

A Study of Change Management Practices in Management Education with Emotional Intelligence

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Abstract: *In the fast-growing business world, change management skills play a critical role in moulding change in favour of the competitive advantage. Change management is the lubricant that oils the wheels of organizations in the race for competitive advantage. In such a situation, emotional intelligence takes the centre stage which not only enhancing their change management skills but also in changing the course of change in favour of the organization. Many organizational change efforts face resistance mainly because of the method of implementation. Change Management involves the ability to communicate, influence, collaborate and work in harmony with colleagues. Emotional intelligence competencies allow organizational members to acknowledge the need for change, remove barriers, and enlist others in pursuit of new initiatives aimed at organizational success. The present research paper attempts to explore the relationships of emotional intelligence of teaching and non-teaching staff in management institutions with the change management practices. This paper also examines as to which dimension of emotional intelligence significantly contribute in predicting and enriching their change management skills. A total of 486 employees from management institutions have been surveyed by using well-established measures of emotional intelligence and change management skills. Correlation and regression analysis unveils that self-awareness and self-management are the significant predictors and contributors in change management skills.*

Keywords: change management, competitive advantage, lubricant, method of implementation, emotional intelligence.

I. INTRODUCTION

The world is undergoing the knowledge landscape. Schools, colleges, and universities are among society's major agents of socialization. Certain occupational roles, notably termed as 'the professions', require a special period of preparation means education in a professional school. In the professional school, the student learns the special knowledge, skills and values which will be necessary for responsibly fulfilling his /her duties.

Management Education:

The management education plays a significant role in today's dynamic and volatile environment. Rapid changes in the markets in terms of technology, economy as well as changing mind sets of the human resources is making it a challenge in making of dynamic and industry ready managers. When the quality of the management education is enriched, it will create global management professionals who will contribute qualitatively to the industries and uplift the overall global economic developments.

Management education in India has seen a lot of changes and improvements. Management Education witnessed a sea change in its educational system. Process of liberalisation, privatization, globalisation has not only replaced traditional approach with a more efficient professional approach; but also introduced new age courses in accordance with industry demand which have more economic value in today's time, Management education has got a new dimension with this changing time. Initially Marketing, Finance and Human Resource Management were considered as functional area of management, but it is covering much more functional areas like Operations, Information Technology, International

Business, Supply Chain Management, Retail, Sports, Hospital, Hospitality Management and more. The demand for trained management trainees is growing day by day in India.

There are more than 5000 B-schools in India where students pay a massive sum hoping to find their dream career in management field. Unfortunately, neither all the students are getting what they expected, nor the management institutions can keep pace with the trends and the expectations from the industry due to various reasons. Maharashtra registered maximum management institutions with 410 in academic year 2022-23 as per Ministry of Education. Mumbai being a financial hub of the country is having more than 210 management institutions under various universities and other autonomous bodies. There are variations in the number of colleges due to various reasons in terms of total strength of students, their satisfaction levels, suitability to the industry, and overall development of the students. The facilitators like teaching, non-teaching, industry experts do matter a lot for the development of an institution. Lastly, the process and the management who are driving the institute need to keep pace with the policies, rules and regulations of various government bodies. They do face many limitations in their process of managing an institution.

AICTE Approved Management colleges in Mumbai region

S.No	Academic Year	Number of Management Colleges (PG) in Mumbai Region	Total Number of colleges in Maharashtra
1	2014-15	79	426
2	2015-16	78	406
3	2016-17	75	388
4	2017-18	79	379
5	2018-19	78	369
6	2019-20	74	366
7	2020-21	99	396
8	2021-22	96	403
9	2022-23	94	410

Definitions: Management Education

An education imparting the skills and abilities to be a part of a process to systematise a set of activities to be undertaken in various functional activities to achieve maximum organisational objectives with minimum costs and time.

Is a discipline of higher education, where knowledge related to business and administration in various fields like finance, marketing, human resources, operations, systems, and overall personality development of a student to lead both profit and non-profitable organisations, small or big with the broad outlook and future vision?

Management Institution:

An institution whose business is imparting management education at post-graduation level affiliated to universities as well as autonomous colleges.

(This research done only with post-graduation level management degree institutions)

Change management

Change management is a systematic approach dealing with the transition or transformation of an organization's goals, processes, or technologies. The purpose of change management is to implement strategies for effecting change, controlling change, and helping people to adapt to change.

Change Management is a set of processes that are incorporated to ensure significant changes are implemented in a systematic and controlled way to effect organisational change. The main goal of change management is to reduce the risk associated with the implementation of change in the business environment. Other fundamental goal is rapid recovery of change related problems when changes are implemented.

Usually, organisational enhancement starts with business processes. In process management, work is organised and managed as an end-to-end process instead of sum of disjointed functions. Process Management, firmly rooted in a business enterprise makes real and lasting improvements. Organizations undergo many changes due to both internal as well as external pressures. Some of the change pressures are environmental pressures, Fashion pressures, Mandated

Pressures, geopolitical pressures, market decline pressures, hyper competitive pressures, reputation, and credibility pressures. Broadly the organisational pressures for change due to growth pressure, integration & collaboration pressure, identity pressure, new broom pressures and Power & Politics pressures.

Basically, changes are applicable to three areas like in structure, technology, and people, for overall development towards end objective.

Change Management Systems, culture, organisational change, top management commitment, information technology infrastructure and organisational performance as dependent variable. Efficiency, effectiveness, and flexibility can be used as dimensions.

Change Management Practices:

The process by which organisations move from their present state to some desired future state to increase their effectiveness to find improved ways of using resources and capabilities to increase an organisation's ability to create value.

Emotional Intelligence and Change Management

Change Management is a process to accelerate productive adoption of change. Moving successfully through change inevitably produces strong emotions; stakeholders assess what the change means to them which will be highly variable. William Bridges, the pre-eminent authority on change and transitions, suggested that change involves multiple stages. A dip in productivity is expected as people cope with confusion, frustration, and denial, before they can successfully become engaged around new beginnings.

To keep pace with changes in the workplace requires the ability to continue to learn new technologies, evolving work relationships, and understanding emerging trends. By its nature, learning requires a degree of vulnerability being open to making mistakes and even failure; and a willingness to stretch comfort zones while climbing the learning curve. As a Harvard Business Review article details, people with high emotional intelligence have greater adaptability, demonstrate more curiosity, and are open to lessons from both successes and failures. Emotional intelligence helps lower defensiveness and negativity that blocks our ability to learn, adapt and innovate. Gallup findings show most workers not engaged at work, "retired on the job" these employees are not actively learning.

Ability-based Model of Emotional Intelligence

Peter Salovey and John D. Mayer after continued research have further refined the definition of EI to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth". Further research narrowed down the EI definition into "the capacity to reason about emotions, and of emotions, to enhance thinking". EI comprises of the capacity of an individual to precisely perceive the emotions, to access them and to produce the emotions, so as to assist an individual in processing his/her thoughts, to assist in comprehending emotions and the emotional knowledge of an individual, and to regulate emotions thoughtfully to encourage growth in emotions as well as intellect.

The ability-model of EI endorses four abilities in individuals:

Perceiving Emotions –It explains the capability of an individual to perceive and interpret facial emotions, pictorial emotions, emotions in voice, and in cultural objects. It also includes the capability to categorize a person's own emotions. The ability to perceive emotions represents a basic feature of emotional intelligence, as it makes the processing of all other emotional information feasible.

Using Emotions – The usage of this capability is in harnessing emotions to enable intellectual aspects like problem-solving and thinking. An emotionally intelligent individual capitalizes his ever-changing mood to fit into the task to be accomplished. Understanding Emotions is the ability that talks about comprehending emotions and the complex relationships between emotions.

Managing Emotions – this ability talks about regulation of emotions in oneself as well as in others. A person, who is emotionally intelligent can channel his adverse emotions and accomplish them to attain individual goals.

Peter Salovey, John D. Mayer, and Caruso developed the Mayer-Salovey and Caruso Emotional Intelligence Test (MSCEIT) for measuring the ability-based EI which has a series of items related to emotion-based problem-solving (Figure)

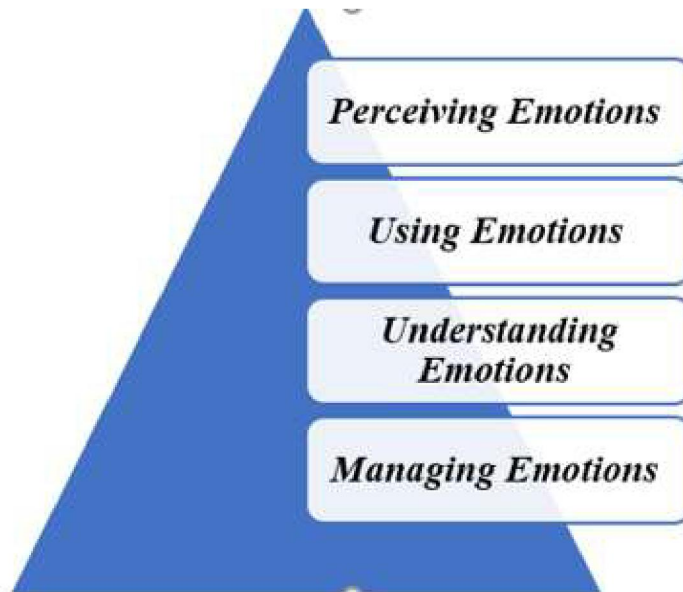


Figure 2.1: Salovey and Mayer's Ability Model of Emotional Intelligence

The Wong and Law Emotional Intelligence Scale (WLEIS) developed by CS Wong and KS Law in 2002 is another measure of EI that is based on the ability model.

This scale measures the following four dimensions of EI:

- i. Use of emotion (UOE)
- ii. Regulation of emotion (ROE)
- iii. Self-Emotional Appraisal (SEA)
- iv. Others' Emotional Appraisal (OEA)

Need for Research

Earlier in managerial knowledge, majority of the industry were satisfied with economics knowledge. Over the period the industry needed cross-functional experts, hence the management institutions are constantly thriving to include the skills related to overall development of a student as an emotional intelligence Manager.

Keeping this as a base, this study is aiming to study the management practices to bring a desired changes by using emotional intelligence which were implemented by the management institutions in Mumbai region.

Rationale of the study:

Institutions of Management Education can frame the change practices with logic for desired improvement and implement them keeping pace with rapid changes in terms of technologies, living patterns, spending capacity of the people, overwhelming market conditions.

Management institutions can conceptualise core knowledge asset and trying to provide overall development of their stake holders by adapting new strategies, grabbing, and creating new opportunities in learning.

II. REVIEW OF LITERATURE

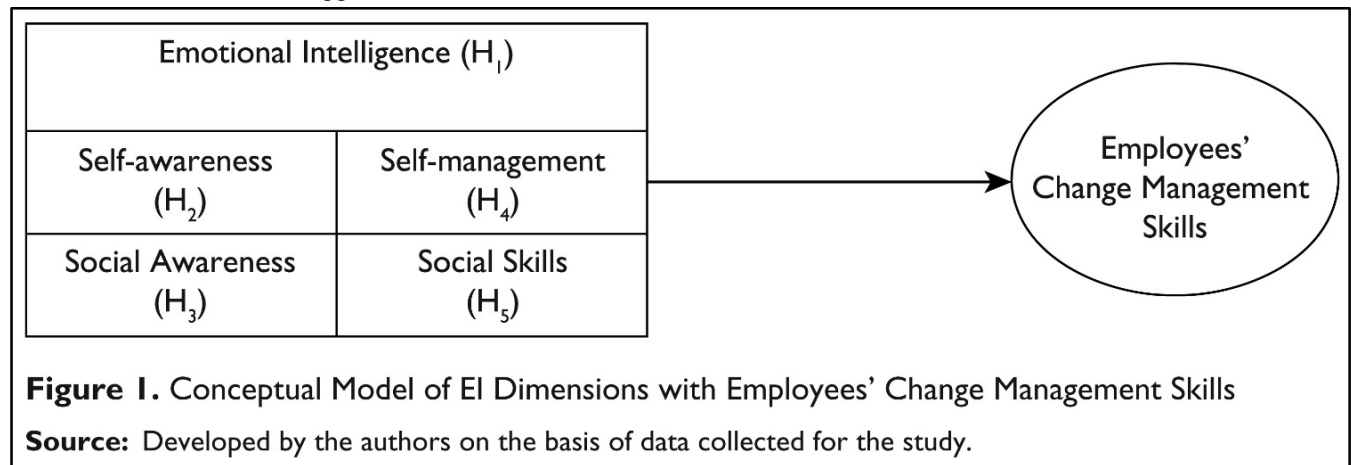
Umesh Mukhi, Camilla Quental (2023) in their work *New Normal and Old Wisdom: Converging CEO and Academic Perspectives for Responsible Management Education and Leadership* suggests reflective pointers for decision-makers in management education; business schools can lead integrating sustainability in their purpose and practice; relevance of the spiritual dimension and its significance in business schools and organisations; and proposing a holistic view in comparison with a traditional view of business education.

Arus, Valerie Anderson, (2022) in their research work, ‘The Navigational Challenges of a blended learning approach to teaching in business and management’ contributes the new knowledge about the factors that affect the deployment of blended learning in the context of management school. While contributing the theory by extending conceptualisation of academic reflexivity and agency it discusses implications for academics and policy makers who are involved in introducing blended learning in management education contexts.

Moon, J. (2021) explored the EI theory in relation to risk-based decision making. The outcomes of the research established the role of EI in cleaning harmful internal biases and confirmed that the presence of EI is a factor of success in decision making and leadership. The results also established that transformational leader is less biased and more emotionally intelligent in comparison to transactional leaders. The above attributes generate an appropriate risk attitude and augment risk-intelligent decisions.

Harry N (2021) studied the effect of EI with meaningfulness as moderating variable in predicting professional efficacy and exhaustion of call centre agents. The outcome established that sense of meaningfulness, capability to manage emotions of others’ and perceive emotions moderated the relationship of professional efficacy and exhaustion in a significant way.

Andi Hari Krishnan (2012) in his research established a positive correlation of EI dimensions namely- Appraisal of Emotions in Self and Others, Emotions Expression, Emotions Regulation, Utilization of Emotions, Empathy, Social Skills, Optimism, Self-Motivation, Happiness, and Handling Relationships with Personality Traits of being conscientious, agreeable, extravert and open to experience. A positive but very low correlation of Neuroticism was observed with the utilization of emotion, appraisal of Emotion in self and others, empathy, optimism, and handling relations. A negative correlation of neuroticism was observed with emotion expression, emotion regulation, social skills, self-motivation, and happiness.



Areas of Research:

The Management	Systems & processes – Mission & Vision Policies for the welfare of the faculty, staff and the students Overall improvement of the Institute like number of courses offered, number of students, various committees. Infrastructure Managerial Innovations
Human Factors	Leaders, Faculty, Staff, Students
Internal Context	Institutional Framework, Campus Overall Operations, Communication, Library, Labs (Computer, Language, and simulation labs), Education (teaching pedagogy), Student engagement activities for overall development
External Context	Recruitment Companies, service providers, Government bodies, Regulators, Associations with other organisations/institutes and other Ecological factors

The study conducted using Change Management Models for easy and clear understanding of the practices. An exclusive conceptual model can be prepared suitable for management education.

Gap Analysis

As the skills required in management field is being changed constantly. The management institutions who are in the process of preparing market ready managers also need to adopt the required changes in their processes of grooming of the faculty, the students, and the management. Every year it is observed that there are variations in terms of numbers of the management institutions as well as their courses, teaching, handling various subjects which are relevant to the market in given period.

At present, we don't have much information about the impact of change management practices on management education in the Indian context. This study helps to bridge this gap.

III. RESEARCH OBJECTIVES

To the study the relationship between change management and Emotional intelligence of both teaching and non-teaching employees of the management institutions.

To study the effect of the change management on the students' emotional intelligence while making them suitable for the management world.

HYPOTHESES

To guide the study, the following hypotheses were formulated and tested at 0.01 level of significance.

H₀: Emotional intelligence is not powerful in successful change management in Management Education

H₁: Emotional intelligence is powerful in successful change management in Management Education.

IV. RESEARCH METHODOLOGY

Research design:

Present research was a survey of Management institutions in Navi Mumbai and Mumbai regions where population data was gathered and then conducted research on these segments. The research design was quantitative in nature.

Descriptive Research:

The main characteristic future of this method is that the researcher has no control over the variables. Researcher can only report what had happened or what is happening. In this method survey of all kinds were used. This research was pre-planned and well-structured research. For the present study we had used a proper structured questionnaire to measure what respondents feels and what they did to get a reliable and valid data. Cross-sectional design was used in this study, which involves the collection of information from given sample of population at one point of time.

Questionnaire:

Through literature review, the questionnaire were prepared from the contributions of various researchers. For example Sutton and Wheatley (2003): Understanding emotional intelligence of students. Questionnaire was divided into two parts.

Part A: Demographic like Name, gender, age, service length, qualification Experience

Part B: Close and open ended questions. (The 5-point and 7- point Likert scale developed by Meyer and Allen(1990)was used for measuring different dimensions, factors ,conditions of teaching and non-teaching staff.

Data collection:

For the present study, both primary and secondary methods were chosen.

Primary data:

Primary data was collected by the methods of survey, interviews, field observation. This Questionnaire were quantitative and statistical form like charts, graphs, diagrams, and tables.

Secondary data:

Secondary data was collected through various books, magazines, working papers, journals, websites, reports etc. Secondary data was used to design the questionnaire and set the parameters which influence the Emotional Intelligence

Population:

Mumbai and Navi Mumbai are the cities of tremendous potential of growth. There are various Management education institutions in Navi Mumbai and Mumbai.

Sample Size and type of Sampling:

The simple Random sampling technique was used to collect data from the respondents. The sample comprised of 486 participants from the population.

Statistical tools and techniques used for data analysis:

Office 365 (Excel 2202), Descriptive statistics such as Mean, Standard Deviation, Median, Percentile etc. were used for data analysis.

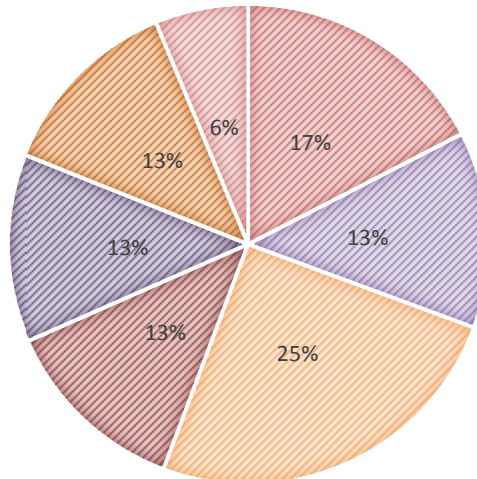
V. CALCULATION

Table 1: Goleman's (2001) Emotional Intelligence Competencies Clusters

Self (Personal Competence)		Other (Social Competence)
Recognition	Self-Awareness <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence 	Social Awareness <ul style="list-style-type: none"> • Empathy • Service orientation • Organization awareness
Regulation	Self management <ul style="list-style-type: none"> • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative 	Relationship management <ul style="list-style-type: none"> • Development others • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Teamwork & collaboration

FACULTIES, STAFF AND STUDENTS OF VARIOUS COLLEGES

■ SIES ■ D.Y.Patil ■ SMI ■ KBP ■ ICLES' ■ PCE ■ OTHERS



Total 486 responses from the Faculty, Staff and Students of various Management Institutions were collected. All gave their perspective towards the relationship between change management and Emotional intelligence.

Sr.No.	Management Education Institution/College Name	Total no.of respondents replied
1	SIES	31.8 %
2	DY.Patil	18.02%
3	SMI	18.02%
4	KBP	9.1%
5	ICLES'	9.1%
6	PCE	9.1%
7	OTHERS	4.5%

Gender among the respondents

Gender plays an essential role in the level of emotional intelligence. Typically, it is understood that female have a higher level of emotional intelligence than the male. In addition to that, we assume that female students fare well in academic performance than male students. The distribution based on gender has shown in Table.

Classification of the Respondents Based on Gender

Gender	State University		Private/Deemed University		Total	
	N	%	N	%	N	%
Male	247	96.5	9	3.5	256	51.2
Female	239	98.0	5	2.0	244	48.8
Total	486	97.3	14	2.7	500	100

The above table states that the percent of respondents are male, 96.5 percent are from state universities, and 3.5 percent are from private or deemed universities. On the other hand, 48.8 percent of the respondents are female, in that 98 percent are studying in the state universities, and 2 percent are graduating in private or deemed universities. From the above statistics, almost an equal proportion of women are studying in the universities due to the present scenario, which provides equal opportunities to both the gender.

Age among the respondents

The respondents' age is one of the essential profile variables, which impacts the level of emotional intelligence more. In general, the respondents with higher age have learnt more through experience, and their level of emotional intelligence may increase to an appreciable level. Hence, age is included as one of the profile variables. The respondents' age is confined to 17 to 19 years, 20 to 22, and more than 22 years. The distribution of respondents based on their age has shown in Table.

Age	State University		Private/Deemed University		Total	
	N	%	N	%	N	%
17 to 19 years	267	98.5	5	1.8	271	54.2
20 to 22 years	179	96.8	5	2.6	185	37
More than 22 years	40	90.9	4	9.1	44	8.8
Total	486	97.2	14	2.8	500	100

Above table clearly reveals that the majority of the respondents (54%) involved in the study are in the age group of 17 to 19, followed by 37 percent are in the age of 20 to 22, and 8.8 percent are in the age group of more than 22 years. In this maximum of the respondents who are in the age of 17 to 19 are studying in-state universities.

Summary of responses: Relationship between emotional intelligence and change management.

Sr. No	Statement	Strongly Disagree	Disagree	Neither agree/disagree	Agree	Strongly Agree	Total
1	I know that emotions I'm feeling at every moment and why	28	45	87	111	215	486
2	I mention the unethical actions of others	67	82	78	156	103	486
3	My view of the events is extremely flexible	18	25	87	155	201	486
4	I am willing to sacrifice myself in the name of the organization's goals	38	48	72	105	223	486
5	I operate more from the expectation of success for fear of failure	17	20	42	75	332	486
6	I usually mobilize others to undertake unusual efforts	12	19	33	105	317	486
7	I don't hesitate to skip the usual routines when it is necessary to carry	21	64	95	148	158	486

	out the work						
8	I actively seek out opportunities to meet the group's mission	10	11	19	29	417	486
9	I do my job better each day	20	65	97	146	158	486
10	I adapt my responses and tactics to changing circumstances in the environment	67	82	78	156	103	486
11	I am organized and careful with my work	15	17	33	47	374	486
12	I stay balanced, positive and unflappable even in the most critical moments	72	69	69	68	208	486
13	I consider myself an effective person, capable of taking on challenges and master new tasks	13	19	33	49	372	486
14	I understand the links between my feelings, my thoughts, my words and my actions	4	19	28	90	345	486
15	I can reflect and learn from the experience	23	30	48	53	332	486
16	My sense of humor helps me to distance to myself	38	48	70	105	225	486
17	I remain undisturbed during the critical	33	72	42	152	187	486
18	I take responsibility for my actions	9	32	38	75	332	486
19	I provide original solutions to problems	13	15	27	57	374	486
20	I always look for new ideas in a wide variety of sources	15	17	33	47	374	486

SELF-ASSESSMENT QUESTIONNAIRE

Statement	Strongly Disagree	Disagree	Neither agree / disagree	Agree	Strongly Agree	Total
Commitment	30	25	66	157	208	486
Initiative	21	64	95	148	158	486
Optimism	10	11	19	29	417	486
Empathy	20	65	97	146	158	486

Service oriented	67	82	78	156	103	486
Tolerance	15	17	33	47	374	486
Political awareness	72	69	69	68	208	486
Communication	13	19	33	49	372	486
Networking	4	19	28	90	345	486
Teamwork and cooperation	23	30	48	53	332	486
Development of others	38	48	70	105	225	486
Influence	33	72	42	152	187	486
Change Management	9	32	38	75	332	486
Conflict Management	13	15	27	57	374	486
Leadership	15	17	33	47	374	486
Team Building	23	30	48	53	332	486
Emotional awareness	38	48	70	105	225	486
Appropriate self-assessment	33	72	42	152	187	486
Self-confidence	9	32	38	75	332	486
Emotional self-control	13	15	27	57	374	486
Integrity	15	17	33	47	374	486
Responsibility	23	30	48	53	332	486
Adaptability	38	48	70	105	225	486
Innovation	33	72	42	152	187	486
Motivation of achievements	9	32	38	75	332	486
Commitment	13	15	27	57	374	486
Initiative	15	17	33	47	374	486

VI. FINDINGS AND CONCLUSIONS

The outcomes provide an answer to the below research questions put forth during the literature review and the objectives framed for the current study.

1. How far the plans, practices, and developmental change management models implemented in the management education are being successful in terms of overall development of the institutions, the faculty, and the students?
2. Are the future plans capable of providing positive results as per the trending market conditions?

The first findings were the demographic features of the respondents. The results demonstrated that Emotional Intelligence had a significant relationship with change management. From the results, it can be further concluded that in order to be competitive and to gain a competitive edge over their contemporaries, the Management Institutions need to focus not merely on strategies to beat the competition but also on the emotional competency of their faculties and students. It was earlier believed that employees should leave their emotions behind before entering the workplace. But in today's scenario where organizations have a lot of diversity, it is essential for employees to provide the necessary emotional support to their colleagues with whom they spend a considerable amount of time. What is important is that employees learn to manage their emotions well for enhanced productivity and better decision making. There is an increasing need to develop the emotional competencies of the employees for a better work-life balance, work engagement, motivation, stress handling, etc. EI is a new-age skill that is highly essential for all levels of employees.

The leaders need to address change in a positive manner by keeping the plight of the employees into consideration while restructuring. The management and the government should take the necessary steps to improve upon the emotional intelligence (Kotsou et al., 2019) of employees since it is significantly associated with attitude towards change, performance, leadership, work engagement, etc. Since EI is the most sought-after skill, the government should make this applicable in the school and university curriculum so that individuals develop the skills of empathy, awareness about self and others, better use and regulation of emotions. By learning about EI, the individuals will learn

how to use their emotions, how to regulate them, how to regulate their own emotions and feelings of self as well as that of others which will lead to better relationships at the workplace.

VII. IMPLICATIONS

This paper would guide the institutions on their way ahead to match the requirement of the market while planning various activities in their institutions.

This paper provides useful knowledge, and the skill sets relevant for aspiring students as well as the faculty.

Faculty can get a clear picture by this paper where the discussion will be there on various eligibilities, policies of various statutory bodies in grooming themselves.

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