basheinel,al. the problem can arise due to; “a lack of top management attention and support and also due to lack of sustained management commitment and leadership”. Lack of leadership and inability to properly handle personal risk and confrontation (Tadler,1992).

2.8.3. Problem to organizational structure

As Wu and Du,(2010) cited in sturdy 2010. BPR project begin due to the felt needs of changing the old processes for improved performance, organizations can quickly change the old processes with new processes. In addition, to implement new processes successfully, new

organizational structures, jobs definition and responsibility allocations, and infrastructures adjustments are required.

A lack of trust between management and employees combined with an ignorance of others values· Underestimating the role of politics in BPR (Grovel et al, 1995)· Succumbing to the pressure to produce quick results, many managers who implemented BPR tend to ignore the massive change in organizational structure, have misused and alienated middle managers and lower level employees, sold off solid business, neglected important research and development, and hindered the necessary modernization of their plants Cascio, (1993).

The inability to create cross-functional project teams and difficulty in finding suitable teams members can give rise to serious problems. The inability of an organisation to create flexible, hierarchical structures can also be problematic with people thinking solely in terms of their own immediate working group. Hoffman, (1997) cited in Al-Mashari, M. and Zairi, M. 1999. Conflicts can also occur between BPR teams and the persons within them who have functional responsibilities which can lead to unclear definition of job roles Hammer and Champy (1993)

Lack of IT staff credibility and involvement in Reengineering teams (Davenport and short, 1990)· Inadequate communication among members Grover et al, (1995)· Lack of training for BPR teams Davenport , (1993)· Lack of authority given to BPR teams Grover et al, (1995)· Inadequate team skills Hoffman,(1997).

2.8.3. Project management problem

Problems relating to goals and measures can be due to a lack of clear performance objectives and milestones for a BPR programme which has poorly defined needs, which can result in a difficulty in establishing performance goals.

Many companies to day pursue such solution as BPR without understanding future performance level goals. As a result, processes are applied to intangible targets and root causes of business problems are in adequately defined (Belmonte and murray,1993) .For some companies, creating an environment in which reengineering will succeed may be exceedingly difficult Grover,et,al (1993).Some argue in favour of more gradual departures

from traditional practices since managerial innovations take time and induce substantial strain on the organization (Brown ,1993).

Basheinet. al., (1994) further state that “programme failure can occur due to a lack of required resources for BPR efforts and undertaking BPR without the provision of adequate or sound financial resources”. Another difficulty can be the failure to understand the total financial impact of BPR, and also difficulty in forecasting human, financial, and other resources.

2.8.4 Problem related to IT infrastructure

At present, universities tend to be fragmented so that information is restricted to individual academics and departments. The challenge is to develop new and more appropriate learning environments then: ‘this demands a new approach to course design and information management which cannot successfully be achieved without establishing new business processes’.

A crucial component required for the establishment of institution wide processes and dependencies in a University, is the introduction of an integrated IT infrastructure Penrod and Dolence, (1992) cited in Allen, D. and Fifield, N. 1999. This enables information to be transferred and accessed throughout the organisation and information becomes an institution-wide resource: ‘...it is exactly this enabling infrastructure that facilitates and helps drive the process of redesigning processes and procedures of the institution.

Lack of integration due to insufficient telecommunication infrastructure capabilities as well as database infrastructure capabilities is another factor Davenport, 1993; Venkatraman, (1994). Failure to deliver the right information system application time and loss of human expertise, lack of documentation or obsolete documentation are others Tilley, (1996).

Information system infrastructures in most large organizations today are a major impediment to achieving immediate benefits.

2.9. BPR in Ethiopia

The Ethiopian government has taken BPR as a panacea for the problems of inefficiency in the performance of the civil service organizations Debela, (2009). Business Process Reengineering (BPR) has been considered as a government sector technique to help organizations fundamentally rethink how they do their work in order to dramatically improve customer service, cut operational costs, and become responsive Ministry of Health BPR document,(2007).

The old Ethiopian curriculum was devised based on the social science theory dominant and didn't take into account today's competitive global environment and the current policy of Ethiopia ,the change to fit these things is inevitable for Ethiopia universities to play their roles to producing the right amount and kind of graduates to the market. According to Girmay et al. (2009), Ethiopian universities are not able to effectively discharge their national responsibilities in producing qualified human power and BPR was started to solve the problem and enhance the universities performance.

However, Getachew and Common (2006) came up with the success of BPR in two ministries: Ministry of Education and ex-ministry of Trade and Industry. The fact that the study was conducted during the early stage of BPR implementation it reflects the then momentum. But, the sustainability of the momentum is the question to be answered.

According to Teka, Fiseha and Solomon 2007). inconsistency in performance evaluation system and lack of accountability in performance management system, less communicated, poor sense of ownership, inefficient technological readiness, weak team work culture (Emnet and Habtamu, 2011), absence of well designed and implemented remuneration system (Tilaye, 2007), lack of awareness on service seekers side on their duties and responsibilities (Mesfin&Taye .Besides, BPR is failed in a sense that the momentum in the early implementation stage could not be sustained as it was not accompanied by job grading and incentive packages. Some (including the ex-minister of Civil Service) argue that the reform tools like BPR failed to address the intended objective of delivering efficient and effective public services. cited in Fekadu Nigussa, (2013).

2.10. BPR in higher education

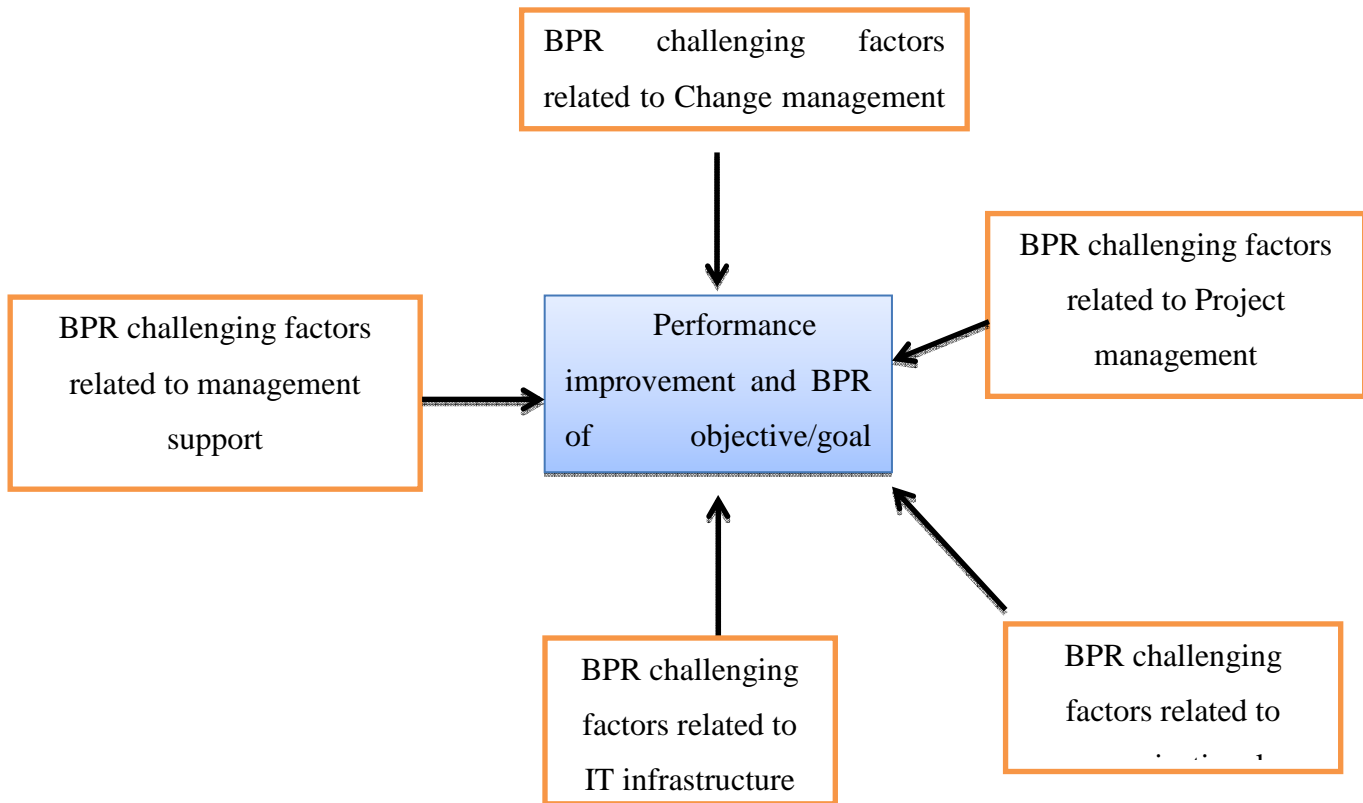
Higher education, due to strong existing culture which does not seem to fit the present crisis. It must be refined with respect to new methods and existing technologies to provide knowledge development and transfer in more productive ways. Virtual classrooms, digital libraries, computer simulation and many more technologies affect the core of higher education i.e. knowledge development and transfer Hammer M. and Champy J., (1993). Reengineering the university as a reform to rethink the core business process of the university including teaching, research and learning rather than focus on bottom line.

The performance of higher education is of great significance for the competitiveness of a nation's Porter (1990). It follows, therefore, that achieving successful change in HEIs is of the utmost importance, and determining the applicability of BPR to universities is a highly significant exercise. If 'traditional' working practices are no longer efficient in the modern university, then HEIs must determine effective ways of successfully achieving change. The experience with BPR in the private sector has demonstrated that failing to change people has been a major barrier to success.

In common with other public sector institutions, Higher Education Institutions (HEIs) are seeking to maintain the three 'Es' of efficiency, effectiveness and economy, by adopting private sector managerial techniques Dobson and McNay.(1996) cited in D.K.Allen and N.Fifield (1999).

Successful reengineering in higher education must begin with teaching and learning, rather than administrative processes. Addressing educational processes first will naturally force a reconsideration of such features as the student credit hour, faculty load, space utilization, the academic calendar, course scheduling, instructional resources like technology, and the design of student-faculty interaction Herbert F. W. Stahlke and James M. Nyce, (1995)

Figure 1: Conceptual of factors affect BPR implementation



Adapted from Al-Mashari and Zairi (1999)

Figure 1 illustrates the conceptual model developed for this study. Drawing from multiple literature bases, we introduce an integrative, conceptual framework of what we call integrated BPR implementation, which is comprised of a set of theoretically important constructs. This is comprised of a set of theoretically important constructs. This framework has been developed based on factors that affect BPR implementation success. There are number of factors that affect the BPR implementation process are termed in this study as implementation critical challenging factors. UP on the completion of BPR implementation project, performance is measured by the mix of expected goal/objective and business outcomes (intended business performance improvement). This CSFs and CFFs are commonly identified by several researchers and are pertinent for success or failure of BPR implementation project.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Study Design

The descriptive survey method used in this study. Since the study involved different group of people from different angles it is appropriate to use this method to obtain information about BPR implementation of success and challenges. Descriptive research is used to obtained information concerning the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation.

3.2. Target Population

In this research, the target population is JU community. The data was collected from individuals who are critically known the situation before and after the BPR implementation and the one who understand the challenge and success of BPR core issues as cases and assessment was done on the academic and administrative core process reengineering. Data was gathered from both academic and administrative staff through questionnaire with questions rated from 1 to 5 Likert scale. These likert scales are commonly used in attitudinal measurements. This type of scale uses a five-point scale ranging from strongly disagree, disagree, neither agree nor disagree, agree, strongly agree to rate people’s attitudes.

3.3. Methods and source the of data collection

This study is descriptive study; it assesses the status of BPR implementation in detail and describes various factors that would have significant impact on BPR implementations. In order to achieve the stated objectives, primary data both quantitative and qualitative was used. Quantitative data was collected from academic and administrative staff members using self-administered questionnaires. And the qualitative data was collected through interviews form administrative team leaders, BPR managers (form transformation directors), and vice president of academic and research. This instrument is chosen because of its ability to collect the primary data accurately.

3.4. Sampling technique

This study used of judgment or purposive sampling technique for a number of good reasons. First, people involved in the design process were limited in number and therefore it is crucial to find them and communicate. Second, that on leadership (from staff representative to president) was more relevant in providing information on the issue than ordinary people and therefore they should be targeted. The technique is also cost effective as it reduces cost, time and less burden on the researcher.

3.5. Sampling procedure and size

The issues precision (how close the estimate is to the true population characteristics) and confidence (How certain the researcher is that the estimate will really hold true for the population) are addressed by calculating the sample size. The sample size is also influenced by time available, the budget and the necessary degree of precision .The sample size needed is a function of confidence interval of $\pm 5\%$, confidence level of 95%, and the population size of two thousand seven hundred nineteen (2719) and 333sample size of the total population. According to Kothari (2004) determining sample size for finite population by using this formula.

$$n = \frac{z^2 pqN}{E^2(N-1) + z^2 pq} = \frac{1.96^2 (0.5)(0.5)(2719)}{0.05^2 (2719 - 1) + 1.96^2 (0.5)(0.5)} = 333$$

Description

N=is the population size

n=required sample size

No	Name of university	Number of Academic staff members	Number of Administrative members	Grand total	Sample size of respondents
1.	Jimma university	1297	1422	2719	333

z=confidence level at 95% (standard value of 1.96)

E=margin of error at 5% (standard value of 0 .05)

$P =$ population proportion at which the sample size is maximum (at $p=0.5$ and $q=0.5, p*q=0.25$) where $q=1-p$

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

The presiding chapter presented some principles of research methodology and adopted research method for the study along with its rationale. In this section the result and discussion of finding was organized by using descriptive statistics, such as frequency, percentage, mean, and standard. The data obtained through interview and questioners were analyzed by using quantitative and qualitative method.

The quantitative data gathered through questionnaire were analysed by employing the computer software known as Statistical Package for Social Science (SPSS version 19). The evaluation of BPR implementation and the results were described by using descriptive statistical methods such as frequency, percentage, arithmetic mean standard deviation. The data obtained through interview were analysed qualitatively.

4.2. General Information about the Respondents

A total of 333 questionnaires were distributed out of which 290 (87 per cent) were filled and returned to the researcher. Beside the data were collected, interview was conducted face to face and recorded and transcribed for the purpose of analysis. The interview continued until saturation points. More information about the results from answer can be found in chapter four (results and discussion part).

Table 1: Respondent's level of education

Educational level	Frequency	Percent
Diploma	87	29.8
Undergraduate	67	22.9
MA/MSc	120	41.1
PhD or above	16	5.5
Total	290	100.0

Respondent's profile with respect to their current educational level, and their position at university were analysed. Of the forty respondents, about 29.8 per cent were Diploma holders, 22.9 per cent were first degree holders, 41.1 per cent were MA/MS holders, and the remaining are PhD holders or above (see Table 1).

Table 2: Respondent's position at their university

Position	Frequency	Per cent
Academic staff	140	47.9
Administrative staff	150	51.4
Total	290	100.0

Data was collected from Administrative and Academic staffs; out of which 47.9 % of respondent's academic staff and the remaining are from administrative staff.

Table 3: Working Experience of Respondents

Criteria for evaluation		Number of respondents	Per cent (%)
Work experience	1-2 years	20	6.8
	3-5 years	88	30.1
	6-10 years	132	45.2
	>10 years	50	17.1
	Total	290	100

Table 3 also shown 93% of the respondents have work experience of above 3 years. Hence qualification and work experience have positive impact on the quality of the response and understanding of the subject. This implies majority of respondents responded in this study was experienced workers that means to understand the changes (performance improvement) after and before BPR implementation. This information to help the researcher's to get accurate information about current status of BPR results.

Important factors for BPR success

The success factors mentioned in the Table 1 are important factors to BPR success. The respondents were asked to rate the degree to which each success factor was satisfied in the context of implementing the specific BPR project. Each of the questions was rated in a 5–point Likert scale ranging from not important (1) to extremely important (5). This factors related to change management system and culture, factors related to organizational structure, factors related to top management and leadership and factors related to IT.

Table 4: Classification of BPR implementation success factors

Factors	Mean	Std. Deviation
BPR Success factors related to change management system and culture		
Re-educate and retrain workers on what BPR actually is	3.77	1.048
Training of employees in the new process and system to be used	3.03	1.278
Regular communication of BPR progress to all staff	3.44	1.196
Reward system adjusts to serves the employees after the change	3.23	1.228
Performance measurement adequately corresponding's to the change	3.36	1.295
Employees are empowered to make decision	3.30	1.157
Overall	3.35	1.2
BPR success factors related to organizational structure or collaborative working environment		
Use a well-trained ,diversified, expert team	3.12	1.228
Use a re-engineering team well-informed in BPR method	3.13	1.227
A BPR team shares a clear vision and understanding of BPR success	3.13	1.113
Co-workers feel as if they are working in a cooperative environment	3.15	1.190
Overall	3.13	
BPR success factors related to top management commitment and leadership		
Top management frequently communicate with project team and users about the core business process (key issue)	3.19	1.148
Open communication between supervisors and their subordinates on BPR progress	3.15	1.181
Managers place confidence between supervisors and their subordinates by setting realistic expectation from BPR success	3.43	1.1213
Managers constructively use their subordinates' idea	3.26	1.177
Top management set strategic plans in pursuit of service quality and customer satisfaction through various BPR project	3.15	1.210
Top management consider BPR as a way to improve service and product	3.18	1.190
Top management are committed and ensure that everyone in that organization share the achieving dramatic improvement through fundamental rethinking and radical re-design of business process	3.36	1.102
Overall	3.24	
Factors related to IT		
Information technology is integrated in business plan of the organization	3.08	1.220
Efficient communication channel in transferring information	3.20	1.153
The organization is exclusively use the information system	3.21	1.169
Overall	3.16	

Scale: 1=Not Important, 2=Somewhat Important, 3=Moderately Important, 4=Very Important, 5=Extremely Important

The overall mean of all factors affecting BPR success is 3.22 which implies that the four factors are above moderately important. Among the four factors, change management system and culture is the most important factor with mean score of 3.35 followed by top managerial commitment and support, and Information technology with respective mean values of 3.24 and 3.16. Organizational structure with mean value of 3.13 is found to be the least important factor.

According to HerzogHerzog, Polajnar, and Tonchia, (2007) cited in Habib (2013), critical success factors play an important role in successfully achievement of organizational goals and fulfilment of expectations from BPR. BPR does not guarantee profits unless the CSF is properly worked out. Therefore, findings of this study supports ideas of the authors mentioned above. If properly utilized, the above mentioned factors with no doubt will ensure the accomplishment of BPR objective and goal at a desired level. Looking the factors under change management and culture category, re-educate and retrain workers on what BPR actually is, regular communication of BPR progress to all staff is the most important success factors than training of employees in the new process and system to be used. In the organizational structural related factors: use a well-trained, diversified, export team is the most important success factors than Use a re-engineering team well-informed in BPR method is the most important success factors use a re-engineering team well-informed in BPR method, co-workers feel as if they are working in a cooperative environment, a BPR team shares a clear vision and understanding of BPR success.

In the BPR managers commitment and leadership category: Managers place confidence between supervisors and their subordinates by setting realistic expectation from BPR success, top management are committed and ensure that everyone in that organization share the achieving dramatic improvement through fundamental rethinking and radical re-design of business process is the most important of success factor than top management frequently communicate with project team and users, Open communication between supervisors and their subordinates, Managers constructively use their subordinates' idea, top management set strategic plans in pursuit of service quality and customer satisfaction through various BPR project, top management consider BPR as a way to improve service and product.

Finally efficient communication channel in transferring information is the most important than the remaining of IT related category.

Classification of BPR implementation problem (failure factors of BPR implementation)

Table 5: Problems related to top manager commitment and support

Items		Responses					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Failure to implement BPR caused by lack of commitment and support demonstrated by the university's highest level management	Frequency	59	21	94	53	63	290
	per cent	20.2	21.6	32.2	18.6	7.2	100
Lack of understanding the BPR implementation requirements	Frequency	33	7	83	45	49	290
	per cent	11.3	27.1	28.4	15.8	16.8	100
Lack of management determination when problem comes	Frequency	24	38	69	82	77	290
	per cent	8.2	13	23.6	28.6	26.4	100
Average %		13.3	20.4	28	20.1	16.8	

Scale: 1=strongly disagree, 2=Disagree. 3 =Neutral, 4=Agree, and 5=strongly agree.

As shown from table 5, 25.4% of the respondents agree on the proposition that top management lack commitment and support BPR implementation process. The other 41.8% disagreed with the proposition while the remaining 32.2% were unsure about it. 32.4% of the respondents agree, 28.4% were not sure, 38.4% of the respondents disagree this shows top manager understanding the BPR implementation requirements. 54.5% of the respondents agree, 23.6% were not sure, 21.2% of the respondents disagree respondents deemed that lack of top managers determination when problem comes. In general, the employee responses shows that top management is not consistent in controlling the BPR projects to monitor how things are actually proceeding and to take action before any difficulty arises.

Generally, top management and support is found weak from the 37 average percentage of respondents who responded to agree or strongly agree to the three items of the variable whereas 28 took neutral position and nearly 24 percent disagree or strongly disagree.

The results of our study indicate that there may still be a lack of high level management support (involve directly and indirectly in implementation process) for reengineering. In an interview with the researcher, one of the vice president of the university agreed that some top management lacks commitment and admitted that there were resistances even among the managers.

Table 6: Problem related to change management and culture

Items		Responses					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Managers are anxious about losing their authority after the change	Frequency	24	99	80	50	43	290
	per cent	8.2	33.9	27.4	17.1	14.7	100
Employee resistance to change due to job displacement	Frequency	34	87	71	52	46	290
	per cent	11.6	29.8	24.3	17.8	15.8	100
Not enough employee training to implement BPR	Frequency	29	44	51	103	62	290
	per cent	9.9	15.1	17.5	35.5	21.2	100
There are absence of change management system (e.g. incentive, training ,education and communication about BPR progress)	Frequency	23	33	46	115	73	290
	per cent	7.9	11.3	15.8	39.4	25	100
Overall percent		9.4	22.5	21.25	27.5	19.2	

Scale: 1=strongly disagree, 2=Disagree. 3 =Neutral, 4=Agree, and 5=strongly agree.

As it shown from table 6 ; 42.1% of the respondents disagree respondents rated that managers not anxious about losing their authority after the change, 27.4% were not sure 31.8% of the respondents agree.33.6% of the respondents agree, 24.3%were not sure, 41.4% of the respondents disagree most of respondents rated disagree that employees not resistance to

change due to job displacement 36.3% of the respondents agree, 22.6% were not sure, 40% of the respondents disagree. 24.1% of the respondents disagree, 17.5% were not sure, and 56.5% of the respondents agree most of respondents were deemed that not to give adequate training for employee or for all staff members to implement effectively. 19.2% of the respondents disagree, 15.8% were not sure, 64.4% of the respondents agree most of the respondents to agree that no adequate change management system so that to motivate employee during and after BPR implementation (e.g. incentive, training and education).

To sum up, existence of problems related to change management system and culture are proclaimed by nearly 50 percent respondents on average value while 32 percent reported to disagree and about 21 are indifferent.

As a result, it can be concluded that majority of respondents agreed that lack of reward and motivation is the common factor faced by the organization and the biggest barrier in change. In addition lack of enough training and education for all staff members was other reasons for challenges caused by change management system because not properly management. In general the greatest challenges of Jimma University lie not in managing the technical or operational aspects of change, but in managing the human dimensions of change.

Interviewee's from transformation directors, Administrative team leader and vice president shows that employees' commitment to acceptance of change before and during implementation is low; Experienced and trained employee turnover is high and its replacement is very costly; no enough salary and benefit that could attract new employee that are experienced in the field. The other problem is lack of enough budgets to train and educate as well as to motivate all staff to create a radical change of BPR implementation and performance improvement at desired level.

Table 7: Problem related to organizational structure

Items		Responses					Total
		Strongly agree	Disagree	Neutral	Agree	Strongly agree	
Problem related to rigid hierarchical structures, jobs definition and responsibility allocation	Frequency	33	113	42	46	56	290
	percent	11.3	38.7	14.4	15.8	19.2	100
Difficult to implement BPR due to teams communication barrier	Frequency	25	63	84	59	59	290
	per cent	8.6	21.6	28.8	20.2	20.2	100
Overall percent		10.9	30.5	21.6	18	19.7	

Scale: 1=strongly disagree, 2=Disagree. 3 =Neutral, 4=Agree, and 5=strongly agree.

As shown from table 7, 50% of the respondents disagree there was no problem related to rigid hierarchical structures, jobs definition and responsibility allocation, 14.4% were not sure and 35% of the respondents agree. 40.4% of the respondents agree that lack of effective BPR team members to facilitate the reengineering process and committed to change. 28.8% were not sure, 30.2% of the respondents disagree.

Responses to the two items, rigidity of hierarchy and ineffectiveness of BPR team operation, of the variable in question show disparity. The former is disregarded by 50 percent while the latter was approved 40 percent. Consequently, the overall response in quantitative explanation shows that problems related to organizational structure is in favour of disagreement by 41 percent.

Interviewee from BPR director showed that BPR team members did not have the required expertise as well as they were not composed of rights persons for the job were chosen based on their skills, past accomplishments, reputation, and flexibility. The trained team members

had no commitment to stay during the whole duration of the strategic implementation and keep accurate records of every action/decision

Table 8: Problem related to BPR project management

Items		Responses					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Inappropriate alignment of BPR strategy with the organizational strategy	Frequency	22	73	97	56	42	290
	per cent	7.5	25	33.2	19.2	14.4	100
Problem related to goal and objective measurement	Frequency	65	98	14	41	72	290
	per cent	22.3	33.6	4.8	14	24.7	100
Spending too much time in analysing existing processes	Frequency	15	59	77	92	47	290
	per cent	5.1	20.2	26.4	31.5	16.1	100
Conflict between traditional performance measures and BPR goals	Frequency	18	109	69	48	47	290
	per cent	6.2	37.3	23.3	16.4	12.1	100
Inadequate focus on core processes	Frequency	26	97	51	63	53	290
	per cent	8.9	37.2	17.5	21.6	18.2	100
Unrealistic report to outsiders (from different departments) that hide actual progress of BPR implementation	Frequency	23	41	55	110	61	290
	per cent	7.9	14	18.8	37.7	20.9	100
Inadequate regular and scheduled meeting of project management to get feedback on BPR implementation progresses	Frequency	26	42	71	87	64	290
	per cent	8.9	11.4	24.3	29.8	21.9	100
Not use progress evaluation to determine what is working and what is not	Frequency	21	112	49	31	77	290
	per cent	7.2	38.4	16.8	10.6	26.4	100

Top management reluctant to commit funds for BPR	Frequency	22	33	69	89	77	290
	per cent	7.5	11.3	23.6	30.5	26.4	100
Overall percent		9	25.4	20.9	23.4	20.1	

Scale: 1=strongly disagree, 2=Disagree. 3 =Neutral, 4=Agree, and 5=strongly agree.

Table 8 shows inappropriate alignment of BPR strategy with the corporate strategy. Accordingly, 33.6% of respondents agree, 33.2% were not sure, and 32.5% of respondents disagree on the inappropriateness of the alignment between BPR strategy with the corporate strategy. Thirty eight point seven (38.7%) of respondents agree, 4.8% were not sure, 55.9% of respondents disagree towards problem related to goal and objective measurement. 47.6% of respondents agree, 26.4% were not sure, and 25.4% of respondents disagree regarding to spending too much time in analysing existing processes (difficult to delivering a successful BPR project on time). 32.4% of respondents agree, 23.3% were not sure, and 43.5% of respondents disagree that conflict between traditional performance measures and BPR goals. 39.8% of respondents agree, 17.5% were not sure, and 42.1% of respondents disagree that inadequate focus on core processes. 51.7% of respondents agree, 24.3% were not sure, and 22.3% of respondents disagree to unrealistic report to out siders that hide actual progress of BPR implementation. 51.7% of respondents agree on inadequate regular and scheduled meeting of project management to get feedback on BPR implementation progresses. 37.7% of respondents agree, 16.8% were not sure and 45.6% of respondents disagree on non-use of progress evaluation to determine what is working and what is not. 56.9% of respondents agree, 26.6% were not sure and 18.8% of respondents disagree top management reluctant to commit funds for BPR.

The overall percentage value (43.5 %) of all items under the variable (BPR project management) proves that the problem is significant compared to those who tend to disapprove (34%).

From table 8 we can conclude that dealt with issues of timing in the sense that the project taking too long and uncertainty about the project's time frame. It suggests that managing the timing of the project and setting realistic expectations are critical problems for BPR success. The other one is managing the human and technical issues surrounding implementation of new process and assess the results of its reengineering effort; i.e. inadequate on-going

performance measurement and feedback to continually improve the new process, poor managed communication, the employees will not have the accurate information and know what to expect from change with the right reasoning. These in turn results in rumours and resistance to change and exaggerating the negative aspects of the change. The other challenge was lack of arranging and providing sufficient resources over the life of the project to achieve goals are the major problems arise as the above table indicates.

Table 9: Problem related to IT

Items		Responses					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Employees and customers know-how deficiency about the use of IT in the redesigned processed impede BPR implementation	Frequency	37	42	126	62	23	290
	per cent	12.1	14.4	43.2	21.2	7.9	100
Problems related to training provision about IT use in the redesigned processes	Frequency	50	50	103	71	13	290
	per cent	18.2	17.1	35.5	24.3	4.5	100
Overall percent		15.2	15.6	32.2	22.7	6.2	

Scale: 1=strongly disagree, 2=Disagree. 3 =Neutral, 4=Agree, and 5=strongly agree.

As Table 11 indicates, 27.1% of respondents agree, 43.2% were not sure and 29.1% of respondents disagree that employees and customers know how deficiency about the use of IT in the redesigned processed impeded BPR implementation. Problems related to training provision about IT use in the redesigned processes. Majority of respondents (26.7%) disagree regarding to problem of IT. This implies respondents to adhere importance of IT to improve the competitive position of organization i.e., in information exchange, knowledge transfer, collaboration, information storage, preservation, dissemination and use. Regarding to training provision of IT, 35.3% of respondents disagree. That means, training was given for employees related to IT provision for improving quality of services. To conclude, the average

percentage on IT related problem is insignificant as 30.8 percent, 32.2 percent and 28.9 percent disagree, neutral and agree respectively.

Table 10: The extent to which expected goal and objective of Business Process Reengineering are accomplished in Jmma University

BPR goal /objective	NR	Mean	Stad. Deviation
Do performance measures show that performance goal are being met and that the project is on track for achieving its expected return	290	2.64	.947
Formulate practical targets(business process goals) and focus on achieving end result and objective	290	2.58	1.079
Emphasized the value-added element at every activity	290	2.61	1.054
Built consensus on making changes	290	2.63	1.061
The performance measures linked to the office's strategic goals	290	2.64	1.072
The process improvements are based on the capabilities of information technology	290	2.61	0.935
Used time as a competitive weapon (decreased cycle time of service delivery)	290	2.57	0.929
The organization increase its own competitiveness by reducing cost and quality improved	290	2.50	0.949
Increasing employees satisfaction expected as a result of implementing the BPR	290	2.17	0.901

Scale: 1=Not at all, 2=Minor Extent, 3=Moderate Extent, 4=Major Extent, 5 =Great Extent

For all BPR project goals/objectives except increasing competitiveness by reducing cost and quality improvement, and increasing employees satisfaction expected as a result of implementing the BPR show that responses are closer to moderate extent ranging from mean values of 2.57 to 2.64. Whereas increasing its own competitiveness and increasing employees satisfaction are rated with mean values of 2.5 (half way from minor extent to moderate extent) and 2.17 (nearly minor extent). The obtained measurement through above mentioned values is not adequate to bring a desired change since they are less than moderate (3).

Table 11: Operational change in BPR for core academic issue in Jimma University.

Items or key issues	NR	Mean	Std. Deviation
Continuous assessment being practiced	140	3.14	1.033
Summative exams given based on student convenience	140	3.06	1.012
Student centred teaching learning processes are installed	140	2.87	.951
Academic staff members devote 75% their time on academics researches and Community services	140	2.59	1.059
Proper documentation of academic related documents	140	2.71	1.028
There is continuous staff training and up grading	140	2.66	1.057
There is stable course schedule	140	2.79	1.076
Demand drive programs are being designed and developed	140	2.84	1.027
Efforts are made to assess training needs	140	2.70	1.097
Remedial actions are regularly given to low scoring students	140	2.64	1.011
Continuous career guidance and support provided to students	140	2.78	1.018
Up-to-date learning materials are available	140	2.78	1.060
There is sufficient ICT supporting for teaching learning process	140	3.13	1.085
There is on line registration to students	140	2.14	1.267
Online grade submission system	140	3.01	1.163

The respondents are asked fifteen questions related to the expected output of BPR implementation, which can be used to evaluate the current status of BPR implementation at Jimma University. The questions, weighted mean and standard deviation are outlined in tables 11.

The current status of operational change in core academic processes was also examined. Respondents were asked to rate the proposition against what they have observed change. In this regard, only three propositions (practice of continuous assessment, practice of summative exams, online grade submission, sufficient ICT support for teaching learning process) were rated slightly above moderate. On the other hand, online registration and devotion of academic staff scored far below moderate level.

This indicates the academic core issue was not dramatic improvement after BPR implementation. This core process are the output of BPR then the inadequate improving current work processes and lack of assessing which processes was greatest need of improvement in terms of cost, quality, and timeliness that affect the outcome of BPR on performance improvement.

Table 12: BPR’s impacts on organizational performance for academic core issue in Jimma University

Items	NR	Mean	Standard Deviation
Quality of teaching learning ensured	140	2.53	1.053
Satisfy educational needs of society	140	2.44	1.005
Ensure international recognition of academic programs	140	2.54	1.062
Provide seamless services to students	140	2.67	1.014
Provide state of art infrastructure	140	2.62	.978
Establish teaching learning quality assurance system	140	2.64	1.040
Average mean		2.57	

Scale: 1=Not at all, 2=Minor Extent, 3=Moderate Extent, 4=Major Extent,5 =Great Extent

Based on Table 12, respondents were asked to rate the extent to which the six desirable project on BPR implementation impact on organizational performance. The overall mean of BPR’s impact on organizational performance for academic core issue of the university is 2.57. The average BPR has had less than an impressive impact on organizational performance which implies lesser achievement in this regard. The separate values for each item that constitute the outcome are close to one another ranging from 2.53 to 2.67, all more or less approximated to moderate extent. An exception to this is outcome of satisfying educational needs of society which is closer to minor extent with mean value of 2.44.

While any improvement in organizational performance is likely to be important with increased competition in the market place, on the average BPR result creates turmoil within organizations. The extent to which BPR goals and objectives are accomplished is strongly related to the benefits the organization derives from the BPR project, and also related to the extent the BPR project has an impact on company performance.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Major Findings

In this study the success of BPR measured based on the academic core issue of performance improvement and goal /objective of BPR accomplishment. But the academic core issue and the objective /goal of BPR was not achieved at a desired level.

Because of some factors that affect BPR success were not changed during and after BPR implementation. This hurts the success or the performance of the organization or the achievement of the goal and objective are fruitless. Lack of motivation of employees to facilitate the reengineering effort, weaker and inconsistent support provided by top management on BPR progress, not providing enough training and education by putting the expected result from BPR at specified time framework, absence of incentive system adjusted to serve the employees after the change, inadequate performance measurement crossholding's to the change are the major problem arising in the analysis and discussion part. The other one of BPR team is not composed of top - notch (high standard achieved) people who are chosen for their skills, past accomplishments, reputation, and flexibility and the same project team members and did not stay during the whole duration of the strategic implementation and lack of accurate records of every action/decision. Because of this reason the organizational (JU) majority of goal/objective accomplished and current status of core academic issue of performance improvement in BPR is rated by the respondents to be below the moderate extent (below 3 in the Likert scale) in the universities. The success factors significantly related to accomplishing BPR project targets may be considered necessarily but not sufficient for BPR success.

5.2 Conclusion

Based on findings of the study, the researcher concluded the following:

- Some success factors were not changed during and after BPR implementation. This hurts the success or the performance of the institution or the achievement of the goal and objective are fruitless. Employees' motivation through reward system plays a crucial role in facilitating the success of reengineering efforts. However, after implementation of BPR employee's personal incentive and reward system was not developed and materialized in Jimma University. As a result, demotivated benchmarking employees potentially hamper the institution from meeting its goals.
- Not enough training and education was provided in order to increase awareness on Business Process Reengineering without which the project could not bring desired changes.
- The greatest challenges lie not in managing the technical or operational aspects of change, but in managing the human dimensions of change. The implication is that the most important dimension of the BPR project, that is, the human dimension, remains unresolved challenge.
- Weaker and inconsistent support provided by top management resulted in the decline of the likelihood of BPR project success.
- More or less moderate accomplishment of most of the enumerated goals and objective resulted in negative impact on the benefits the organization derived from the BPR project.
- A particular BPR project has to some extent met its goals and objectives to be effective. In contrary, these failed to produce a significant impact on institution's performance as effectiveness of BPR implementation is below average and the institution is not gaining the competitive advantages expected from the radical change.

5.3 Recommendation

- The benefits from the BPR project may be considerable, but can also be diluted by a host of other variables. Thus, it behoves top managers to identify these variables affecting specific BPR projects, and include as part of the project goals and objectives pre-emptive measures. To make BPR successful, Jimma University has to work on human mind and assess the results of its reengineering effort so that corrective measures could be taken. Therefore, the organization, should setup its own methodology that best fit to their organization and helps in achieving its goals effectively and efficiently.
- Moreover, since redesigned processes required new job, it is appropriate to change existing human resource policies in line with their requirements. The human resource policies change shall to consider empowering employees, making employees more responsible and accountable, and creating a culture of teamwork.
- Hence, to succeed in implementing BPR at Jimma University the institutions to develop effective change management strategy and assign responsibilities to individuals that perform the change management tasks by doing so transformation managers to identifying new tasks, roles, responsibilities, reporting relationships, training needs, number of employees that would be affected by new processes, and scaling up the best practices of other institution to learn about the successful ways to plan workforce redeployment, retraining, and reductions are essential in solving human resource problems.
- Jimma University has to design an incentive mechanism through which it retains its employees by increasing their satisfaction level and developing sense of ownership
- In line with change management system, effective capacity programmes and skilling development should be implemented (especially competency based training delivery on change management, IT-related innovations for competitive advantage and performance measurements should be given due emphasis).
- Lack of consistent commitment and support (involved directly or indirectly in implementation process), from top manager affect the likelihood of accomplishment of goal and objective of BPR as well as organizational performance decline. The researcher recommended that the gains achieved by the

new process can erode unless the top manager continually monitors its performance and makes further refinements. A good case to undertake the changes if the top manager must be taken care of all critical success factors and minimize all factors that lead to failure of the BPR initiatives.

- Developing and deploying effective performance measurement which includes a mix of outcome, output, and efficiency measures methods. These on-going performance measurements provide feedback for a manager which is so critical for continual improvement and future success and to support the top managers to know the new process has produced the desired result.
- The institution should know which of its core processes needs improvement in order to fulfil its mission and goal then by analyzing the gap between where they are and where they need to be to achieve desired outcomes, the researcher to recommend that Jimma university can target those processes that are in most need of improvement by doing so to developing pilot test plan, setting performance measure, implementing the pilot test and monitoring the progresses as well as taking corrective actions based on feedbacks from employees and stakeholders are important.

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Appendixes

JIMMA UNIVERSITY

FACULTY OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

QUESTIONRIE/INTERVIEW SCHEDULE

This questioner is prepared in order to gather the necessary information (data) that help to study an evaluation of BPR implementation: - success and challenges in jimma university and to point out relating to this BPR implementation.

- The information you are going to give here is very important for the study
- Any information you fill in this questionnaire will be confidential and used only for this study.

We thank you in advance for your cooperation

Respondent's profile (please tick the box that best describes your response)

Back ground information

1. Department /unit-----
2. Gender

Male Female

3. What is your highest level of education

Diploma

Undergraduate

MA/MSC

PHD or above

4. Age Below 20 20-30 31-40 41-50 others
 specify

5. For how long have you worked for this organization

Less than a year 1-2 year 3-5 year 6-10 others-----

6. What is your position at university

Academic staff

Administrative staff

Note: put a tick mark (√) to your response for the questions following.

Classification of BPR implementation success factors at jimma university

Question items	Not important	Somewhat important	Moderately important	Very important	Extremely important
Factors related to change management system and culture					
Re-educate and retrain workers on what BPR actually is					
Training of employees in the new process and system to be used					
Regular communication of BPR progress to all staff					
Reward system adjusts to serves the employees after the change					
The performance measurement adequately corresponding's to the change					
Employees are empowered to make decisions					
Factors relating to organizational structure					

Use a well-trained ,diversified, expert team					
Use a re-engineering team well-informed in BPR method					
A BPR team shares a clear vision and understanding of BPR success					
Co-workers feel as if they are working in a cooperative environment					
Factors related to BPR management commitment and leadership					
Top management frequently communicate with project team and users					
Open communication between supervisors and their subordinates					
Managers place confidence between supervisors and their subordinates					
Managers constructively use their subordinates' idea					
Top management set strategic plans in pursuit of service quality and customer satisfaction through various BPR projects					
Top management consider BPR as a way to improve service and product					
Top management are committed and ensure that everyone in the organization share the achieving dramatic improvement through fundamental rethinking and radical re-design of business process					
Factors related to IT					
Information technology is integrated in business plan of the organization					
There is efficient communication channel in transferring information					
The organization is exclusively use the information system					

BPR implementation problem classification

Question items	Strongly disagree	disagree	Neutral	Strongly agree	Agree
Problem related to top management commitment and support					
Failure to implement BPR caused by lack of commitment and support demonstrated by the university's highest level management					
Lack of understanding the BPR implementation requirements					
Lack of management determination when problem comes					
Problem related to change management and culture					
Managers are anxious about losing their authority after the change					
Employees' resistance to change due to job displacement:					
Not enough employee training to implement BPR					
Absence of management system (e.g incentive, training, education communication about BPR progress					
Problem related to organizational structure					
Problems related to rigid hierarchical structures, jobs definition, and responsibility allocation					
Difficult to implement BPR due to teams communication barrier					
Problem related to IT					
Employees' and customers' know-how deficiency about the use of IT in the redesigned processes impede BPR					

implementation:					
Problems related to training provision about IT use in the redesigned processes:					
Problem related to project management					
Inappropriate alignment of BPR strategy with the corporate strategy					
Problem related to goal and measurement					
Spending too much time in analysing existing processes					
Conflict between traditional performance measures and BPR goals					
Inadequate focus on core processes (key issues)					
The BPR process was much larger than anticipated					
Top management reluctant to commit funds for BPR					
Unrealistic report to outsiders that hide actual progress of BPR implementation					
Inadequate regular and scheduled meeting of project management to get feedback on BPR implementation progresses					
Not use progress evaluation to determine what is working and what is not					

Extent to which goal and objective are accomplishment over all jimma university

Question items	Strongly Agree	Agree	Not sure	Strongly disagree	Disagree
Do performance measures show that performance goals are being met and that the project is on track for achieving its expected return					
Emphasized the value-added element at every activity					
Executives ,managers and staff actually using the measurement data being gathered to assess the new process performance					
Built consensus on making changes					
The performance measures linked to the office's strategic goals					
Applied the right innovative technology					
The process improvements are based on the capabilities of information technology					
Used time as a competitive weapon (decreased cycle time of service delivery)					
The organization increase its own competitiveness by reducing cost and quality improved					
Increasing employees satisfaction expected as a result of implementing the BPR					

BPR's impacts on company performance

Question items	Not at all	Minor extent	Moderate extent	Major extent	Great extent
Quality of teaching learning ensured					
Satisfy educational needs of society					
Ensure international recognition of academic programs					
Provide seamless services to students					
Provide state-of-the-art infrastructure					
Establish teaching learning quality assurance system					

Responses to current status of BPR implementation for core academic issue in Jimma University

Questions item	Not at all	Minor extent	Moderate extent	Major extent	Great extent
Continuous assessment being practiced					
Summative exams given based on student convenience					
Student centered teaching learning processes are installed					
All academic recruitment are made based on open competitions					
Efforts are made to raise staff commitment to implement BPR recommendations					
Academic staff members devote 75% their time on academics researches and community services					
Proper documentation of academic related documents					
There is continuous staff training and upgrading					
There is stable course schedule					
Demand driven programs are being designed and developed					
Efforts are made to assess training needs					
Remedial programs are given regularly					
Continuous career guidance and support provided to students					
Up-to-date learning materials are available					
There is sufficient ICT support for teaching learning process					
There is on line registration to students					
There is online grade submission system					

Interview

1. How do you see the essence of BPR understanding among the staff members?
2. How do you evaluate the change (out) come of BPR implementation in Jimma university?
3. How do you evaluate the current business process as compared to the previous?
4. What challenge have you faced so far in displaying roles expected of you?
5. Can you enumerate some main indicative achievements which are brought about by BPR program to Jimma University?
6. Would you say something on the level of commitment of leaders and employees in different stages of the hierarchy in Jimma University? How can this be gauged?
7. Have you been facing some challenges during the BPR implementation period of a year and halftime? Would you mention some of these challenges please?

Glossary

Alignment: the degree of agreement, conformance, and consistency among organizational purpose, vision, and values; structures, systems, and processes; and individual skills and behaviours.

Business Process Reengineering: a systematic, disciplined improvement approach that critically examines, rethinks, and redesigns mission-delivery processes in order to achieve dramatic improvements in performance in areas important to customers and stakeholders.

Change Management: activities involved in (1) defining and instilling new values, attitudes, norms, and behaviours within an organization that support new ways of doing work and overcome resistance to change; (2) building consensus among customers and stakeholders on specific changes designed to better meet their needs; and (3) planning, testing, and implementing all aspects of the transition from one organizational structure or business process to another.

Core or Key Process: business processes that are vital to the organization's success and survival.

Continuous Process Improvement: an ongoing effort to incrementally improve how products and services are provided and internal operations are conducted.

Performance Measurement: the process of developing measurable indicators that can be systematically tracked to assess progress made in achieving predetermined goals and using such indicators to assess progress in achieving these goals.

System means the organization's management system by which people are measured and rewarded

Management systems are key instruments to shaping the attitude and behaviour of people; and giving life and reality for the value required to develop in the reengineered company. That is, the system should reward good performers and encourage people to engage in new innovation encourage people to engage in new innovation

Value-Added: those activities or steps which add to or change a product or service as it goes through a process; these are the activities or steps that customers view as important and necessary.