

St. MARY'S UNVIERSITY COLLEGE
FACULTY OF BUSINESS
DEPARTMENT OF MANAGEMENT

ASSESSING BUSINESS PROCESS REENGINEERING (BPR)
IMPLEMENTATION PRACTICES AND CHALLENGES IN
WOREDA 4 EDUCATION OFFICE

BY
TIGIST AMENTE

JUNE, 2011
SMUC
ADDIS ABABA

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**BY
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Abbreviations

BPR – Business Process Reengineering

IT – Information Technology

TQM – Total Quality Management

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Business process reengineering (BPR) is the fundamental rethinking and radical redesign of business process to achieve dramatic improvement in critical, contemporary measures of performance such as cost, quality, service and speed (Hammer and Champy, 1993:32).

In order to achieve their goal, organizations have been working in dynamic world environment. This continuously changing world environment influences the organization in one way or another to make change and survive. Organization while making an effort to survive, some were dissolved; some others sustain their activities and survive. To this end organizations have been exercising different approaches for their own survival. In line with this different authorities identified different kinds of approaches to make an organization effective and efficient. Some other are: bureaucracy, management by objective, quality circle, total quality management (Hammer and Champy, 1993:32).

Even though, organizations have been adopted, different kinds of approaches. Some of which are indicates above all of them were incremental change by their nature. But today globalization along with the key drives forces for change such as customer service; competition and change have created through environment. For organizations that have been working in philosophies and principles of traditional way of doing their business that helped them yesterday (Hammer and Champy, 1993:27).

The concept of business process reengineering (BPR) is emerged in American during the 1980s and early 1990s. From the time when the term “reengineering” was know by different organization in different country have even attempting to put the concept in to practice. Similarly business process reengineering (BPR) recent time become the top agenda for Ethiopia. For instance the city administration of Addis Ababa had introduce BPR in order to respond for cost, quality an customer issues. Woreda 4 education office, which is the focus of this study, as part of the city administration has also embraced BPR into its system.

Woreda 4 administration office is located in Addis Ketema sub city around a place called “Kolfe”. The woreda has a G+4 building with a different offices, working towards the achievement of the vision, mission and objectives set by the woreda of the twenty one offices, the education office which is currently organized in three work processes, namely the curriculum preparation and teaching learning teachers an educational leaders developments well as educational quality assurance work process. There are there experts and one head all with a B.A degree working on those work processes. The office conducted supervision and inspection activity on 4 primary schools and 6 kindergarten. The schools are owned by government, public and private investors. In those schools there are about 200 teacher and 19 principals who are working towards the effectiveness for the teaching learning process. To achieve its goal the education office has implemented BPR. To this end, the student researcher inspired to assess BPR implementation practices and challenges in woreda 4 education office.

1.2. Statement of the Problem

Nowadays organizations are moving towards a turbulent field. Due to this fact competition, change and customer satisfaction is priority to achieve organizational goal. Thus, to cope up with this paradigm shift and to

emerge as a successful business entity, organizations are striving to take various initiatives. BPR is amongst the tools and innovation practical in to various business organizations in response to the aforementioned phenomena. Social organization in general and education organization in particulate has begun to introduce BPR. It is quite clear that education has a vital role to play in the development of a country. Ethiopia adopted education and training policy and strategy to restructure the education system ad expand its accessibility in a form that is directly relevant to the present and future requirements of the economy (FDRE, 1999).

According to the policy document, change in education sector become important due to problems in the areas of involvement ratio, equity, quality, efficiency, finding and capacity and planning and management four major areas of reform were considered to address these problems. There are restricting the education system, expanding equitable curriculum and improving the quality. Therefore, it becomes necessary to setup efficient and effective administrative machines that can face the challenges of the 21st century in order to implement such changes. One of this is BPR which is a tool for implementing service delivery improvement policies.

Business process reengineering (BPR) is the fundamental rethinking and radical redesign of business process to achieve dramatic improvement in critical, contemporary measures of performance such as cost, quality, service and speed (Hammer and Champay, 1993:32) According to Lindon (1994), 72 percent of the organization using BPR began seeing results within the first six months. The author further stated that BPR offer what the public institutions desperately need-it is a model to transform them to the future. On the other hand, different authors state that most BPR efforts were not successful. For instances, Hammer and Champy (1993) pointed that the 70 percent of the attempts failed for various reasons.

Considering this fact, the Addis Ababa education Bureau introduced and began a full scale implementation of BPR starting from June 2009. The implementation of it went to the level of schools. The change has been made with the intention of enhancing improved service and work process. However, there has been little improvement in coordinating and implementing the process according to the document of BPR. The preliminary research showed that the work setting (office lay out), the work tradition, the employees' attitude towards this change effort were not changed. Furthermore, there were lack of skills and different resources. So, it's timely and important to assess the practices and challenges of implementing BPR in woreda 4 education office in Addis Ababa.

1.3. Research Questions

1. How the office is implementing BPR in line with the document?
2. How BPR improved performance of woreda4 education office?
3. What are the challenges faced in implementing BPR in woreda 4 education offices?
4. What is the employee expectation towards implementing BPR?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the study is to assess business process reengineering (BPR) implementation practices and challenges of Woreda 4 Education Office.

1.4.2. Specific Objectives

The study has the following specific objective:-

1. Identifying the discrepancies between the actual practice and the document of BPR.
2. Describing to what extent that the BPR improved the performance of the office.

3. Identifying the major challenge that hinders the successful implementation of BPR.
4. Describing to the employees expectation towards implementing BPR.

1.5. Significance of the Study

This study is significant to the organization on many dimension and they are listed below as;

- Help other services giving government organization to learn from the strength and weakness of the Woreda 4 education office in implementation of BPR.
- It helps the manager to understand challenges in under taking BPR to improve services.
- Serves as reference for other researcher.

1.6. Delimitation of the Study

In order to reach on sound conclusion on impact of BPR of service improvement, it is necessary to assess the issue broadly by involving all public organization in Addis Ababa who had been implementing it. However, this is not made possible because of time, financial constraints and the nature of the study itself. Therefore, the scope of the study is limited on assessing BPR implementation practices and challenges in Addis Ababa sub city particularly Woreda 4 Education Office since 2009.

1.7. Definitions of Terms

1. Reengineering is the fundamental rethinking and radical redesigning of the business process to achieve dramatic improvement is critical and contemporary measures of performance, as quality, service and speed (Hammer and Champy, 1993:27).

2. Dramatic Change: - reengineering is not about making marginal or incremental improvement but achieving quantum leaps in performance (Hammer and Champy, 1993:32).
3. Fundamental: - to describe something which exists at a deep and basic level and is therefore likely to continue (Oxford Dictionary, 1999:372).

1.8. Research Design and Methodology

1.8.1 Research Design

To address the topic under investigation descriptive survey research method was employed. The method enabled the student research to describe the BPR implementation practice and challenges of Worda 4 education office.

1.8.2 Population and Sampling Techniques

The researcher used all the employees in Worda 4 Education Office as a source of data. Moreover stratified sampling technique used to collect data from customers. The sample was allocated according to the following distribution:

Table 1. Number of Participant

No	Respondents	Total Population	Sample	
			No	%
1	Teachers	200	60	30
2	Administrative Personnel	120	36	30
3	Principal	14	4	30
Total		334	100	

1.8.3 Types of Data Collected

The researcher used both primary and secondary data were collected to address the topic under investigation. The primary data included

information from interviews with the employees and questionnaire from sample customers. Secondary Data from the organization documents, different published and unpublished books which were available.

1.8.4 Methods of Data Collection

A self-developed questionnaire (both close and open-ended) used to gather information from principals, other administrative personnel's and teachers. Key informant interviews i.e. structured and unstructured, also had to bring out view and opinions about educational from the woreda office personnel's the practice and changes of implementing BPR. In addition, to these, reviewing of the existing documents would one. On to both is review of availed literature preferred to find out what have been already written and experienced in the research area. Finally distribution and collection of data were undertaken by using assistants. Contact persons and the researcher herself.

1.8.5. Methods of Data Analysis

All the data collected through questionnaire and interview analyzed by using percentage, table and mean.

1.9. Limitation of the study

The researcher has come across a number of limitations that have impact on the study. Lack of related and recently published books and domestics research in the area of the study is the first problem. In addition to this, there is no data in the organization in relation to this study. Lack of cooperation from employees and customer is the other limitation that the researcher has encountered. However, confronting with these limitations the researcher comes up these studies.

1.10. Organization of the Study

The study is organized in to four chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, research design and methodology, limitation of the Study and Organization of the study. The second chapter presents the review of related literature, from various management books, publication and other related literature on BPR. The third chapter covers data presentation analysis and interpretation. The fourth chapter presents summary of the finding, conclusion and recommendation. Finally, list bibliography and appendix are attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter the student researcher made an attempt to assess theoretical data on BPR. To this end general overview of BPR; definition other Process, characteristics and common features. Implication and Criticism were reviewed.

2.1. Definition

Different authors have given different definitions to the term business process reengineering. Hammer and Champy (1993:27), who have done the most to popularize the concept within the ranks of western management, for example, defined business process reengineering as; "The fundamental rethinking and radical redesign of business process to achieve dramatic improvement in critical, contemporary measures of Performance, such as cost, quality service and speed"

Davenport and Share, two prominent and pioneer researchers in the field, defined the concept as, "The analysis and design of work flows and processes within and between organizations" (Davenports and Share, 1999:46).

Davenport prefer the term "Business Process Innovation to Process Reengineering, since according to his" Reengineering only part of what is necessary in the radical change of process, it refers explicitly to the design of the new process. The term Process invocation recompense the envisioning of new work strategies, the actual process closing activity, and the implementation of the change in all its computer technological human and organizational dimensions" (Davenport, 1993:32).

Lowenthal on the other hand, defined Business process Reengineering in the broadest sense of concept as: “The fundamental rethinking and redesign of operating processes and organization’s structure, focused on the organization’s core competencies, to achieve dramatic changes in organization performance measures, such as cost, quality service and speed (GAO, 1997:6).

Business process reengineering,6 propounded by Hammer and Champy (1993), aims at transforming or reinventing organization for greater efficiency and deals with the fundamental rethinking redesigned of businesses to achieve dramatic improvement in cost, quality service, and speed (Azhar Kazmi, 1992:408).

2.2. Business process re-engineering (BPR) versus with other process

Business process reengineering although a close relative to TQM and continuous improvement. However, there is fundamental difference in essence.

According to Davenport (1993) point out the major difference between BPR and other approaches to organization development (OD), especially the continuous improvement or TQM as follows.

Table 2. Business Process Reengineering Vs TQM

TQM	BPR
1. Seeks to enhance the existing	1. Seeks to replace to the existence
2. Continuous incremental	2. Eliminate whatever is relevant
3. Improvement is continuous	3. It is one time change
4. Decision making is both planning and execution	4. Driven by top management and it is very autocrat

Source: (Davenport, 1992:82)

Table 3. BPR Vs Continuous Improvement

Continuous improvement	BPR
Incremental change	Radical transformation
People focus	People and technology focus
Low investment	High investment
Improving existing status	Rebuild as new
Department driven	Top level management drives

Source: (Hammer and Champy, 1993:23)

Continues improvement is an ongoing effort to incrementally improve how products and services are provided and internal operations are conducted.

2.3. Driven Forces to BPR

According to Belete (2007:53) there are many possible driven forces to BPR in the organization some of are:

- Customers: there demand change and their requirement in sophisticated
- Competition: local and global competition is getting force and globalization is becoming real
- Information technology: the advancement of information communication technology opportunities and availability of service like internet and intranet.
- Failure and success: also the other driven force of BPR

2.4. The Role of Information Technology in Reengineering

Information technology has historically played an important role in the reengineering process. According to Belete (2007:71) some of the role includes the following:-

- Shared databases, making information available at many places.
- Expert systems allowing generalists to perform specialist tasks.

- Telecommunication networks, allowing organizations to be centralized and decentralized at the same time.
- Decision support tools, allowing decision making to be a part of every body's job.
- Wireless data communication and portable computers allowing field personnel to work office independent.
- Interactive videodisk, to get in immediate contact with potential buyers.
- High performance computing, allowing on the fly planning and revision.

2.5. Focus of Performance Measure and Compensation.

According to Hammer and Champy (1993:33) compared the traditional organization and reengineered organization as follows:

Table 4. Traditional Vs Reengineered Organization

Traditional organization	Reengineered organization
1. Work compensation: People are paid for their time, their effort, simply attendance control.	1. Measure their performance and pay them on the bases of the value they create.
2. Work is fragmented into simple task, companies have no choice but to measure works on the task efficiency with which they perform narrowly defined work. Improved efficiency of fragmented job does not provide improvement and customer value.	2. People working on the entire process are measured and reward on the process performance that value to the customer, create product or service that value.
3. Paying people based on rank or seniority, paying people just for is existence, paying people because another year has passed.	3. Paying people based on: <ul style="list-style-type: none"> • Contribution and performance is the bases for compensation. • High pay is honored to the most productive. • Performance is measured by value created and compensation should be set accordingly.

2.6. The Basic Characteristics and Common Feature

According to Hammer and Champy (1993:51), there are some commonalities and characteristic that we frequently encounter in reengineered business process.

1. Several Jobs are Combined in to one

The most basic and common feature of reengineering process is the absence of an assembly line; that is many formally, distinct jobs or tasks and integrated and processed in to one. In reengineering this process, the company compressed responsibility for he various steps and assigned the job to an individual called generalist or group of people called process team where these people have full authority and accountability to finished the job and satisfy customers.

They are contacted and fore fronted to customers autonomously and with in the change in value system the organization can enable to have responsiveness, flexibility and value system the organization can enable to have responsiveness, flexibility and customer focus which is the nature of the organization that new world require.

2. Workers make derisions

Companies that undertake reengineering not only compress process horizontally by having case workers or case teams. Perform multiple, sequential tasks but not vertically as well. Vertical compression means that at the points in a process where workers used to have to go up the managerial hierarchy for answer they now make their own decisions. Instead of separating decision making from real work decision making becomes part of the work. Now, workers make their own decision by themselves that formally managers performed.

3. The steps three process are performed in a natural order

Reengineering processes are freed from the tyranny of straight line sequence, natural precedence in the work, rather than the artificial one introduced by linearity, can be exploited.

In reengineered processes, work is sequenced in terms of what needs to follow what. "Delinearizing" process speeds them up in two ways. First, many jobs get done simultaneously. Second, reducing the amount of time that elapses between the early and later steps of a process narrows the window for major changes that might make the earlier work obsolete or make the later work inconsistent with earlier.

4. Processes have multiple versions

One of the common characteristics of reengineering processes is the end of standardization. Traditional processes were in vogue to provide mass production for a mass market. All inputs were handled identically, so companies could produce uniform and consistent outputs. To meet the demands of today's environment, we need multiple versions of the same process, each one tailored to the requirements of different markets, situations or inputs.

5. Work is performed where it makes the most sense

In reengineering processes the shifting of work across organizational boundaries and positioning where it can be performed best without lags is common. In traditional organizations, work is organized around specialists. Customer of a process can perform some or all of the process in order to eliminate hand offs and overhead and cut costs.

6. Checks and Controls are reduced

Conventional processes are replete with checking and control steps, which add on value but are included to ensure that people are not abusing the process. Checking and controls include unnecessary costs. Most of the time, it may take more time and effort to do the checking than to do the actual work. In reengineering, processes use controls only to the extent that make economic sense. Other unnecessary and redundant checking and controls are removed. Reengineered processes exhibit a more balanced

approach, in that instead of tightly checking work as it is performed, they often have aggregate or deferred controls.

7. Reconciliation is minimized

Another form of non value adding work that reengineered processes minimize is reconciliation. It is achieved by writing back the number of external contact points that a process has, thereby reducing the inconsistent data requiring reconciliation will be received.

8. A case manager provides a single point of contact

When the process reengineered is complex or dispersed in such a way that integrating them for a single person or even small team is impossible, a case manager is assigned for each specific case. Acting as a buffer between the still complex process and the customer, the case manager behaves with the customer as if he or she were responsible for performing the entire process, even though that is really not the case. To perform this role, the case manager needs access to all the information systems that the people actually performing the process use and the ability to contact those people with questions and requires further assistance when necessary.

9. Hybrid Centralized/ Decentralized operations are prevalent

Organizations that have reengineered their processes have the ability to combine the advantage of centralization and decentralization in the same process.

Information technology increasingly enables organization to operate as though their individual units were fully autonomous (decentralized), while the organization still enjoys the economies of scale that centralization creates.

2.7. How to Implement a BPR

The best way to map and improve the organizations procedures is to take a top down approach, and not undertake a project in isolation. That means

- Starting with mission statements that define the purpose of the organization and describe what sets it apart from others in its sector or industry.
- Predicting vision statements which define where the organization is going to provide a clear picture of the desired future position.
- Build there is to a clear business strategy there by deriving the project objectives
- Defining behaviors that will enable the organization to achieve its aims
- Producing key performance measures to track progress
- Relating efficiency improvements to the culture of the organization
- Identify initiatives that will improve performance. <http://www.emraldinsight.com>

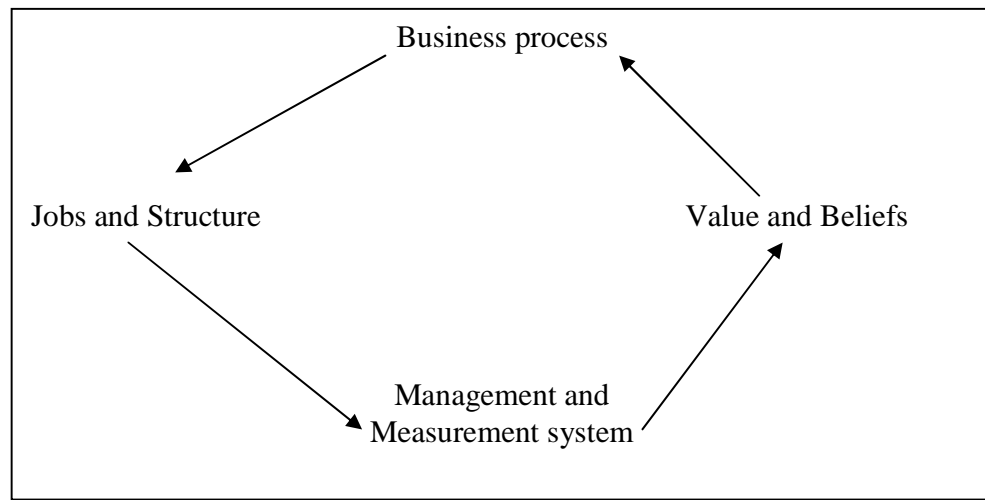
2.8. The business system Diamond

To summarize the changes that occurs when an organization reengineers its business process. Jobs certainly change as so the people needed to fill them, the relation ship those people have with their managers, their, career paths, the ways people are measured and compensate, the roles of managers and executives, and even what goes on in workers heads.

Reengineering an organizations business process ultimately changes practically everything about the organization, because all aspect (peoples, jobs managers and value) are linked together, we call them the four points of business system diamond. The top point on the diamond is the company's business processes, that is the way the work gets done, the

second is its job and structure, the third, its management and measurement system; and the fourth its culture that is what its employees value and believe. All the four points on the business system diamond have to fit together to day the organization reengineered.

Figure 1. The Business System Diamond



Source: (Hammer and Champy, 1993:80)

2.9. Core and Support Business Processes

There are the process central and support to business functioning. They emanate from the organization mission and meet the important needs of the organization external and internal customer.

2.9.1 Core processes common to many Government and service organization

- Customer fulfillment, from customer request for service or product to delivery of service or product, to receipt of payment, to evaluation and customer feed back, to action on feedback as necessary.
- Program delivery, from program concept to program planning, to publicity, to registration, to delivery and payment, to evaluation and planning for future program improvements.

- Information delivery, from request for information to information delivery and eligibility, to feed back to program departments.
- Policy making, from need for policy or policy change, to understanding and user's needs and priorities, to research of options, to determination of pluses and minuses of each option to presentation of options with recommendations, to decision (Belete N., 2007:6)

2.9.2 Support business process common to many government and service organization.

- Visioning/ Planning, from identifying future opportunities and threats, to analysis of internal strength is and short comings, to stakeholder in put on strategy development to strategy, from annual goals and revenue projections to formulation and communication to all stake holders.
- Employee development from determination of employee goals and needs and determination of future agency priorities and skill needs, to individual or team development plan, to ongoing development activities, to feedback and plan revision.
- Budgeting communication of goals and resource availability with all employees (Belete, 2007:8).

2.10. Factors for success and failure of reengineering

Michael Hammer has identified some factors of success in reengineering, such as:

- Combining several jobs into one
- Decision making by workers
- Shifting focus of performance measures from activity to result
- Changing value from protective to productive

Factors which lead to failure in reengineering according to J.H.Boer (1995:167) are follows

- Trying to fix process instead of change it.
- Not focusing on the business process.
- Ignoring everything except process design.
- Assigning someone who does not understand the subject to lead it.
- Skimming on the resource devoted to reengineering.
- Dragging the project out.
- Trying to keep everyone involved.

Reengineering requires a change in attitude among or the individuals concerned, such as trade unions, employers, paid officials and civil servant. Decision making must be based on participative, democratic and consultative approach, where in all the stakeholders contribute to the final policies.

2.11. The implication of reengineered processes on the organization System

Reengineering entails that radical redesign of an organization's business processes. But while reengineering does start by process redesign, it does not end here. Fundamental changes in business process have implications for many the parts and aspects of an organization. In fact every aspects of the organization are transformed.

The following are the kind of changes that occur when on organization reengineers in business process Hammer and Champy (1993:65)

1. Work units change from functional Departments to process teams

Once it is reengineered process teams are group of people working together to perform an entire process, Depending on the nature of the work being done, there are many forms of process teams. They are processing similar customer requests day after day. Another kind of a process team has a shorter life span, because it stays together only for

as long as it takes to complete a particulate periodic task. We call these vertical teams. When the task is finished, the vertical team dissolves and the team members move to the other projects and teams. The third kind of process team is like a case team, but it consists of only one person called case workers. This case worker processes versions. The caseworker called deal structure performs the entire process like case team. The case workers handle the cases based on the processes versions. (Belete, 2007:8)

2. Jobs change from simple Tasks to multi dimensional work

In a reengineered process, assembly line work disappears, works are compressed horizontally as well as vertically, and case workers or process teams replace the traditional specialized job. Sometimes process reengineering shifts the boundary between different kinds of work.

Process team members, even though are collectively responsible for process results, this does not mean that every member of the team will be doing exactly the same work. Each member does have his/her respective role and job but also should have joint responsibility of performing the whole process.

However, in reengineered environment the old routine and simple jobs have eliminated or automated, therefore the new job is challenging and difficult.

3. People's roles changes from controlled to empowered

Task oriented employees are expected to follow rules and regulations. But reengineered organizations do not want employees who can follow rule they want people who will make their own rules. In these organizations, teams are provided responsibility for performing the entire process with authority to make the decision needed to get it done. Empowerment is an inevitable consequence of reengineered process. They must be given

responsibility with authority to make things happen. Reengineering and its consequent empowerment have powerful implications for the kinds of employee organization that will emerge.

4. Job preparation changes from training to education

Reengineered jobs require people to do not follow rules, but rather that they exercise judgment in order to do the right thing. Therefore, employees need sufficient education so that they can discern for themselves what that right thing is. In organizations that have reengineered, the emphasis shifts from training to education or to hiring the educated.

5. Focus of performance measures and compensation shifts from activity to result

Workers' compensation in traditional organizations is relatively straightforward: people are paid for their time and an individual employee's work has no quantifiable value. Since work is fragmented into simple tasks, organizations have no choice but to measure workers on the efficiency with which they perform narrowly defined work. Other compensation assumptions also fall away after reengineering: paying people a raise just because another year has passed.

Paying people based on their position in the organization is inconsistent with the principle of reengineering. In organizations that have reengineered, contribution and performance are the primary bases for compensation. Performances measured by value created to customers and compensation should be set accordingly.

6. Advancement criteria change from performance to ability

Advancement is based on ability, not on performance, in reengineered organizations. A bonus, the appropriate reward for a job well done, will be given.

Advancement to another job within the organization is a function of ability to performance. It is a change not reward advancement should be based on the ability and the potential that the individual deserve next position not by reward the best accomplishment of the existing job., not for their bosses they will believe this only when the organizations practice of reward reinforce it.

7. Values change from protective to productive

Reengineering entails as great a shift in the culture of an organization as in its structural configuration. It demands that employees deeply believe that they work for their customers

Process teams, consisting of one person or many, do not need bosses, they need coaches. Team asks coaches for advice, help teams solve problems. Coaches are not in the action, but also enough to it so they can assist in its work.

8. Managers change from supervisor to Coaches

Process team, consisting of one person or many, do not need bosses, they need coaches. Team asks coaches for advice, help teams solve problems. Coaches are not in the action, but also enough to it so they can assist in its work.

9. Organizational structure change from Hierarchical to flat

In reengineered organizations work is organized around processes and the teams that perform them. They have process structures (teams). Control and decision are within people performing the processes consequently, the organizational structure after reengineering tends to be flat, as work is performed by teams of essentially coequal people operating with great autonomy and supported by a few managers.

10. Executive change from storekeepers to leaders

Flatter organizational move senior executives closer to customers and to the people reforming the organizations value adding work. In reengineered environment, the successful accomplish mint of work depends on the attitudes and efforts of empowered workers. Therefore, executives must be leaders who can influence and reinforce employees' values and beliefs by their words and their needs.

2.12. Criticism against BPR

The major criticism brought forward a gains BPR concept include

- It never changed management thinking, actually the largest causes of failure in an organization
- Lack of management support for the initiative and thus poor acceptance in theorization
- Exaggerated expectations regarding the potential benefits from a BPR initiative and consequently failure to achieve the expected results.
- Underestimation of the resistance to changer with in the organization
- Over trust in technology solutions
- Performing BPR as a one off project with limited strategy alignment and long term perspective.
- Poor project management. From <http://www.emerald.Dinslight.com>.

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data gathered from the worda 4 education office employees and customers.

The data were obtained through questionnaire, interview and documents. The questionnaires were distributed to customers and the interviews were held with employees.

Among the 200 customers of worda 4 education office one hundred customers were selected as sample respondents. Thus, one hundred copies of questionnaires containing both open and close ended questions were distributed to customers. The rates of return for the questionnaire were 81%. That means out of the total one hundred questionnaires distributed 81 questionnaires were filled and returned.

3.1 General Characteristics the Respondents

Table1. General Characteristics of the Respondents

No	Item	Description	Number	%
1	Sex	Male	36	44
		Female	45	56
		Total	81	100%
2	Age	20 – 35 year	42	52
		36 – 50 Year	31	38
		Above 50 year	8	10
		Total	81	100%
3	Education	Certificate	21	26
		Diploma	54	67
		Degree	6	7
		Total	81	100%
4	Work experience	Below 1 year	6	7
		1 -5 year	25	31
		6 – 10 year	31	38
		Above 10 Year	19	23
		Total	81	100%
5	Current Position	Administrative	32	40
		Principal	8	10
		Teachers	41	50
		Total	81	100%

As it is highlighted in item 1 of tale 1 concerning sex distribution 45(56%) were female while the rest 36(44%) were male, significantly that female take major proportion. Regarding age distribution 42 (52%) of the respondents were between 20 -30 year, 31(38%) found the age between

36-50 year, 8(10%) found the age above 50 year. This indicates that the respondents are dominated by young and middle age group of population.

Concerning education level 21(26%) of them were certificate, 54(67%) of them were diploma, 6(7%) of them were degree. This implies that the respondent can understand and properly fill the questionnaires.

Regarding work experience from the total respondent 6(7%) had below 1 year of work experience, 25(31%) of them has 1 to 5 year of work experience, 31(38%) had 6 to10 year of experience, 19(23%) of them had above 10 year of work experience. These shows from the total respondent more than (60%) of them were more than 5 year work experience. Thus, this implies that the employee not easily familiar with change.

Concerning work position from the total respondents 32(40%) were administrative, 8(10%) were principal and 41(50%) were teachers.

3.2 Analysis of the major findings

Table 2 Objective of Implementation of BPR in Woreda 4 Education Office

Item	Description	Respondents	
		No.	%
Objective of implementation of BPR in Woreda 4 education office	- Achieve educational quality	31	38
	- Customer satisfaction	33	41
	- Educational service transparent and protect from corruption	17	21
	- Reduce number of employee	-	-
Total		81	100%

Concerning objective of BPR in education office, 31(38%) rated that BPR is essential to achieve educational quality, 33(41%) responded assure to

customer satisfaction, 14(21%) believed to assure educational service transparent and protect from corruption. Based on this information majority of the respondents indicates that the education office implement BPR on to assure the objective of the educational quality, increases level of customer satisfaction and make the educational service transparent and protect from corruption.

Table 3. Status of BPR Implementation

Item	Alternatives	Respondent	
		No	%
Implementation of BPR is bring change in the office	Yes	29	36
	No	52	64
	Total	81	100%

Concerning implementation of BPR 29(36%) of them rated Yes while the rest 52 (64%) of them rated No. The result indicates that majority 52 (64%) of the respondent believes there is no fundamental change in the office. They are working out their activities based on the old way and method of service.

Table 4. Impact of BPR Implementation

No	Item	Respondent	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree(2)	Strongly disagree (1)	Total	Mean	Standard deviation
1	BPR enhanced the quality of services?	No.	33	37	10	-	-	81	4.2	1.06
		%	41	47	12	-	-	100		
2	BPR reduced unnecessary work flow?	No.	7	19	33	17	5	81	3.0	2.01
		%	9	23	41	21	6	100		
3	The implementation of BPR assured the educational quality?	No.	34	30	11	4	2	81	4.1	3.85
		%	42	37	14	5	2	100		
4	BPR brought radical and fundamental change?	No.	18	30	20	10	3	81	3.6	2.26
		%	22	37	25	12	4	100		
5	The education office implemented BPR in proper ways?	No.	15	16	21	22	7	81	3.1	4.0
		%	19	20	26	27	8	100		
6	The education office has full field all the necessary things before implementing BPR?	No.	12	15	10	33	11	81	2.8	2.59
		%	15	19	12	40	14	100		

As it is highlighted in item 1 of table 4 concerning BPR enhanced the quality of service 33(41%) of the respondent rated strongly agree, 37(47%) agree, 10(12%) neutral respectively.

The mean shows that the respondents (4.2) agree with the statement. The standard deviation reveals that (1.06) the respondents are dispersed about

the idea of the statement. From this one can understand that the implementation of BPR enhance the quality of services.

Item 2 of table 4 concerning the reduction of unnecessary work flow, 7 (9%) of the respondent rated strongly agree, 19(23%) Agree, 33(41%) Neutral, 17(21%) disagree and the rest 5(6%) strongly disagree. The mean show that (3.0) the respondent are neutral. From the standard deviation (2.01) one can say that in consistency of the respondents. The result implies that there is a gap between the theoretical aspect of BPR and the actual implementation of BPR in the worda 4 Education office.

According to Davenport and Short, (1999:27) argued that BPR is analysis and design of work flows and process with in and between the organization.

In the case of item 2 table 4, the implementation of BPR assured the educational quality, 34(42%) of the respondent rated strongly agree, 30(37%) agree, 11(14%) disagree, 2(2%) strongly disagree respectively the mean indicated (4.1) agree with the statement. The standard deviation reveals that (3.85) the respondents are dispersed about the idea.

One of the employee of worda 4 education office suggested that the main objective of the implementation of BPR in this particular office is to assured the educational quality.

Concerning item 4 table 4, BPR brought radical and fundamental change, 18(22%) of the respondent rated strongly agree, 30(37%) agree, 20(25%) Neutral, 10(12%) disagree and the rest 3(4%) strongly disagree.

The mean indicated that (3.6) respondents agree with the statement. The slandered deviation shows that (2.26) there is variation in the respondent. According to M. Hammer and Champy (1993:27) stated that BPR is the fundamental rethinking and radical redesign of business a

process to achieve dramatic improvement in critical, contemporary measures of performance, such as cost, quality, service and speed.

As it is highlighted in item 5 of table 4, the education office implemented BPR in proper ways, 15(10%) of the respondent rated strongly agree, 16(20%) agree, 21(26%) neutral, 22(27%) disagree and the rest 7(8%) strongly disagree. The mean shows that (3.1) neutral with statement .the standard deviation indicated that in consistency among the respondents. This implies that the office not efficiently and effectively implement BPR.

Concerning the education office has fulfilled all the necessary thing before implementing BPR, 12(15%) respondents rated strongly agree, 15(19%) agree, 10(12%) Neutral, 33(40%) disagree and the rest 11(14%) strongly disagree respectively. The mean indicted that the respondent were neutral. The standard deviation shows variation among the respondents This indicated that the education office can not full field the necessary things before implementing BPR.

The student researcher gathered information from one of the employee of woreda4 education office agree with the response he said that the office can not fulfilled the necessary thing before implementing BPR such as, office equipment, computer, skilled manpower, training to employees and customers and others.

Table 5. Customers attitude about BPR

Item	Alternatives	Respondent	
		No	%
Do you have information about BPR	Yes	69	85
	No	12	15
	Total	81	100%

As it is highlighted the above table concerning information about BPR, from the total respondent 69(85%) have information about BPR and

12(15%) have no information about BPR. From this one can understand the majority of the respondent have information about BPR.

Table 6. customer understanding about BPR

Item	Respondent	Very good (5)	Good (4)	Average (3)	Poor(2)	Very poor(1)	Total	Mean	Standard deviation
How much is your understanding about BPR	No	12	31	33	5	-	81	3.6	1.56
	%	15	38	41	6	-	100		

The above table shows the customer understanding about BPR, 12(15%) rated very good, 31(38%) Good, 33(41%) average, only 5(6%) has poor understanding about BPR. The mean shows that the respondents have very good understanding about BPR. The standard deviation shows there is variation in the respondents.

Table 7. Regarding Information about BPR

Item	Alternatives	Respondent	
		No	%
How do you get information about BPR	By Education	5	6
	Training	57	70
	Seminar	6	7
	Workshop	11	14
	Work experience	2	3
	Others	-	-
	Total	81	100%

From the above table 7 the respondent get information about BPR, 5(6%) by education, 57(70%) by training, 6(7%) by seminar, 11(14%) by work

shop and the only 2(3%) by work experience. This indicated that the office give training and workshop to create awareness about BPR for its customers.

Table 8. Performance measure

No	Item	Respondent	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree(2)	Strongly disagree (1)	Total	Mean	Standard deviation
1	BPR is the best way to know the performance of employee	No.	11	23	20	27	-	81	3.2	1.87
		%	14	28	25	33	-	100		
2	The education office gave all the necessary requirement to measure the effectiveness of BPR	No.	13	17	26	20	5	81	3.1	2.29
		%	16	21	32	25	6	100		
3	The implementation of BPR is necessary in the education office	No.	31	20	22	5	3	81	3.9	1.76
		%	38	25	27	6	4	100		

Item1 table 8, respondent response for the question BPR is the best way to know the performance of employee, 11(14%) rated strong agree 23(28%), Agree, 20(25%) and the rest 27(33%) were disagree. The mean shows the response of the respondents is neutral. The standard deviation (1.87) the respondents dispersed about the idea of the statement This implies that there is a gap between the theoretical aspect of BPR and the customers attitude about BPR. From the literature view “Reengineered companies, people working on the entire process are measured and rewarded on the process performance that value to the customer. “ Hammer and campy (1993).

Items 2 table 8, the education office gave all the necessary requirement to measure the effectiveness of BPR, 13(16%) rated strongly agree, 17(21%) Agree, 26(32%) Neutral, 5(6%) were strongly disagree.

The mean shows that (3.1) on the respondents respond neutral. The standard deviation shows, there is inconsistency among the respondent. The result implies that the office not clearly stated the necessary requirement or benchmarking to measure the effectiveness of BPR.

According to, Belete and others (2007:37), “ By doing benchmarking an organization can find out the best organization and gather actionable data for change and process improvement and can realized also that there is a world outside of their own with great new ideas that they can use”.

In the some table item 3, concerning the necessary of implementation of BPR, 31(38%) rated strongly agree 20(25%) Agree, 22(21%) neutral, 5(6%) Disagree and the rest 3(4%) strongly disagree. The mean shows (3.9) agree with the necessary of implementation of BPR. The standard deviation shows variation in the respondent. This implies that the respondents has positive attitude about the implementation of BPR in the woreda 4 education office. This increases the employee’s commitment to achieve the successfulness of BPR in this particular office.

Table 9. Employees attitude about BPR

Item	Alternatives	Respondent	
		No	%
You have adjusted yourself in a short period of time during the implementation of BPR	Yes	29	36
	No	42	52
	I don't know	10	12
	Total	81	100

The above table shows, 29(36%) of the respondent adapt themselves in short period of time during the implementation of BPR, from the total

more than 50% of the respondents not easily adjust or adopted themselves during the implementation of BPR. This indicated that there is a communication gap among the management and the employee. This implies the majority of the employee has more than 5 years work experience and they can not easily adopt new method and ways of doing new thing. This is one of the reasons of the filer of BPR in way organizations.

Table 10. Employees expectation about BPR

Item	Alternatives	Respondent	
		No	%
BPR is implemented to reduce number of employee	Yes	3	4%
	No	78	96%
	Total	81	100

The above table 10 shows that the only 3(4%) of the employee believed that the objective of BPR is reduce number of employee, the rest 78(96%) have a positive attitude about the objective of BPR. This implies that the employee have well informed about the aim of BPR.

Table 11. Efficiency measure

Item	Respo ndent	Very high (5)	High (4)	Mediu m (3)	Low(2)	Very low (1)	Total	Mean	Stand ard deviati
BPR increased your efficiency	No	10	37	34	-	-	81	3.1	1.34
	%	12	46	42	-	-	100		

As it is highlighted in table 11, what extent does BPR increased your work efficiency, the respondent respond 10(12%) very high, 37(46%) high, 34(42%) medium. The mean indicated that (3.1) the respondents agree BPR increased their work efficiency high. The standard deviation shows there is a variation

within the respondents This indicated the BPR is a best tool to increase the work efficiency of employee.

Table 12. Customer Satisfaction

Item	Respondent	Very high (5)	High (4)	Medium (3)	Low(2)	Very low (1)	Total	Mean	Standard division
Evaluate the satisfaction of customers after the	No	10	33	38	-	-	81	3.6	1.15
	%	12	41	47	-	-	100		

From the abovetable12 the respondent response shows the satisfaction of customers after the implementation of BPR, 10(12%) rated very good, 33(41%) Good, 38(47%) average. The mean result indicated that (3.6) of the respondents agree on good satisfaction of customer after the implementation of BPR in the woreda 4 education office. The standard deviation shows (1.15), this implies that there is in consistence with in the respondent. The student research gathered information from one of the employee of woreda 4 education office is that the main objective of implementing BPR in this office to increasing the level of customer satisfaction. This implies the office is moderately meet it objective compare with the theoretical aspect of BPR.

Table 13. Regarding challenges after the implementation of BPR

Item	Respondent	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree(2)	Strongly disagree (1)	Total	Mean	Standard deviation
	No								
After the implementation of BPR to problem encountered	No	13	36	30	2	-	81	3.7	1.4
	%	16	44	37	2	-	100		

In the case of table 13, after the implementation of BPR no problem encountered the respondent respond 13(10%) strongly agree, 36(44%) Agree, 30(37%) neutral, 2(2%) disagree respectively. The mean result indicated that (3.7) agree with the statement. The standard deviation shows there is variation among the respondents. This implies that there is a problem which is related to the implementation of BPR in this office.

Table 14. Challenges to implementation BPR

Item	Alternatives	Respondent	
		No	%
There is a problem while implementing BPR in the education office	Yes	43	53
	No	38	47
	Total	81	100

The above table 14, there is a problem while implementing BPR in the education office, the respondent respond 43(53%) yes and 38(47%) no. This indicated that the majority of the respondent agrees on there a problem to implementing BPR in this office. The respondent who answered yes lists some of this problem. This are, lack of different resources including computer, lack of skilled management, the office doesn't create much awareness to customer about BPR.

Interview results from employees

After interview conducted with employees, responses are summarized and analyzed as follows.

- i. Why the education offices need to implement BPR?

The employees responds that, With regard to the theoretical aspect of BPR, the office implemented plan to give quality educational service to citizen. To make the education service transparency, increase the level of customer satisfaction, to measure the efficiency of employee, to reduced unnecessary wok flows. From this we realized that the office implanted BPR to assured the educational quality given in the school.

- ii. What are the services provide to customers from education office?

According to the employees the office has services such as supervision, inspection and training. They also suggest that those services are not given efficiently because of lack of professional.

- iii. Do you think that implementing BPR bring fundamental change in the educational office?

According to respondent, they agreed that BPR will bring fundamental and radical change in the office in terms of quality, Service and efficiency.

- iv. What things are needed to implement BPR?

According to the respondent, before the implementation of BPR, built offices and tried to fulfill the office lay out by putting the employee for each section. It also creates standard measures or benchmark to measure the performance of the office and its employees. Introduction information technology and giving training to its employee and customers about BPR is also done. One of this respondent also said that the office don't fulfill this all things because of lack of capital and qualified persons.

- v. Before implementing BPR the education office gives training for the employee?

The respondents suggested that before implementing BPR the office gave training to all employees and in some extent to its customer to create awareness about the theoretical aspect of BPR with relation to its service and its impact.

But other respondents suggested that there is a gap among customers, as they did not fully understand BPR, so they did not easily adapt it.

- vi. To implement BPR, it is needs highly professional and qualified persons?

all the respondent agreed that, to implement BPR in this particular office there is a need of high professional and qualified persons. Some extent the office use qualified persons with less work experience.

- vii. What are the challenges to implement BPR in the education office?

The woreda 4 education office implemented BPR from 2009. According to the respondent still there is a challenge. Some of the challenges are lack of resource, technology, shortage for skilled manpower, work setting, employees' attitude to words this change and other.

The result indicated that there is a gap between the theoretical aspect of BPR and its implementation practices in woreda 4 education offices.

According to Belete N. (2007:51) "A new process design will possibly crate new opportunities and needs with regard to IT use and the organization being required for establishing the process. The main objective of using there is to support radical change, not to automate the old processes.

viii. What is the employee attitude to implementing BPR?

The respondents suggested that, the employee have a positive attitude towards BPR and its change. But majority of the customers have a negative attitude on it. This is because lack of understanding and communication with their managers. The result indicated that the teachers did not easily familiar with the change.

ix. What measure put to evaluate the successfulness of BPR in relation to the document?

According to the respondent, the office develops a standard measure to evaluate the successfulness of BPR. But the office did not fully implemented standard to measure the successfulness of BPR and the efficiency of employee.

This indicted that, although the office put benchmark or a standard to evaluate the successfulness of BPR and the efficiency of employee but its implementation is low.

x. Is the implementation of BPR increase employee interest commitments and motivation?

Some of the respondent agreed that BPR increase employees interest, commitment and motivation but others not. Because some of the teachers are not adjusted them self with BPR and its change. Because of this they believed that BPR came with unnecessary work load in this particular office. This implies that there is a gap between the principle of BPR and its implementation practice in Woreda 4 Education Office.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarized the main finding of the study and forwards recommendation based on the conclusions.

4.1 SUMMARY OF MAJOR FINDING

The study was designed to look the impact of implementing BPR in Worda 4 Education Office. It was also proposed to recommend possible solution to the problem well known in under to improve the scornful implementation of BPR.

To collect the relevant data, the researcher distributed questionnaires to customers, interview to all employee and secondary data from the organization document. The responses given by the respondents have been analyzed and interpreted. In analyzing the data percentage and mean was tabularize. There fore, on the basis of the data collected, the study has come up with the following findings.

- As regards the age distribution show that majority of the age group on 20-35 years. The office built by young and middle age, majority of the customers is female and the all employees of the office is male and must of the employee have above 5 years of work experience. But there educational level is the majority were diploma Holder.
- The studies show that Worda 4 education Office implemented BPR in need of the fundamental change in Educational quality and service and for the customer satisfaction.
- The finding show that the respondent that BPR help for the customer satisfaction, assure educational quality, becoming transparent and

avoid composition, but implementation of BPR has no relation with avoiding unnecessary work flow and reduce number of employee.

- The study finding show that majority of the respondents agree that BPR is the good instrument for radical rethinking and improvements.
- The study find out most of the employee does not agree that Worda 4 education of implemented BPR according to the theoretical principle and they do not believe that all the necessary things are fulfilled to implement BPR.
- Regarding the respondents understanding level of BPR fluctuates from individual to individual these happen because of Worda 4 education office not give enough training for its customer.
- According to the respondent's Worda 4 Education offices, does not put the correct measure or benchmarking to evaluate the successfulness of BPR.
- The analysis conforms that must of the employee agree that the implementation of BPR in this office can not bring any change and improvement in service.
- The study confirms that the implementation of BPR in Worda 4 Education office has different challenges.
- Regarding the respondent the office cannot fulfill the necessary requirement to implement BPR.
- The finding shows that there is lack of resources, skilled man power, and technology to fulfill BPR in the office.

4.2 CONCLUSIONS

On the basis of the finding stated above, the following conclusions can be drawn.

- The finding shows that majority of the employee have 5 years work experience.
- According to the finding, the Woreda 4 Education Office implement BPR to assure educational quality, Customer satisfaction and they wish totally change also include the employee attitude by the office only implement BPR on the process attention is not given consider for its employee. One of the negative parts of BPR neglecting the people only focusing on the system or the job. The positives impact of implementing BPR is influenced some degree clue to this fact.
- To get excellent result by implementing BPR the theoretical principle must be followed and fulfill all the necessary thing, but the finding show that Woreda 4 Education Office, did not follow the theoretical principle and fulfill all the necessary thing.
- The research shows that because of the costly of training woreda 4 education office did not give enough training. Thus the understanding level about BPR and familiarity to a short period of time fluctuated from individual to individual.
- There is no clear measurement to evaluate the performance and successfulness of BPR.
- The finding shows that there are different challenges to implement BPR in Woreda 4 education office. Some of these are lack of resource, technology and skilled man power.
- The study conform that the implementation of BPR in woreda 4 education office has positive impact, but not avoid unnecessary work flows.
- The study show there is no fundamental change in the woreda 4 Education office.

4.3 RECOMMENDATIONS

Based on the finding of the study and the conclusion, drawn the student researcher has forward the following recommendations.

- To get positive impact in the implementation of BPR the educated manpower has big contribution. Thus, to fill the positions with educated manpower worda 4 education office should create convenient environments for education.
- To get good result implementation of BPR should not focus only the system or the job. It is best to improve the system and the employee's side by side.
- Following the theoretical principle of implement BPR and fulfilling all the necessary things have contribution to excellent result. Thus, the office has to try to follow the theoretical principles and fulfilled all the necessary thing like adequate office, office furniture, skilled manager and technology.
- To clear the understanding level of BPR between the employee the office should give training to all the employees.
- To evaluate the successfulness of BPR implementation the office must put standards in terms of speed, cost and quality.
- To change the negative attitude of the employees towards the change the management must highly communicate with the employee and improve the working condition for customer and motivate them by compensation and remuneration.

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APPENDICES

Appendix - A
St. Mary's University College
Facility of Business
Department of Management

Questionnaire to be filled by Customers

This questionnaire is prepared by a student researcher perspective graduate of 2011 in the field of management for partial fulfillment of a senior essay. This questionnaire prepared to assess BPR implementation practices and challenges in worda 4 education office.

Your collaboration in giving relevant and appropriate information will be appreciated. Thank you in advance

General Information

- you are not required to write your name
- put “x” or “✓” in the box accompanied by various choices, to make your answer
- if the question is related to your personal opinion write it shortly on the space provided.

I. General Characteristic of Respondent

1.1 Sex Male Female

1.2 Age 20-35 36-50 Above 50

1.3 Educational level
 Certificate Diploma Degree

1.4 Work experience
 Below one year 1-5 Year 6-10 year
 Above 10 year

1.5 your current position in the school

Questions Directly Related to the Study

II. Information Regarding the Aim of Implementing BPR

2.1 Why do you think that the education office started to implement BPR?

- To achieve educational quality
- To increases level of customer satisfaction
- To make the educational service transparent & protect from Corruption.
- To reduce number of employees

If other _____

No	Items	Scale				
		Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
2.2	BPR enhanced the quality of services?					
2.3	BPR reduced unnecessary work flow?					
2.4	The implementation of BPR assured the educational quality?					
2.5	BPR brought radical and fundamental change?					
2.6	The education office implemented BPR in proper way?					
2.7	The education office has full field all the necessary things before implementing the BPR?					

III. Customers Attitude About BPR

3.1 How much is your understanding about BPR?

Very Good Average Very poor
 Good Poor

3.2 Do you have information about BPR?

Yes No

3.3 If you answer is yes for the above question how?

Education Seminar work experience
 Training workshop
 If other _____

No	Items	Scale				
		Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
3.4	Do you think that BPR is the best way to know the performance of employees?					
3.5	The education office gave all the necessary requirements to measure the effectiveness of BPR?					
3.6	The implementation of BPR is necessary in the education office?					

3.7 do you think that you have adjusted yourself in a short period of time during the implementation of BPR?

Yes No I don't know

3.8 Do you think that BPR is implemented to reduce number of employee?

Yes No

3.9 To what extent does BPR increased your work efficiency?

Very High Medium Very low

High Low

3.10 How do you evaluate the satisfaction of customers after the implementation of BPR ?

Very Good Average Very Poor

Good poor

IV. Regarding Challenges to Implementing BPR

4.1 After the implementation of BPR no problem encountered?

Strongly agree Neutral Strongly disagree

Agree Disagree

4.2 You think that there is a problem while implementing BPR in the education office?

Yes No

4.3 If your answer is yes for the above question please list

Thank you !

Appendix - B

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2.4	.. / (BPR)?					
2.5	.. / (BPR)?					
2.6 (BPR) /?					
2.7 (BPR) /?					

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2.8	••/• •• ••••• ••••• (BPR) ••••• •••••?					
2.9	••/• •• ••••• ••••• (BPR) ••••• ••••• ••••• •••••?					

3. ••••• •• ••••• ••••• (BPR) ••• •••••

3.1 •• ••••• ••••• (BPR) ••••• •••••?

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3.3 •• ••••• ••••• (BPR) ••••• ••••• ••••• ••••• •••••?

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3.9 •••••• •••••• (BPR) •••••• •••••• •••••• •••••• •••••• ••••••?

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3.10 •••••• •••••• (BPR) •••••• •••••• •••••• •••••• •••••• ••••••?

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4. •••••• •••••• (BPR) •••••• •••••• ••••••

4.1 ••/• •• •••••• •••••• (BPR) •••••• •••••• ?

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4.2 ••/• •• ••••~•••••• •••••• (BPR) •••••• •••••• ••••~•••••• •••••• •••••• ••••••?

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4.3 •••••• •••••• •••••• •••••• •••••• •••••• •••••• ••••••?



Appendix – C
Interview Conducted for Employee

1. Why the education offices need to implement BPR?
2. What are services provided to customers from education office?
3. Do you think that implementing BPR bring fundamental change in the education Office?
4. What things are needed to implement BPR?
5. Before implementing BPR the education office give training for the employee?
6. To implement BPR, it is needs highly professional and qualified persons?

7. What are the challenges to implement BPR in the education office?
8. What is the employee attitude to implementing BPR?
9. What measure put to evaluate the successfulness of BPR in relation to the document?
10. Is the implementation of BPR increase employee interest commitments and motivation?

DECLARATION

I, the undersigned, declare that this senior essay/project is my original work, prepared under the guidance of Ato Zellalem Tadesse. All sources of materials used for the manuscript have been dully acknowledged.

NAME _____

SIGNATURE _____

PLACE OF SULBMMISSION _____

DATE OF SUBMISSION _____

SUBMISSION APPROVAL SHEET

This paper has been submitted for examination with my approval as a University College advisor.

NAME: _____

SIGNATURE: _____

DATE: _____