
Role of change management using ADKAR model: a study of the gender perspective in a leading bank organisation of India

Charu Goyal* and Manoj Patwardhan

Management,
ABV-IIIITM, Gwalior,
Gwalior, India
Email: goyal.charu09@gmail.com
Email: manojp@iiitm.ac.in
*Corresponding author

Abstract: Gender inequality has always been an issue of concern; successful organisational change serves as a backbone to the organisations. The purpose of this paper is to study the difference in gender perspective towards organisational change using awareness, desire, knowledge, ability and reinforcement (ADKAR) model of organisational change in various branches of a public sector bank in a prominent region of Northern India. Correlation and t-test analysis are done to draw the conclusion. The outcome of the study reveals that there is no difference in the perception of male and female employees towards organisational change. The results would help the banking firms to understand the facts about gender perspective towards change management and accordingly formulate their future strategies.

Keywords: ADKAR model; change management; gender perspective; Indian banks; organisational change; public sector bank.

Reference to this paper should be made as follows: Goyal, C. and Patwardhan, M. (2018) 'Role of change management using ADKAR model: a study of the gender perspective in a leading bank organisation of India', *Int. J. Human Resources Development and Management*, Vol. 18, Nos. 3/4, pp.297–316.

Biographical notes: Charu Goyal has done her Master of Business Administration in the field of Human Resource from IIIT Gwalior in 2014. Prior to her MBA, she has done BE in Information Technology in 2012. Her interest area lies in human resource, organisational behaviour and change management. Currently, she is working as an Academic Counsellor in an educational institute and wants to further pursue her career in academics.

Manoj Patwardhan has obtained his Master's in Personnel Management and Industrial Relations in 1992 and subsequently a Doctorate degree in Management in 2004. He has many research papers in national and international journals to his credit. In 2002, his paper on leadership adjudged as the best paper in The European Applied Business Research Conference at Germany. Currently, he is working as an Associate Professor with ABV-Indian Institute of Information Technology and Management, Gwalior an Autonomous Institute of Government of India. He has conducted training programs for industry on conflict management and attitude building. He visited USA and participated in the International Conference on Knowledge Management. He had also paid a visit to Harvard Business School at Boston, USA.

1 Introduction

Organisational change is an ongoing process that has generated the need for the organisations to develop effective change management strategies. The formation of strategies solely is not capable of yielding better results, but how these strategies are implemented also matters. Change management is a process and not an event. Thus, it requires a good process planning and structure to ensure the desired results are achieved. The authors in this paper have studied the organisational change in a bank organisation in India. The research aims to find if there exists any difference in the perception of both male and female employees of the bank with respect to organisational change. Many change management models can be studied from the literature. After studying all the models, the authors found out that all the change processes start with the creation of awareness among the actors and ends with reinforcement process. Therefore, from their study they briefed out that the basic model of change that exists is the ADKAR model. Thus, the authors have chosen the ADKAR model of change as the framework for their study. Sealy (2010) conducted the research on 'Changing perceptions of meritocracy in senior women's careers' with 33 senior female directors from six global investment banks. The study was done only on the top management women executives. As the change processes get implemented at every level of the organisation, so the difference in gender perception also lies at every level.

1.1 ADKAR model of change

In today's business era, companies need to undergo changes almost regularly if they have to remain competitive. Change management is considered as a structured approach ensuring the changes are thoroughly and smoothly implemented and that the lasting benefits of change are achieved (Prosci, 2003). Organisations nowadays implement the change process on a day-to-day basis. The process of change in an organisation can be studied through various change management models. Prosci (2008) explained that effective management of the people dimension of change requires managing five key goals that form the basis of the ADKAR model:

- *awareness* of the need to change
- *desire* to participate and support the change
- *knowledge* of how to change (and what the change looks like)
- *ability* to implement the change on a day-to-day basis
- *reinforcement* to keep the change in place

ADKAR was developed by Jeff Hiatt of Prosci Research in 1998 and was initially used as a tool for determining if change management activities were having the desired results during organisational change. Research shows that problems with the people dimension of change are the most commonly cited reason for project failures. Effective change management with employees is one of the success factors for the project. Making employees be effective sponsors of change were considered the most critical success factor overall. Studies have concluded that the organisational change results in a success only when individuals are successful in implementing that change. This is important

because every individual responds to change in a different manner. Therefore, to make the change happen in the organisation, we need to create awareness, desire, knowledge, ability, and reinforcement among every individual employee. Thus, a change model like ADKAR provides the building blocks for the successful implementation of the organisational change. Public sector banks are also implementing changes in their organisational structure, portfolio or processes by seeing the private banks so as to capture their customers (Awasthy et al., 2011).

1.2 Change management in Indian banks

India, the seventh-largest economy in the world has a growth rate of 7.6%. The Indian economy can be classified into sectors: agriculture, industry, and services. Banking and finance are the part of the service sector. The service sector contributed 45% of its GDP in the fiscal year 2015–2016 (GDP – Composition, By Sector of Origin, 2016). The Indian financial system comprises financial institutions, financial markets, financial instruments, and financial services. The financial institutions can be categorised as banking and non-banking financial institutions. The banking institutions are creators and sellers of credit while the non-banking institutions act only as the sellers. The banking sector is one of the most important pillars of the financial system in India that reflects the health of its economy and accounts for more than half the assets of the financial sector (Pathak, 2008). The Indian banking sector consists of 26 public sector banks, 20 private sector banks and 43 foreign banks along with 61 regional rural banks (RRBs), and is expanding rapidly. It is majorly dominated by public sector banks. The government has a major holding in the public sector banks, and holds approximately 75% of the assets of the banking industry and thus contributes a lot to the GDP of India (D'Silva, 2007). The public sector banks are broadly classified into two categories:

- 1 the State Bank of India and its associates
- 2 nationalised banks.

The study is carried out on the largest public sector bank in India managing the largest ATM network in the country. The bank has 16,810 branches in India and 190 overseas offices spread over 34 countries. It has 222,033 employees out of which 45,132 are female employees. It has its presence in 24 countries other than India and provides both personal and corporate banking services. Technology has definitely played a great role in the growth of Indian banks. The use of computers in banks has led these banks to provide online banking to their customers. The bank provides various services to its customers, like domestic treasury, credit card, loan service, foreign inward remittance, ATM service, internet banking, mobile banking, broking services, e-pay, e-railway, etc. Globalisation serves both challenges and opportunities to the Indian banks. The bank faces many challenges like greater competition, product innovation, upgrading technological infrastructure, risk management system, etc. Therefore, to cope with these challenges the bank has been focusing on its research and development, e-delivery channels, mergers and acquisition, effective advertisement, information technology, customised services, etc., so as to sustain in the global market (Uppal and Kaur, 2008). Thus, these global market demands lead to organisational changes. The bank had been practising organisational change over a past few decades to make the bank's delivery system efficient. There are both systemic and procedural changes taking place in the

organisation. They conduct programmes to help employees to undergo training to learn to better tackle competition and change at the marketplace. They also regularly follow job rotation technique. The organisation believes that the continuous organisational changes help them to speed up the work, curtail the cost, increase the employee's performance, and maintain customer support. The main problems while dealing with change is the employee resistance shown at some points as the communication system is one way rather than a two-way communication. To deal with these problems they follow awareness creation at various levels of the organisation through seminars, providing training to employees to adjust to the new environment and work structure, responding to the queries, and had started employee involvement before implementing change. Thus, the organisation sees change management very important in today's business scenario.

1.3 Literature review

Literature is reviewed to study the various dimensions of ADKAR model, i.e., awareness, desire, knowledge, ability and reinforcement. After a thorough study of earlier researches done on organisational change, ADKAR model and its dimensions separately and gender perception, gap analysis is done. To the best of our knowledge, there is very less study done on organisational change management in Indian banks. This study is an attempt to fill this void in the literature, on organisational change in banks in India. Employees are the assets to the organisations and to increase the rate of success in the change management process, the organisations need to pay attention to individual employees. (van den Heuvel et al., 2014). Public sector banks in India are investing a lot in their information technology operations to automate their old manual systems (Gulati, 2009). In this highly competitive environment, the public sector banks in India are more focused towards reinventing, redesigning their operational strategies, in order to achieve, and maintaining market share and growth (Gulati, 2009). Technological changes have a major impact on the growth of banking sector (Kumar et al., 2010). Pelletiere (2006) concluded that the studies have shown that approximately 70% of planned organisational change initiatives fail. One of the primary causes for these failures is the lack of reliable and valid diagnostic instrument/models. According to Gebauer and Friedli (2005), results had shown that the companies that have achieved transition successfully rely on four factors. These are factors that managers must be aware of in the transition and their potential; management must be ready to take the risk, i.e., willing to implement the change, invest resources in achieving organisational changed structure and the understanding of their role. The ability of change drivers to produce the desired change does vary based on gender (Whelan-Berry, 2013). These change drivers are quite similar to the dimensions of ADKAR model. Change content, context, process, and individual differences have the potential to influence change success (Walker et al., 2007). The need to anticipate change, effect of the extent of change, resistance to change, need to develop a communication strategy to overcome resistance, required cross-cultural skills and requirement for top management to support the vision of the future are the areas to be addressed so as to implement the change properly in an organisation (Hurn, 2012; Hannay et al., 2013). Methods like awareness regarding the change, consulting with employees and maintaining their participation in the change process have a positive

impact on attitudes of employees (Yilmaz et al., 2013). Employees are more motivated towards implementing change when they believe that the change happening is worthwhile and contribution is valuable (Bhatnagar et al., 2010; Leith, 1996; Ryland and Sadler, 2008). Growth needs to create a desire for self-development; once employees become productive, the emphasis on learning seems to diminish, and newcomers and young employees seemed to be more reliant on workplace supervisors (Coetzer, 2007). Kotter (1995) found that most errors occurring during change management process are not to provide sufficient information to the employees about the importance and urgency of change. Worrall et al. (2000) conducted a study in public and private sector organisations and concluded that managers in the public sector were found to be strongly of the view that organisational change and restructuring have severely undermined the skills base of the organisation, with experienced workers tending to have been replaced by temporary or contract staff. Thus, managers need to be better trained to implement change without destroying their colleagues' morale, motivation, loyalty, or sense of job security. Thus, the interactions between superiors and subordinates can play a vital role in determining the success of achieving organisational goals (Appelbaum et al., 1998).

2 Objective

The paper studies each dimension of the ADKAR model of change. The gaps of earlier study help to formulate the objectives of this study. The objectives of this study are:

- to study the AWARENESS dimension between the genders in the bank
- to study the DESIRE dimension between the genders in the bank
- to study the KNOWLEDGE dimension between the genders in the bank
- to study the ABILITY dimension between the genders in the bank
- to study the REINFORCEMENT dimension between the genders in the bank
- to study the OVERALL SATISFACTION dimension between the genders in the bank.

3 Methodology

The study is exploratory in nature studying the five dimensions of ADKAR model of change. The study was restricted to a well-known place in the northern region of India. Owing to time and money constraints, the study has been limited to the native place of the authors. The banking sector is experiencing a regular change process in their organisation and has been playing a major role in the growth of the economy of India; therefore, the authors had planned to conduct the study in a bank organisation. The study has been done on 60 employees from the five different branches of the same bank. Out of these 60 employees, 30 are male and 30 are female employees. For the purpose of the

study, 82 questionnaires were distributed. All the questionnaires were checked and 60 were found suitable for the data analysis. The sample size was very small because the branches of the bank covered under the study have fewer female employees, and the number of male and female employees needs to be same for the research, the number has just reached a total of 60. The respondents are of different designations like clerical, assistant, assistant manager, deputy manager, manager and chief manager. They have an experience of 0 to 35 years. Stratified sampling technique has been used to form a sample from the population of the study. On the basis of factors of ADKAR model of change management, a self-structured questionnaire is prepared. The questionnaire serves as a basis for collecting primary data. The questionnaire was distributed among the employees of the various branches of the chosen bank to get maximum responses. The data collected was analysed with the help of tools: Cronbach's alpha, correlation, and t-test.

3.1 Data categorisation

Figure 1 Female employees data based on their designation (see online version for colours)

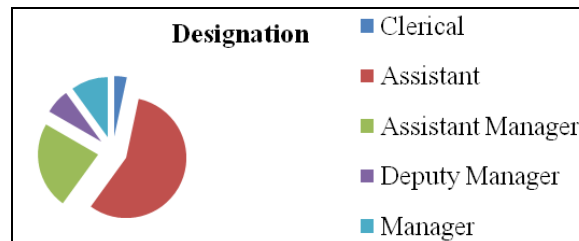


Figure 2 Male employees data based on their designation (see online version for colours)

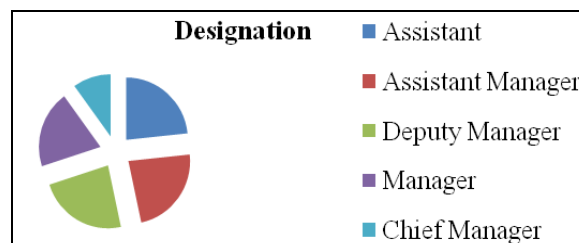


Figure 3 Female employees data based on their experience (see online version for colours)

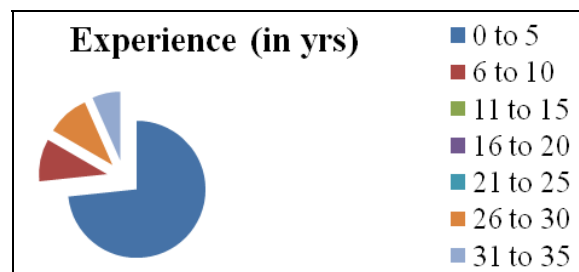
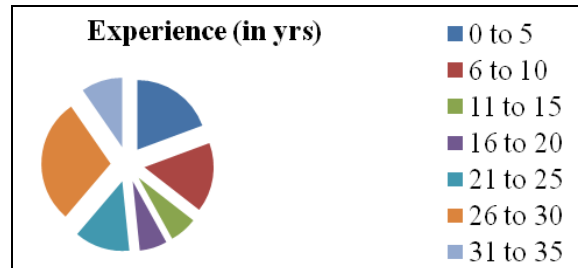


Figure 4 Male employees data based on their experience (see online version for colours)

3.2 Questionnaire design

The questionnaire was designed on a Likert-scale. The responses are taken and interpreted on a scale of 1 to 5 points ranging from strongly disagree to strongly agree. Here, 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree and 5 means strongly agree. There are 26 questions in the questionnaire. For each factor, five questions are designed in the sequence of the factors. To study overall satisfaction among employees, one more question is added.

4 Data analysis and results

4.1 Finding 1: Internal consistency

The internal consistency of all the items in the questionnaire (Cronbach's alpha) of all the items in the questionnaire of change management based on ADKAR model was .833. Here, N is the number of questions taken in the questionnaire. Nunnally (1978) suggested that the reliability of .70 or above is considered better in basic research.

Table 1 Internal consistency

Cronbach's alpha	Number of items (N)
.833	26

4.2 Finding 2: Descriptive statistics

Table 2 shows that employees and management give more importance to which element of ADKAR model and to what extent. According to result obtained, management thinks that most difficult stage of implementing change management practices according to ADKAR model is to create awareness among employees about the change process. If the employees are not aware of the change, they will not be able to implement it. Also, proper awareness helps to build a desire to change among the employees. Awareness can be created through a number of ways like meetings, discussions, emails, training courses, voicemails, peers, etc. Thus, we can also say that awareness creation is the building block of the change process. Improper or wrong awareness about the change may result in resistance among the employees.

Table 2 Descriptive statistics

<i>Dimension</i>	<i>Mean</i>	<i>Std. deviation</i>	<i>N</i>
Awareness	4.1967	.56866	60
Desire	3.5367	.44871	60
Knowledge	4.0167	.52760	60
Ability	3.8792	.39791	60
Reinforcement	3.9073	.40262	60

In the awareness dimension, we see that the mean is 4.1967. Therefore, we can say that most of the employees agree to the point that awareness is an important factor for implementing change in their organisation. Only 5.7% of employees have a different view. They have either opted for strongly agree or neutral option on the scale.

In the desire dimension, we see that the mean is 3.5367. Therefore, we can say that most of the employees agree to the point that desire is also an important factor for implementing change in their organisation. Only 4.5% of employees have a different view. They have either opted for strongly agree or neutral option on the scale.

In the knowledge dimension, we see that the mean is 4.0167. Therefore, we can say that most of the employees agree to the point that knowledge is also an important factor for implementing change in their organisation. Only 5.3% of employees have a different view. They have either opted for strongly agree or neutral option on the scale.

In the ability dimension, we see that the mean is 3.8792. Therefore, we can say that most of the employees agree to the point that ability is also an important factor for implementing change in their organisation. Only 4% of employees have a different view. They have either opted for strongly agree or neutral option on the scale.

In the reinforcement dimension, we see that the mean is 3.9073. Therefore, we can say that most of the employees agree to the point that reinforcement is also an important factor for implementing change in their organisation. Only 4% of employees have a different view. They have either opted for strongly agree or neutral option on the scale.

4.3 Finding 3: Correlation analysis

Table 3 shows the result of correlation analysis among factors of ADKAR model of change management. From the table, it can be inferred that ability is highly correlated with reinforcement ($r = 0.972$). Thus, we can say that employees will be able to reinforce the change in their work in the organisation better if they have the ability to implement that change. Without having the skills and ability to change, the employees will not be able to achieve the desired result.

The correlation between knowledge and reinforcement is also high ($r = 0.858$). This implies that for reinforcing the change in the organisation employees must have the proper knowledge of the process. The correlation between knowledge and ability is also high ($r = 0.837$). This suggests that knowledge and ability are interrelated. Knowledge of the change help employees to identify their ability and ability is developed through training on the basis of knowledge.

Table 3 Correlation statistics

		<i>Awareness</i>	<i>Desire</i>	<i>Knowledge</i>	<i>Ability</i>	<i>Reinforcement</i>
Awareness	Pearson correlation	1	.299*	.576**	.729**	.805**
	Sig. (2-tailed)		.020	.000	.000	.000
	N	60	60	60	60	60
Desire	Pearson correlation	.299*	1	.431**	.695**	.697**
	Sig. (2-tailed)	.020		.001	.000	.000
	N	60	60	60	60	60
Knowledge	Pearson correlation	.576**	.431**	1	.837**	.858**
	Sig. (2-tailed)	.000	.001		.000	.000
	N	60	60	60	60	60
Ability	Pearson correlation	.729**	.695**	.837**	1	.972**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	60	60	60	60	60
Reinforcement	Pearson correlation	.805**	.697**	.858**	.972**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	60	60	60	60	60

Notes: *Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

The correlation between awareness and reinforcement is also high ($r = 0.805$). So these two factors are also interrelated as awareness helps employees to reinforce the change by knowing its importance. The correlation between awareness and ability is also high ($r = .729$). This indicates that awareness helps to build an ability to change among employees. Thus, they are interdependent.

The correlation between desire and ability is .695. This suggests that the desire to implement change helps employees to develop the ability to change in them. Ability and desire are thus interrelated. The correlation between desire and reinforcement is .697. This indicates that desire and reinforcement are interrelated. If the employees have a desire that they have to be a part of the change process then they will make effort to reinforce the change as well.

The correlation between awareness and knowledge is .576. If employees will be aware that the change is going to happen in their organisation then they will gather knowledge of how to change and what to change. In addition, knowledge will be gained only when the employees will be aware that change is happening. The correlation between desire and knowledge is .431. If the employees will have desire that they have to change then they will cooperate with the management to learn about how to change. The correlation between awareness and desire is .299. Aware of the change helps employees to build a desire to change. Thus, they are interrelated.

4.4 Finding 4: *t*-test

4.4.1 *t*-test for awareness dimension

Awareness is an important factor of ADKAR model. As the p-value for Levene's test for equality of variances is .434 in Table 4.2. Since this value is more than $\alpha = .05$, we will consider the equal variances assumed. In the equal variances assumed, the p-value is .893 which is again more than $\alpha = .05$. Therefore, we can interpret the result, as there is no mean difference between the two groups of employees, i.e., female and male employees in terms of awareness. Thus, the null hypothesis is accepted.

Table 4.1 Group statistics

	Gender	N	Mean	Std. deviation	Std. error mean
Awareness	Female	30	4.1867	.50360	.09194
	Male	30	4.2067	.63568	.11606

Table 4.2 Independent samples test

		Levene's test for equality of variances						
				F	Sig			
Awareness	Equal variances assumed			.620	.434			
	Equal variances not assumed							
		t-test for equality of means						
		t	Df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
							Lower	Upper
Awareness	Equal variances assumed	−.135	58	.893	−.02000	.14807	−.31639	.27639
	Equal variances not assumed	−.135	55.115	.893	−.02000	.14807	−.31672	.27672

4.4.2 *t*-test for desire dimension

The desire to change is also an important factor of ADKAR model. As the p-value for Levene's test for equality of variances is .770 in Table 5.2. Since this value is more than $\alpha = .05$, we will consider the equal variances assumed. In the equal variances assumed, the p-value is .955 which is again more than $\alpha = .05$. Therefore, we can interpret the result as there is no mean difference between the two groups of employees, i.e., female and male employees in terms of desire. Thus, the null hypothesis is accepted.

Table 5.1 Group statistics

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>	<i>Std. error mean</i>
Desire	Female	30	3.5333	.41799	.07631
	Male	30	3.5400	.48466	.08849

Table 5.2 Independent samples test

		<i>Levene's test for equality of variances</i>							
		<i>F</i>					<i>Sig.</i>		
Desire	Equal variances assumed	.086					.770		
	Equal variances not assumed								
		<i>t-test for equality of means</i>							
		<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean difference</i>	<i>Std. error difference</i>	<i>95% confidence interval of the difference</i>		
								<i>Lower</i>	<i>Upper</i>
Desire	Equal variances assumed	−.057	58	.955	−.00667	.11685	−.24056	.22723	
	Equal variances not assumed	−.057	56.774	.955	−.00667	.11685	−.24067	.22734	

4.4.3 *t*-test for knowledge dimension

Knowledge is an important factor of ADKAR model. As the p-value for Levene's test for equality of variances is .055 in Table 6.2. Since this value is more than alpha = .05, we will consider the equal variances assumed. In the equal variances assumed, the p-value is .663 which is again more than alpha = .05. Therefore, we can interpret the result as there is no mean difference between the two groups of employees, i.e., female and male employees in terms of knowledge. Thus, the null hypothesis is accepted.

Table 6.1 Group statistics

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>	<i>Std. error mean</i>
Knowledge	Female	30	4.0467	.39543	.07220
	Male	30	3.9867	.63882	.11663

Table 6.2 Independent samples test

		<i>Levene's test for equality of variances</i>						
		<i>F</i>		<i>Sig.</i>				
Knowledge	Equal variances assumed	3.826		.055				
	Equal variances not assumed							

Table 6.2 Independent samples test (continued)

		<i>t-test for equality of means</i>					
		<i>t</i>	<i>Df</i>	<i>Sig.</i> (2-tailed)	<i>Mean</i> <i>difference</i>	<i>Std. error</i> <i>difference</i>	95% confidence interval of the difference

we will consider the equal variances assumed. In the equal variances assumed, the p-value is .857 which is again more than $\alpha = .05$. Therefore, we can interpret the result as there is no mean difference between the two groups of employees, i.e., female and male employees in terms of reinforcement. Thus, the null hypothesis is accepted.

Table 8.1 Group statistics

	Gender	N	Mean	Std. deviation	Std. error mean
Reinforcement	Female	30	3.7533	.50837	.09281
	Male	30	3.7800	.62885	.11481

Table 8.2 Independent samples test

		<i>Levene's test for equality of variances</i>						
				<i>F</i>	<i>Sig.</i>			
Reinforcement	Equal variances assumed			.601	.441			
	Equal variances not assumed							
		<i>t-test for equality of means</i>						
		<i>t</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean difference</i>	<i>Std. error difference</i>	<i>95% confidence interval of the difference</i>	
							<i>Lower</i>	<i>Upper</i>
Reinforcement	Equal variances assumed	−.181	58	.857	−.02667	.14764	−.32219	.26886
	Equal variances not assumed	−.181	55.561	.857	−.02667	.14764	−.32247	.26913

4.4.6 t-test for overall satisfaction among employees

Overall satisfaction is an important factor of ADKAR model. As the p-value for Levene's test for equality of variances is .572 in Table 9.2. Since this value is more than $\alpha = .05$, we will consider the equal variances assumed. In the equal variances assumed, the p-value is .857 which is again more than $\alpha = .05$. Therefore, we can interpret the result as there is no mean difference between the two groups of employees, i.e., female and male employees in terms of overall satisfaction. Thus, the null hypothesis is accepted.

Table 9.1 Group statistics

	Gender	N	Mean	Std. deviation	Std. error mean
Overall satisfaction	Female	30	4.0667	.82768	.15111
	Male	30	4.1000	.80301	.14661

Table 9.2 Independent samples test

		<i>Levene's test for equality of variances</i>						
				<i>F</i>	<i>Sig.</i>			
Overall satisfaction	Equal variances assumed			.323	.572			
	Equal variances not assumed							
		<i>t-test for equality of means</i>						
		<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean difference</i>	<i>Std. error difference</i>	<i>95% confidence interval of the difference</i>	
							<i>Lower</i>	<i>Upper</i>
Overall satisfaction	Equal variances assumed	−.158	58	.875	−.03333	.21055	−.45479	.38812
	Equal variances not assumed	−.158	57.947	.875	−.03333	.21055	−.45479	.38813

5 Discussion

Change management drivers affect to organisational performance, and thus need to be interrelated (Parry et al., 2014). Change management process often fails because of poor planning and monitoring, and lack of focus on the steps and process of change (Gill, 2003). The study finds that the factors, knowledge and ability are highly correlated with $r = .837$. Bhatnagar et al. (2010) concluded that the technical competencies and soft skills facilitate the articulation and implementation of the change process in North Delhi Power Ltd. (NDPL). Worrall et al. (2000) suggested, "the managers need to be trained to implement change". Ehrenhard et al. (2012) stated that the knowledge of change process makes people capable of action. Campbell and Kleiner (1997) stated that the perception of employees helps to build a desire to participate in change. According to the result of this study, awareness helps to build a desire to change in employees. They suggested that people would not be motivated to work hard if the profitability of achieving the rewards is perceived to be low. Jonsson and Jeppesen (2013) suggested that the effective commitment is related to perceived individual influence and thus indirectly to perceptions of the team's influence. In this study, we find that reinforcement of change in the organisation is dependent on the desire of the employees and whether they are ready to change or not. Awareness is important to develop desire because is the nature of change, type of change, benefits of change and harm from not adjusting to the change generates the feeling of participation. Paton and McCalman (2008) concluded that there is a difference in perception of male and female employees towards change management. However, as per the result of this study, we find that there is no difference in perception of male and female employees toward change in terms of awareness, desire, ability, knowledge, and reinforcement. Whelan-Berry (2013) in his research paper 'Gender and change drivers: an exploratory study' explained that the ability of change drivers to produce the desired change do vary based on gender. However, the results of this study do not agree with the previous research. Hence, we conclude that according to this study,

the difference between gender perceptions towards change process does not exist in the bank.

6 Conclusions

The change process is studied through five dimensions of ADKAR model. The model shows that change in an organisation starts with creating awareness among employees. After creating awareness through a number of communication means, the desire to participate in the change is developed in employees if they find that the change taking place is beneficial for them. This desire helps employees to gather more knowledge about how to change. The skills and the knowledge needed to change are then acquired by employees through training. Therefore, they develop the required skills if they do not have them. After that, the knowledge is turned into actions. Thus, ability implies performing a task to implement the change. After successful implementation, it is the responsibility of the manager and employees to sustain the change in their organisation for a long time. If the change is not reinforced properly and employees are performing the old ways of doing things, then this leads to the failure of the change process. The study concludes that there is no difference between gender perceptions in terms of all these dimensions in the organisation. Thus, the behaviour shown by employees (male or female) of the public sector bank in India is similar towards the change process. The paper also studies that the overall satisfaction among employees toward the change process is also same between male and female employees. The present study is limited to a very small sample size due to the availability of only a low number of female employees in the region from where the data has been collected. Therefore, the study can be conducted on a large number of employees. The paper describes the individual's perspective toward change process only on the ADKAR's five dimensions. The further study in this area can be done on how this successful implementation of change affects the performance of employees and their job satisfaction, how employees behave towards resistance to change, and the correlation between these two dimensions. The study is confined to one public sector bank. Many other banks or other institutions may also be selected for further study. In public sector banks, the difference in perception towards change can also be studied due to age factor.

References

- Appelbaum, S.H., Bregman, M. and Moroz, P. (1998) 'Fear as a strategy: effects and impact within the organisation', *Journal of European Industrial Training*, Vol. 22, No. 3, pp.113–127.
- Awasthy, R., Chandrashekar, V. and Gupta, R.K. (2011) 'Top-down change in a public sector bank: lessons from employees' lived-in experiences', *Journal of Indian Business Research*, Vol. 3, No. 1, pp.43–62.
- Bechtel, R.L. and Squires, F.K. (2001) 'Tools and techniques to facilitate change', *Industrial and Commercial Training*, Vol. 33, No. 7, pp.249–254.
- Bhatnagar, J., Budhwar, P., Shrivastava, P. and Saini, D.S. (2010) 'Organisational change and development in India', *Journal of Organisational Change Management*, Vol. 23, No. 5, pp.485–499.
- Campbell, S. and Kleiner, B.H. (1997) 'New developments in re-engineering organisations', *Work Study*, Vol. 46, No. 3, pp.99–103.

- Coetzer, A. (2007) 'Employee perceptions of their workplaces as learning environments', *Journal of Workplace Learning*, Vol. 19, No. 7, pp.417–434.
- D'Silva, J. (2007) *India Growth Story is Attracting Talent from Govt Establishments* [online] <http://www.livemint.com/Politics/GUwpS0jLvF7TpC1inGLCyN/India-growth-story-is-attracting-talent-from-govt-establishm.html> (accessed 30 October 2016).
- Ehrenhard, M.L., Muntslag, D.R. and Wilderom, C.P.M. (2012) 'Challenges to the implementation of fiscal sustainability measures', *Journal of Organisational Change Management*, Vol. 25, No. 4, pp.612–629.
- GDP – Composition, By Sector of Origin (2016) [online] <https://www.cia.gov/library/publications/the-world-factbook/fields/2012.html> (accessed 30 October 2016).
- Gebauer, H. and Friedli, T. (2005) 'Behavioral implications of the transition process from products to services', *Journal of Business & Industrial Marketing*, Vol. 20, No. 2, pp.70–78.
- Gill, R. (2003) 'Change management – or change leadership?', *Journal of Change Management*, Vol. 3, No. 4, pp.307–318.
- Gulati, S.K.R. (2009) 'Measuring efficiency, effectiveness and performance of Indian public sector banks', *International Journal of Productivity and Performance Management*, Vol. 59, No. 1, pp.51–74.
- Hannay, L., Jaafar, S.B. and Earl, L. (2013) 'A case study of district leadership using knowledge management for educational change', *Journal of Organisational Change Management*, Vol. 26, No. 1, pp.64–82.
- Hurn, B.J. (2012) 'Management of change in a multinational company', *Industrial and Commercial Training*, Vol. 44, No. 1, pp.41–46.
- Jonsson, T. and Jeppesen, H.J. (2013) 'A closer look into the employee influence: organisational commitment relationship by distinguishing between commitment forms and influence sources', *Employee Relations*, Vol. 35, No. 1, pp.4–19.
- Kotter, J.P. (1995) 'Leading change: why transformational efforts fail', *Harvard Business Review*, Vol. 73, No. 2, pp.59–67.
- Kumar, L., Malathy, D. and Ganesh, L.S. (2010) 'Productivity growth and efficiency change in Indian banking', *Journal of Advances in Management Research*, Vol. 7, No. 2, pp.194–218.
- Leith, M. (1996) 'Organisational change and large group interventions', *Career Development International*, Vol. 1, No. 4, pp.19–23.
- Nunnally, J.C. (1978) *Psychometric Theory*, 2nd ed., McGraw-Hill, New York.
- Parry, W., Kirsch, C., Carey, P. and Shaw, D. (2014) 'Empirical development of a model of performance drivers in organisational change projects', *Journal of Change Management*, Vol. 14, No. 1, pp.99–125.
- Pathak, B.V. (2008) *The Indian Financial System: Markets, Institutions and Services*, 2nd ed., Pearson Education, India.
- Paton, R. and McCalman, J. (2008) *Change Management: A Guide to Effective Implementation*, 3rd ed., Sage Publications Ltd, London.
- Pelletiere, V. (2006) 'Organisation self-assessment to determine the readiness and risk for a planned change', *Organisational Development Journal*, Vol. 24, No. 4, pp.38–44.
- Prosci (2003) *An Overview of Change Management* [online] <http://www.change-management.com/change-management-overview.htm> (accessed 21 November 2013).
- Prosci (2008) *A Guide for Managers and Supervisors* [online] <http://www.change-management.com/tutorial-adkar-overview.htm> (accessed 12 October 2013).
- Ryland, R. and Sadler, D. (2008) 'Revitalising the trade union movement through internationalism the grassroots perspective', *Journal of Organisational Change Management*, Vol. 21, No. 4, pp.471–481.
- Sealy, R. (2010) 'Changing perceptions of meritocracy in senior women's careers', *Gender in Management: An International Journal*, Vol. 25, No. 3, pp.184–197.

- Uppal, R.K. and Kaur, R. (2008) 'Globalization of indian banking sector-challenges and future prospects', in Agrawal, M. (Ed.): *Impact of Globalisation on Development*, pp.250–268, Deep and Deep Publications, New Delhi, India.
- van den Heuvel, M., Demerouti, E. and Bakker, A.B. (2014) 'How psychological resources facilitate adaptation to organisational change', *European Journal of Work and Organisational Psychology*, Vol. 23, No. 6, pp.847–858.
- Walker, H.J., Armenakis, A.A. and Bernerth, J.B. (2007) 'Factors influencing organisational change efforts an integrative investigation of change content, context, process and individual differences', *Journal of Organisational Change Management*, Vol. 20, No. 6, pp.761–773.
- Whelan-Berry, K.S. (2013) 'Gender and change drivers: an exploratory study', *Gender in Management: An International Journal*, Vol. 28, No. 5, pp.256–277.
- Worrall, L., Cooper, C.L. and Campbell-Jamison, F. (2000) 'The impact of organisational change on the work experiences and perceptions of public sector managers', *Personal Review*, Vol. 29, No. 5, pp.613–636.
- Yilmaz, S., Ozgen, H. and Akyel, R. (2013) 'The impact of change management on the attitudes of Turkish security managers towards change', *Journal of Organisational Change Management*, Vol. 26, No. 1, pp.117–138.

Annexure*Questionnaire*

<i>Employee information</i>					
Employee name (optional):			Branch name:		
Gender:	Experience in years:		Designation:		
<i>Review guidelines</i>					
Complete this peer review, using the following scale:					
1 = Strongly disagree with the statement					
2 = Disagree with the statement					
3 = Neutral views for the statement					
4 = Agree with the statement					
5 = Strongly agree with the statement					
<i>Evaluation</i>					
	(5) = strongly agree	(4) = agree	(3) = neutral	(2) = disagree	(1) = strongly disagree
Awareness plays an important role in the process of change in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You take an active part in creating awareness about the change to happen in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You always know why the change is happening in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication plays an important role in creating awareness among employees in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness about the change to happen should be created at every level of your organisation i.e. the lower level, the middle level and the top management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees positively accept the change in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your colleagues help you to build a desire to participate in the change in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You think awareness is an important factor to create positive willingness towards change in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees do oppose the change to be made in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questionnaire (continued)

	<i>Evaluation</i>				
	<i>(5) = strongly agree</i>	<i>(4) = agree</i>	<i>(3) = neutral</i>	<i>(2) = disagree</i>	<i>(1) = strongly disagree</i>
It is difficult for the lower and the middle-level staff to follow the change as instructed by the top management in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is it necessary to have knowledge about the change process to be implemented in the organisation before it takes place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training is necessary to develop knowledge about change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees do possess the skills and knowledge required to participate in the change process in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Top management plays an important role in developing knowledge among employees in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge about the change process should be given to each individual of the organisation separately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New resources are available to develop capabilities in employees necessary for change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees are more capable of implementing the change i.e. they know how to use their skills and knowledge in the change process in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inability to change is a barrier in the change process of your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management should decide the change process on the basis of the abilities of their employees rather than developing abilities on the basis of change to be made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge about the change process help employees to identify their capabilities required to participate in the change process of your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is necessary to sustain the change after its implementation in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questionnaire (continued)

	<i>Evaluation</i>				
	<i>(5) = strongly agree</i>	<i>(4) = agree</i>	<i>(3) = neutral</i>	<i>(2) = disagree</i>	<i>(1) = strongly disagree</i>
Employees should get personal recognition so that he/she do work more effectively in future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcing (sustain) the new habits of the staff typically improves the success of the changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employees are comfortable in working with the new system in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforcing (sustain) the change after its implementation for its success is the difficult phase in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are overall satisfied with the change in your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments:					