



# The Study of Relationship between Organizational Change and the Performance of Primary School Principals

Fatemeh Asali<sup>1\*</sup>, Vahideh Alipour<sup>2</sup>, Parisa IranNejad<sup>3</sup>

1. M.A. in Educational Planning, Islamic Azad University, Karaj Branch
2. Faculty Member of Payame Noor University
3. Faculty Member of Islamic Azad University, Karaj Branch

*Corresponding author:* Farshid Azizi

**ABSTRACT:** In this study, the relationship between organizational change and the performance of primary school principals has been discussed and investigated as the main purpose of the research. The research method is descriptive and of correlational type. The statistical population of this study included all teachers of elementary schools in District 4 of Education Organization of Karaj. The statistical sample was selected using multi-stage cluster sampling, considering Morgan Table, and assessed by organizational change questionnaire and principals' performance questionnaire. The validity of the questionnaire was specified through face validity with the opinion of experts and professors in this area, and its reliability was calculated using Cronbach's alpha. Using Cronbach's alpha, the reliability of the tool was obtained equal to 0.92 for organizational change questionnaire and 0.83 for the principals' performance questionnaire. In order to analyze data, Kolmogorov-Smirnov statistical test, regression analysis and correlation test were used and all stages of analysis were performed by the help of SPSS software. The obtained results show that at the confidence level of 99%, organizational change affects principals' performance. In addition, the results of this research indicated that there is a significant relationship between the evolutionary and mutative factors of organizational change and the performance of principals, and the two factors of organizational culture and individual needs and values are the most predictive factors for the performance of principals of state schools.

**Keywords:** Organizational Change, Managers Performance, Mutative Factors, Evolutionary Factors

## INTRODUCTION

In today's world, change and the successful management way have become a major concern for managers of organizations. There is good evidence available based on the occurrence of change everywhere. Its complexity speed has increased, and finally, the future success of the organization depends on the success of change, the most desirable managerial skill. Of course, the background to the change in organizations has not been so much desirable. Nowadays, most of efforts to change in achieving their desirable commercial results fail. These ambitious efforts impose high costs on the managers in terms of budget, time, individuals, customers, and managers' acceptance.

Today's managers work in an ambiguous, dynamic and transformative environment. The dramatic and persistent changes in the way of thinking, ideology, social values, methods of doing things in many other phenomena of life is one of the most prominent features of the present era (French and Bell, 2014).

The plurality of changes faced by the organizations and individuals is so powerful that smites any kind of resistance as and pulls it all together like a flood. In other words, the vastness and diversity of the force that changes the structure of today's organizations is so much that it leaves no choice for them except to adapt to the changes (Mo'meni, 2008).

In general, change happens in all phenomena of the world, and it is not limited to a specific range. The attitude to organizational change in the management world is a system-based, process-based approach. The world is always changing, and the continuation of life depends upon the same changes. Of course, nowadays, changes are much faster than before, and we constantly face with extensive and continuous changes both in the individual and in the organizational field. The long list of individual lost dreams and performance improvement projects that stopped with the experience of failure makes it clear to all of us that the change is not suddenly

possible and requires the prior and next arrangements that must be effectively managed. To do this is not possible except by improving the performance of managers who made these changes in the organization (French and Bell, 2014).

Even though the change is essentially creative and constructive, and usually leads to the growth and development of various social fields, when the conscious change and intention arises in a particular context, it often faces resistance due to its direct effect on the lives of people or their lack of awareness of its goals and effects; these resistances generally reduce the rate of change. In this case, if organizational change is considered useful and necessary for the existence and continuation of the life of organization, we must create a good coordination between the forces and factors effective in this phenomenon by adopting specific measures. So that in each area, the agents of the changes in individuals whose lives are affected by the change mutually agree through proper understanding of its goals and becoming aware of the benefits of the change and facilitate the beneficial changes in the organization through coordination and sincere cooperation. In today's organizations, the speed of change is so much that no human being has ever predicted such changes even in the last century. Global competition and growing global trade have created an intensively unsustainable environment for all businesses (French and Bell, 2014).

Traditional leadership will not survive in the third millennium. Most changes have practically failed. Changing strategies, structures and systems is not sufficient. The thought of managers creating these strategies and structures should be changed. One of the issues faced by managers in organizations is to improve the performance of managers and consequently increase the organization's productivity. As a part of the executive and service structure of the country, the organizational managers have a special position. In fact, the position and prosperity of each organization depend on their efforts and actions (Mo'meni, 2008).

Undoubtedly, in order to change the structure and strategies of the organization, the performance of managers needs to be improved. Successful organizations are the ones using management tools and new technologies to benefit from the created opportunities and to make changes that lead to positive and satisfactory changes. In general, the change is originated from the nature and essence of all creatures, and change is necessary for the survival of the organization.

The adoption of a strategy or change management style is the success prerequisite of any organization in the management area; however, despite the development of change management knowledge, there are still organizations and countries that do not apply the required precision in designing and planning the change and choosing the appropriate strategy to deal with the effects and consequences of the changes. So that they exacerbate the natural challenges caused by changes and bring them to a critical point. In order to make constructive and effective changes in organizations, the planning should be designed and managed. Change management has been also referred to as transfer management, i.e. the principled process of planning, organizing, and changing from the stage of confounding the existing situation to the stage of realizing a fully standby state of the future. The organization is not in the past, nor in the future when the change begins; this is while, the work has to be continued. Transfer management ensures that the work continues when it is transferred; thus, the preconditions should be started before the change is made. The members of management team have to play the role of the transfer managers and coordinate the organization's activities with the change factor. In order to ensure the continuity of work and control during the transfer stage, it is possible to create a temporary management structure or temporary job. Informing all who are somehow interested in this issue such as employees, customers and supporters about the change, plays a major role in transfer management. The rapid response to the changes is the condition for the survival of each organization that is not feasible except by the improvement of the performance of the organization's staff. In this study, we investigate the relationship between change management and improvement of the employees' performance.

Change is inevitable and it must be designed and managed to make productive and effective changes in organizations. Today's world is increasingly in need for the kind of leadership that considers the creation of organizations activating their potential, while addressing the solving of crises and the emergency conditions of the workplace, at the same time. In such a condition, organizations have to know that in order to obtain future authority, they need to prefer the "becoming" goals to the "staying" goals. In other words, in the current era, transformation, reconstruction and modernization are from the important dimensions of organizational health; thus, change management in organizations is one of the most difficult tasks of the pioneer managers (Doei, 2005).

Given the significance of the discussion of changing and improving the performance of organizations, this paper aims to examine the effect of change components on the performance of primary school principals.

### ***Problem Statement:***

The modern century has brought new waves of change with it. The environment surrounding the organizations has become more dynamic than before and made organizations to look for responses to these dynamics. To succeed and even survive in such an environment, it is essential for the organizations to move

toward flexibility, dynamism and evolution, and to avoid stagnation. That is why the change management discussion in organizations has become more important than before (Vaqefi, 2103).

The study of change and development is one of the most important issues in the social sciences (Van De Ven and Poole, 1995; Rafferty et al., 2013). We live in a world that is always changing naturally, and the greatest issue that any organization faces today is the issue of evolution and transformation. Accepting change in the current changing world is one of the biggest survival and durability factors of the organization; and only those organizations can maintain their existence that can coordinate themselves with the rate of these inevitable changes (Gordon, Stewart, Swe and Luker, 2000; Worley, C. G. & Lawler, E. E., 2009; De Meuse, Marks and Dai, 2010; Warner Burke, 2011; Rafferty et al., 2013).

Consequently, the importance of positive change and evolution is not a secret to anyone, since it is a future need. In today's world, successful organizations are the ones that include change in their institutional framework. It is not a secret that the foundation of any organization is based on meeting needs; and since the needs of human beings are constantly changing or in a state of tendency to new needs, the necessity of evolution in organizations is always observed indicating the sense of need for management of these developments more than ever (Rafferty et al., 2013).

On the other hand, truly, the organizations are always changing. Moreover, although the change is essentially creative and constructive, and usually leads to the growth and development of various social fields, when the conscious change and intention arises in a particular context, it often faces resistance due to its direct effect on the lives of people or their lack of awareness of its goals and effects; these resistances generally reduce the rate of change. In this case, if organizational change is considered useful and necessary for the existence and continuation of the life of organization, we must create a good coordination between the forces and factors effective in this phenomenon by adopting specific measures. So that in each area, the agents of the changes in individuals whose lives are affected by the change mutually agree through proper understanding of its goals and becoming aware of the benefits of the change and facilitate the beneficial changes in the organization through coordination and sincere cooperation. Therefore, the purpose of change is the same planned change based on the data and analysis required by the organization. Two skills are needed in order to make the right change, first is detection and the second is implementation. Detection includes a method for asking the right question, program design, observation, data collection, as well as using the correct methods for data analysis (French and Bell, 2014; Armenaki, A. A., Harris, S. G. & Mossholder, K. W. 1993; Holt, Armenaki, A. A., Field, H. S., & Harris, S. G., 2007; Warner Burke, 2011; Rafferty et al., 2013).

The uninterrupted improvement of the performance of managers creates a massive synergy force that can support the growth and development plan and creation of organizational excellence opportunities. Governments, organizations and institutions have progressive efforts on this issue. Continuous improvement will not be possible without examination and becoming aware of the progress extent and the achievement of goals, and without identifying the challenges before the organization in the performance and gaining of feedback, as well as becoming aware of the implementation extent of policies and identifying those cases requiring serious improvement (French and Bell, 2014; Holt et al., 2007; Burke, 2011; Rafferty et al., 2013).

Human performance in the organization is a reflection of his knowledge, skills and values. The manager's performance is his efficiency and effectiveness in specification of the appropriate purposes and their realization (Alaqeh Band, 2010). As the first line commanders of the Education Front, principals of school have to be skilled and aware of their roles and duties. Hence, assessing the performance of managers shaping the school atmosphere is of great importance (Abbas Pour, 2011).

The extent of realization of the goals of organization is one of the fundamental criteria for assessing the manager's performance. What considered important in this regard is the commitment of manager to the mission and existential philosophy of the organization. According to extensive studies on identifying factors affecting performance as well as the reasons for weaknesses in managers' performance, features such as structure, mission and strategy, the work units' atmosphere, organizational culture, occupational obligations, leadership, etc. can be referred to (French and Bell, 2014; Burke and Litwin, 1992; Burke, 2011). According to many scholars, effective leadership is the key to success. Leaders with the required effectiveness act properly in achieving the goals of the organization (Lussier and Achua, 2010). Today, as the most important axis in the organization of activities and tasks, structure has a lot of complexity (French and Bell, 2014). Organizational atmosphere has always been an important variable in enhancing the performance of managers (Isaksen & Ekvall, 2007). As a key to planning, mission and strategy help organizations achieve their long-term goals (Hackman & Johnson, 2009). According to psychologists, the individual's needs and values are his engines in achieving individual and organizational goals. Any human behavior is under the influence of the interaction of the three elements of goal, motivation and need. Motivation is the factor stimulating and directing a particular behavior (Pardee, 2010). All that was said may influence the correct or incorrect performance of managers (Burke, 2011).

In this study, given the importance of organizational change, its components, and its effect on performance, we have looked at organizational change from another angle and from the perspective of the performance of school principals, and we are seeking to find out whether the performance of managers also changes by providing

the conditions and requirements for change in the organization or not. Enhancing the performance of managers in any organization, especially educational organizations, will greatly help the change and evolution and weaken the resistance of people (which is rather cognitive).

Using the organizational models facilitates the regular recognition of organizations; the organizational model indeed provides a framework for collecting and interpreting information on the organization; hence, it is useful since it determines the factors influencing the allocation of the organization (French and Bell, 2014; Burke and Litwin, 1992; Burke, 2011). In this paper, it has been tried to investigate the relationship between organizational change and the primary school principals' performance.

**Research Methodology:**

The current study is of correlational type. In research projects with several variables, except the recognition of mean and standard deviations in independent and dependent variables, we often want to know the relationship of a variable with another variable. This means that we need to know the nature, direction, and meaning of the variable relationships. Correlation is obtained from the assessment of variations of a variable due to variations of the other variable. As descriptive statistics, correlation coefficients are widely used to describe the relationship between two variables. These coefficients are used for prediction, i.e., the estimation of a variable from the information of the other variable, too; the variable predicted by which the prediction is made is referred to as the "predictor variable" and the predicted variable is called the "criterion variable".

The present study is a descriptive and correlational study. The statistical population of this study included all teachers of elementary schools in District 4 of Education Organization of Karaj, which is equal to 800 in the school year 2015-16. Ten girls' and ten boys' schools were selected by simple random sampling in order to select the sample size. Finally, nine teachers were selected from each school. The sample size equals to 180 people. In order to collect information, the 55-item organizational change questionnaire of Burk-Litwin was used (Mir Kamali & Zahedi, 2008), and the performance measuring tool was Hieri & Goldsmit's performance questionnaire. Regression analysis method and Pearson correlation coefficient were used in order to analyze the hypotheses.

**1. Testing the Main Hypothesis**

The main hypothesis of the research is as follows:

There is a relationship between the organizational change and the state school principals' performance, statistically defined as follows:

Table 1. Pearson correlation analysis for the main hypothesis

Lack of a significant relationship	$H_0: p = 0$	Presence of a significant relationship	$H_1: p \neq 0$	The main hypothesis
Significance level	$\alpha$	Correlation coefficient	The first hypothesis	
0/ 01	0/000	0/59	Principals' performance	Organizational change

There is a significant relationship between the organizational change and the performance of state school principals' performance from the viewpoint of teachers, which is equal to 0.59 according to the correlation coefficient. Regarding the obtained significance level (0.000), which is smaller than the significance level of (0.01), it can be said at the confidence level of 99% that in teachers' view, with organizational change in schools, the principals' performance in the organization will improve.

**2. Testing the First Hypothesis:**

The first hypothesis of the research is as follows:

There is a relationship between evolutionary factors and the state school principals' performance, statistically defined as follows:

Table 2. Pearson correlation analysis for the first hypothesis

Lack of a significant relationship	$H_0: p = 0$	Presence of a significant relationship	$H_1: p \neq 0$	The first hypothesis
Significance level	$\alpha$	Correlation coefficient	The first hypothesis	
0/ 01	0/000	0/64	Principals' performance	Evolutionary factors

There is a significant relationship between the evolutionally factors of change and the state schools principals' performance from the viewpoint of teachers, which is equal to 0.59 according to the obtained correlation coefficient. Regarding the obtained significance level (0.000), which is smaller than the significance level of (0.01), it can be said at the confidence level of 99% that in teachers' view, with using evolutionary factors of change in schools, the principals' performance in the organization will improve.

**3. Testing the Second Hypothesis:**

The second hypothesis of the research is as follows:

There is a relationship between mutative factors of change and the state school principals' performance, statistically defined as follows:

Table 3. Pearson correlation analysis for the second hypothesis

Presence of a significant relationship		H <sub>0</sub> : p = 0	Lack of a significant relationship	H <sub>1</sub> : p ≠ 0	The second hypothesis
significance level	α	Correlation coefficient	The second hypothesis		
0/ 01	0/000	0/62	Principals' performance	Mutative factors	

There is a significant relationship between the mutative factors of change and the state schools principals' performance from the viewpoint of teachers, which is equal to 0.56. Regarding the obtained significance level (0.000), which is smaller than the significance level of (0.01), it can be said at the confidence level of 99% that in teachers' view, with using mutative factors of change in schools, the principals' performance in the organization will improve.

**4. Testing the Third Hypothesis:**

The third hypothesis of the research is as follows:

The evolutionary factors of change can predict the school principals' performance.

Table 4. Model summary

Standard estimation error	R Square	R	Model
0/44	0/42	0/64	Principals' performance

Table 5. ANOVA

Sig.	F	Mean square	df	Total sum of squares	Model	
0/000	45/11	9/08	4	36/33	<b>Regression</b>	Principals' performance
		0/201	249	50/14	<b>Remaining</b>	
			253	86/47	<b>Total</b>	

Table 6. Multiple regression analysis for prediction of the principals' performance based on the evolutionary factors of organizational change

α	T	Beta	Components
0/785	0/27	0/04	External environment
0/137	1/49	0/26	Mission and Strategy
0/003	3/03	0/64	Organization's culture
0/010	2/58	0/41	Leadership

As evolutionary factors of change in principals' performance, multiple correlation coefficient of variables of external environment, mission and strategy, organization culture and leadership is equal to 0.64 and the determination coefficient equals to 0.42. That is, variables of the external environment, mission and strategy, organizational culture, and leadership are able to predict 42% of the changes in the primary school principals' performance variable. In addition, since the F value is significant at P> 0,000, we conclude that as the evolutionary factors of change, the variables of the external environment, mission and strategy, organizational culture, and leadership can predict the performance of primary school principals' performance. Among all, the strongest

predictor variable is the organizational culture variable, and the weakest predictor variable is the external environment variable.

**5. Testing the Fourth Hypothesis**

The fourth hypothesis of the research is as follows:

The mutative factors of organizational change can predict the school principals' performance.

Table 7. Model summary

Standard estimation error	R Square	R	Model
0/49	0/40	0/62	<b>Principals' performance</b>

Table 8. ANOVA

Sig.	F	Mean square	df	Total sum of squares	Model	
0/000	41/09	8/12	4	34/13	<b>Regression</b>	<b>Principals' performance</b>
		0/192	249	50/01	<b>Remaining</b>	
			253	84/24	<b>Total</b>	

Table 9. Multiple regression analysis for predicting the principals' performance based on the mutative factors of the organizational change

$\alpha$	T	Beta	Components
0/010	2/59	0/42	Policy and procedures
0/001	3/43	0/72	Individual needs and values
0/885	0/17	0/03	Principal's performance
0/002	3/13	0/68	Motivation
0/317	1/39	0/29	Structure
0/678	0/29	0/18	Occupational obligations
0/005	2/95	0/58	Work unit atmosphere

As mutative factors of change in principals' performance, multiple correlation coefficient of variables of policies and procedures, individual needs and values, work unit atmosphere, motivation, structure, occupational obligations and managerial actions is equal to 0.62 and the determination coefficient equals to 0.40. That is, variables of the external environment, mission and strategy, organizational culture, and leadership are able to predict 40% of the changes in the primary school principals' performance variable. In addition, since the F value is significant at  $P > 0,000$ , we conclude that as the mutative factors of change, the variables of policies and procedures, individual needs and values, work unit atmosphere, motivation, structure, occupational obligations and managerial actions can predict the performance of primary school principals' performance. Among all, the strongest predictor variable is the individual needs and values variable, and the weakest predictor variable is the managerial actions variable.

**Discussion and Conclusion:**

The results indicate that the components of change are in a significant relationship with the principals' performance. Meanwhile, the components of organizational culture and individual needs and values respectively have the most predictive power of the principals' performance component. In a study performed by A'rabi et al. in foreign airline companies working in Iran, it was indicated that there is a direct relationship between the factors of structure and culture and the performance. In another study, Mir Kamali and Zahedi (2012) obtained similar results to this one in order to determine the role of change components in performance. In a study with the purpose of designing and validating the appropriate organizational change model based on intra-organizational factors, (Zeynali Pour and Mir Kamali, 2008) stated that 19 affecting factors in three managerial, organizational and individual levels, such as evolutionary leadership, culture and the atmosphere affect the success of the change plan at comprehensive state universities. In addition, the results of this study showed that there is a direct relationship between the evolutionary and mutative factors and the principals' performance.

The results of the study of (Zhang et al., 2010) indicated that organizational culture, structure and strategy are in a significant relationship with the organizational effectiveness. By examining samples of 78 companies in (Germany, Steyrer et al., 2008) found out that desirable leadership is in a significant relationship with organizational commitment of subordinates; and the organizational commitment of subordinates is in a positive relationship with the company's performance, which is consistent with the results of the present study.

In examining the identification of organizational change in construction restoration companies and using the change model of (Burke and Litwin, Pofi , 2002) states that the external environment is at the first rank, i.e. it has the greatest impact on the success of the organization in the implementation and the results of the change, while systems are at the lowest rank. The results indicate that individuals are unaware of the strategy and there is a gap between managers and employees. Employees do not feel that they are valuable to the organization saying they are not rewarded properly and in proportion to their work. In a meta-analytic paper, by reviewing the studies performed on organizational change with the (Burke and Litwin model, Burke and Litwin ,1992) state that change occurs both in content and in the process, with special emphasis on the impact of evolutionary and mutative factors. Evolutionary changes are in response to the external environment and they directly affect the mission and strategy, leadership and culture of the organization; however, mutative factors influence the structure, systems, managerial actions and atmosphere of the organization. In this study, mutative factors mostly predicted the principals' performance.

The results of this study indicated that there is a significant relationship between the components of organizational change and the principals' performance. Hence, in educational organizations, it is very important to pay attention to the components like organizational atmosphere, structure, occupational obligations and systems (policies and procedures) in order to change and evolve as well as enhancing the principals' performance. Considering the principals' performance has been in this regard that increasing it leads to fewer resistance of people to changes, and less resistance to change will result in a better change in the organization, and any changes in the organization first deals with the cognitive functions of individuals such as the planning, attention, processing, and so on.

As one of the components of organizational change, organizational atmosphere is the employees' perception of the environment in which they work. Organizational atmosphere is the consequence of the interaction of a group of people with a common mental framework. Any organization that is able to improve its organizational atmosphere can increase performance that ultimately improves performance in the organization. Organizational atmosphere is directly or indirectly perceived by those working in the organization, and it has its share in increasing their performance and affects their motivation and behavior. Therefore, it will have a considerable effect on the change and evolution of the organization. Thus, managers, especially in the sensitive and different educational environment, must create a favorable and appropriate atmosphere in the organization. Organizational structure is the result of the combined organization and design processes, and includes a set of relationships, rules, and regulations that are formally adopted, even if they have been informally formed, and they form the individuals' activities for achieving the common organizational goals. Therefore, it is important to consider it for changing and improving the managers' performance. In the field of system, policies and rewards must be managed and planned in such a way that the change conditions and context help increase the principals' performance; it is the basis for the less resistance to change. As one of the most effective performance predictors, strengthening occupational obligations with paying attention to training to acquire the knowledge and skills required for a job, a suitable promotion system is applied based on occupational and individual competencies.

At the end, paying attention to the external environment through recognizing the organizational culture and considering the external factors such as technological changes, informing the staff with the mission and strategy of the organization, attempting to establish a strong interaction between leadership and employees, considering the organizational values and beliefs in the form of organizational culture can influence the managers' performance.

## REFERENCES

- Asadi, H. et al., (2009), The Relationship between Learning and Organizational Performance in Experts in the Physical Education Organization of Islamic Republic of Iran, *Journal of Sports Management*, Issue 1.
- Alaeh BAnd, A. (2010), *Public Management*, Tehran: Ravan.
- Abdulghafour, Yasmin A., Bo-Hamra, Anwar M., Al-Randy, Moneera S., Kamel, Mohamed I., El-Shazly, Medhat K. (2011). Burnout Syndrome Among Physicians Working in Primary Health Care Centers in Kuwait. *Alexandria Journal of Medicine*, 47, 351-357.
- Abo-jarad, I. Y., Yousof, N., Nikbin, D. (2010). A Review Paper on Organizational Culture and Organizational Performance. *International Journal of Business and Social Science*, 1 (3), 26-46.
- Ackerley, G.D., Burnell, G. S., Holder, D. C., Kurdek, L. A. (1988). Burnout among Licensed Psychologists. *Journal of Professional Psychology*, 19, 624-631.
- Allen, R. S., Dawson, G., Wheatley K., White C.S. (2008). Perceived Diversity and Organizational Performance. *Employee Relations*, 30 (1), 20-33.
- Amaratunga, D., Baldry, D. (2002). Moving from Performance Measurement to Performance Management. *Facilities*, 20 (5/6), 217-223.
- Armenakis, Achilles A., Bedeian Arthur G. (1999). Organizational changes: A review of Theory and research in the 1990s, *Journal of Management*, 25(3), 293-315.

- Barney, J. (1991). Firm Resources and the Theory of Competitive Advantage. *Journal of Management*, 17, 99-120.
- Boland, T., Fowler, A. (2000). A Systems Perspective of Performance Management in Public Sector Organizations. *The International Journal of Public Sector Management*, 13 (5), 417-446.
- Burke W.W. & Litwin George H.(1992). A Causal Model of Organizational Performance and Change, *Journal of Management*, 18(3), 523-545.
- Burke, WW (2011). *Organization change: theory and practice*, London, Sage publication.
- Camings, T. J. & Worley, C. J. (2006), *Organization Development and Change*, Translated by Kouros Barabar Pour, Tehran: Sapco Publications.
- Chilan, E. (2014), *Investigating the Evolutionary Leadership Effect on Organizational Innovation Based on the Mediating Role of Emotional Intelligence among Employees of Iran Insurance Company*, M.A. Thesis, Islamic Azad University, Central Tehran Branch
- Danesh Kohan, A. (2002), *Assessment of Human Force Performance Management in South-East Asian Countries (Quality and Outcome Dimensions)*, the First National Conference on Resource Management in Hospital, Department of Development and Resources Management of Ministry of Health and Medical Education, Tehran.
- Ebadi, F. A. (2014), *The Study of the Relationship between Evolutionary Leadership and Acquiring Competitive Advantage in Service Providers (Case study: Tehran Branches of Bank Sepah)*, M.A. Thesis, Payame Noor University, Karaj Branch.
- French, V. & Bell, H. (2014), *Evolutionary Management in Organization*, Translated by Alvani and Danaei Fard, Tehran: Saffar Publications.
- Hersey, P.; Blanchard, K. (1999), *Organizational Behavior Management*, Translated by Qasem Kabiri, Tehran: Academic Center for Education, Culture and Research (Jihad).
- Hersey, P.; Blanchard, K. (1999), *Organizational Behavior Management*, Translated by Qasem Kabiri, Tehran: Islamic Azad University Scientific Publications.
- Hughes, J. (2005), *Strategic Change Management in Theory and Practice*, Translated by Asadollah Kurd Naeich & Saba Sarmadi, Tehran: Mehraban Nashr Book Institution.
- Ho, L. A. (2008). What Affects Organizational Performance?. *Industrial Management & Data Systems*, 108(9).
- Ho, L. A. (2008). What Affects Organizational Performance?. *Industrial Management & Data Systems*, 108(9).
- Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness for organizational change: The systematic development of a scale. *Journal of Applied Behavioral Science*, 43: 232-255.
- Karatepe, Osman M., Uludag, Orhan. (2007). Role stress, Burnout and their Effects on Frontline Hotel Employees Job Performance: Evidence from Northern Cyprus. John Wiley & Sons, Ltd.
- Latta, Gail F.(2009). A process model of organizational change in cultural context: The impact of organizational culture on leading change, *Journal of Organizational Studies*, 16(1), 19-37.
- Nejati, H. (2014), *The Study of the Leadership Role in Creating Organizational Change: Senior and Middle Managers of Guilan Branches of Melli Bank*, M.A. Thesis, Rasht: University of Guilan.
- Neves, P. (2009). Readiness for change: Contributions for employee's level of individual change and turnover intentions. *Journal of Change Management*, 9: 215-231.
- Ongori, Henry., Evans Agolla, Joseph. (2008). Occupational Stress in Organizations and its Effects on Organizational Performance. *Journal of Management*, 8 (3), 123-135.
- Powell, T.C. (1996). How much does Industry Matter? An Alternative Empirical Test. *Strategic Management Journal*, 17 (4), 323-334.
- Robbins, S.; Judge, T. (2014), *Organizational Behavior*, Translated by Mehdi Zare', Tehran: Nas Publications, V. I & II.
- Radnor, Z., McGuire, M. (2004). Performance Management in the Public Sector: Fact or Fiction. *International Journal of Productivity and Performance Management*, 53 (3), 245-260.
- Rafferty, Alannah E & Jimmieson, Nerina L & Armenakis, Achilles A.(2013). Change Readiness: A Multilevel Review, *Journal of Management*, Vol. 39 No. 1.
- Rafi' Zadeh, A. (2007), *Performance Management and Organizational Development (Case Study and Practical Experience)*, the Third National Conference on Performance Management, Faculty of Management, University of Tehran, Tehran
- Rafi' Zadeh, A. (2009), *Appropriate Performance Management Model in the Public Sector*, Tadbir Magazine, Issue 205, pp. 23-28
- Rahnavard, F.A. (2008), *Factors Affecting the Promotion of Organizations' Performance in the Public Sector of Iran*. *Research Journals of Human and Social Sciences*, 8 (4) (continuous 31).
- Saatchi, M. (2010), *Industrial and Organizational Psychology*, Tehran: edition.
- Sanford,r.(2009). Thr Impact OF Activity-Based Costingon Organizational Performance. Degree Doctor, Nova Southeastern University.50-61.
- Stephen P. Robbins & Timothy A. Judge .(2013). *Organizational Behavior*. British Library Cataloguing-in-Publication Data. 11th Edition.
- Steyrer, Johannes, Schiffinger, Michael. Lang, Reinhart. (2008). Organizational commitment-A missing link between leadership behavior and organizational performance? *Journal of Management*, 24, 364-374.
- Van de Ven & Poole. (1995). Explaining development and change in organizations' (*Academy of Management Review*, Academy of Management Review 1995, Vol. 20, No. 3.
- Vaqefi, J. (2013), *The Study of the Relationship between Participation and Resistance to Change in Personnel of Isfahan's Sports and Youth Departments*, M.A. Thesis, Payame Noor University, Tehran Branch, Iran
- Vakil Pour, M. (2012), *Designing a Prioritization Model for Effective Components on Organizational Change (Case study: Tehran Municipality)*, M.A. Thesis, Tehran: Imam Sadiq University
- Weiner, B. J. (2009). A theory of organizational readiness for change. *Implemetation Science*, 4: 67-75.
- Whelan-Barry, K. S., Gordon, J. R., & Hinings, C. R. (2003). Strengthening organizational change processes: Recommendations and implications for a multilevel analysis. *Journal of Applied Behavioral Science*, 39: 186-207.
- Worley, C. G., & Lawler, E. E., III. (2009). Building a change capability at Capital One Financial. *Organizational Dynamics*, 38: 245-251.
- Wright, Thomas., Cropanzano, Russell. (1998). Emotional Exhaustion as a Predictor of Job Performance and Voluntary Turnover. *Journal of Applied Psychology*, 83(3), 486-493.
- Ya'qoubi M.; Karimi; S.; Hasan Zadeh; A.; Javadi; M.; Mandegar; H.A.; Abedi; F. (2009), *The Study of Effective Factors on Improving the Employees' Performance based on the AHEIVE Model from the Viewpoint of Managers (Senior, Administrative, Nursing) of Educational Hospitals in Isfahan*, *Quarterly Journal of Hospital*, 8 (2), pp. 7-13.
- Zheng, Wei., Yang, Baiyin., McLean, Gary N. (2010). Linking organizational culture, structure , strategy, and organizational effectiveness: Mediating role of knowledge management, *Journal of Business Research*, 63, 763-771.
- Zeynali Pour, H.; Mir Kamali, S. M. (2008), *Designing and Validating the Appropriate Model for Organizational Change Based on Intra-Organizational Factors for Public ComprehensiveUniversities*, *Journal of Educational Sciences and Psychology*, 15 (3).