Measuring the Readiness of Employees before Change

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Abstract

Whenever a business is forced to adjust to shifting conditions, problems of employee morale arise. With the changing environment around, one needs to adapt to new waves of changes and innovations in order to stay functioning in the system. To be an appropriate player of a unit system an organization needs to follow the rhythm of unpredictable changes. To do so personnel need to be flexible for changes and this is a major problem when we deal with institutions that have a long history of living with "good old" rules. Our survey aims at underlining the readiness for change and the importance of supervision through the process. It eventually attempts to reveal the criteria needed when planning a change, prior to its implementation to guarantee that the process passed smoothly.

Keywords: adaptation to change, change management, employees, implementing change, motivation, readiness, reform

JEL: M12, O15

1. Introduction

Today, the rapid development of the service sector, increased competitive intelligence and people being much more sensitive to the quality of the health sector as well as in other sectors has led to an increase in the importance of quality. Businesses which are in an effort to improve the quality of service focus on customer expectations and perceptions and they start prefering to seek for assessments of service quality.

Service is defined as "an intangible activity or benefit that offered by a person or entity to other person or entity" (Karafakioglu, 1998).

The service sector is one of the fastest growing sectors in our country, as well as all over the world. Chase (1978) examined the relation between customers and service industries and gathered in four classes. In this classification the healthcare industry was defined as the sector that had the highest class in the relation with customers (Ardich & Bash, 2010).

One of the indicators of socio-economic development of the countries is the health sector (Sevimli & Oral, 2006). Since the health sector generates the production for human life and human health, the service must have zero defects. Services offered in the health sector should have 100% reliability. The services offered in the health sector are directly related to human health, therefore when the services offered in this sector are compared to other services, quality of the services must be high. For this reason, a continuous improvement of service quality in the health sector is required. This obligation requires the measurement of service quality. Services cannot be measured in terms of dimension of physical products and services. Since service in healthcare is a kind of performance, an activity that is directed by human behavior, no life expectancy, and consumed when it is produced, then it becomes to be measured very difficult.

Since a thing that cannot be measured is not possible to improve, the measurement of quality of service in health sector is an important issue to be considered. To understand what we mean by measuring the quality of service and the needs of service quality, the dimensions have to be stated.

Sizing the quality is actually an effort that separates the components of service quality to make it more concrete.

Service quality is a measure of how much customer expectations are supplied in the given service. Serving the quality service is the ability to meet customer expectations (Parasuraman, Zeithaml, & Berry, 1985).

There is no single definition of quality expectations in the customers' mind. Customer's quality expectations have two levels or two dimensions. These are desired quality and reasonably acceptable quality. One dimension of quality defined by customer is the perception of customer after consuming the service. The customer's perception of quality is affected by expectation of service quality.

Perceived health service quality has affected perceived service value. Perceived value, the patient and the patient's satisfaction affects behavioral intentions. Nowadays, the measurement of patient satisfaction is used not only in order to determine whether the patient is satisfied or not with the service provided, at the same time is also used in evaluating the performance of health care institutions.

There are numerous studies for the identification of dimensions of service quality. Dimensions of service quality help better understanding of service quality, and help to figure out that customers whether or not satisfy with which elements of the service.

The most commonly used assumptions in the literature of service quality dimensions by Parasuraman, Berry & Zeithaml (1985) is that People are generally critical to innovations and they are the most critical resource, supporter, barrier and risk when managing change, because change requires people to do things they have not done before. The uncertainty of change can provoke strong emotions, with most people experiencing some sense of grief and loss as they let go of the old and move towards the new. A range of emotions may be displayed by those affected by the change process: frustration, anger, despair, acceptance, enthusiasm and elation. Which emotion is encountered will depend on whether staff makes the change willingly or unwillingly (Part 1), the level of consultation that occurred and the support provided by leadership (Part 3). Awareness of the range of reactions to change will help the

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leader of the change process respond appropriately to concerns that are expressed. Understanding why these emotions occur may assist the leader to introduce change in a manner that anticipates, acknowledges and responds to concerns.

There are several reasons why employees oppose to change? The most important is the lack of understanding of the necessity of change. When especially a change is imposed externally, and staff does not get to participate in its initiating, it becomes harder to prove the benefits of something uncertain coming up. Employees also criticize the way things are done in the implementation process and what they feel is that no matter how they try, the policies will be implemented from the above or even outside. And the last and one of the major reasons is that a change is always an extra work, extra load and extra hours that they need to spend sacrificing their own personal time and undermining their personal commitments.

Sometimes employees do not complain about team-building and change efforts, out of apathy or the fear of being labeled "anti-reform" and the practitioners are well-meaning sincere people whom no one wants to offend. Leaders foster change and create an environment where change is a norm, whereas managers stabilize the organization and ensure that the changes are well implemented (Moore, 2003). Having a leader fully respected by the group makes it lot easier to cope with the uncertainty. A leader that is always ready to consult its followers, allocates time for trainings and is simply available is what makes even the strictest unbeliever a champion. Inspiration can be drawn from a powerful supervisor who him/herself is devoted to the process as a whole.

Winning the hearts and minds of their staff is an important objective for progressive companies but it would seem that they are failing, as the failure rate for major transitions continues to be very high (Lucey, 2008). Emphasizing on the things that employees find new and are not used to is an essential step towards success in change (Galvin, 2003).

Both theoreticians and practitioners of management have analyzed the process of managing change from different aspects. According to model of Lewin (1945) (Daft, 2010) change consists of three stages: unfreezing (creating a felt need for change), changing (attitudinal and behavioral changes) and refreezing (institutionalizing and reinforcing the attitudinal and behavioral changes) (Weiss, 2001). Lewin's model is a little vague and ambitious and lacks clear specifications and clarifications when great change projects are undertaken. The change process model of Gilley & Maycunich (2000) includes five activities: identifying assumptions, analyzing choices, making commitments, selecting appropriate actions and engaging in critical reflective activities. In the model of Roberto & Levesque (2005), change follows the design of chartering, learning, mobilizing and realigning. Accordingly the organization defines the purpose of the initiative before the managers are exposed to the ideas through different learning and mobilization mechanisms. The model of Cummings & Worley (2001) account for both behavioral and non-behavioral processes is a significant way. However, the model lacks simplicity and presents a random list of factors that influence change management.

Robertson, Roberts & Porras (1993) explain the change process by depending upon the interactional activity of social factors, physical setting and organizing arrangements that lead to individual development and improved organizational performance. The Duration, Integrity, Commitment and Effort (DICE) model of change (Sirkin, Keenan & Jackson, 2005) suggests duration of the change program, performance integrity, commitment of the management and employees and the effort exerted over and above the usual work expected of personnel, as the core activity of change management.

Thus, we see that different models focus on issues such as individual factors like, personality, motivation, attitudes, leadership, and participation rate and related. However, the models (Robertson et al, 1993; Cummings & Worley, 2001) bank upon a different set of factors that point to the non-behavioral aspects of change management like identification of key stakeholders, activity planning, management structures, providing resources for change, social factors, organizing arrangements and physical settings. Thus the models reviewed two sets of factors that most influence the change management in different ways, which are called the soft factors and the hard factors (Sirkin et al, 2005).

So, in the article we have discussed the readiness to the reform, teacher portfolio, as one of the major components of the reform and the relationship with the supervisor in the process of the reform reforms. The survey that was conducted aim at understanding the possible success factors when changing and the possibility of their application to more general prospect. We hope that this article will give a basis for thorough study of the factors of readiness and later will enable to suggest key areas that need to be addressed when planning, implementing and controlling change.

2. General Educational Reform Requirements for Georgia

In order for an educational institution to own the right of teaching, it needs to be authorized by the Ministry of Education and Science of Georgia and the ministry sets the requirements that all institutions have to follow. The process is mandatory and in case of failure to obtain the authorization, the educational institution ceases its existence.

According to the "Authorization Standards for General Education Institutions" of the Ministry of Education and Science of Georgia, the standard is met when a school has a clear mission and a study plan which is compatible with the mission and the National Study Plan. Together with this the school plan should also meet the demands of the students of relevant levels and with special educational needs and allow them to acquire skills and the knowledge envisaged by the National Study Plan. Student evaluation system should also be compatible with the National Educational Plan, making the evaluation criteria as transparent as possible. This aspect poses great challenge to teachers of especially old style teaching methods when the grade given to a certain students is being questioned often together with the competency of the teacher itself. The resistance of teachers to meet demand is of high concern particularly among the public schools. The parent-teacher cooperation is addressed in the requirements as the procedure of notification of the parents on academic progress of their children.

When we analyze the Law on General Education, we have specific requirements for the teachers, which involve the following aspects: the teacher certification, which is mandatory and requires the teacher to pass the certification exam both in the subject taught and the general exam in teaching methodology. The law requires the continuous professional development of a teacher. The above mentioned certification is time limited,

so the teacher has to either pass the exams again or get involved in the teacher development schedule. The schedule involves a long-term plan of a teacher, enlisting the activities s/he will get involved in during the time period. Each activity is graded for credits and upon collected necessary credits a teacher can retain the right of teaching and has no obligation to pass the exams.

3. Survey: General findings on the Study of Readiness to Change

We conducted a survey among 60 teachers of Georgian-American High School who participated in the educational reform, namely the authorization process. The process was new to schools and being a private institution, the school had an ambition of receiving authorization at an early stage. The school administration hired a quality manager who was responsible for instructing, training and guiding all the teachers through the process. The time was limited, but the school staff managed to be successful in the process and eventually received an authorization, being followed by the special award of the Ministry of Education and Science of Georgia, "Nine stars out of ten". In 2011 the ministry declared the school as the best private school in Georgia. The reason we have chosen this particular school is that we wanted to get the experience of one of the best and hypothesized that even the best may have the problem of readiness. As a result, we hope that the lessons learned from the survey will enable us to judge the approaches of management while reform and we will eventually give recommendations for other institutions willing to undergo an extensive change process.

The questionnaire was composed of three components: the readiness to the reform, teacher portfolio, as one of the major components of the reform and the relationship with the supervisor in reforms.

The first stage of analysis involved the results obtained in each part of the questionnaire and their relatedness to each other on the general level. The aim of this analysis was to measure the overall readiness of the personnel and their understanding of the major requirements of the reform.

The second stage of the analysis involving the division of the respondents among the departments: 1. Primary School, 2. Foreign Languages (English and Russian), 3. Mathematics (Math and Informatics), 4.History and Geography, 5.Science (Biology, Physics, Chemistry), 6.Sport (Football, Basketball, Tennis), 7.Georgian Language. The aim of this analysis was to find the differences among the perception of the change among the departments and try to identify the Leader departments, the followers and the resistor departments. On a later stage we plan to hold extensive interviews in order to determine the factors that enabled their comparative readiness to the reforms.

4. Self-Evaluation of the Readiness to the Reforms

For the beginning it is necessary to clarify the readiness of the respondents to the change, starting with the perception of change at the start and awareness of the procedures to be followed. For this reason the first two questions were followed by self-evaluation of the readiness f the respondent to change and finally the general idea about the course of reform.

• The awareness of the reform and the concrete require-

ments for the reform is negatively ranked by 70-73%, which is believed to be an insufficient figure for starting a reform. More communication and clear goal setting with employees before the start of the change process.

• Even when feeling oneself not ready for the reform, the employees believed that the organization would succeed in the change process. Creating the confidence in the organization as an organism that is whole and the belief that other parts would help out in case is a decisive factor, motivating those who undergo the change.

• The belief in the reform is also another decisive factor is future success, having less than 15% believe in the success leads to less trial and hope. Shared goals are very important when reforming. In our case the reforms were imposed by the higher institution, the ministry, so that explains the attitude of the teachers, reflected in our results. Administration should link the external demands to the goals of its own and the personnel only if it wants to succeed.

• Awareness of the basic requirements of the reform, not mentioning the attitude on each component, is a strong supplement to the success. Having accepted the necessity of certification, training, computer skills leads to a group of modernizers that will eventually succeed in the reform.

Part 1	No	Partly	Yes
Q1 - Did you know about the changes?	14	27	59
Q2 - Did you know what changes were coming?	24	59	17
Q3 - Did you feel yourself ready for changes?	26	53	21
Q4 - Did you believe that you would be successful in change process?	16	48	36
Q5- Do you believe the reform is adequate?	19	67	14

Knowing about the changes (q1) and having concrete information about the upcoming concrete requirements (q2) are two different issues. 59% of the teachers responded that they partially knew about the reforms, 14% answering that they did not know and only 27% knew about the upcoming reform. If we compare these with the second question, what particular changes were coming, again 59% said they partially knew, 17% did know and 24% did know about the concrete changes. As we can see the number of "no" answers rise after the second question, and we can conclude that the three percent who had mentioned that they knew about the reform, actually were wrong. If we extend the discussion and join the ones that partially knew that the reform was coming with the ones that didn't, we get 70-73% of respondents, which is not a promising figure at the start.

Next two questions involved the feeling of readiness to the reforms (q3) and the confidence that they personally would succeed in the reform process (q4). 21% of the respondents said they felt ready for the reform and 26 % thought they weren't. Even though only 21 % was ready, still 36% believed that they would succeed. We believe that the respondents were considering the success of the whole institution as one unit and not the individual selves. That is why even the ones with partial hopes, the 15% still believed that they could somehow succeed. Here

we can conclude that the group spirit of our respondents may have helped in the process.

The question five asks whether the respondents consider the reform adequate. According to the literature, we know that when employees believe in the reform to be adequate and the one that matches their needs, they are more motivated to change, and their resistance to the process decreases, which eventually results in a greater success. Surprisingly only 14% believed that the reform was adequate, even more – the 19% believing that it wasn't. 67% partial confidence that can be complemented by proper clarifications in the future can be a strong tool and offer hopes for future.

Further, ten questions were posed in order to thoroughly understand whether the respondents had understood the real goals of the reform. Specific components of the reform were listed and the respondents expressed their ideas whether they were to be included in the reform or not.

The reform involved: Questions	No	Partly	Yes
1. Repairing of schools	24	35	41
2. Raising salaries	17	19	64
3. Trainings	2	27	71
4. Certification of teachers	5	17	78
5. Composing lesson plans	5	28	67
6. Acquiring computer skills	2	41	57
7. Freedom of students	33	46	21
8. Load for students	27	40	33
9. Raising the level of knowledge	3	28	69
10. Replacing the teachers	41	28	31

Among the ten components of the reform the highest "Yes" answers were received by teacher certification (78%), trainings (71%), raising the quality of teaching (69%), composing lesson plans (67%), raising salaries (64%), and acquiring computer skills (57%). Analyzing the general environment in the country and the reforms being performed in other government bodies and in higher educational institutions – namely the universities, it is obvious that teachers were aware of the personal requirements that were to come, namely the compulsory certification, the endless trainings that they needed to attend, even though they were not very enthusiastic about others teaching them how to teach a subject that they had been teaching for years.

But surprisingly 69% still believed that as a result the level of education would rise, which is an optimistic figure. When we add 23% partial confidence, this gives us 97% of the positive attitude, which is inspiring. Here we could test the reliability of the question by believing that the teachers could have been under the influence of what is called "the fear of admitting to be an outsider".

64% of the respondents believe that the reform leads to the raise of salaries, which according to the literature is a very powerful motivator, since financial reward rank number one in most of the occasions. Adding 19% of partly answers give us 83% financial incentive, which is a driving force in our case. So we can easily conclude that even if 70-73 % of the respondents think they didn't completely understand the reform, a financial incentive is a very powerful tool that drives the employees to try hard to succeed.

A tendency that 57% percent of respondents acknowledge that computer skills are vital for the reform is also promising. It shows that we are on the right track. If we join the ones who partially think a reform is about acquiring computer skills, then we get 98% of modernizers.

The last component of the reforms, "Replacing the teachers" (q10) was a question that took the most publicity among the concerns of the teachers of the public schools. The reform itself was addressed as a tool to replace the old teachers with the new and inexperienced ones. The fear was immense and this led many to protest the reform at its initial stage. According to our respondents only 31% believed that the reform was addressed to replace the teachers. Add 28% and that gives us a 59% negative attitude. In order to find out which particular teachers thought about it, we can analyze each departs separately.

5. Teacher Portfolio

The second part of the questionnaire is about one major aspect of the reform, the teacher portfolio, asking the teachers whether they had portfolios earlier and if they consider them as a vital part of the reform. Again to extend the definition, we give some components of the portfolio to check the understanding.

The questions included: 6. Did you know what teacher portfolio was?; 7. Did you have a teacher portfolio before the reform?; 8. Do you consider that keeping a record of your activities is necessary?; 9. Did you have an individual plan for teaching before the reform?

•   Among the frequently and highly quoted reform steps, we have one component, a portfolio which was a control part of the survey. All of the respondents, being citizens of a country had heard about the reforms and changes and its basic requirements, but little did they know about a concrete tool used in the education sphere. Only 5% had experienced it before, so the portfolio was a novelty to the majority, something they needed to learn in very details in order to have chances to succeed. Deepening the topic gave us the result that 87% of the respondents did not keep the personal teaching plan, which is the reason we keep portfolios. Recommendation for this again is the thorough and in-depth instruction and regular feedbacks which are a topic of the third part.

•   The understanding of the components of the teacher portfolio is satisfactory and it is even surprising when we see from the general questions that actually only 5% had an experience in keeping a portfolio.

Part 2	No	Partly	Yes
Q6. Did you know what teacher portfolio was?	29	54	17
Q7. Did you have a teacher portfolio before the reform?	59	36	5
Q8. Do you consider that keeping a record of your activities is necessary?	29	29	42
Q9. Did you have an individual plan for teaching before the reform?	50	38	12

We asked the respondents if they knew about the teacher

portfolio (q6) and 29 % of them responded negatively, only 17% had a full awareness of the portfolio, leaving the 54% partially aware. But when we asked the teachers if they had one before the reform (q7), 59% responded negatively, 36% partially and only 5% having the portfolios. We can infer that the portfolio was a novelty for the teachers.

The next question clarifies the meaning of portfolio, giving the explanation of the teacher portfolio - Do you consider that keeping a record of your activities is necessary (q8) and as we expected, 42% agree that the activities held should be recorded, leaving 29% unwilling to have teacher portfolios.

We deepened into the details and asked the respondents to write if they had a personal teaching plan (q9) before the reform. 50% of the respondents said they did not have a plan, and adding the 38% gives us the 87% not having a complete teaching plan, which rejects the idea of having a teacher portfolio, the plan being the vital part of it.

Further, five questions were posed in order to thoroughly understand whether the respondents had understood the teacher portfolio. Specific components of the portfolio were listed and the respondents expressed their ideas whether they were to be included in the portfolio or not.

The portfolio involved: Questions	No	Partly	Yes
1. Yearly teaching plan	12	28	60
2. Lesson plan for each individual lesson	22	31	47
3. Personal data of the teacher	14	45	41
4. The employment record book	47	19	34
5. The laws and regulation documentation related to education	28	35	37

88% of the teachers agreed that the portfolio should include the Yearly teaching plan (1), and 86% agreed that a portfolio should have personal data of a teacher (3). The understanding of the components of the teacher portfolio is satisfactory and it is even surprising when we see from the general questions that actually only 5% had an experience in keeping a portfolio.

6. Feedback on Change

When talking about the reform, the literature gives us several reasons of success in change and one of them is surely the relationship with the supervisor. Most of the employees are resistant to change because they fear of something they do not completely understand. So an advice given to the administration or the management is to communicate the objectives with the implementers and give them a regular feedback on the works they have done.

The third part involved the relationship of an employee to the management. It this case we have analyzed the quality manager who was responsible for the process of implementing the reform. The questions included:

• A leader is a good leader when the followers perceive the immense hard work that s/he does together with the followers. In our case we can see the positive attitude in the results which indicate that the time devoted to employees, the willingness to help and the trainings delivered by a supervisory were enough for the followers to do their job. This brings us to the 70-73% of the teachers not believing in themselves and in their success, so we can conclude that the supervisor factor had played its role successfully.

• Competency of the supervisor does matter in deciding to follow him or her. In our case we had 19% of the lack of competency which is a significant figure when we add another 24%, getting 43%. In our case the reform was compulsory, so the employees had no other choice that to follow the supervisor. The recommendation here would be that when choosing a supervisor, the competency has to be ranked as number one priority.

• We can infer that the unbelievers in the competency of the supervisor were the ones that never got to get a feedback because they simply did not believe the feedback or recommendations would be competent enough.

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According the figures obtained, we can at once conclude that the factor of supervisor was a decisive one in the organization's success. 45% thought they met the supervisor frequently

Questions	No	Partly	Yes
Q-11 Frequency of meeting a supervisor;	14	41	45
Q-12 Trainings held prior to the reform;	19	38	43
Q-13 Clear and detailed instructions;	19	38	43
Q-14 Possibility to ask questions while doing a task;	23	17	60
Q-15 Willingness of the supervisor to offer help;	19	26	55
Q-16 Competency of the supervisor;	19	24	57
Q-17 Time available with the supervisor;	16	41	43
Q-18 Received feedback with explanations upon completing a task;	15	40	45
Q-19 Recommendations of the overall work performed;	19	43	38
Q-20 Do you consider yourself successful in the reform.	16	48	36

Table 1.

and adding 41%, who thought that the meetings were partially frequent, gives us the figure of 86% that is more than enough to measure the satisfaction of the employees on the time accredited to them in the reform process. Here we also added the expression of willingness of the supervisor to meet (q15) and found that 55% thought the supervisor was completely expressing the willingness. Add 26% and it gives us 81%. Training and instruction go hand in hand and we had 81% of the respondents that thought that they were given proper training before the reform and that the instructions given were clear, detailed.

The highest figure in this part was for the possibility to ask questions to the supervisor when needed (q14). Literature suggests that when changing, one should create the atmosphere of trust, which is reflected in the participants being free to ask questions when having difficulty. 60% believed that they could ask the questions freely, the supervisor being available and adding 17 percent gives us 77% of a trust atmosphere. As for the timing for posing questions, only 43% thought that they received enough time for questions, leaving 41% partially content with the time given and only 16% dissatisfied with the devoted time.

We inferred that the respondents were satisfied with the relationship with the supervisor, but the question about the competency of the supervisor (q16) is worth to be discussed. 19% of the respondents believe that the supervisor was not competent in his job, which is a large figure. According to the literature, among many studies conducted on the traits of the leader, competency ranks number one. So, in this case 19% believing that a leader was not competent can be an alarm. When we add 24% who though a supervisor was partially competent, we get the 43%, which is about the half of all the followers. Surprisingly, knowing that the organization ended up being successful, another question arises: then what caused the employees to follower the leader?

Feedback (q18) and rewards (q19) is a cornerstone for every change in administration. Without the proper and regular feedback, employees lose motivation, which eventually results in them being reluctant to do the task. 45% believe they received a feedback and 38% agreed that there were recommendations given. When we raise the figures including the partial responses, we get 85% receiving feedback and 81% getting recommendations. This leaves us with 15% having received no feedback and 19% no recommendations. If we link these to the question of competency (q16), we can infer that the unbelievers were the ones that never got to get a feedback because they simply did not believe the feedback or recommendations would be competent enough.

The final question was a conclusive one asking about the overall success in the reform and 36% considered themselves successful in reforms, while 48% partially, which left us with only 16% considering themselves unsuccessful in the course of reform.

7. Ranking of Departments for Three Parts of the Survey (*Table 2.)*

Primary School department – can be considered as a leader in the reforms.This can be explained by the extensive focus on the primary school department, because this is where the reform actually started. This department was given sufficient time and supervision to help in the aspects of the reform. We believe that the changing nature of younger generations and the intensity of the parent-teacher meeting lead the department to be more flexible and readily adaptable with the changing demands of the customers. Being under constant change enables the department be a leader in the reform, making it easier for them to satisfy customer needs.

Foreign Languages department –can be considered as a leader in the reforms. This can be explained by easier contact with international sphere of education. The teaching methods are extensively available in terms of material in foreign languages, so this group has an unlimited access to the benchmarking material and timely sources of information, while others have to rely on the translations of the documents, which takes time and the quality of the translation is not guaranteed as well. Foreign language department, especially the English language teachers can adapt to the reform easier providing wide range of activities to the students. This priority enables the department be in the leader position of the reforms.

History and Geography department – is a follower generally in terms of portfolio and supervision, but is included among the leaders in awareness about the reform. Despite the full awareness of the reform and being one of the leaders in the reform, we still have some barriers to overcome in terms of teaching history and geography subjects. Being followers,

Part 1 - Awareness	Part 2 - Portfolio	Part 3 - Supervision	Overall
Leader	Leader	Leader	Leader
Primary School	Mathematics	Foreign Languages	Primary School
Foreign Languages	Primary School	Primary School	Foreign Languages
History & Geography	Foreign Languages		
	Sport		
Follower	Follower	Follower	Follower
Mathematics	History & Geography	History & Geography	Mathematics
Georgian Language	Georgian Language	Mathematics	History & Geography
		Georgian Language	Georgian Language
		Science	
Resistor	Resistor	Resistor	Resistor
Science	Science	Sport	Science
Sport			Sport

Table 2.

again here we can have a foreign language problem, when amazing combination of sources, diagrams and visual aids are available in English or other foreign languages that make the student centered learning more appealing to the students. Additional material sources are also needed of course to make the purchases of all useful material to enable the teachers exercise the high quality teaching.

Mathematics department – is a follower generally in terms of awareness of the reform, supervision, but a leader in terms of portfolio part. This department has the most critical approach towards the reform, but at the same time is successful in the implementation process. What we mean is that while reform, they doubt some of the concepts, even the supervisor competency, but when it comes to doing the job, they are good followers, doing their stake of the job. Some instructional motivation can be proposed in order to easily shift this department from being a follower to being a leader.

Georgian Language department – is a strong follower in the reform. The focus of the reform is converting a passing learning process into an active teacher-student partnership. This is especially difficult when we have had a long history of conventional teaching approaches and methods, when the teacher was a focus of the classroom. The new approach of teaching is easier for the subjects not having so much load or material, because they can easily adapt to different techniques, but considering teaching Georgian Language and Literature, when the load of students is tremendously high, teachers usually consider the contemporary approaches like group work activities a waste of time. So time is needed to make this department a leader, but the survey has revealed the this department is making a steady progress towards the reform.

Science department – is a resistor in awareness of the reform and portfolio but a follower in the relations with the supervision. We can see the willingness of the department for being a player during the reform and this can be a decisive factor in being successful at the end. Here our recommendation is the give a special focus to this department, because the results are controversial. The general tendency of the interest of the public in sciences like biology, physics and chemistry has greatly risen in last few years. This signals that teaching of these subjects have to be given a stronger focus. We recommend the schools to arrange training programs for teachers of these subjects and also raise the foreign language requirement for them.

Sport department – generally the survey showed that the department was a resistor in awareness, and relations with the supervision, but surprisingly a leader in portfolio part. We believe that this part of the survey is an error because when the first wave of the reform happened, the ministry had no specifications for the sports teaching. There were no standards for the sport teachers and even there was no exam for the teacher certification. So the lack of the requirements by the law, the department was neglected for the time by the supervision. This explains the resistance in the awareness of the reform, simply because no one was there to answer the simple questions about the reform in sports field. As for the relationship with the supervision, since there were no specific guidelines for this department than it is obvious why they did not have much contact with the supervision, doubted the competency of supervision and were negligent in the process. This department is a leader in portfolio part, because they have always kept the record of their activities and they are actually the ones other departments can learn from when arranging their portfolios.

8. Conclusion

It is vital for every company to adapt to the changing demands of its customers in order to stay in business. Having satisfied customers is a halfway to success and getting to a half way is what we need because this will trigger the growth and eventually will raise the standards of living in the country. Change process is usually slow in privately owned enterprises, when every step should be thought thoroughly and every small mistake may worth a fortune, but when a reform direction is given by the law of the government with strict deadlines and requirements, the reform is becoming painful. In order to reduce this pain and guarantee the success, each company needs to keep its staff: a. ready for the upcoming, possible reform, b. well informed about the requirements and c. provide proper supervision before, in the process and after the implementation of changes.

Our survey attempted to reveal the readiness, level of information and the frequency of supervision of employees taking one successful school and measuring the attitudes of its employees to the reform. We believe that using the data obtained we can give general recommendations to other educational institutions and not only educational institutions about how to be best armed against an uncertain change and use the change process towards their own benefit.

The first part addressed the feeling of readiness to the upcoming reform. Literature states the uncertainty as a critical factor before every change and in our case this was no exception as well. 73% of the respondents were unaware of the change and its requirements, making it a bad place to start from. There should be a portion of hope even in the most desperate period of uncertainty and we had 36% of respondents that despite considering themselves not ready for the reforms still were confident that they would succeed in the reform. Including ones with partial hope, we get a figure of 84%, which can be a powerful incentive for the implementers. The corporate culture of the institution can play a role here in terms of the employees relying on the group or the company as a whole in times of unknown and hardship.

Having had the results of the authorization, the school being one of the successful reformers we can conclude that the intensity and frequency of meeting the supervision was a decisive factor. The more the departments got to meet and share their experience with the supervisor, the more they were motivating in believing in their own success. The survey gives us 86% of respondents that believe that they had frequent meeting with the supervisor, which is a high rate of motivation of employees for the time accredited to them in the process of the reform. Among the studies done about the leader traits, competency ranks number one in order to have a guarantee for being followed. 43% of lack of trust or partial trust is an alarming figure. Our conclusions on what had led to the success of the employees. The factors that may have triggered the success we believe are the 85% receiving feedback from the supervisor and 81% getting recommendations from the supervisor.

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