
Improving readiness to change in the framework of crisis management project of Algérietélécom company

The organizational learning approach

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Abstract

The face of the crisis is the title of this paper, but how? The response to the crisis is clear only through conducting exceptional Pollack unusual not in terms of qualitative and not quantitative management of these processes can be categorized in the door of project management, our words of this leads us to these processes directed to confront the crisis will involve regulatory changes, and its success will be primarily linked the extent of readiness of the organization to change and as the essence of crisis management will learn from previous crises and technology Communication is a tool of learning, we decided to study this element and diagnose the extent provided in the Etisalat Algeria, as well as its impact on the willingness to change, through the distribution of questionnaire to 322 employee in the organization to verify the availability of use of communications technology, though it originally Communication Foundation and as well as provide a contribution to this element in their willingness to organizational change

Keywords:*project; crisis; readiness; change; organizationnal learning*

Résumé

Le visage de la crise est le titre de cet article, mais comment? La réponse à la crise clairement que par la conduite exceptionnelle Pollack inhabituel de ne pas en termes de gestion qualitative et non quantitative de ces processus peuvent être classés dans la porte de la gestion de projet, nos mots de ce qui nous conduit à ces processus visant à faire face à la crise va impliquer des changements de réglementation, et son succès sera principalement liée à la mesure de l'état de préparation de l'organisation à changer et que l'essence de la gestion des crises va apprendre des crises précédentes et de la communication de la technologie est un outil d'apprentissage, nous avons décidé d'étudier cet élément et diagnostiquer la mesure prévue dans le Etisalat Algérie, ainsi que son impact sur la volonté de changer, par la distribution d'un questionnaire à 322 employés dans l'organisation afin de vérifier la disponibilité de l'utilisation des technologies de communication, même si elle l'origine Communication Foundation et ainsi que de fournir un contribution à cet élément dans leur volonté de changement organisationnel

Introduction :

The beginning of the twenty-first century characterized by, organizational crises witch become almost routine. Indeed, crises are occurring on a scale not previously encountered, most of them human-caused, either through faulty decisions , technological complexities or both [1/].

I CRISIS CONCEPT:

Table I. Crisis Concept from different sources

Source	Definition of a Crisis
Webster's dictionary	A turning point for better or worse An unstable or crucial time or state of affairs in which a decisive change is impending; especially : one with the distinct possibility of a highly undesirable outcome
PAS 200-2011 Crisis Management – Guidance and Good Practice.	A situation that has reached a critical phase An inherently abnormal, unstable and complex situation that represents a threat to the strategic objectives, reputation or existence of an organisation
NATO	A national or international situation where there is a threat to priority, values, interests or goals.
UK Department for Business Innovation and Skills (BIS)	An abnormal situation, or even perception, which is beyond the scope of everyday business and which threatens the operation, safety, and reputation of an organisation
Fink, S. (2002): "Crisis Management Planning for the Inevitable"	An unstable time or state of affairs in which a decisive change is impending
Seeger, M.W., Sellnow, T.L., & Ulmer, R.R. (2001). "Communication and organisational crisis".	A specific, unexpected, and non-routine event or series of events that create high levels of uncertainty and threaten or are perceived to threaten an organisation's high priority goals
Boin, A., 't Hart, P., Stern, E., & Sundelius, B. (2005): "The Politics of Crisis Management: Public Leadership under Pressure".	A serious threat to the basic structures or the fundamental values and norms of a system, which under time pressure and highly uncertain circumstances necessitates making vital decisions
Efficiency Unit (2009). "Crisis Management- an International Overview".	A change, which may be sudden or which may take some time to evolve, that results in an urgent problem that must be addressed immediately
MacFarlane, R. (2010): "Thinking about thinking about Crisis". Business Leadership Review VII: III, July.	An event that threatens the strategic objectives, reputation or existence of an organisation
Pearson, C.M. & Sommer, S.A. (2011). "Infusing creativity into crisis management: An essential approach today". Organizational Dynamics, Vol. 40, p. 27– 33.	Crisis are events or trends that threaten the viability of the organisations within which they occur
Coombs, W. (2011). "Ongoing Crisis Communication: Planning, Managing, and Responding".	The perception of an unpredictable event that threatens important expectancies of stakeholders and can seriously impact an organisation's performance and generate negative outcomes

Figure 1 : Crisis Management Model



Source : Hosie, P. & Smith, C. *Preparing for Crises with Online Security Management Education*, Research and Practice in Human Resource Management, Volume :12, issue:2 . (2004), p90.

I. FOUR STRATEGIES TO MOVE FROM CRISIS TO CONTROL:[2]

There are four key strategies that will immediately make a difference for organizations.

1. Ensure that all projects are strategically aligned.
2. Create a culture that supports a project management environment.
3. Implement strategic project management best practices.
4. Create a strategic project measurement system.

II. CONCEPT OF LEARNING

Change, learning, and adaptation have all been used to refer to the process by which organizations adjust to their environment. The problem is that these terms have not been used consistently with the same meanings. As a result, the organizational learning literature is full of multiple interpretations of the concept. The following are examples of this.

III. CRISES AND ORGANIZATIONAL LEARNING:

Organizational learning, whether to imitate or to innovate, takes place at two levels: the individual and organizational. The prime actors in the process of organizational learning are individuals within the firm. Organizational learning is not, however, the simple sum of individual learning; rather, it is the process whereby knowledge is created, is distributed across the organization, is communicated among organization members, has consensual validity, and is integrated into the strategy and management of the organization. Individual learning is therefore an indispensable condition for organizational learning but cannot be the sufficient condition. Organizations learn only when individual insights and skills become embodied in organizational routines, practices, and beliefs. Only effective organizations can translate individual learning into organizational learning.[4]

IV. THE BASIC RULES FOR EXTERNAL CRISIS COMMUNICATIONS:

- Every crisis is also an information crisis.
- Crisis management is also information management.
- The first hours in a crisis are decisive: Information conveyed during this phase will make a more or less
- lasting impression.
- The quality of crisis communications will largely shape the public's view as to whether those responsible are capable of managing the crisis or not.
- The information provided must satisfy public needs.
- Those responsible for providing information should make the crisis task force aware of the information needed by the public and the media and of the impact of such information.

V. CRISIS MANAGEMENT AND RESPONSE :

Communities and individuals have always used physical security methods to protect their valuables, which is a trend that continues in this era. However, as the tools and devices available to criminal and terrorist elements become more sophisticated, law enforcement agencies and crisis management professionals need to have a comprehensive knowledge and understanding of the crisis management threats and risks principles necessary to protect corporation and societal infrastructure. Thus, as the amount of crime and

terrorism continues to increase, and affects the community in financial and social terms, so does the need for better strategies for protecting assets. In addition, organizational components of commercial, retail, and industrial organizations, as well as leisure facilities, all require a crisis management planning to protect the assets of employees and visitors, the managerial and financial information of the facility, and the material contents of the organization. Consequently, a worldwide demand for high quality professional training in crisis management and response issues has emerged commensurate with the international escalation of terrorism.[3]

VI. ORGANIZATIONAL CHANGE READINESS CONCEPT:

"Involving people's beliefs, attitudes, and intentions regarding the extent to which changes are needed and their perception of individual and organizational capacity to successfully make those changes. Readiness is a state of mind about the need for an innovation and the capacity to undertake technology transfer; it is the cognitive precursor to behaviors of either resistance or support for the actual transfer effort." [4]

VII. CASE STUDY :

A. PRESENTATION OF THE COMPANY

AlgerieTelecom is leading Algerian telecommunications market is experiencing strong growth. Offering a full range voice services and data services to residential and business customers . This position has been built by a strong innovation adapted to customer-oriented and uses new policy.

AlgerieTelecom is a public joint stock company operating in the capital market networks and electronic communications services.

His birth was given by 2000/03 Law of 5 August 2000 on the restructuring of Posts and Telecommunications, in particular between those activities Postcards Telecommunications AlgerieTelecom is therefore governed by the law which gives it the status of a public economic enterprise in the legal form of a corporation SPA actions.[6]

B. Psychometric properties :

- Demographic characteristics of the studied sample:

TABLE II . Occupation

	Frequency	Percent	Valid Percent	Cumulative Percent
Senior management	42	13.0	13.0	13.0
Technical specialist inspector	112	34.8	34.8	47.8
Aides technical specialist	84	26.1	26.1	73.9
technical exploitation agent	84	26.1	26.1	100.0
Total	322	100.0	100.0	/

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

TABLE III . Ages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30	70	21.7	22.7	22.7
	Between 30 to 40	112	34.8	36.4	59.1
	Between 40 to 50	84	26.1	27.3	86.4
	Between 50 to 60	42	13.0	13.6	100.0
	Total	308	95.7	100.0	/
Missing	System	14	4.3	/	/
Total		322	100.0		

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

TABLE IV . Gender

	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Male	294	91.3	91.3	91.3
Female	28	8.7	8.7	100.0
Total	322	100.0	100.0	/

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

TABLE V . Experience

		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Less than 05 years	98	30.4	36.8	36.8
	Between 05 to 10 years	56	17.4	21.1	57.9
	Between 10 to 20 years	42	13.0	15.8	73.7
	More than 20 years	70	21.7	26.3	100.0
	Total	266	82.6	100.0	
Missing	System	56	17.4		
Total		322	100.0		

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

TABLE VI. Certifications

		FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Valid	Medium education	28	8.7	8.7	8.7
	Professionalism	28	8.7	8.7	17.4
	Third High School	70	21.7	21.7	39.1
	Technical or university certificate of Applied Studies	42	13.0	13.0	52.2
	Bachelor	126	39.1	39.1	91.3
	Engineer	28	8.7	8.7	100.0
	Total	322	100.0	100.0	

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

We tried through the previous tables to review the demographic characteristics of the sample respondents staff, where we can say it was a random sample included various segments, in terms of sex, age, experience ...Etc. so that we can reach a general trend of views.

- The internal consistency of the test:

TABLE VII. CRONBACH'S ALPHA CONSISTENCY ANALYSIS

N°	Axis	Number of phrases	CONSISTENCY	Honesty
01	Organizational learning requirements	42	0.952	0.975

05	Complex and special operations (Organizational Change)	18	0.750	0.866
	Total		0.961	0.980

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

There is an acceptable values of alpha, ranging from 0.70 to 0.95. Its mean that we have a high quality tests and its very important to evaluate the reliability of data supplied in an examination or a research study.

C. Measuring trends views of respondents about the availability requirements of organizational learning:

TABLE VIII. Trends views

N°	Axes	μ	δ	Views
01	Provide strategic leadership for learning	2.98	0.809	Sometimes
02	Connect the organization to its environment	3.12	0.694	Sometimes
03	Empower people towards a collective vision	2.96	0.906	Sometimes
04	Create systems to capture and share learning	3.35	1.128	Sometimes
05	Encourage collaboration and team learning	2.98	0.981	Sometimes
06	Promote inquiry and dialogue	3.48	0.698	Often
07	Create continuous learning opportunities	2.68	0.809	Sometimes
	requirements of organizational learning	3.08	0.684	Sometimes

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

We note that all the requirements of learning are Sometimes available with the exception of the promoting inquiry and dialogue witch is often available and this is what we take away from the value of (μ) In the above table, General consensus heading towards availability sometimes.

D. Measure respondents directions around the ability to readiness for organizational change:

TABLE IX. Trends views

N°	Axes	μ	δ	Views
01	Psychological reaction	2.46	0.717	rarely
02	Rational reaction	3.72	0.827	often
03	Behavioral reaction	3.82	0.811	often
	readiness for organizational change	3.33	0.511	sometimes

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

What we observe that the psychological aspect of moving towards negative behavior while rational and tend toward the positive, in the sense that the individual does not control his behavior, although aware of the importance of change and this is what makes opinion on the whole is moving towards moderation.

E. The relationship between the requirements of organizational learning and readiness for organizational change:

TABLE X. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635a	.403	.390	.39916

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

There is a correlation average between organizational learning and readiness to organizational change valued of 0.635, The organizational learning explains 40.3% of the readiness for organizational change, while 59.7% remaining explained by other variables not included in the study and is a high percentage indicates the importance of learning organizational readiness for change.

TABLE XI. ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.842	7	4.835	30.343	.000b
	Residual	50.030	314	.159		
	Total	83.871	321			

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

Through ANOVA table shows us that there is a statistically significant relationship, at the 5% level of significance, between organizational learning and readiness to organizational change, and this is what we see through the value Sig = 0.000 in the table.

TABLE XII. COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.259	.164		19.885	.000
	Provide strategic leadership for learning	-.204	.068	-.300	-3.004	.003
	Connect the organization to its environment	-.166	.050	-.225	-3.302	.001
	Empower people towards a collective vision	-.106	.052	-.188	-2.050	.041
	Create systems to capture and share learning	-.169	.045	-.373	-3.718	.000
	Encourage collaboration and team learning	.222	.044	.426	5.001	.000
	Promote inquiry and dialogue	.063	.052	.086	1.218	.224
	Create continuous learning opportunities	.448	.042	.710	10.627	.000

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

F. The order of importance according to their contribution requirements in readiness for organizational change:

TABLE XIII.

	R	R Square
Create continuous learning opportunities	0.111	0.334
Provide strategic leadership for learning	0.064	0.254
Empower people towards a collective vision	0.044	0.211
Connect the organization to its environment	0.037	0.192
Promote inquiry and dialogue	0.009	0.096
Create systems to capture and share learning	0.001	0.024
Encourage collaboration and team learning	0.001	0.022

Source: prepared by the researcher based on the statistical treatment of the questionnaire through SPSS20 software

Through in the above table we arrange learning requirements from most important to least important, this arrangement can not be considered definitive, It can be controlled by circumstantial factors, related to the company or its environment, but it would determine the strategic priorities of the company, which would strengthen the capabilities of readiness for change, in order to become eligible to respond to crises.

VIII. CONCLUSION:

We have seen that learning is the essence of crisis management and it must learn from crises, but a deliberate and systematic way so that we can achieve the effectiveness and efficiency and maintain the company's leadership crises an opportunity to turn the scales and become the company's leadership through attention to:

- Create continuous learning opportunities;
- Provide strategic leadership for learning;
- Empower people towards a collective vision;
- Connect the organization to its environment;
- Promote inquiry and dialogue;
- Create systems to capture and share learning;
- Encourage collaboration and team learning.

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