

Developing Organizational Change Capabilities using ADKAR model of Change: The Efficacy of Context Sensitive Training

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Abstract

Organizational change and development are a challenge for stagnant culture of public sector Organizations in Developing Countries. Training plays a vital role in organizational change and development. However, it is not clear how training modules, methods and approaches should be designed and implemented that direct the organizational change and development towards desired outcomes. The present study considers the case of Pakistan Public Sector Organizations and studies the training dilemmas in three dimensions. Using the grounded theory approach, qualitative data collection tools were adopted to collect data from trainees, trainers, and the training organizations. The data from trainees helps to identify the learning behaviors, training methodologies and the organizational needs versus training contents. The data from trainers informed the trainers' perceptions on learning behaviors, training methodologies and modules adopted and related constraints. Finally, the data from training organizations helps the researcher to observe the real picture through observations, and to understand the process of designing training calendars and their coordination with public sector organizations. The sample of the study completed with the saturation of emergent themes. The collected data was analyzed using Grounded theory analysis in MAXQDA. The results show that there is lack of match between organizational needs, learning behaviors and the training approaches. This mismatch leads to further controversies such as inappropriate learning behaviors, and lack of competency development. These controversies impede the organizational change and development processes. If training improves as per organizational needs and learning behaviors, this can lead to improved organizational change and development. In this regard, the study has suggested a model for organizational change through Context Sensitive training.

Keywords: Organizational Change, Training, Grounded Theory, Culture, Learning Behaviors.

1. Introduction

The public sector organizations in developing countries are facing the challenge of fundamentally sustained change (Mohrman & Bartunek, 2023). In this regard, Organizational Change Capabilities (OCC) can be helpful to Public Sector Organizations in Developing Countries to bring change (Judge & Elenkov, 2005). OCC are considered generic capabilities that represent broad, dynamic organizational capabilities. Those capabilities enable organizations to face and manipulate threats, avail opportunities to change and ultimately to be able to create new capabilities (Munir , Dwi , Susanto, Nasution, & Usman, 2021). Organizational Change Capabilities OCC is considered as 'Meta-capability' that make organizations competitive to survive in a highly dynamic environment (Supriharyanti & Munir , 2022). The OCC has two perspectives, first, 'Capabilities', and focuses on capability of leaders by using eight dimensions including trustworthy leaders, trustworthy followers, capable champions, involved management, innovative culture, system thinking and system communication (Mladenova, 2022). The second perspective of OCC covers the ability of an organization to learn and adapt its competencies as well as ability to implement changes (Sukoco, et al., 2021).

According to Sancak (2023), organizational change typically requires training and development at all levels (Sancak, 2023)The literature suggests on discussed perspectives of

OCC that training can contribute to significant effect on improving capabilities of leadership and improving individual competencies (Thi & Le, 2022; Widiyanto, Lestari, Adna, Sukoco, & Nasih, 2021). This is because training allows the acquisition and assimilation of new knowledge and hence for organizations where training is the part of high-performance management activities, employees become more likely able to undertake technological and organizational change (Neirotti & Paolucci, 2013). To survive in the global market through continuous competitiveness development, organizational change is now mandatory to ensure and sustain organizational efficiency. Therefore, employees should go through skills and competency development trainings (Alqudah, Carballo-Penela, & Sanmartin, 2022).

Organizations can manage change using training and development programs. The training program results in improvement in employee's attitudes, teamwork, increase in senior manager's awareness of employee's attitudes (Sahinidis & Bouris, 2008; Munir, Dwi, Susanto, Nasution, & Usman, 2021; Supriharyanti & Munir, 2022). These all are behavioral training courses to help employees to manage changes that have occurred. In developing countries, the difficult phase is in initiating change and transformation to new setups and structures that needs technical skill-based trainings according to organizational needs (Supriharyanti & Munir, 2022). Organizational change can come only through one source 'The individual'. Therefore, the individual development matters significantly to bring organizational change (Munir, Dwi, Susanto, Nasution, & Usman, 2021; Mladenova, 2022). However, research results show that there is lack of support regarding the appropriate training methodologies and the direction for meeting organizational needs by incorporating learning behaviors. The alignment in training methods/content, organizational needs and learning behaviors can be helpful to bring organizational change in the desired direction.

The present study is using the Grounded theory approach to understand the gaps in coordination and collaboration between training organizations and client organizations, as well as explore the match between learning behaviors and training methodologies. Further, the results were used to propose a model based on ADKAR model of change suggested by Prosci Founder Jeff Hiatt. The ADKAR model of change suggests change in steps of Awareness, desire, knowledge, ability, and reinforcement. ADKAR model of change is helpful to identify gaps for required changes in organization (Samosir & Jayadi, 2023). In literature most of the studies have directly used the ADKAR model (Chipamaunga, et al., 2023; Elabshihy & Saad, 2023; Muamar, Nurdin, Marwan, & Mangkuwinata), however the present study has suggested to follow the ADKAR model at different levels. Because change is not a linear process it requires the interaction and collaboration of multiple entities (Khaw, et al., 2022; Blanka, Krumay, & Rueckel, 2022; Li, 2022) like trainees, trainers, and organizations (training organization and client organization). Therefore, the objectives of the study are.

1. To identify the learning behaviors, training methodologies and the organizational needs versus training contents
2. To explore trainers' perceptions on learning behaviors, training methodologies and modules adopted and related constraints.
3. To understand the training organization's process of designing training calendars and their coordination with public sector organizations.
4. To suggest a model for change through required method of training.

2. Literature Review

Organizational change capabilities enable organizations to adapt to new challenges, seize opportunities and remain competitive in a rapidly changing world (Mohrman & Bartunek, 2023). Some of the key capabilities that support organizations to bring change are change in leadership, effective communication, stakeholder engagement and risk management (Supriharyanti & Munir, 2022). Organizations interested in bringing change ensure the change

capability development through training programs, building a change ready culture, and establishing processes to support change management tools (Supriharyanti & Munir, 2022). However, developing countries often face unique challenges in managing change. They have limited resources, massive and multidimensional resistance to change, weak institutional capacities including bureaucratic inefficiencies, corruption, and lack of accountability. The socio-economic disparities, political instability and influence, cultural limitations and lack of awareness and knowledge all together develop a situation where thinking about change becomes impossible (Hanelt, Bohnsack, Marz, & Marante, 2021).

In 2006 Jeff Hiatt developed ADKAR model of change. The ADKAR model refers to awareness, Desire, knowledge and abilities and reinforcement. The model has suggested to first create awareness about the need for change and motivate the employees about the importance of change to develop desire for change. This stage refers to the current stage. In the next stage knowledge and abilities of the organizations developed through change management tools including training as a major tool. And lastly reinforcement ensures the occurrence of change and sustainability of change (Hiatt, 2006). In the case of developing nations with complex change barriers, ADKAR model can be helpful because it emphasizes the individual transitions during change, recognizing the importance of individual capabilities to bring sustainable change. The ADKAR model provides a structured approach for managing the people side of change and maximizing the likelihood of successful change implementation (Mullally, Nielsen, & Chung, 2023).

According to ADKAR model, after awareness and desire, there is need to develop knowledge and abilities, which can be done through training. Training plays a vital role in facilitating organizational change by equipping employees with required skills to improve the process and ways of working. In this regard, literature suggests conducting training needs assessment before designing and launching training programs, and to evaluate the training outcomes to ensure the success of training programs in bringing change in organizations (Reed & Vakola, 2006).

The broad body of available literature has discussed different types of training modalities adopted by organizations to develop skills and competencies of employees including cascade training, case study based training, outcome based training, in house training, experiential training, simulation training and others (UNECE, 2013) (Lazzara, Benishek, Dietz, Salas, & Adriansen, 2014) (Hanif, Ahsan, & Wise, Icebergs of Expertise-Based Leadership: The Role of Expert Leaders in Public Administration, 2020). However, it is important to mention how to develop the contents and modules of these training methods to make them efficient (Kuo, Walker, Schroder, & Belland, 2014). In this regard training needs assessment (TNA) is the most applicable tool. However, it is still a challenge to design training needs assessment survey tools for effective results and then ensure the applicability of TNA results (McClelland, 1994; Markaki, Malhotra, Billings, & Theus, 2021).

Currently developing countries are facing numerous challenges regarding training programs. Due to the unique context of developing countries, there are several constraints to implementing change programs through improved organizational change capabilities (Hanelt, Bohnsack, Marz, & Marante, 2021). First and foremost, the developing countries have limited financial, technological, and infrastructural resources, there are language and literacy barriers, cultural and contextual limitations, lack of monitoring and evaluation, limited access to technology, gender and socio-economic disparities, lack of support and political instability (Tan & Taeihagh, 2020). These challenges need to be addressed through tailored and context-specific approaches that identify the key factors contributes to these challenges and those factors should be manipulated through context-sensitive training sessions (Colli, et al., 2019). The existing studies of change management did not suggest any framework to improve

organizational change capabilities to bring change to organizations. The present study explored the barriers to change, organizational change needs and suggested a framework to follow for the implementation of the change management plan.

3. Research Methodology

This is a qualitative study and is using Grounded theory methodology. Using the Grounded theory approach, the data have been gathered, analysed, and interpreted in accordance with the stated technique of (Hanif, Ahsan, & Wise, 2020). Qualitative data collection tools used in the study were.

- Unstructured interviews of managers (trainees) and trainers
- Direct observations of training sessions to observe the class structure, content, and available facilities, to validate information provided by interviewees about training methodologies.

3.1 Interviewing techniques

Considering the recommendations of Cohen and Crabtree (2006), the study has used postmodern interviewing approach that minimises the interviewer's influence during unstructured in-depth interviews. The interviewer had a predetermined clear objective, aim, and emphasis for the interviews. All interviews were conducted and recorded in blended Urdu and English language which is the standard business language in Pakistan. Interview participants were recruited after taking their voluntary consent to de-identification of all information provided by participants. Throughout the interviews the participants were intervened through interview crux to centralise the conversation on training for change, training problems, and the required training programs to bring change in public sector organizations. All interviews were consistently framed around three pillars: trainees, trainers, and training organizations.

3.2 Sampling

Table 1. Study Population

Category	Participants	Gender	
		Male	Female
Executives	11	10	1
Managers	9	8	1
Trainers	8	4	4
Total	28	22	6

According to Charmaz (2006), the sample for qualitative study through unstructured interviews and observations completed with the saturation of emergent themes. In the present study, code saturation occurred after 14 interviews, but following the recommendations of Hennik et al. (2017), to ensure mean saturation, sample number was expanded to 28 interviews. The participants of the study were chief administrators of organizational divisions, project directors and trainers from fourteen large public service agencies, departments or secretariats that are engaged in delivery of social services at a national level.

3.3 Data Analysis

The study has used MAXQDA software for analysis (Version 20.18.2, VERBI Software Sozialforschung GmbH, Berlin, Germany, 2018). The study has used constant comparison

method from the onset of the study for theme development. The study has also used 'Member Check' of raw data (i.e., inviting interviewees to review interview transcripts), or adopting tape recording as suggested by (Lo, 2014). In MAXQDA in-vivo coding function used to develop themes by reading transcripts in sequence and selecting line segments to shift in open codes. The open coding was continuing until all coded themes has become saturated. In total 109 open codes were identified. Finally, data reduction strategy applied to avoid the duplication of same nature of themes in different code themes. After data reduction, there were 90 remaining codes. After open coding, the process of categorizing codes in groups has started. This is known as Axial Coding in Grounded theory approach. The underlying open codes were categorised in 8 categories according to research questions (Holton, 2014). The final stage was of developing selective codes to establish the boundaries of the emerging theoretical account. The axial codes were categorised in three major selective codes to develop the proposed theory.

4. Results and Discussion

Following the grounded theory approach the results discussed following the three major coding stages of Grounded theory.

4.1 Stage 1 Open Coding

As discussed in data analysis, initially there were 109 open codes that reduced to 90 codes after applying data reduction strategy. The codes were developed to answer research questions. Hence, the content of codes was relevant to problems in trainings conducted by training organizations, the trainee's perspective i.e., the need of trainees to enhance organizational change capabilities (OCC), trainers' perspective regarding learning behaviors, facilities and coordination of training organizations and host organizations. The open codes are further categorized in Axial codes that are discussed further

4.2 Stage 2 Axial codes

The axial codes along with the open codes are enlisted in table 2. The statement of Axial codes represents the theme of underlying open codes.

1. Training Methodologies

Training methodologies are those adopted by trainers to develop organizational change capabilities. The process, content, and methodology of training can influence the learning processes. During the data collection and observations, various problems have been observed in training methodologies. In the present study, according to the participants most of the training sessions were just content based. On the other hand, the trainers also claimed that mostly the content was not focused on one topic, due to the mix of many topics in each session, they mixed the concepts. Further. The training classes were groups of diversified skilled people. The diversification was in knowledge level and area of knowledge also. This happened due to inappropriate nominees. According to the trainers the diversified groups are a problem for them to develop required skills of trainees. Participants demanded to conduct follow-up training to develop skills. Currently, the training organizations offer training calendars once for the whole year, and there are different topics for each training session. It was observed that there is no follow-up training to make the trainees expert in the required skills. According to the participants, the training modules and calendars did not update regularly. They reported that every year we receive training calendars from training organizations, but the content of training remains the same for years. Training organizations measured training satisfaction through self-developed tools, not validated, and ask very few questions. Secondly, according to the training institutes, they use the same tools for assessing training needs (TNA), but the tools were not effective enough and validated. They were not using validated tools available in the literature. In addition, participants reported that the duration of training is too small as

compared to the content of the training. The size of class is too big to conduct interactive sessions, and the structure of class is not conducive enough to learn through discussions and practices. Lastly, there are no lesson learned repositories in the training organizations as well as in host organizations to improve the training content and pedagogy.

Table 2. Axial Codes

#	Axial Codes	Open Codes
1	Training Methodologies	Content-based training; Diversified training groups; Lack of regular/progressive training; Outdated training; Inappropriate Training evaluation tools; short Training duration; Training pedagogy; Class structure, lack of lesson learned repository
2	Training Methods suggested to improve OCC	Cascade training; Executive training; Experiential training; Outcome-based training; Purpose-based training; Technical skills segmentation; Training outcome evaluation
3	Strategic Barriers to change from Training Organizations	Module development strategy; Organizational needs; Use of client needs assessment; Trainers' capabilities; Nomination of trainers.
4	Behavioral Barriers to Organizational Change	Cultural influence; Envy behavior; Knowledge withholding behavior; Time management; Communication style; Self-motivation, Executive learning behaviors; Trainees rational/inferences; Training value.
5	Required Technical Skills	CSS system; Software learning capacity; Project planning; Project management technology; Project cost management; Project monitoring; Project stakeholder management; Project procurement; Project work value; Project approval and appraisal process; Project documentation; Project risk management.
6	Barriers to change from Leadership Role	Continuity of command; Experience-based mismatches; Lack of technical knowledge; Political influence; Project auditing influence; Project governance; Personal benefit seeking; Self-interest.
7	Barriers from Management style	Poor organizational culture; Absence of innovation/change; Competency based performance appraisal; Feasibility studies; Knowledge brain drain; Mismatched recruitment; Project directors' competency; Project manager autonomy; Project manager selection; Rough cost estimation; Workload.
8	Barriers from Governance	Government priority setting; Job rotation; Job security; Government rules; Relations; Vacant posts.

2. Training Methods suggested to improve OCC

While interviewing, the researcher asked the participants what the solutions against problems and limitations in training methodologies can be. The aim was to explore their preferences. Many of them also attended foreign training courses. They were able to compare and suggest. The proposed training methodologies were Cascade training; Executive training; Experiential training; Outcome-based training; Purpose-based training; Technical skills segmentation; Training outcome evaluation.

3. Strategic Barriers to change from Training Organizations

Based on the participants' response and the observations, it was observed that there are many barriers from the training organizations' side. The training organization has no framework for training module development. They did not develop any outlines nor share in required outcomes and even have no strategy to evaluate the outcomes of training. The training organizations did not conduct regular surveys to analyze the organizational needs to bring change. Moreover, there are no parameters to evaluate trainer's capabilities and to call competitive trainers. The focus is on only to available low-cost trainers. The most important point is regarding the nomination of trainees. There is no coordination in training organization

and the client organization to nominate trainees according to skills gap report or according to need.

4. Behavioral Barriers to Organizational Change

According to the participants, cultural influence is the major barrier to change as most people get politicized, and instead of understanding the benefits of the change they start following political will and create problems. Further there is the problem of envious behavior among the employees and between the executives and freshly skilled officers that limits the adaptation of new skills and techniques of management and administration. In addition, executives with expert empirical and expert knowledge sometimes show knowledge hiding behavior and even regretted the skilled personals to nominate for trainings. Moreover, senior level officers that need training to bring change are overburdened and could not take out the time to enhance their knowledge. There are other behavioral problems from trainees' perspective also, being executives, most of trainees do not want to seek trainings because they feel that they are now highly expert and do need further trainings. At managerial level and below, due to content and pedagogy of training, they have no rational to seek training and they just join training to enjoy the free time. This also leads to a reduction in the value of training.

5. Required Technical Skills

During the interviews participants were asked what required technical skill are now to develop organizational change capacities. The participants suggested to update CSS system as it brings people in fields that are less technical and more rote learners. Further, they added that CSS syllabus and training are not matched with the current needs of organizations to become compatible globally. The participants suggested improving technical and strategic knowledge of personals instead of focusing on rote learning.

In the public sector, most of the development work is done through projects. They reported numerous problems in project management that occurred due to lack of technical knowledge in project management. Hence participants recommend conducting practical trainings in Project Management Software; Project planning; Project management technology; Project cost management; Project monitoring; Project stakeholder management; Project procurement; Project work value; Project approval and appraisal process; Project documentation; Project risk management.

6. Barriers to change from Leadership Role

The participants have reported many barriers from leadership perspective. The first and foremost is regarding the continuity of command. In the public sector, the chief executive of any organization is hired for only three years. In three years, he can hardly understand the running projects, problems, and way of dealing with matters of that department. As soon as he became an expert, his tenure ended. Change needs continuity of leadership. Further, the hired executives are often from different fields. Their skills and expertise are not domain specific for which they are hired. Due to this reason, identifying key knowledge gaps to bring change becomes difficult for them. In addition, as those executives are mostly trained from CSS system, therefore, they lack advanced managerial and administrative skills. In addition, political influence further limits the implementation of change. Further there is no fair Project auditing that influences the motivation to adopt advance techniques for implementation of project. This is because there are so many executives along with politicians involved seeking personal benefits. This all leads to outdated and bureaucratic project governance.

7. Barriers from Management Style

The major barrier from management style is poor organizational culture in which there is no motivation for innovation and change. In public sector organizations, the performance

appraisals are mostly based on tenure and conduct of employees is not competency based. Mostly competent employees get burdened but there are no rewards that motivate them for innovative work. Further again, there is a problem regarding mismatched hirings after CSS recruitment. As discussed, that public sector organizations are project-based organizations therefore there are many barriers from project management skills perspective including the competency level of project directors, the project director's autonomy and hiring procedure of project directors.

8. Barriers from Governance

The influence of running government also becomes a barrier to change because of mismatch in Government priority setting and the socio-economic needs. Job rotation makes unable employees to implement their learned skills in the organization for which they learned the required skills. The Government rules, Relations, and lack of employees on Vacant posts further creates barriers to change.

4.3 Stage 3 Selective Codes

The axial codes are further categorized into three major selective codes to move forward towards developing theoretical account. The theoretical account developed based on ADKAR model of Change. ADKAR model refers to (Awareness, Desire, Knowledge, Ability and Reinforcement). The Awareness and Desire level tells the current state of the organization, the knowledge and ability define the transition stage of change and the Reinforcement defines the future of organization. The proposed framework for change allows the implementation of ADKAR Model of change. The following table lists the axial codes in according to selective codes and match with ADKAR model.

#	ADKAR Model Stages	Selective Codes	Axial Codes
a.	Awareness and Desire (Current State)	Identify Barriers to change and relevant training needs	Training Methodologies, Behavioral Barriers to Organizational Change, Barriers to change from Leadership Role Barriers from Management style Barriers from Governance
b.	Knowledge and Ability (Transition)	Update Training Organizations strategy and skills	Strategic Barriers to change from Training Organizations, Training Methods suggested to improve OCC
c.	Reinforcement (Future)	Develop Context Sensitive Training Programs	Required Technical Skills

a. Identify Barriers to change and relevant training needs

At this stage the client organizations and the training organizations should conduct surveys to improve training methodologies, to remove strategic barriers that create problems in nomination of trainees and trainers, module development, identifying needs and satisfying clients. The training organizations need to conduct separate surveys for improving interpersonal skills, organization's management style, leadership role and Governance related issues. The organizational change phenomena in developing countries are highly complex and multidimensional. The training organizations should be aware of all dimensions and residing barriers. The survey results should be compiled separately to develop aspartate contextualized training programs.

The awareness of barriers enables the training organizations to identify context sensitive training needs. The training needs vary from department to department as well as from managerial level to leadership level. Different job roles have separate training needs, to improve Governance training needs are different and needed to address to Government bodies, to improve management style of organizations the focus areas will be updating required skills to improve the management style. Further, the research participants suggested training methods to improve OCC to bring massive change. The training organizations should incorporate advanced training methods to achieve desired results. The training methods should be according to required skill development.

b. Update Training Organizations strategy and Capabilities

The survey results will help the training organization to improve the strategies to conduct context sensitive training. The training needs assessments in different areas of problems and will help to customize the training according to needs. The organizations will become capable of incorporating the suggested training methods to improve Organizational change capabilities OCC of the organizations.

c. Develop Context Sensitive Training Programs to improve OCC

In the present study the participants shared some required technical skill knowledge. However, the proper survey will help to develop training modules according to the specific needs of the organizations. As discussed, that participants reported that mega topics were selected to discuss in one day training. Just like 'Project Planning', this is a highly technical topic to enable the trainees to develop at least a project proposal. Therefore, such topics should be broken down in pieces and follow-up training methods should be adopted. The implementation of context sensitive training programs will lead to removing the knowledge gaps and enhance the organizational change capacities. The proposed model will show that this process should be continued to ensure the sustainability of change.

4.4 Framework for Improving Organizational Change Capabilities (OCC) using Context Sensitive Trainings

The result of the study shows that, first training organizations should improve their capabilities to deliver training to bring change in client Public Sector Organizations. The training organizations need to play a central role in coordinating with client organizations to identify barriers, training needs and to improve the training methods by developing and adopting context sensitive training modules. Therefore, using the selective codes the proposed model is shown in figure 1.



Figure 1. Framework for Improving Organizational Change Capabilities (OCC) using Context Sensitive Trainings

5. Conclusion

The organizational change phenomena for developing nations are a complex and multidimensional challenge. Therefore, it needs to be addressed through a comprehensive approach that inculcates the multiple perspectives influencing the change. There is urgency to improve organizational change capabilities through context sensitive training programs. Currently the public sector organizations project management maturity level is at 2.32 (on the scale of 1-5) and only 24% of projects could successfully completed. (Mustaqeem, Khalid, & Nabi, 2020). This is because of lower GovTech Maturity Index of developing countries (Dener, -Aponsah, Ghunney, & Johns, 2021) as well as due to bureaucratic organizational structure and culture. Such a culture fosters resistance to change (Hanif, Ahsan, & Wise, 2020) The present study aimed to understand the barriers to change in public sector organizations of Pakistan. The public sector organizations of Pakistan are key service providers to improve socio-economic lives of the people. Therefore, the present study explores the ways to improve organizational change capabilities through training. In this regard, trainees' perspective was identifying, trainers' views were notified, and role of training organizations was also evaluated and explored.

The results show that in the current state, the major role is with Training Organizations. Training organizations should conduct multiple surveys to understand the training needs of multiple sectors influencing the organizational change capabilities (OCC) of public sector organizations. Further, it is suggested that training organizations should provide context sensitive training to relevant nominees for the effective application of learned knowledge. The context sensitive training sessions will allow the learners to become able to bring required change in the organizations i.e., transition stage.

5.1 Theoretical Implications

The proposed model should be a continuous model, the training organizations should update their systems and capabilities regularly to meet the changing organizational needs. The breaks or hurdles in this process will again freeze the system. For a sustainable change ADKAR model suggests reinforcements in the last stage that needs continuous updated needs assessments. It can also be done by using validated tools during first context sensitive training rounds to improve future training contents. The development of knowledge repository about training session's outcomes and trainees' satisfaction reports are very important for continuous improvement.

5.2 Managerial Implications

The proposed framework will be helpful for organizations to bring change according to ADKAR model following the steps mentioned in proposed framework. The framework will be helpful to identify the skills, competencies and knowledge needed according to the context of the organization and to provide context-sensitive training. The context-sensitive training courses will train the employees according to specific needs of the time and make them able to contribute to maximum organizational profit and value.

5.3 Future Research Recommendations

The outcome of the training needs assessments in this model will continuously lead to data development which can be used for further research according to changing behaviors, needs and requirements of organizations. The outcome of the framework will also be helpful in

determining the knowledge age¹ of the organization that further open broad area of research. Besides, it is recommended to work on separate training approaches, their usability and application in different contexts. The practitioners should also be guided through research outcomes about significance of training modules content and pedagogies of training in different contexts.

5.4 Limitations of the study

Limitations of this study include the highly contextualized data collection, i.e., only one cultural context Pakistan and further selection of public sector organizations only. However, the advantage of selecting specific contexts was helpful in proposing a context-sensitive framework for improving organizational change capabilities (OCC). On the other hand, the disadvantage is that the proposed framework based on the highly contextualized data may become complicated, time consuming, or costly. However, the benefits from the implementation of such a context-sensitive framework will overcome the expected resistance to change because of incompetence, as well as will add to the value.

¹ An era in which artificial intelligence empowers, enhances, and facilitates human knowledge.

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