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The Process of Managing Change in Projects

Exploring how change management is organized in project structures

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TIIVISTELMÄ:
Maailmassamme tällä hetkellä tapahtuva muutosten lisääntyvä määrä ja nopea tahti pakottavat myös perinteisemmät ja operatiivisemmat organisaatiot pohtimaan, miten reaktiivisempia projektilähtöisiä aloitteita voitaisiin viedä yritysten toimintoihin. Projektit ovat lähtökohtaisesti suunnattu tukemaan liiketoimintastrategiaa, ja ne voidaan nähdä lisäarvoa tuottavina kehitysprosesseina organisaatiossa. Projekteja pitää kuitenkin hallita. Ja tässä kohtaa organisaatiot usein kohtaavatkin kompastuskiven. Projektien matalat onnistumisprosentit viittaavat siihen, että nykyinen projektinhallinnata ja sen praktiikat ovat jotakin vailla. Se jokin voidaan nähdä olevan ihmisten reaktioiden huomioon ottaminen projekteissa. Tämä opinnäytetyö väittää, että projektijohtamisen tulisi sisältää enemmän ihmisten näkökulmaa huomioivaa muutosjohtamista.

Muutosjohtaminen ottaa huomioon yksilöt ja niiden reaktiot muutokseen ja pyrkii manipuloimaan niitä saavuttaakseen menestystä. Projektijohtaminen ja muutosjohtaminen omaavat samat makrotason tavoitteet. Molemmat tähtäävät tiettyjen organisaation päämäärien saavuttamiseen aikarajoitusten puitteissa. Olemassa oleva tutkimus kuitenkin toteaa, että tekniikat tavoitteen saavuttamiseksi ovat erilaiset. Niinpä tämän opinnäytetyön tavoitteena on tarjota lisätutkimusta ja kaventaa kuilua, siitä miten projektinhallinnan tekninen puoli voidaan yhdistää muutoksenhallinnan ihmispuolen kanssa. Lisäksi tämä tutkimus pyrkii selventämään muutosjohtamisen tarvetta, vastuuta ja suunnittelua projekteissa, jotta parempi käsitys tavoista, joilla muutosjohtaminen voidaan sisällyttää projekteihin, saavutettaisiin. Tämä tehdään antamalla kattava kirjallisuuskatsaus kahdesta edellä mainitusta johtamiskoulukunnasta. Tästä luodusta synteesistä muodostuu malli, jolla voidaan tutkia muutoshallinta prosessia, sen kehitystä, ja ilmenemistä projekteissa. Tutkimuksen empiirinen puoli tehdään kvalitatiivisella tutkimuksella, jossa tiedonkeruun päälähteenä käytetään puolistrukturoituja haastatteluja. Tämän tutkimuksen tulososio muodostuu analysoimalla olemassa olevan kirjallisuuden ja tämän tutkimuksen tulosten välistä vuorovaikutusta.

Muutosjohtamisen rooli projekteissa on tukea projektin käyttäytymismuutosta. Se on upotettu johtamiseen, sen omistus on hajautettu ja se näkyy kaksisuuntaisen viestinnän kautta. Muutosjohtamisen käytäntöjä hyödynnetään samanaikaisesti projektiprosessin etenemisen mukaisesti. Usein muutosjohtamisen käytännöt nähdään muutosprosessia positiivisesti fasilitoivina aktiviteetteina. On tärkeää muistaa, että projektijohdon tehtävänä on käynnistää ja mahdollistaa muutosjohtaminen. Tämä tutkimus pyrkii tarjoamaan alan tutkijoille uusia näkemyksiä muutoksenhallinnan prosessin sisällyttämisestä projekteihin. Lisäksi tämä tutkimus esittää muutoksenhallintamallin projekteille. Sen tarkoituksena on toimia ohjenuora alan harjoittajille. Tämän tutkimuksen tulokset tukevat olemassa olevaa kirjallisuutta ja tuovat siihen uusia näkökulmia.

AVAINSANAT: Change management, Project management, Change process, Change management process models, Change management practices, Change implementation

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ABSTRACT:
The increasing amount and rapid pace of changes our world is going through right now are forcing even the more traditional and operational organizations to consider how to implement more reactive project-based initiatives into their functions. Projects are developed to endorse and favor the business strategy and are seen as value-adding development processes within an organization. However, projects must be managed. And that's where the tricky part steps in. The poor success rates of projects today implicate that the current project management body of knowledge is lacking on something. That something is the people's perspective. Thus, this thesis argued that more change management that consider the people side of projects should be incorporated in project management.

Change management takes into consideration the individuals and their reactions towards the change and manipulates those in order to achieve success in change initiatives. Project management and change management have the same macro-level goals. Both aim for the achievement of specific, unique organizational goals, within time constraints. However, the techniques to achieve the goal differ. The aim of this thesis is to fill the gap of how the technical side of project management can be sequenced and aligned with the people side of change management and to define the degree to which extent the change discipline should contribute to the project activities. Thus, this study aims to give clearance on how change management could be embedded into projects. On top of that, the study intends to clarify the need, responsibility, and planning of change management in projects to achieve a better understanding of the ways to incorporate change management in projects. This is done by first providing a comprehensive literature review of the two management disciplines. From the synthesis of the two, a model for studying the process of change management in projects is established. The empirical research of the study is conducted through qualitative research where semi-structured interviews are used as the main source for data collection. The results of this study are formed by analyzing the interplay between existing literature and the findings of this study.

The findings of the study imply that change management takes a key role in supporting the behavioral change of the project. Its embedded in the leadership, its ownership is diversified, and it emerges through two-way communication. Change management practices are used simultaneously with the project process and those further facilitate a smooth change process. Yet, for this to happen project management has to initiate and enable change management. For theoretical contributions, this study seeks to provide academic guidance on incorporating the process of change management in projects and to provide managerial guidance by presenting a change management process model for projects. The findings subsidize the existing literature in many ways and add new perspectives to it.

KEYWORDS: Change management, Project management, Change process, Change management process models, Change management practices, Change implementation

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“The pessimist complains about the wind; the optimist expects it to change; the realist adjusts the sails.”

-William Arthur Ward

1. INTRODUCTION

"The project economy has arrived" This is what was stated in an article recently published in Harvard Business Review (Nieto-Rodriguez 2021:11). By 2027, the article contends, around 88 million people will be employed in the field of project management and the value of project-oriented economic activity will be $20 trillion dollars. Yet, despite this, studies today indicate that only 35% of global projects are successful. (Nieto-Rodriguez 2021). Efforts that end up being unsuccessful cost organizations enormous amounts of time, money, and opportunities. In this context, the profound shift toward a project economy coupled with the low success rate of projects calls for fundamental changes to the way projects are managed. To maximize the potential of the new project economy, some changes must be made.

1.1. Motivation for the study

Projects that - *"in their essence involve the changing of organizations"* (Nieto-Rodriguez 2021:11) - still lack emphasis on profound change management (Hornstein 2015). Whenever an organization presents and implements a new project, it takes into consideration the schedule, budget, and scope of the project. Executives often fail to keep in mind, however, that any new project within an organization is likely to involve some type of behavioral change. This will require people to change the way they work. In the absence of attention, people become dissatisfied (Moutousi & May 2018). There is a dangerous snowball effect that results from dissatisfied employees' resistance to the project initiative and their negative attitudes toward it. (Vos & Rupert 2018) As Cooke-Davies (2002: 189) stated "*it is fast becoming accepted wisdom that it is people who deliver projects, not processes or systems*''. Thus by not focusing on people organizations might lose trust in the relationships with stakeholders and between executives and employees. The lack of trust leads to poor organizational culture. A company which fosters this type of culture will likely develop an organization where people are resilient, have suspicion towards management, and adopt behaviors that are resistant to any new project implemented. To tackle this problem project management must consider how to

implement projects with the added focus on people. (Mento, Jones & Dirndorfer 2002; Moutousi et al. 2018).

Change within an organization is generally unpredictable because it is often triggered by a crisis within the organization. (Bamford & Forrester 2003; Burnes 2004). In projects, however, the need for change could be argued to be not that unpredictable or surprising. Even so that *"the increasing research interest in the use of projects as a way to institute change in organizations"* (Crawford & Hassner-Nahmias 2010: 406) has been established. Thus, it could be argued that the change in its nature in the project context can be seen as planned and proactive. (Lewin 1947; Pettigrew, Woodman & Cameron 2001; Dahl 2011). Despite the nature of the change being planned, it always invites a challenge and should be managed. As Kezar and Eckel (2002: 319) stated *"Change often invites risk and an uncertain future or destination, so having a compelling reason for the change and a proposed direction is crucial"*. Thus, implementing change management to control people's reactions to the changes the project presents could be justified.

1.2. Research gap

A growing number of organizations in the modern world utilize a project-based approach to carry out a significant portion of their business activities. However, the realization of these projects requires excelling in project management. The purpose of project management is to manage change situations with defined end goals (Morris & Hough 1991). The discipline of project management has been an "in" concept since at least the early 1960s. (Morris et al. 1991). The Body of Knowledge has reshaped and developed throughout the years along with the trends in technology and management studies. It has grown from a set of processes that were once nice to have into a mandatory structured methodology that could be argued to be vital to possess in order to ensure organizations' survival. (Kerzner 2013). Project management Body of Knowledge (PmBoK 2017) publication of methodologies includes the so-called rules of conduct that withhold all the respective areas. Despite the constant development of the discipline, PMBoks (2017) still doesn't include the management of project change or people in its

knowledge areas. Conversely, several other areas of knowledge such as management of project time, scope, and budget are described by many authors (Morris et al. 1991; Kerzner 2013; Pinto 2013; Serrador & Pinto 2015).

Organizational change has been described as *"A phenomenon of time. It is the way people talk about the event in which something appears to become or turn into, something else, where the 'something else is seen as a result or outcome"* (Ford & Ford 1994: 759). Change management on the other hand can be argued to exist to mainly manage the reactions people develop towards the change (Al-Ali, Singh & Al-Nahyan 2017). Reactions can vary from positive and negative attitudes to resistant and supportive behaviors (Meyer, Stanley, Herscovitch & Topolnytsky 2002). The goal of change management is to transform and manipulate these affiliations (Cummings & Worley 2003). Prosci (2020) one of the world's leading change management consultancies defined change management to be *"the process, tools, and techniques to manage the people side of change to achieve the required business outcome"*.

Even though the benefits of utilizing change management are acknowledged, the data implicate that implementing efficient change management is not an easy task. According to Balogun, Gleadle, Hailey & Willmott (2005), 70 percent of all change initiatives fail. A low success rate can be attributed to the absence of a valid fundamental framework for the implementation and management of change within organizations. Both academics and practitioners are confronted with a wide range of conflicting and confusing approaches and theories regarding the change management process models. All aimed to guide managers on how to best manage their change programs. (Kotter 1996; Burnes 2004; Raineri 2011; Rosenbaum, More & Steane 2018). The literature on change management frequently suggests that an organization's change would be managed more effectively by using a set of managerial practices. (Lewin 1947; Kotter 1995; Nguyen Huy 2001; Currie & Lockett, 2007; Ford, Ford & D'Amelio 2008; Raineri 2011, Christensen 2014). Nevertheless, there are significant gaps in our understanding of how managerial practices work within change processes. It has even been argued that often the practices

don't actually reach those to whom they target. (Raineri 2011). This might be explained by the fact that academic literature on change management as Rainer (2011: 267) claimed *"tends to be more conceptual-oriented while the practitioners prefer case studies and analyses".* This gap in knowledge needs to be filled through more empirical research in the area of organizational change. (By 2005).

Observing the two disciplines together could be justifiable. As Parker, Charlton, Ribeiro & Pathak (2013) and Söderlund (2010) argue - an increasing amount of business projects now incorporate different elements or contexts of change. However, when it comes to combining the two management schools the existing literature seems to hold a gap there. As it was stated more than 60 percent of the projects started today fail. Henrie & Sousa-Poza (2005: 5) found that the *"common theme to project success or failure is the people involved with the project".* Thus, the reason for poor success rates could arguably be the lack of people's perspective within project management. Consequently, multiple authors (Belout & Gauvreau 2004; Turner & Müller 2005; Gilley, Dixon & Gilley 2008) have argued that the successful implementation of organizational projects is strongly influenced by effective change management and leadership. Belout (1998: 23) added that *"Managing people effectively influences many results of a project".* As a result, it can be said that the success of a project greatly depends upon the employee's willingness to accept and integrate the changes. And that project management should pay more attention to how to engage people from the onset of the project initiative so that they can begin to see the project as their own, rather than just something that has to be done by command. (Cicmil, Williams, Thomas & Hodgson 2006; Crawford & Hassner-Nahmias 2010).

Research to date has primarily focused on establishing the importance of change management in projects, implementing project-based approaches to change management, and defining the contribution of each discipline to project success. (Parker et al. 2013; Pollack & Algeo 2016; Pollack 2017). A fundamental issue and gap appears to be the sequencing and alignment of the technical aspects of project management with the

people aspects of change management, as well as combining the processes and practices of both schools. Furthermore, the change discipline should be defined in terms of its contribution to project activities. (Gilley et al. 2008; Parker et al. 2013; Hornstein 2015). Even though there are mentions in the project management community about change management, as Hornstein (2015: 293) stated "*Kerzner's (2013) influential text on project management sets aside a very few pages to address the important impact of organizational change and culture on the initiation, process, and implementation of projects."* and continued that "*Project management processes and the training of new project managers must consider the impact of organizational change on the success and failure of project implementations."*

Therefore, one can argue that project management skillsets should include, from the beginning, activities that go beyond their traditional controlling agenda. Including change management and its practices in projects could be a long-awaited answer for succeeding better in projects. The research gap is further illustrated below in figure 1

Figure 1. The research gap

1.3. Research problem and theoretical contribution

This thesis is intended to fill the gap of how change management can be incorporated into project management structures in order to help increase people's engagement and even have a positive impact on project success. As noted above, the field of organizational change management is comprised of a variety of contradictory and confusing approaches and theories. Even the implementation of change management practices during the change management process does not seem to be clearly defined. Then there is the issue of integrating these practices into the project management structure. This thesis aims to provide firstly, clarity on different change management process models. Secondly, change management practices and their usability by categorizing them according to the change management process. Thirdly this thesis exploits the findings from the literature review in the empirical research by creating a model for studying the process of managing change in projects.

The role of change management and its nature in projects is elaborated by studying the need and importance of change management in projects. The responsibility of change management is also observed. The aim is to identify what the role of change management in projects is. On top of that, the model designed provides clear guidance on the use of change management process and practices in project structures. This study seeks to deliver managerial guidance in establishing a change management process model that can be incorporated in project management.

RQ1: *What is the role of change management in projects?*
RQ2: *How can change management practices be incorporated into project management structure?*

This study has set four primary objectives to guide its research in order to answer the research questions. These objectives include the following:

1. To evaluate the need for and importance of change management in projects

2. To assess the responsibility for change management in projects
3. To determine how change management processes can be planned into project structures
4. To identify the change management practices used during each phase of the project to understand their main purpose

As stated, this study utilizes a literature review and findings drawn from that in creating the model used for studying the empirical data. In this thesis, the empirical data is collected by completing a set of semi-structured interviews with managers and specialists working with change management in projects. The findings from the interviews are then used in and interplay with the existing literature to answer the research questions set above.

1.4. Thesis structure

This thesis is structured out of literature review, empirical study, and findings and analysis of the two. The literature review is built out of two components that are in the end synthesized together. The first component is project management. This is described fairly briefly as the focus of the research questions and this study is not to really investigate project management but rather just get a clear overview of the main elements, defining factors affecting the planning of projects, and the process of how projects are structured.

The second component of the literature review is organizational change and change management. Firstly, organizational change is described in order to touch base on what change really is as a phenomenon. It is important to understand how it comes about so that this thesis can assess the nature of change in projects. Also, the factors such as reactions affecting the management of change are discussed. Thus, the formation of reactions towards change is described. After this, the thesis moves on to describing the antecedents of change management and the most common definitions for it. Then a comprehensive review of current organizational change process models is given.

Through this review, the four most accurate change management models for this particular study are presented and a summary of those is made. This summary is important in understanding the most frequent elements, phases, and defining factors in organizational change models since this thesis aims to create one itself. After this, the change management practices are presented and categorized according to the most frequent phases found in change management models. Then a synthesis out of the two components or in this case management disciplines is provided. At the end of the synthesis, a model for studying the thesis research questions is presented.

The research methodology is elaborated on before moving on to presenting the findings from the empirical study. The findings of this study are presented first by introducing the data collected through the empirical research of this thesis. Then a summary of these findings is presented. In this summary, the empirical data is reflected against the existing literature. This thesis ends with a discussion and conclusion section where the research question and objectives are answered. Also, the theoretical, and managerial implications are elaborated. In the end, the reader can find the limitations of this study and as an appendix, the questionnaire used for collecting the empirical study can be found.

2. LITERATURE REVIEW

This literature review builds out of two different components. Both present and organizational phenomenon and a management discipline. The first section is touching base on projects and especially project management. The second part of the literature review presents organizational change, change management, and change management process models. Lastly, a synthesis out of these two is provided.

2.1. Project management

Generally, a project can be described as a set of activities dedicated to achieving a specific and formulated goal. Alternatively, project management may be defined as the process of managing a change process in order to achieve the specified end result. This all should happen within a certain time frame and cost parameters. (Morris et al. 1991; Morris 2011). There are several types of management situations as outlined above. These include those with specific end goals and objectives for change. Situations as distinct as movie making, aerospace, management consulting, and electioneering can all have activities where elements of projects are present.

There were five steps that were identified by authors in the early days of project management as essential to implementing a successful project management process. These steps are: defining the change objective, developing a strategy and plans to attain the goal, establishing a project management team, establishing a monitoring process to ensure progress, and implementing the above steps to manage the project. (Morris et al. 1991; Pinto 2013). Later, the Project management Body of Knowledge developed the more precise five process groups that are more universally recognized form of these. (PMBoK 2017).

As the history of projects goes back to the era of building pyramids it seems inevitable to discuss the change in how projects are being seen, executed, and managed nowadays. Whilst history has seen projects to be longer-lasting, construction-focused processes

there are, however, similarities to the present day in how projects are carried out. Yet in the early days, people were trying to find tools on how to manage projects more efficiently. (Loufrani-Fedida & Missonier 2015). The roots of the current project management may be found in the weapons development industry in the late 1950s (Morris et al. 1991). Then, however, the emphasis was on the control side of management. Different scheduling techniques like PERT (1957) and CPM (1958) influenced project management discipline a lot during its early years. Furthermore, it was widely believed that project management only implies large projects and that it is designed for government projects only (Kerzner 2013).

The topic of organizational project management as a research field is fairly new and descends from the 1980s and 1990s. As described above, in the early days and in classical views of project-research projects were seen more as tools. The research was heavily influenced by management approaches that accumulated from hard system thinking. The standard definition of project management reflects its early orientation of it; Management of a project involves ensuring it is completed within budget, on schedule, and according to scope. (Morris et al. 1991; Pinto 2013; Kerzner 2013). The research of project management has inclined and formed trends from the research of management itself. It has gone through the phases of management shifting to leadership, been focused on quality management, and seen the shift towards process management. (Pinto 2013). A lot of the development also has to do with recognizing the critical success and failure factors in project execution. These being for example recognizing the change necessity, willingness to place company's interest before personal interest, and tracking of actual costs. So, one could argue that project management has also developed its ground through failing and trying again (Kerzner 2013).

In practice, these changes within the literature can be seen in the execution of managing a project. Projects are about controlling scope, time, cost, and quality. The definition of project management in today's society may be defined as the application of knowledge, skills, tools, and techniques in order to accomplish the project's objectives by utilizing

knowledge, skills, tools, and techniques. (Project Management Institute 2021; Turner et al. 2005). Furthermore, components of project management are people, processes, and technology. Thus, evidence suggests that to succeed in a project one cannot focus solely on managing tasks and seeing projects as tools. (Loufrani-Fedida et al. 2015). The definition of a project is any collection of activities or events performed with a specific goal or objective in mind. In addition to having a defined schedule, funding, and personnel limitations, they also have to meet multifunctional requirements. (Kerzner 2013).

Nowadays projects are viewed to be more of a temporary organization attempting to achieve organizational efficiency, effectiveness, and innovation (Svejvig & Andersen 2014). An important note in the discussion of the change in the nature of project management is that in the current decade projects are seen to be a part of the company strategy. They are developed to endorse and favor business goals. Today projects are not seen to be a separate action to execute the defined task but rather a value-adding development process within an organization. (Svejvig et al. 2014). For example, an ongoing trend seems to shift the emphasis on inter-organizational relationships and management of those since the significance of supplier-buyer relations grows. (Svejvig et al. 2014). In the future, the increasing use of project management to drive both short- and long-term performance and value creation - through organizational transformations and the quicker and more intensive development of new products and technologies - implies that project management will also become increasingly important.

2.1.1. Traditional and agile approaches in project management

The traditional views of project planning go way back to the beginning of the 1900s when the Gantt chart was developed. The 1950s saw the introduction of advanced project scheduling methods such as the Program Evaluation and Review Technique (PERT) and the critical path method (CPM) (Geraldi & Lechter 2012). All of these methods illustrate the project schedule. Gantt chart visualizes the start and finish dates of the elements of a project and is still a widely used planning and controlling tool in projects today. Despite how newer scheduling techniques (CPM & PERT) have improved the

ability to analyze the relationships between the tasks and the uncertainty of the durations, they still can't replace the Gantt chart. However, during history, these tools have been combined and the Gantt chart has been utilized to visualize the networks and activities that form critical paths (Geraldi et al. 2012). Despite the popularity of these scheduling tools, they have received some criticism. Among the most prevalent criticisms is the focus on time and reliance on front-end planning methods, both of which can make successful project delivery more difficult (Geraldi et al. 2012; Pinto 2013; Serrador et al. 2015).

Agile methods have been considered by some (Pinto 2013; Serrador et al. 2015) to be a solution to the problems that can be caused by traditional planning processes. In traditional approaches, weaknesses include optimism bias, schedules driven by end dates, poor change management, and poor risk management, to name a few. (Pinto 2013). Agile methods enable working software, customer collaboration, and rapid response to change by placing a strong focus on individuals and interactions. Planning in agile environments is spread across the entire development cycle (Serrador et al. 2015).

The difference between agile and traditional views is that agile methodologies emphasize the flexible scope and continuous design. They are open to uncertainty and customer interaction. Furthermore, agile methods are described as *"Iterative and incremental, seeking to avoid the standard approaches that emphasize early design and specification freeze, fixed project scope, and low customer interaction"* (Serrador et al. 2015: 1041.) Unlike traditional approaches to project planning and development, where deliverables are pre-arranged and logically sequenced, agile approaches are flexible enough to accommodate changes in technology and other projects as they progress.

Regardless, there is no denying that traditional methods wouldn't be useful in today's project management. Combining agile and traditional methods should come through a balance between the two. Therefore, managers must consider more evaluation regarding the nature, industry, size, and environment of the project. Depending on factors such

as the size of the project, safety requirements, and projected future needs, it may be wise to use a Gantt chart combined with CPM to visualize the flow of the project. (Pinto 2013). A good example of this could be a project in the construction industry. Projects are large, require a lot of planning due to safety and regulation laws, and are known to have future necessities regarding time and resources. However, utilizing agile methods such as interaction and individual consideration throughout the whole construction process would without a doubt add value and affect the customer's experience of engagement in construction as well. Whereas fast-paced and dynamic environments like the IT industry call for less upfront planning and more agile methods to enable development even during the project. (Geraldi et al. 2012; Serrador et al. 2015).

2.1.2. PMBOK guide

There are standardized terminology and guidelines for project management in the project management body of knowledge (PMBOK). This body of knowledge is evolving and continuously developing. It is presented in the book "A Guide to the Project Management Body of Knowledge" (the Guide to the PMBOK or the guide) and the sixth edition of it was published in 2017 (PMBoK). Developed by the Project Management Institute (PMI), this guide is considered good practice and serves as a result of its oversight. This institute also offers CAPM and PMP certifications.

PMBOK focuses exclusively on processes. Work is accomplished by overlapping and interacting processes during various stages of a project. (Morris 2011; Svejvig et al. 2014). Initially, the PMBOK Guide was developed to serve as a guide to good project management practices within the project management body of knowledge. As such, the guide's knowledge and practices can be applied to the majority of projects (Project management institute 2021). According to "good practice," knowledge, skills, tools, and techniques are believed to increase the likelihood of success of a project. (Project management institute 2021). PMBoK development was driven by the belief that PM should be considered a profession and should be able to be certified as such (Morris 2011).

The first 1983 PMI PMBoK recognized six knowledge areas. Today the project management Bodies of Knowledge (PMBok 2017) recognizes 49 processes. A process group consists of five parts, while a knowledge area is composed of ten parts. Many projects follow these patterns. (Project management Institute 2021).

Process groups and knowledge areas

In the next tables 1 and 2, the process groups and the knowledge areas are presented. It is found that 5 different project process groups exist in the literature. These are *"1) Initiation, 2) planning, 3) execution, 4) monitoring and controlling, and 5) closing"* (PmBok 2017: 554). These with process descriptions are elaborated in Table 1. Moreover, the ten knowledge areas defining some or all of the project management processes are showcased and defined further in table 2.

Table 1. Project process groups
(PmBok 2017: 554)

Process group	Description
Initiating	*"Processes performed to define a new project or a new phase of an existing project by obtaining authorization to start the project or phase."*
Planning	*"Those processes required to establish the scope of the project, refine the objectives, and define the course of action required to attain the objectives that the project was undertaken to achieve."*
Executing	*"Those processes performed to complete the work defined in the project management plan to satisfy the project specifications."*
Monitoring and controlling	*"Those processes required to track, review, and regulate the progress and performance of the project; identify any areas in which changes to the plan are required; and initiate the corresponding changes."*
Closing	*"Those processes performed to finalize all activities across all Process Groups to formally close the project or phase."*

Table 2. Project management knowledge areas
(PmBok 2017: 553)

Knowledge area	Description
Project integration management	*"The processes and activities needed to identify, define, combine, unify, and coordinate the various processes and project management activities within the project management process groups."*
Project scope management	*"The processes required to ensure that the project includes all the work required, and only the work required, to complete the project successfully."*
Project schedule management	*"The processes required to manage the timely completion of the project. Until the 6th edition of the PMBOK Guide this was called Project Time Management."*
Project cost management	*"The processes involved in planning, estimating, budgeting, financing, funding, managing, and controlling costs so that the project can be completed within the approved budget."*
Project quality management	*"The processes and activities of the performing organization that determine quality policies, objectives, and responsibilities so that the project will satisfy the needs for which it was undertaken."*
Project resource management	*"The processes that organize, manage, and lead the project team. Until the 6th edition of the PMBOK Guide this was called Project Human Resource Management."*
Project communication management	*"The processes that are required to ensure timely and appropriate planning, collection, creation, distribution, storage, retrieval, management, control, monitoring, and the ultimate disposition of project information."*
Project risk management	*"The processes of conducting risk management planning, identification, analysis, response planning, and controlling risk on a project."*
Project procurement management	*"The processes necessary to purchase or acquire products, services, or results needed from outside the project team. Processes in this area include Procurement Planning, Solicitation Planning, Solicitation, Source Selection, Contract Administration, and Contract Closeout."*
Project stakeholder engagement	*"The processes required to identify all people or organizations impacted by the project, analyzing stakeholder expectations and impact on the project, and developing appropriate management strategies for effectively engaging stakeholders in project decisions and execution."*

2.1.3. Project stakeholders and success factors

Participants or stakeholders in a project can influence, are affected by, or perceive themselves to be affected by its decisions, activities, or outcomes. Projects can have stakeholders within or outside the project. A person may be actively or passively involved in a project, or they may know nothing about it. A project's stakeholders may be *"positively or negatively affected by it or have a positive or negative impact on it"* (PmBok 2017: 550). Internal stakeholders may include *"sponsors, resource managers, project management office (PMO), steering committee, program manager, project managers, and team members*" (PmBok 2017: 550). External stakeholders can be "*customers, end-users, suppliers, shareholders, and competitors.*" (PmBok 2017: 550). These mentioned here are examples of stakeholders. All projects may not include all nor are they limited to these mentioned above. (PmBok 2017: 550). Depending on the nature of stakeholder involvement, they may contribute occasionally through surveys and focus groups, or it is possible that they will provide financial, political, or other types of support to the project. The type and level of involvement can fluctuate throughout the life cycle of a project. (PmBok 2017).

There has been an ongoing debate on how to measure the success of the project (Cooke-Davies 2002; Fortune & White, 2006). Research (Kerzner 2013) on the topic of identifying the factors that determine success in projects mostly focuses on the process and tool spectrum of project management. Usually, project success has been measured through a timeline, quality, cost, stakeholder satisfaction, or productivity. Not to mention just numerical meters like Gross profit margin, ROI, earned value, etc. (Fortune et al. 2006; Kerzner 2013). Thus, the critical success factors and KPIs have been more focused on examining the technical issues rather than the impact of human factors. The contribution of human factors has received little attention in research to date. (Belout 1998; Belout et al. 2004; Henrie et al. 2005). However, considering the history of projects and project management it could be stated that this is not so surprising. Traditional notions of project success have been oriented towards activity-centered, control-oriented issues, such as completion and delivery. (Hornstein 2015).

Projects still to his day continue to fail. And the rate is high. As elaborated before, more than 60 percent of the projects never see the closing stage (Nieto-Rodriguez 2021). Therefore, the willingness of people to accept and really implement and inherit the changes presented by projects could be argued to be at least as important to consider as a critical success factor as the traditional views highlight above. (Belout et al. 2004).

2.2. Organizational change and change management

Organizational change as a theme and science is universally recognized. It aims to describe and explain "*the movement of an organization from the known (current state) state to the unknown (desired future state) state*" (Lewin 1947: 10). Organizational life today is characterized by a constant state of change in terms of both operational and strategic aspects. (Burnes 2004). As organizations are required to develop according to external and internal drivers, change as an aspect becomes even more present in various companies, industries, and institutions. Even in the more traditional primary industries, some form of change is needed nowadays. Digitalization, globalization, deregulation, knowledge of the workforce, the rapid pace of technological innovation are drivers that take an aspect of change into our daily working lives. Graetz (2000) even argued that leading organizational change is today's most important task for management.

Thus, it is important and relevant to ask how organizations can manage and implement change. However, in the change management literature, a fundamental lack of valid framework is still missing (Burnes 2004). According to one common conclusion, change management aims to provide answers to questions related to how to move an organization from one state to another (Lewin 1947). Over the first 50 years since its publication, Lewins' (1947: 15) influential model of *"Unfreezing, moving and refreezing"* offered the framework for change management (Burnes 1996). However, theories have developed and reformed and there are new practices, activities, and frameworks to be seen.

2.2.1. Organizational change

Change as a theory antecedent from social sciences (Burnes 1996). Studies of change and development have long been a major theme in the social sciences. This seems likely hence *"Many of the social and natural science disciplines have developed theoretical literature and empirical findings of the birth, development, transformation, and decline of human and natural systems"* (Pettigrew et al. 2001: 699). Organizational studies involve research in a number of fields of organizational sciences, as well as change and

development, which resulted in the development of organizational change as a research field. Social scientist Kurt Lewin (1947) was the first to introduce a fundamental model of planned change. After that organizational change and development have been defined by many (Woodman 1989; Van de Ven & Poole 1995; Weick & Quinn 1999; Pettigrew et al., 2001; Huy 2001; Tsoukas & Chia 2002).

time; context; process

(Weick et al. 1999) have argued that the causes of organizational change are rooted in the tension that the change would not be necessary if people did the job correctly. The phenomenon of change is described to start with failures to adapt (Weick et al. 1999) and the statement that people often fail to create organizations that can adapt continuously, which leads to the emergence of the crisis (Dunphy 1996). The contextual approach toward change describes it to take the form of an event or episode (Pettigrew et al. 2001). At this point, the belief that change never begins or ends is widely accepted. Meaning that change draws from different forces and that it is not an on-off phenomenon. (Weick et al. 1999). Contextualizing change led the research to explore the contexts, contents, and processes of a change and their relationships with one another over time (Pettigrew et al. 2001).

The process of organizational change is not linear or straightforward, but an interdisciplinary, iterative, and complex one that results in both unintended and intended outcomes (Whelan-Berry & Somerville 2010). As an explanation of how things change with time, it's described as a process that explains a series of events (Van de Ven 1992). George and Jones (2000: 677) concluded that *"Temporality is an essential feature of organizational behavior and it makes little sense to ignore it, treat it implicitly, or treat it in an inadequate manner"*. Pettigrew et al. (2001) call out that it's time for the change scholar to realize that time isn't just a clock or a chronometer. Change is such an intricate phenomenon that time is not only out there as a neutral chronology, but also present as a social construction. In studying change, the challenge should always be to study also events and the social construction of events as they are placed within the context of the

local organizational time cycles for modulating the rhythms of social system dynamics. As a result, scholars must recognize that the past lives on in the present and impacts the future. (Weick et al. 1999; Pettigrew et al. 2001).

Change may be described at the most general level as follows: *"A phenomenon of time. It is the way people talk about the event in which something appears to become, or turn into, something else, where the 'something else' is seen as a result or outcome"* (Ford et al. 1994: 759). When description is taken to an organizational level it involves difference *"in how an organization functions, who its members and leaders are, what form it takes, or how it allocates its resources"* (Huber & Glick 1993: 216). If one takes the perspective of development and time change can be defined as *"a set of behavioral science-based theories, values, strategies, and techniques aimed at the planned change of the organizational work setting for the purpose of enhancing individual development and improving organizational performance, through the alteration of organizational members' on-the-job behaviors"* (Porras & Robertson 1992: 724).

Planned and emergent change

Change is a concept that can be viewed from many different angles, and there are numerous ways to categorize it (Bamford et al. 2003; Burnes 2004). Generally, planned and emergent approaches to change are viewed as dominant (Burnes 2004; Pettigrew et al. 2001; Weick 2000). Burnes (2004: 887) stated that *"from the 1950s until the 1980s, the field was being dominated by the planned approach, which Kurt Lewin (1947) presented."* Even though the concept of planned change has been criticized for its simplistic approach towards change it still to this day holds its place in the change literature (Pettigrew & Fenton 2000). Throughout the 1980s, the global economic crisis forced many organizations to undergo rapid and often brutal changes in order to survive (Dunphy 1996; Burnes 2004). In response to this, the emergent approach gained ground in the field. It shifted the discussion towards change being more emergent in nature and at the same time highlighted organizations competencies to adopt, innovate and encourage bottom-up, continuous and co-operative change.

By involving employees, planned changes aim to improve the organization's effectiveness and efficiency (Lewin 1947; Burnes 1996; Burnes 2004). Employee stress is intentionally increased and ongoing operations are knowingly disrupted in this way (Dahl 2011). It's defined to comprise four elements that are seen to be used together, working simultaneously in order to achieve planned successful change (Burnes 2004). The four components, in brief, consist of "*1) The field theory – which is an approach to understanding group behavior 2) Group dynamics – that states it is not possible to change the behavior of the group unless you understand the dynamics between its members 3) Action research – being a two-pronged process that allows groups to identify and achieve change. It emphasizes that change, in order to happen, requires action and is directed at achieving this. And, that successful action is based on analyzing the situation, identifying the possibilities, and choosing the most appropriate route according to the situation 4) Three-step model – that reassures a successful change project.*" (Burnes 2004: 887). Later, the field of organizational development broadened and updated the approach to planned change. Culture and structural change programs are universally applicable using this methodology. (Cummings et al. 2001).

Despite its usefulness in certain change initiatives, as stated above, the planned change has received an amount of criticism on its end. Firstly, the approach has been criticized for focusing on small and incremental changes. In a situation requiring rapid or transformational change, it is therefore unsuitable (Burnes 2004). Second, it assumes that businesses and institutions will operate under constant conditions and that they can move from one state to another in a preplanned manner without being affected by external forces (Bamford et al. 2003). Third, it ignores the fact that there are times when a more directive approach is necessary. Crisis situations can require a major and rapid shift in strategy. And finally, those opposed to planned change argue that it assumes all stakeholders are in agreement and interested in the project, and that common ground can be gained without misperceptions. (Bamford et al. 2003; Burnes 2004).

Emergent approaches to change emphasize the fact that change should not be viewed within a given period of time as a linear series of events (Burnes 2004). Adaptation to changing conditions is seen as a continuous, open-ended process in emergent change thinking (Burnes 2004). Weick et al. (1999: 366) defined emergent change to consist of *"ongoing accommodations, adaptations, and alterations that produce fundamental change without a priori intentions to do so."* Hayes (2018) further accompanied this by elaborating that managing resources in an organization in accordance with opportunities, constraints, and demands in the environment is a cultural and political decision that evolves over time. The emergent change approach too has been criticized in that it remains lacking in coherence and diversity of methods (Bamford et al. 2003).

As change scholars have typically categorized change under how it comes about and how often it might occur there is still one type of classification that aims to combine both: Reactive and proactive models of change. Essentially, this classification wishes to explain how change comes about and who controls it. Initial idea is that all changes occur either reactively or proactively. Both changes can consist of technological, structural, administrative, and/or human components. An organization undergoes a reactive change when the forces driving change exert so much pressure that it becomes necessary to change. (Weick et al 1999; By 2009). An example of reactive change could be the failure of existing equipment or system as well as government interventions. Proactive change on the other hand occurs when organizations notice that a change is desirable. As usual, proactive change is seen to be more orderly, controllable, and in a way more efficient thus it is planned. (Weick et al 1999).

Because of all of these factors, one of the key issues in organizations is to find a way to manage a change (Bamford et al. 2003). As it is demonstrated above the challenge is that there is no "one best way" of doing this. The key issue is to understand what the goal of the change is, what the context of it is, and the strengths and weaknesses and different natures of different approaches.

2.2.2. Reactions to change

When discussing change, reactions towards it arise in a discussion. Inertia is the tendency for an organization to maintain the status quo. (Boyer & Robert 2006). Hence reactions such as resistance and cynicism towards change are natural and likely to occur as change initiatives are presented. Resistance is a result that concludes as not participating or attempts of avoiding execution (Erwin & Garman 2010) and is, therefore, the main cause of failure when it comes to change processes (Szabla 2007). Resistance is crucial because it correlates with a number of workplace outcomes, including job satisfaction and organizational commitment (Pardo Del Val & Martinez Fuentes 2003). The question is what do people really resist then? People indeed may resist the change itself. People tend to dislike change as individuals are accustomed to having *"a strong preference for stability and continuity"* (Brooks & Bate 1994: 178). People want to change when both push and pull forces are so strong that they themselves see the need for change as they see no other option. (Diefenbach 2006). There are deviating factors that organizations can take in order to align these pull- and push forces with their goals.

Alignment of positive behaviors towards the change initiative is the leverage that creates the environment in which an organization can shift from resistant behavior to committed performance (Rieley & Clarkson 2001). In order to do so, organizations must acquire an understanding of two things: The dynamics of organizational change and how to deal with resistance. Communication is one of the key elements of managing reactions. (Dent & Goldberg 1999).

Resistance to change

According to the studies, resistance to change has divergent and evolving meanings. Firstly, Zaltman & Duncan (1977) described resistance as the act of preserving the status quo in the face of pressure to change it. Later on, Collinson (1994) took an organizational view of resistance and conducted it to be employee behavior that pursues to test, disturb or reverse usual expectations, dissertations, and power relations. Bovey et al.

(2001) found it to be a substantial contributing aspect for unsuccessful change and Georgalis, Samaratunge & Kimberley (2015) defined it as an organizational stage that needs to be overcome, hence it shows as an individual or shared negative attitude and behavior. However, resistance to change is natural and normal since going from the known to the unknown often involves going from the comfortable to the uncomfortable. (Bovey & Hede 2001).

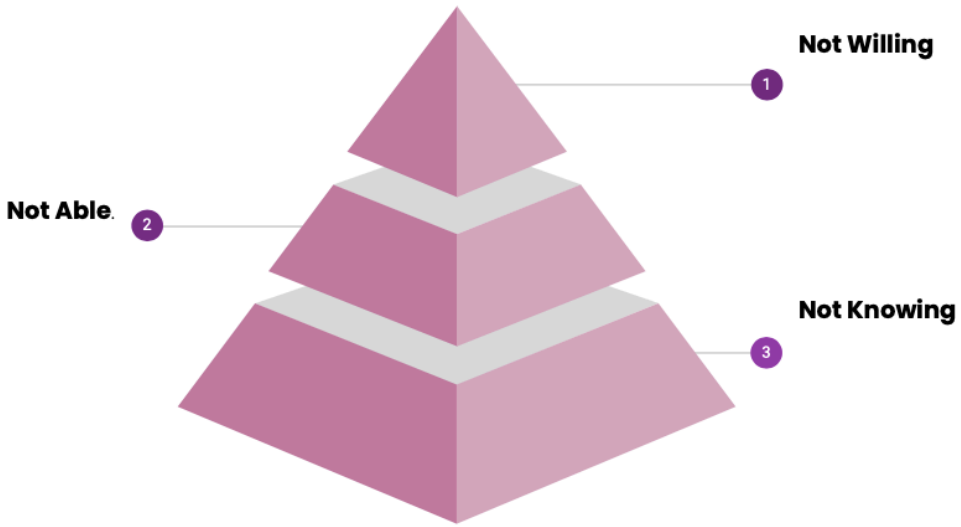

Figure 2. Change resistance pyramid.
(Rieley et al. 2001:47)

Rieley et al. (2001) created a change resistance pyramid that identifies the three population groups that most often resist change. This is seen in figure 2 above. These being "those who don't know about the change efforts; those who don't understand the rationale behind the efforts; those who are not able to accommodate the change efforts; and those who are not willing to shift their behaviors to be congruent with the desired outcome of the efforts".

Commitment and support to change

Organizational commitment and especially commitment to change have received an excellent deal of attention, having been found to be associated with necessary structure outcomes, like job performance, citizenship, absence, and turnover (Herold, Fedor, Caldwell & Liu 2008). Meyer et al. (2002: 22) have conceptualized commitment to change as being *"a force (mindset) that binds an individual to a course of action deemed necessary for the successful implementation of a change initiative."* They also further researched the three-component model (continuance, normative, and affective commitment) to explain organizational commitment. Later on, commitment to change has been seen as a positive attitude that leads to supportive behaviors. As Herold et al. (2008) stated, commitment is the intention to go beyond positive attitudes in support of the change and similarly provide the will to actually support and work on behalf of the change initiative.

Change initiatives tend to be resisted regardless of the issues involved. Almost never is it that first there is resistance, then it must be overcome by managerialism. Managerialism generates resistance - and other negative results (Kirkpatrick & Ackroyd 2003). Often, it is the cause of the problem rather than the cure. Therefore, organizations must learn how to manage change, control the reactions, and practice change leadership – from the beginning of the change process.

2.2.3. Change Management

Change management as a research field is a significantly younger and less defined body of knowledge than change as a concept or i.e., project management. It originated in the 1960s, but the frameworks and practices have just in the last 20 years begun to get more recognition and use. (Pollack & Algeo 2016; Pollack 2017). Early theories of change management attempted to explain why an organization cannot be effective if it is continually changing. In other words, they argued that routines and norms allow people to perform their daily tasks effectively. (Rieley et al. 2001; Luecke 2003). However, nowadays the shift in this type of thinking is universally recognized as organizations acknowledge that

in the ever-changing business environment, they as organizations must adapt and change according to the external world and internal needs (Burnes 2004; Rieley et al. 2001). By aligning people's actions with goals, change management increases the likelihood of improved performance. (Rieley et al 2001). Managing change has also been found to be a communicative action (Jian 2011).

Change management has been seen to originate from organizational development, strategy, communication, and human resources (Crawford et al. 2010). The antecedents of change management explain why it emphasizes the organizational dynamics experienced during the change rather than just the methods and techniques. Its initial goal is to focus on strategic alignment, people engagement, development/capability, communication, creating change ownership, and engaging leadership in change (Neininger, Lehmann-Willenbrock, Kauffeld & Henschel 2010). Change management aims to tackle the undesired behaviors that may occur during organizational change (see chapter reactions towards change). Change management is necessary to persuade people against the status quo during organizational change. People may not support change unless convinced of the need for change. (Cummings et al. 2001).

Because of its history, recent development, and various views on the practice the field of change management is still to this day quite diffused. The universally recognized definition is that *"Change management entails a systematic approach to managing change that deals with people and resources taking into consideration certain factors."* (Al-Ali et al. 2017: 723). Table 4 below summarizes the most common definitions of change management.

Table 3. Change management descriptions

Author	Descrption
Lewin (1947)	Unfreezing, moving, refreezing
Moran & Brightman (2000: 111)	*"Change management is the process of continually renewing an organization's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers."*
Metre (2009; 4, cited in Al-Ali et al. 2017)	*"Change management is a systematic approach that includes the application of knowledge, resources and tools that can be used to leverage the benefits of change. It is also viewed that the systematic approach will better manage the change process with the intention of positively improving performance."*
Varkey (2010: 268)	*"Change management is a term used to describe any action taken to smoothly transition a business process encompassing an individual or group from a current state to a future desired state of being."*
Van Tiem, Dessinger, Moseley, & Moseley (2012: 61)	*"Change management is a process whereby organizations and individuals proactively plan for and adapt to change."*
Kang (2015: 30)	*"Tactics or guidelines for managing intervention implementation process and human factors"*
Al-Ali et al. (2017:723)	*"Change management entails a systematic approach to managing change that deals with people and resources taking into consideration certain factors."*
Prosci (2020)	*"Change management is the process, tools, and techniques to manage the people side of change to achieve the required business outcome."*

2.2.4. Change management process models

The literature contains several models for managing change. In fact, there are so many possible approaches that it is difficult to identify a feasible method that is acceptably recognized by all and will grant full proof in the execution of organizational change. (Kotter 1996; Hudescu & Ilies 2011; Raineri 2011). Even though the models seem to highlight slightly different aspects the central elements are the same. All the models are argued to follow a three-step process where the most frequent phases have to do with "how the change is planned, launched, more fully implemented, and once into implementation, sustained" (Burke 2008:23). The models tend to first define the need for change through analyzing and understanding the existing situation within an organization, secondly comes identifying and evaluating possible solutions. The third stage occurs when the models are applied to the implementation phase of the change which consists of defining and implementing the change strategy. The final phase in models is the consolidation of change to guarantee the assimilation of behavioral change. (Talmaciu 2014).

The above-described change management process flow has been argued to be an antecedent from Kurt Lewin's (1947) seminal work on the change management process. (Burke 2008; Talmaciu 2014 & Rosenbaum et al. 2018). Thus, several academics (e.g. Kubler-Ross 1969; Bullock & Batten 1984; Kotter 1995; Carnall 2007) and consulting firms developed step-based modeling for the assessment of organizational change. Since Lewins' (1947) original work the step-based models have developed to consist of wide range of characteristics. Each of them is filling different gaps and focusing on diverse component parts. Depending on where a change is occurring along the change continuum, the emphasis varies in terms of change type, impetus, origin, and size/impact. (Rosenbaum et al. 2018). These existing change models are further represented in tables 4 and 5 below. They are separated according to the model origin. 12 of the models are created by different authors in the change management literature and those are represented in table 4. There are also three models created by the worlds leading change management consultancies. These are showcased in table 5.

Table 4. Change management process models by authors
(Rosenbaum et al. 2018: 290)

POCM	Authors	Defining characteristics
Three-step model	Lewin	*"Viewing change as a process of movement from the current stage to the end stage and underpinned by force field analysis, action research, and group dynamics that support planned change"* (Lewin, 1947)
Phases of planned change	Bullock and Batten	*"Builds on a project management platform that sees change from a technical viewpoint, focusing on the four stages of exploring, planning, action, and integration"* (Bullock and Batten, 1985)
Change formula	Beckhard and Harris	"Formulaic approach that identified the elements of change and how these relate to each other to effect change, providing an operational framework for those involved in the change process by understanding a range of interdependent consideration points" (Beckhard and Harris, 1987)
Eight-step model	Kotter	*"Developed from research into 100 organisations undergoing change to determine lessons to be learned from them, converting these into a procedural approach to managing the process"* (Kotter, 1996)
Five-step corporate transformational model	Taffinder	*"Somewhat similar approach to Kotter in the development of a procedural approach to transformational change resulting from an analysis of transformational changes in 30 multi-national companies"* (Taffinder, 1998)
Change curve	Kubler-Ross	"*Stems from her analysis of the five stages of grief recognising thatpeople react emotionally to change in a similar way to the emotional reaction to grief, providing insights into possible organisational responses"* (Kübler-Ross, 1969)
Causal model	Burke and Litwin	*"Considers the various drivers of change and ranks these, recognising external environmental factors as the most important followed by an additional eight factors which must be understood and dealt with in an integrated approach"* (Burke and Litwin, 1992)
Congruence model	Nadler and Tushman	*"An open systems model that links organisational sub-systems with changes to the external environment that was meant to guide the thought processes of those involved in change rather than being a prescriptive approach"* (Nadler and Tushman, 1997)
Transitional phase model	Bridges	*"A phase model that has been applied to transformational style change that focuses attention on the end-game and moving beyond that from the current stage and in the process differentiating planned change from transition"* (Bridges, 1991)
Management of transition model	Carnall	*"Focuses on the key organisational management aspects of culture, politics, and management in the context of skills development" (*Carnall, 2007)
Systemic model	Senge et al.	*"A non-formulaic approach to understanding change, it focuses on the long-term sustainability issues and the renewal process itself which, at its base, considers notions of redesigning and rethinking change"* (Senge et al., 1999)
Sustainability change matrix	Dunphy et al.	*"Identifies a six-phase process leading to organisational sustainability through change and focuses these as part of Waves of Sustainability"* (Dunphy et al., 2007)

Table 5. Change management process models by consultancy companies (Rosenbaum et al. 2018: 291)

POCM	Consulting origin	Defining characteristics
7-S model	Peters and Waterman	*"Focused on assessing how well an organisation was positioned with a range of soft and hard skill attributes. Provided a dual focus of assessing organisation in current state as well as future state,providing the basis for better understanding the gaps that needed to be filled in order to achieve a desired outcome and change"* (Peters and Waterman, 1982)
ADKAR	Prosci Ltd	*"Results-orientated change management tool that maps a range of enablers of change to a list of manageme activities that when structured and implemented, respond to those enablers"* (Hiatt 2006)
Association of Change Management Professionals (ACMP)	ACMP	*"Structured approach for transitioning to a future state utilising a range of tools identified through the grouping of identified Change Management Process Groups"*

The change management process models are claimed to represent the planned organizational change approach. This is a natural occurrence hence the models' process, as described above, is very much a linear progression and follows a certain process flow. As is the case with earlier described planned change approach. Both the process models and planned change approach progress logically and intently thus they are easier to examine together. Furthermore, the models seem to represent and highlight the planning part of the change process and put more emphasis and focus on the first steps change management process. This is argued to happen because managers usually succeed better in the change planning phase than the implementation and consolidation phases. (Miller 2001). Thus, these models can be also called planned organizational change management models (POCM). (Rosenbaum et al. 2018).

The next sections discuss and present the change management process models chosen for this study. According to Rosenbaum et al. (2018) work Lewins (1947) process model, Kotter's 8step (1995) model, Bullocks and Battens (1985) phases of planned change model, and Proscis (2006) AKDAR model were chosen to be observed here. The first two models were selected because of their relevance in the literature. Lewins (1947) and

One of the most widely cited models for change management, developed by Kotter (1995), is widely used in academic literature. Phases of planned change model (1985) is selected to perform in this study because *"it builds on a project management platform that sees a change from a technical viewpoint, focusing on the four stages of exploring, planning, action, and integration"* (Rosenbaum et al. 2018: 289). Finally, the AKDAR model (2006) was picked because it takes into account the human side of the change model. According to the critics, this is what the other models selected for this study lack. (Burnes 2004; Garvin & Roberto 2005 & Rosenbaum et al. 2018).

Process model Lewins (1947) seminal work

One of the first researchers to look into the subject of organizational change was Kurt Lewin, a social scientist. Because of his background, Lewins' theories heavily relied on the organism metaphor. The four interconnected themes of his work are field theory, group dynamics, action research, and three-step process. (Lewin 1947; Cameron & Green 2019). Kurt Lewin's three-part change management model has been seen by many as the foundation or classic method for managing change, say Bridgeman, Brown and Cummings (2016).

The process model (Lewin 1947; Lewin 1951) can be used to visualize the overall change process (Cameron et al. 2019) and identify key stages in change implementation. Using Lewin's (1947) model, one can describe the drive for the status quo and the push for change. The basic idea is that to change the *"quasi-stationary equilibrium stage one may increase the striving forces for change, or decrease the forces maintaining the status quo, or the combination of both forces for proactive and reactive organizational change through knowledge sharing of individual willingness with the help of stimulating change leadership style"* (Hussain, Ley, Akram, Haider, Hussain & Ali 2018: 124). Organizational change and development is still today based on the three stages of change (unfreeze, change, refreeze). (Weick et al. 1999).

Figure 3. Lewins change management process model
(Lewin 1947)

Lewins' (1947) model illustrated in figure 3 above suggests the three phases for managing change. He argues that this model serves in managing change on an individual, group, or organization level. Next, this thesis is going deeper into these phases and the actions that are to be taken within each phase.

Unfreezing: Involves unlocking the existing level of behavior. At this point, the focus is on recognizing the balance between driving and restraining forces. Destabilizing the current stage can be accomplished by alerting members of the organization to the need for change. A vision of a more desirable future state along with a sense of need for change can weaken restraining factors and increase driving forces. Through actions like this, people and teams can be inspired to let go of current ways of working and behaving and to search for better, more effective alternatives. It is also possible that disconfirming people's assessment of the current state of affairs may motivate them to change. (Lewin 1947; Lewin 1951; Schein 1985; Kotter 1995).

Moving: Transforms the status quo or changes the nature of the situation. As a result, the balance between driving and restraining forces is modified, causing the equilibrium to shift into a new stage. In spite of their many forms, these forces tend to be manifested in terms of behaviors that impact performance. In other words, movement occurs when attitudes and beliefs are altered and the processes, systems, and structures that shape behavior are modified. (Lewin 1947).

Refreezing: This involves refreezing the behavioral changes that have been achieved. Essentially, it's about reinforcing new behaviors to maintain new levels of performance and prevent reversion. Organizations can achieve new performance levels and long-term value by evaluating feedback that indicates the effectiveness and consistency of new behaviors. (Lewin 1947).

Lewin's seminal work has received an amount of criticism through the years. For example, the notion of refreezing has been seen to be not relevant for organizations operating in turbulent environments. (Dawson 2002). The model has also been criticized with the same arguments as planned change. The theoretical and rational elements and nature of the planned approach have argued to set a number of limitations to its practical implications. The approach also tends to give less emphasis to the fast-moving and unstable environments where the element of emergent change is present. (Burnes 2004; Garvin et al. 2005). Some authors (Kanter & Stein 1992) even claim that the planned approach doesn't compliment the bigger size or rapid changes which require more directive and reactive approaches. The model also lacks the attention for the human aspect of the change process (Galli 2018).

Kotter's' eight-step model (1995)

In the 1990s, Harvard professor John P. Kotter introduced another popular change model. The eight-step model as well is based on Lewin's change model but provides more insights within each step. It has been argued that in Kotter's so-called change ladder the first three steps reflect the "Unfreezing process", the next three are within the "Move" phase and finally the last two can be seen to relate to the "refreezing" phase (Kazmi & Naaranoja 2013).

Over 100 organizations of varying industry types and sizes were studied to develop the eight-step model. After realizing that the majority of change efforts fail the model was developed into a procedural approach so that major errors in change processes could be avoided. The models' goal is to give insights on the strategic level of the change

management process. It serves as an apex coalition, a communication tool, an empowerment tool, a mechanism for generating short-term wins, and a mechanism for institutionalizing changes (Rosenbaum et al. 2018). According to Mento et al. (2002), it serves as a vision for the change process and highlights the key phases. On the basis of the model, it was concluded that a change process involves a series of phases that can last a considerable period of time, and that mistakes made during any one of these phases can have serious consequences for the process as a whole. (Mento et al. 2002, Kotter & Schlesinger 2008).

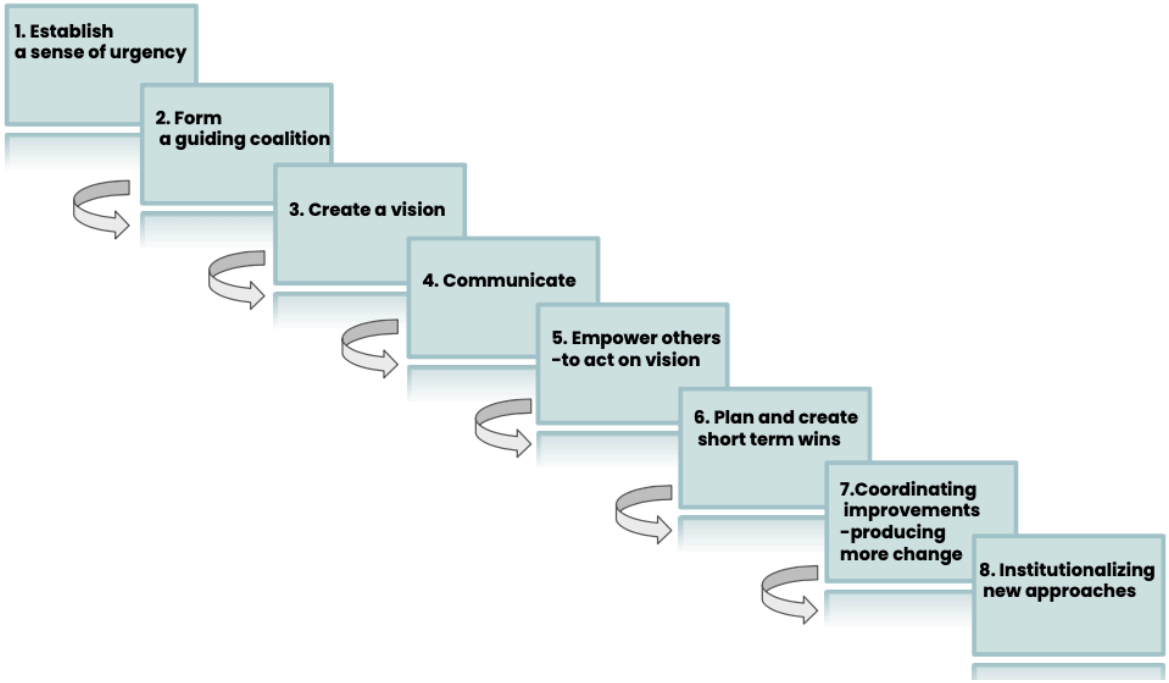

Figure 4. Kotter's 8 step model
(Kotter 1995)

Kotter (1995;1996) noted that the change management process needs to have all eight components in order to manage disruptive changes as a whole. The process flow and steps are presented in figure 4 above. Next, the process steps are briefly described; The author incites a sense of urgency by recognizing the crisis or opportunity within the organization's internal or external environment. The second step is to establish a capable team that will handle the change or "crisis". To create a vision means establishing a clear

direction and a sense of purpose. That is, defining exactly what the organization is aiming for. (Kotter 1995).

Communication implies coherent and clear communication with the team members and stakeholders of the change. This works as a way to build trust within the organization and towards the management team enrolling in the change program. Removing obstacles is removing anything that could obstruct the change process to empower the people involved. Creating quick wins works as a reinforcement and supporting element for the people. (Kotter 1995).

Keep on changing and making the change stick are related to the final stages of the change process. It involves taking steps that make the change move constantly and nailing it deep enough. (Kotter et al. 2008; Kazmi et al. 2013). This step should not be ignored hence change initiatives have often been seen to fail due to participants reverting to their prior habits and behavior (Galli 2018).

Despite its recognition in the literature this model has received an amount of criticism and should not automatically be thought of as a quick fix for success. Practitioners should carefully consider the organization and its structure whilst utilizing this model. It involves a lot of top-down approaches and lacks employee participation within the change process. Rather than using just top-down communication efforts, the communication should be in nature more two-way. As described above this may risk the success of the change process due to the reactions towards organizational change. The model also lacks individual consideration and targeted interpersonal communication tactics. (Galli 2018). Therefore, it can be argued that this model in comparison to Lewin's model also lacks the aspect of people involved in the change. Moreover, one of the main criticism Kotter has received from this is how this high-level approach could be tied into e.g. project management. (Kazmi et al. 2013).

Proscis ADKAR model (Hiatt 2006)

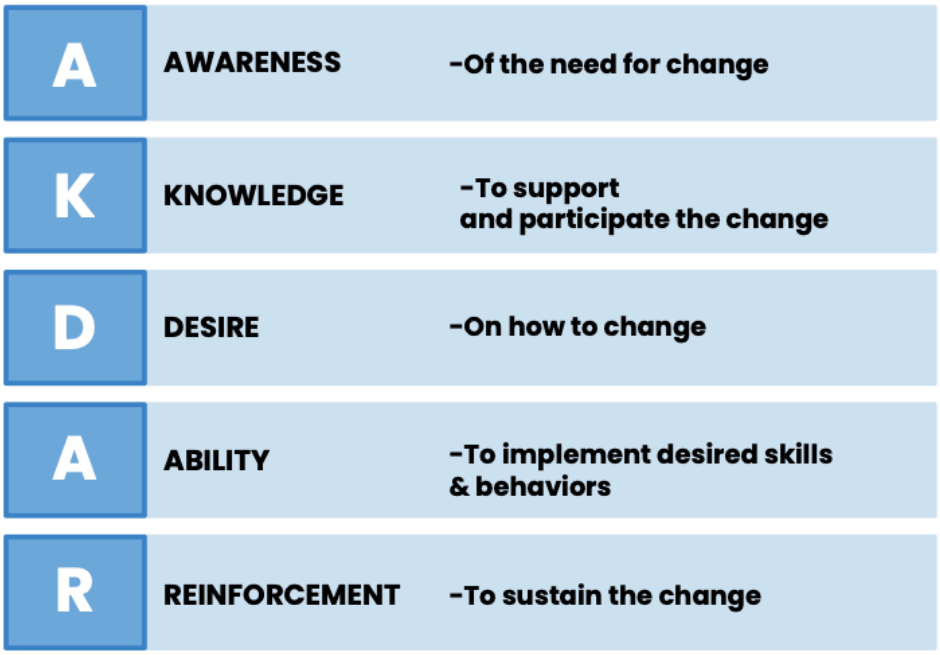

Figure 5. ADKAR model
(Hiatt 2006)

Figure 5 illustrates an ADKAR model, which can be understood as a results-oriented change management tool. This framework offers a way to understand change on an individual level, rather than only at an organizational level. According to this approach, organizational change can only take place when individuals accept and change their own behavior. A list of management activities is mapped to a range of enablers of change in ADKAR. When implemented and structured accordingly the managerial acts then respond to those enablers. The acronym ADKAR stands for five different outcomes – *"Awareness of the need for change, Desire to take part in it and support it, Knowledge of how to change, Ability to implement the required skills and behaviors, and Reinforcement to sustain it. In essence, the five objectives are the basic building blocks of the change process"* (Hiatt 2006: 1-2.)

As employees go through the change process, the model serves as a strong indicator of how ready they are to make a change. Thus, it is compatible with managing the change resistance. Additionally, it helps management prepare for change by developing a

compatible action plan. (Prosci 2002). ADKAR provides an opportunity to identify any obstacles faced by the change recipients. Further, it can facilitate an effective and pro-active onboarding process. It is a helpful tool in organizing and coordinating the change leaders' work. (Rosenbaum et al. 2018; Hiatt 2006). Regardless of the different approach angle this model as well is connected to Lewins force field analysis work (Rosenbaum et al. 2018)

ADKAR can be utilized only when the need for change has been identified. First of all, the initial goal should be to increase awareness about the change and to explain why it is needed. When people understand the reasons and nature of the change as well as the risks involved in not changing, the objective is achieved. An integral part of the model is the desire to participate in the change. The managerial actions in this step involve both the act of motivating to participate in the change and providing the skills necessary for performing the change. Knowledge entails the fact that employees actually have the required knowledge about the change and the skillset for executing the change. In this phase managerial practices like information sharing, training and education are vital. Ability refers and links back to the knowledge part. Employees have to have the required abilities such as skills and behaviors to implement the change in their daily work. The reinforcement process relates to the internal and external factors that are needed to sustain the change in the organization. (Hiatt 2006).

The criticism ADKAR has received links to its possibilities. Even though it is an excellent model to focus on people's acceptance and readiness to change this sets some limitations to it. It's been argued that the model is not the most suitable for large organizational transformations. Further, as it doesn't as such include prior planning before the change it becomes hard to evaluate important factors like the change strategy, stakeholders of the change, and understanding of the urgency of the change. (Da Veiga 2018.)

Phases of planned change (Bullock & Batten 1985)

Phase of planned change as a model is an activity-based project approached model. (Bullock et al. 1985; Rosenbaum 2018). It builds on a project management platform and hence is valid to mention here as one of the main critics Kotter received is that the 8-step model of change is that the model is too high-level to be tied into i.e. project management. From a technical perspective, the phase model presented here focuses on the four stages of exploring, planning, acting, and integrating change. The authors refer to these different elements as phases. This is due to the fact that phases as a term better describes the reality and flow of the process in this change model. *"It connotes the reality of the practice - a cycle of changes"* whereas steps *"implies discrete actions"* (Bullock & Batten 1985).

The phase model views change longitudinally and have a broad time horizon. The change management process is seen as a continuous process that allows for development to happen simultaneously. The authors base a lot of this model on the theories of organizational development. The different phases in this model, even though are separate from each other, can still be seen to be overlapping on some level. This is because the process is continuous. What also underlines the principles presented by this model is the same as in all others mentioned above, the process must be linear. One cannot move to another phase before the previous one is completed. Also, it is important that the order is not touched or changed during the process. (Bullock et al. 1985; Rosenbaum 2018).

Figure 6. Phases of planned change
(Bullock et al. 1985)

"(1) exploring the need for change and securing necessary resources, (2) creation of detailed plans for change, (3) actioning the plan including the development of feedback

loops, and (4) aligning the changes back into the organization through developed policies and procedures" (Bullock et al 1985: 390).

Summary of the models

	Phase 1	Phase 2	Phase3
Author	**Change Recognition/Planning**	**Implementation**	**Sustaining**
Lewin (1947)	Unfreeze	Move	Refreeze
Kotter (1995)	Establish a sense of urgency Form a guiding coalition Create a vision	Communicate Empower others to act on vision	Plan and create short term wins Coordinating improvements producing more change Institutionalizing new approaches
Prosci (2006)	Awareness of the need for change Knowledge to support and participate	Desire on how to change Ability to implement the desired skills and behaviors	Reinforce to sustain the change
Bullock & Botten (1985)	Exploring Planning	Action	Integration

Table 6. Summary of the change management process models

The aim of table 6 is to simplify and summarize the change management process models presented in this literature review. The change management process models often follow a certain flow where three main themes can be identified. In this study the themes are called phases and they demonstrate the linear process of change management models. Phase as an expression is used here since *phase* as a term better describes the reality and flow of the process. (Bullock et al. 1984). The phases are - change recognition and planning, change implementation and sustaining the change. This categorization of three main phases is done according to the findings within existing literature. (Burke 2008; Talmaciu 2014 & Rosenbaum et al. 2018). Furthermore, since the three planned change management models represented in this literature review are found to be antecedents from Lewins (1947) seminal work it can be stated that this categorization is inspired by that as well.

All of the models presented in this thesis withhold the same step-based approach. However, the steps and actions differ according to the model. *Steps* is used as a term here since it implies concrete activity to be undertaken by the change management team. (Bullock et al. 1984). As demonstrated in table xx models withhold a step for analyzing the current state of the organization (risks and opportunities) and exploring or identifying the need for change. Secondly comes some sort of planning. In models presented in this study, planning is found to be actions like creating a change plan that includes the vision or finding possible solutions to enable recognized needs and establishing persons responsible for change. After this, the models move on to the implementation which essentially is about executing the change strategy created in the planning phase. After planning and implementation, the change process models tend to move to different steps of sustaining the change. This phase is about making the change transform into people's everyday lives. Making behavioral changes last.

2.2.5. Change management practices

Figure 6 below lists a variety of organizational interventions designed to facilitate the representation of organizational change processes, regardless of whether they were executed as a result of internal or external events (Raineri 2011). In this chapter, the practices are first presented and then allocated and further elaborated under the earlier recognized "most frequent phases" of the change management process. This categorizing was done due to the argument that often the practices don't actually reach those to whom they target. (Raineri 2011). Thus, it could be argued that more detailed guidelines for using the practices is needed. Practice as a term can have multiple different definitions. For example, practice can be *"embodied, materially mediated arrays of human activity centrally organized around shared practical understanding"* (Schatzki 2001: 2). Practices can also be seen as *"linked and implicit ways of understanding, saying, and doing things"* (Schau et al. 2009: 31) According to Kotter et al. (2008), organizational change-related practices are widely assumed to be universal in nature. A universal pattern is one that is easier to understand and prove (Jansson 2013).

Phase 1	Phase 2	Phase3
Change Recognition/Planning	**Implementation**	**Sustaining**
Analysis of the current state and environment, Analysis of readiness for change, the scope of change, and type of change, Identification of the need for change, Developing a vision, Creating a change management plan, Stakeholder analysis, Stakeholder engagement, Name key users, change agents, change owners	Establish a leadership style, Manage the supervisors and team leads, Empower by acting according to the new vision, Preach about the change, Manage the expectations, Communication plan, Action plan, Change agents, Trainings, Align capabilities	Create KPIs, Establish short term wins, Communication plan for accomplishments, Establish sensing of behaviors, Management review
Communication/ reasons for change / why	Communication/ Cause-effect and benefits/ Ability to change	Communication / Benefits/ Reinforcing the change

Table 7. Change management practices categorized by the change process

As used in this paper, "practice" refers to those activities of change management performed in order to plan, implement and sustain the organizational change management process. As stated, practices facilitate the change process thus examining these practices as managerial activities allocated under specific change process phases could be justified. (Raineri 2011). There are several types of organizational change practices (Currie et al. 2007; Ford et al. 2008) that can be used. Examples include leadership approaches, planning methods, strategy processes, personnel engagement, employee capability, conflict management, and communication strategies (Rosenbaum et al 2018).

The recognition and planning phase of the change process usually involves the analysis of the organization's systems and environment, identification of the change needs, and development of a new vision and change strategy. (Nguyen Huy 2001; Buchanan, Fitzgerald, Ketley, Gollop & Jones 2005; Raineri 2011). Examining market and industry, and the possible threats and opportunities is a part of the first initial analysis (Kotter 1995). Next step is establishing a vision and creating a detailed change plan of how the vision will be translated and implemented. Change plans should include realistic objectives, the stages to be accomplished, strategies to achieve the vision, and the timing of

coordination. (Kotter 1995; Kotter 1996; Nguyen Huy 2001; Buchanan et al. 2005; Raineri 2011).

Identifying the key stakeholders to create a guiding stakeholder analysis is a recommended practice to include at this phase. Thus, recognizing the needs, motivations, and interests of individuals and groups is beneficial in order to achieve targeted communication, individual consideration, and to anticipate intentions and manage reactions. Furthermore, the aim of the stakeholder analysis is to recognize the key users and decision-makers and to entitle them to be responsible and accountable of the change. (Kotter 1995; Christensen 2014). Also, identifying those who need to be further consulted, informed, or trained will help with the risk of possible resistance. (Ford et al. 2008).

Another popular practice in change management is to name change agents. These people can be either internal or external consultants that are responsible for facilitating the change in their function. Anyone with the skills and power to guide and facilitate change can serve as a change agent. Communication between change agents and managers should be ongoing and two-sided. Managers should listen and learn from the feedback of the change agent's function. Whereas change agents work as a two-sided communication portal to facilitate information of the changes to their peers. (Lunenburg 2010; Vos et al. 2018.)

Several authors (Lewin 1951; Kotter 1995; Buchanan et al. 2005; Hiatt 2006; Kotter et al. 2008) emphasize the importance to practice effective leadership during the implementation of change. The aim of effective change leadership is that the employees perceive their leaders as examples and role models of new behaviors, attitudes, and ways of working and begin to mimic their behaviors (Garvin et al. 2005). In order to foster employee engagement and commitment to the change process, leaders need to act in accordance with their initiative. This has been argued to spark behavioral change in followers. (Raineri 2011; Christensen 2014). Practices found for leaders include preaching

the need for change, acting according to the new vision, and adopting new behaviors (Kotter 1995).

Furthermore, it is important to clarify cause-effect relations, involve end-users, and engage the middle managers in the early stages to make sure they have a clear picture of their role whether it is to act as change leaders, change owners or change agents. This is done so that they can cascade the new behaviors to their peers. (Varkey 2010; Wanner 2013; Christensen 2014). Also, the alignment of capabilities with the change initiatives is as important as any element mentioned above. Formal or informal training and coaching are both important. This is due to the fact that in order to carry out the new tasks' and embed the new ways of working, employees´ knowledge and skills must be trained accordingly to execute these tasks. (Nadler & Tushman 1997).

Managerial practices for the third and final phase consider translating the vision into SMART (Specific, Measurable, Accountable, Reasonable, Time-bound) goals and empowering employees so they feel they have the freedom to act on this vision and goals is something a capable change manager/practitioner should aim to do (Kotter et al. 2008; Christiensen 2014). Managers can utilize i.e., surveys and discussions in order to measure the perception of change and adjust the actions according to the results. Another task is planning for and creating short-term wins. It helps employees to recognize and be rewarded for the improvements thus creating a feeling of transparency, participation, and involvement in the project. (Kotter 1995).

Many practices can be grouped under the heading of communication in the context of change management. (Dent et al. 1999). (Raineri 2011) argues that facilitating communication during changes allows different stakeholders to fully understand the where, when, and why of the change. New circumstances can be accepted and adapted through communication. Varkey (2010) even suggested that communication should not be viewed as an individual practice within a change management team, but rather as a continuous theme, encompassing the entire change management process. The main

principles for change communication are argued to be establishing two-way communication, providing cause-effect relationships, delivering knowledge and ability, showcasing the benefits of change and giving reasons for changes. (Lewis, Schmisseur, Stephens & Weir 2006; Hiatt 2006; Neininger et al. 2010). Communication should be ongoing utilizing various channels like intranet, emails, posters, or newsletters in order to inform employees (Kotter et al. 2008). Moreover, exploiting various tactics such as electronics, written, face-to-face, group, and one-on-one communication is seen as engaging. Also, maintaining continuous and targeted communications tailored and breadth to different before acknowledged stakeholder groups is vital in order to facilitate informative messages that are not overbearing. (Christensen 2014).

The aim for change communication is to diminish the potential resistances towards the change initiative. (Holt, Armenakis, Field & Harris 2007) Literature argues that transparent and ongoing communication is one of the most effective ways of initiating trust within organizations and between management and employees. Thus, it is a great practice or a way to manage resistance. (Nguyen Huy 2001). If done accordingly, timely and with individual consideration it helps people experiencing the change to realize the meaning and benefits of changes. (Kotter et al. 2008).

2.3. Synthesis - Model for studying the process of managing change in projects

Throughout this literature review, two research areas have been discussed: project management and change management. This section combines the two. Firstly, the key findings from both of the literature are briefly discussed. Also, their differences and similarities are elaborated. After this, a model for studying change management in project structures is introduced. It aims to showcase what is the role of change management in projects and how change management practices can be used in different phases of the project.

Firstly, the literature review briefly introduces the concept of project management. This section was kept relatively short as the aim of this study is not to study project management in such a large spectrum but rather to understand the structures and key defining elements of project management. In the beginning, the project as a concept was discussed briefly. It was found that projects can be any task with a specific and formulated end target and clearly defined change objects. (Morris et al 1991 & Kerzner 2013). Project management on the other hand is a certain process required to achieve the end target. It is mostly about managing time, scope, and budget. (Morris et al. 1991; Morris 2011). Also, the two different approaches - Agile and traditional - to project management were elaborated because they are argued to affect the development and planning methods of the project and thus have an effect on the nature of the change. (Geraldi et al. 2012; Pinto 2013 & Serrador et al. 2015). The project management process and knowledge areas are given special attention because these are seen to be typical for most projects most of the time. (PMI). The project management process groups were chosen to be utilized in this study to describe the linear flow of projects from initiation to closing. This is a universally recognized process flow in the PMBoK (2017) and thus its structure is used to serve the purpose of this thesis.

Section 2.2 of the literature review describes organizational change, change management, and change management process models. The important take out of defining

organizational change is that the changes are different in nature - emergent and planned and are sparked out of different drivers that can be either internal or external (Van de Ven et al. 1995; Weick et al. 1999; Pettigrew et al. 2001). Organizational change awakens reactions that change management tries to manipulate. Negative attitudes and behaviors like resistance are tried to shift towards being more committed and supportive. (Rieley 2001 et al.; Herold et al. 2008). Several different approaches to change management have been identified in the literature, indicating that change management is a diverse field. Nevertheless, change management can be viewed as *"the process of continually renewing an organization's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers*" (Moran et al. 2000:111). It is also typically understood that change management aims to ensure coherency among people and resources when managing change, while taking certain factors like managing resistance into account. (Al-Ali et al. 2017).

Moreover, as it comes to change management process models it was found that multiple different frameworks and models exist within academics. (Lewin 1947; Kotter 1995; Kotter et al. 2008; Hudescu et al. 2011; Raineri 2011; Rosenbaum et al. 2018). The summary of change management models in the literature review found that all the models can be seen to highlight slightly different steps to be taken during the change process, however, their central elements are the same. All the models follow a process where phases of *recognition/planning of the change, implementation of the change, and sustaining of the change* can be identified. (Burke 2008; Talmaciu 2014; Rosenbaum et al. 2018). Therefore, this one simple three-step process model was adopted for the purpose of this thesis. Phase 1 called the recognition and planning of the change withholds steps such as analyzing the need for change, creating and establishing a change plan, and naming responsible persons. Phase 2 of implementing the change withholds steps like putting the change plan into action, providing enough training to execute the change, and leading by example. Phase 3 of sustaining the change requires steps like measuring the perception of change and communicating the short- and long-term wins. (Kotter et al. 2008).

The literature review also presents the most used change management practices that essentially aim to facilitate the change management process. (Raineri 2011). These were categorized in chapter 2.2.5. A set of different practices related to leadership, training, and planning methods were discovered. The practices can be seen as a way of managing resistance. The change management resistance pyramid implicates that people usually resist because of they are either not able, not willing, or not knowing enough to change. (Rieley 2001). The practices aim to tackle these factors and thus minimize the possible resistance against change initiatives. (Erwin et al. 2010). Communication was found to be not a practice but rather a continuous element that progresses throughout the process. Thus, the core message for communication in each phase was examined. (Varkey 2010).

Taking a process-oriented approach, this study examines how change management is implemented into projects from the beginning to the end. The concepts of project and change have a lot of reminiscent elements. The essence of them is very much the same. Thus, finding a way to combine the two could be argued to have positive outcomes. Projects are seen as a way of changing the organization. As is concluded in this literature review, the purpose of projects is to change structures, processes, routines, and outcomes, but they are most valuable when they transform how people carry out their daily activities. (Parker et al. 2013; Hornstein 2015). Organizational change on the other hand is a phenomenon that describes how an organization moves from one known point to another unknown point. Both, projects and change, are claimed to be present phenomena in organizations' life. Their nature, context, or size varies according to situation and environment. (Söderlund 2010).

Essentially, the macrolevel goals for project management and change management are the same. Both aim for the achievement of a specific, unique organizational goal, within time constraints. However, the steps taken to achieve the goal differ between the two management approaches. Project management is about managing the operational side

whereas change management is about managing the people. Even though the disciplines are based on different intellectual heritages and support different techniques they can be seen to provide complementary perspectives to each other. These two should be studied together because even though either one of the approaches could be used in delivering an organizational change project excluding the other might lead to losing the opportunities that a combined approach could provide. (Pollack et al. 2017). Based on this it would be beneficial for organizations and their stakeholders if a balance between the two could be provided. A further argument might be made that projects lead to organizational change; therefore, these two scholars should be studied together as well.

Regardless of the above, in terms of the literature, the two scholars have clearly differentiated themselves. Therefore, the model below combines a project management structure with a change management process in order to investigate how change management practices are used throughout the project and to observe the role of change management within projects. In this thesis, *the key role of the practices* is to illustrate what their primary roles are at each stage. The change management process model for projects is created based on these key roles since these practices are seen as facilitating the representation of organizational change processes. (Raineri 2011).

These findings of the synthesis indicate that when people are managed in projects, project success may be impacted. The reason for this is that lack of commitment to the project is one of the main causes of project failure. Therefore, the use of effective change management can have an impact on people's commitment.

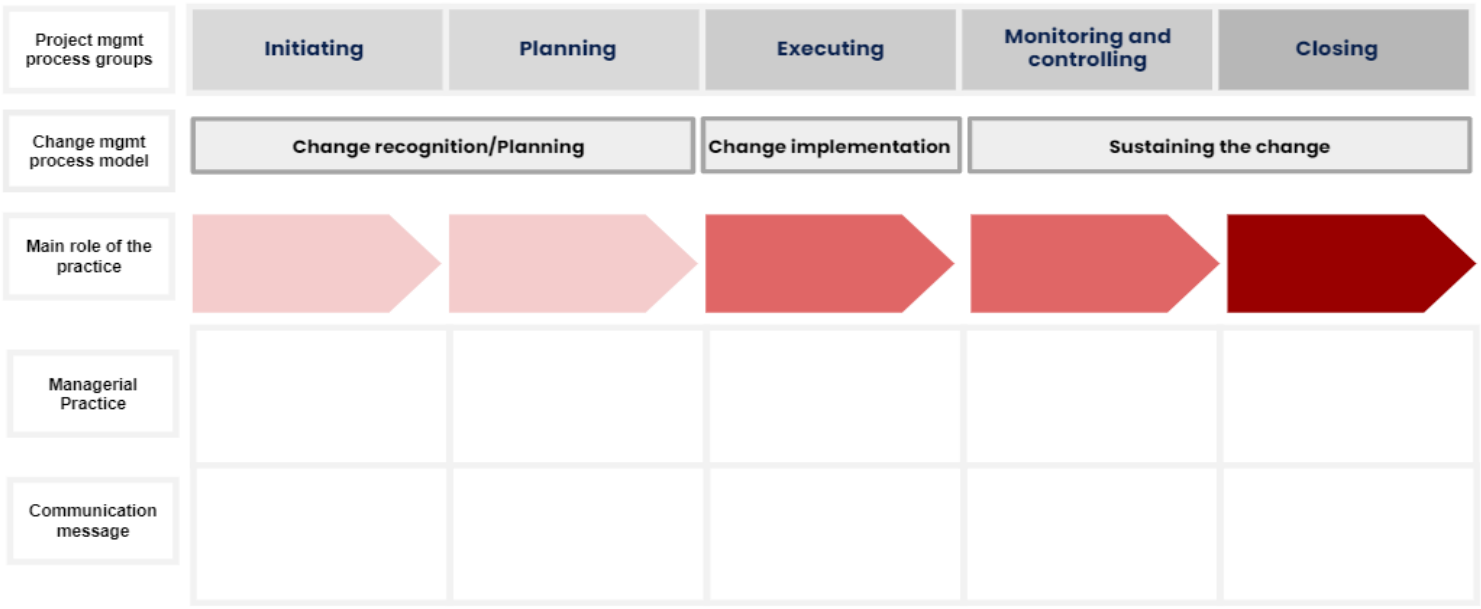

Figure 7. A model for studying change management in project structures

3. METHODOLOGY

The purpose of this chapter is to describe the methodological choices that were made in this study. The chapter begins by discussing the philosophical assumptions of the research. Following this, the research strategy and methodology of the empirical research are discussed. This provides a thorough understanding of the research process. Moreover, the chapter contains a more in-depth discussion of how the data was collected and analyzed. A discussion follows on how to ensure the study's reliability and validity.

3.1. Philosophical assumptions

Each research project is founded on numerous beliefs, predictions, and assumptions. Whether this is conscious, or unconscious is another subject to be interpreted. In spite of this, it is essential to understand these philosophical commitments since they can have a profound effect on how we view and interpret events. They have an impact on the research strategy, research method, and data collection. Thus, the philosophical assumptions should be acknowledged whilst conducting a study. Consistency in assumptions is what produces a credible research philosophy that links all the methodological parts together. (Eriksson & Kovalainen 2008: 10; Saunders, Lewis, & Thornhill 2016: 124-125).

The philosophy of research can be defined as a set of beliefs and assumptions concerning how knowledge is acquired. The philosophy of social sciences is divided into five main categories that are called; Ontology, epistemology, methodology, methods, and paradigm. Observing different research philosophies through research assumptions is the main purpose of the first two. (Eriksson et al. 2008: 12; Saunders et al. 2016: 127-130).

Ontology refers to “the nature of reality”. Essentially, it has seen to impact on the way the researcher approaches and sees the study’s research objectives. It antagonizes the idea that we understand how the relationships between people, society, and the world

are based on our perception and assumptions. Organizations, management, individual working lives, and organizational events and artifacts are considered to be key objectives in business studies and management research. Conversely, epistemology refers to the concept of what constitutes acceptable knowledge. In essence, it is an attempt to interpret "how can we know what we know?". Due to the viewpoint that reality is socially constructed through social interaction, the study implements a subjectivist ontology and epistemology. Subjectivism - or social ontology - assumes that people create the social world through social interaction. (Eriksson et al. 2008: 13-14). In the present study, the above is embodied through project management structure, change management, and change management practices and processes that serve as research objectives. The assumptions in this study are also based on the social interactions between the participants. This prediction is basically that, if managers apply more activities from change management to their people management work, they could influence the level of resistance and thus the project outcomes. Therefore, studying reality with a subjectivist perspective is justified. (Eriksson et al. 2008: 14–15; Saunders et al. 2016: 127–130.)

In general, this thesis adopts an interpretivist perspective. This research philosophy focuses on how *"individuals or groups interpret and understand social events and settings"* (Eriksson et al. 2008: 20). The subjectivist nature of the study predicts interpretivism as it acknowledges that the researchers' own values determine the interpretations. This thesis provides a new understanding of change management's role and practices in project management structures by reflecting on the findings of this study. In addition to the author's own interpretations, the interviewees of this study establish their own meanings and interpretations of their doings differently as well. Thus, it can be concluded that the interpretations of reality are a defining part of this study. (Eriksson et al. 2008: 20; Saunders et al. 2016: 136, 140–141).

3.2. Research strategy & method

A research strategy or design outlines the manner in which the research questions will be addressed (Saunders et al. 2016). Using a qualitative approach, this study will answer the research questions and demonstrate how theory and practice interrelate. This thesis presents literature reviews of project management, organizational change, and change management processes that form the basis for the theoretical framework. Using empirical research, this study can develop data and findings that can then be applied to a theoretical framework.

There are two different research approaches acknowledged in the literature - deductive and inductive, aiming for slightly different end goals. Deductive methods seek to test a theory while inductive methods aim to uncover unexpected issues or new theories. (Hirsjärvi, Remes, Sajavaara & Sinivuori 2007: 164; Hirsjärvi & Hurme 2008: 161-182). The deductive approach tends to emphasize causality whereas the inductive approach focuses more on observing a new phenomenon or already found phenomena but from a different perspective or angle. Furthermore, the deductive approach usually begins with a hypothesis and is used in quantitative research. On the other hand, the inductive approach tends to use research questions for narrowing the study scope and is more suitable for qualitative research methodologies. (Gabriel & Violato 2013).

An inductive method is used in this study since the purpose is to explore the role of change management in the project management structure. So, two known phenomenon's are being observed but from a new angle.

3.2.1. Qualitative research

It is possible to conduct the empirical research for a study using either a qualitative or quantitative research method. It is advantageous to use qualitative research methods to address the researcher's desire to uncover new and unexpected aspects of the material and its multifaceted nature. Since qualitative research is difficult to define, it does

not have a theory or paradigm that can be called its own. A distinguishing feature of qualitative research is the fact that it is not intended to test theories or models, but rather to offer the researcher the opportunity to examine a particular phenomenon within a particular context. (Eriksson & Kovalainen 2008). It is therefore a suitable method for observing change management within a project management context.

Quantitative and qualitative research have a long history when it comes to comparing them. In some instances, authors claim that this confusing situation is a result of the ambiguity between quantitative and qualitative research. (Hirsjärvi et al. 2007: 135-136).

Research that aims to define qualitative studies often refers to them as a whole collection of different methods of interpretation. Qualitative research describes real life. Nevertheless, there is no specific methodology for it. (Metsämuuronen 2006: 162). This ideology stems from positivist or post-positivist science. To give this even more context Metsämuuronen (2006: 203-210) stated that *"the qualitative research is based on existential – phenomenologist - the hermeneutical philosophy of science."* In his view, the purpose of research methodology is to find meaning in and interpret the world around us. It is more of a collection of differing interpretive methodologies than a single concept.

The aim for qualitative studies is to find or reveal facts rather than verify already existing claims. Conclusions usually target to make use of the available theory for making certain interoperations of the material and its outside reality. As in quantitative studies where the material aims to explain the causal processes in qualitative studies this is not the case. It more so guides the researcher in looking for new knowledge while, simultaneously, structuring and systematizing previously collected data. Using deductively separated problems as the general theory, a collection of research questions can be used to obtain the empiricism. (Metsämuuronen 2006: 203- 210; Hirsjärvi et al 2008: 161-182). Research methodologies of this type are suitable for analyzing detailed structures of

events. Qualitative research methodology can also be used to examine the significance of particular actors in specific circumstances. If a researcher needs an insight into natural situations that are almost impossible to organize as an experiment or where they cannot control all the aspects affecting them, it is considerably necessary to utilize qualitative studies. (Metsämuuronen 2006: 167).

This study chose the qualitative method for empirical research as this thesis aims to achieve realistic and material-based research. Furthermore, as there is no hypothesis in this study and a lot of room has been wanted to be given to the individuals' own experiences and observations, this research method was chosen. Also, the type of situation where change management practices are studied in project management is hard to organize as an experiment the qualitative research seemed inevitable for this study. Furthermore, the aim of this study is to understand the empirical world and reality of research objects through the detailed examination of data. These characteristics mentioned above are typical characteristics for qualitative research. (Eskola & Suoranta 2000: 81-83; Metsämuuronen 2006: 203-210; Hirsijärvi et al. 2008: 161-182).

3.3. Context of the study

As part of the qualitative interview research process, it is essential to comprehend the context of this study (Saunders et al. 2016: 185). Each interviewee is a member of the same project team in a multinational corporation. As such, this study is conducted in this context. This company in this study will be referred to as Company X and the project as Project X to ensure anonymity. Company X is a stock-listed, industry-leading company employing over 10 000 people globally. Company X is executing a transformation project referred to as Project X. The goal of Project X is to reduce the supply chain lead time by fifty percent. This is done through implementing multiple different tools, processes, and systems throughout the supply chain operations. The project consists of seven different project streams. One of these streams is called the CCC stream. The primary focus of the CCC stream is change management, communication, and capability. Project X utilizes an agile project management approach and is concluded in three different gears. The gears

are 1. planning 2. implementing 3. sustaining 4. Closing. This project started at the beginning of 2019 and is now in the sustaining phase. The project is planned to have its final closure in 2024. This setting provides an excellent opportunity to study change management in projects hence it has people working solely on change management which often as this study reveals is not the case.

The aim of this research is not to study Company X or project X in particular but rather use people's experience from this project to generally study change management in projects. However, as this chosen topic required an organization and project that allows room for and actually utilizes change management within their projects this unique opportunity to interview the people from this company and project was taken. The interviewees were allowed and asked to also reflect their answers through previous projects and experiences to gain more insights on the matter.

3.4. Data collection & analysis

Participants in the CCC stream and the project director are interviewed in semi-structured interviews to collect the primary data. An interview is a predetermined, derived, motivated, investigative, and confidential way of collecting data. Gathering information through interviews is considered a practical and efficient method. (Metsämuuronen 2006: 187; Eriksson et al. 2008: 80-81). As a primary data collection method, semi-structured theme interviews were utilized. Due to the fact that a semi-structured interview method appears to be both systematic and comprehensive, it is considered the best research method available. In this study, the ability to observe both "what" and "how" questions became relevant. This is because the study focuses on what is done and how it's employed. The researcher is also quite flexible when it comes to wording and ordering questions during each interview, which is another big advantage. (Eriksson et al. 2008: 82.) Practicing this data collection method will ensure the most open and honest answers.

An interview can be seen as a suitable method for interpreting questions or specifying answers. It is especially useful when the aim is to specify answers to be as detailed as possible. (Metsämuuronen 2006: 187.) A theme interview is an open interview format. The themes of this type of interview are typically known in advance. It is not specified, however, how and in which order the questions are to be answered. A semi-structured interview, that is also seen to be a theme interview, is suitable for studies in which the intent and subject topics are targeted like in this thesis. Also, it can be beneficial when exploring less-known issues. These can be things such as valuations, ideals, and justifications. Hence, in this study, the interview is centered around pre-selected themes, but the semi-structured interview technique ensures that the structure or order of the questions is not clearly defined. (Metsämuuronen 2006: 189; Hirsjärvi et al. 2008).

The advantages of semi-structured interviews have been identified in four different situations (Saunders et al. 2016: 393-396.) For an exploratory study, interviewees are usually asked to elaborate on or explain their responses regarding the phenomenon being investigated, in which case semi-structured interviews should be conducted. Second, semi-structured interviews are recognized as legitimate research methods, in that they provide personal contact that increases trust, permits better responses, and promotes a more in-depth understanding of a situation. A third point is that if there are a large number of questions that need to be answered and if they are complicated or open-ended, or if they do not appear to follow a logical pattern, then this type of data collection is beneficial. Finally, it has been argued that interviews are an effective method to obtain data in interview situations, where the length and completeness of the process can differ significantly among situations. (Saunders et al. 2016: 393-396.)

Based on the elements and characteristics detailed above, the use of semi-structured interviews as the main method of data collection can be justified in this thesis. An analysis of the literature review presented earlier was used to develop the questionnaire for this study. The themes and topics covered in the questionnaire touch base on broader themes. The questions are drawn from the research questions, theoretical background,

and findings (framework) of the study. Also, to collect background information about the subjects of the interviews the questionnaire covered a brief section on their experience in change management in years and main tasks/ responsibilities in the current position.

Open-ended questions were utilized. This was done in order to encourage the interviewees to answer the questions freely. It was also fortified to provide examples and demonstrate answers through real-life experiences to get more detailed responses. First to understand how interviewees perceive change management in general a question about it was asked. This was important to get alignment on the topic. After this, it was significant to question what are the first thoughts that arise when thinking of change management in projects, and how they see the ownership and responsibility of it. Also, understanding how they would start to plan the change management process in projects was questioned. After this to gain knowledge on each phase of the change management process the interviewees were questioned about the practices used in three given phases. So, this study and questionnaire presumed according to the existing literature the planning phase, the implementation phase, and sustaining phase of the change management process. To get even more insights into change management practices on projects interviewees were asked to raise challenges of change management in projects. Each participant was given the opportunity at the conclusion of each interview to discuss any topical themes regarding change management in projects that came to mind. They were questioned whether they find some practices more important than others or would they emphasize any phase over another. This was important in order to get more validity and reliability on the topics discussed earlier in the interviews.

Five interviews were conducted as part of this study. The subjects had different backgrounds and different focus areas - capability, communication, change, and overall project/program management. An online communication platform was used to conduct the interviews individually. All of them were also recorded with permission from each individual. Saving an interview is essential to confirm the validity of the data and text.

(Hirsijärvi et al. 2008: 75). To ensure the anonymity of the participants, none of the interviews have been published. In addition, the demographic data and other information allowing the participants to be identified are being withheld.

Furthermore, it should be noted that since the questions are answered based on the prior experience and perceptions of the participants, each participant's focus and duration will vary depending on the theme. Another reason for this focus difference in covered themes is the semi-structured method and several open-ended questions. The length of the interviews also varied from 35 to 75 minutes.

Date	Title in the company and in the project	Years in change management	Lenght of the interview
21.1.2022	Transition manager/change lead	5	38min
21.1.2022	Change management & communication specialist/ Communication lead	3	58min
27.1.2022	VP in HR/ Team lead	20	75min
27.1.2022	Program director	13	40min
28.1.2022	HR business partner/Capability lead	4	29min

Table 8. Table of the interviewees

As seen in table 8, the interviewees were all working on the same project but in different roles. All except one of the interviewees were also working in the same CCC (change, communication, capability) team that was seen to be responsible for supporting change-related tasks in this project. Two interviewees are working in managerial positions in Project X in comparison to the other three that are part of the team. The program/project owner is responsible for managing all streams within the project. Managing duties include planning, organizing, budgeting, staffing, leading, controlling, and developing. The team leader is responsible for managing the CCC team. In addition to organizing the daily activities of the teams, they are responsible for human resource activities, resource allocation, ensuring efficiency and profitability of the teams, setting goals and targets for development, and monitoring their performance. The team members are

responsible for supporting the project streams in managing the change in everyday activities. They are developing and executing change management practices daily. What is common between all these roles is that they all oversee and are supporting the implementation of new change management-related initiatives.

3.4.1. Data analysis

The purpose of qualitative data analysis is to create clearance among the research data. Therefore, the aim is to produce new information regarding the matter that is under observation. A major objective of this analysis is to summarize the research data and material without omitting any information contained therein. Qualitative data analysis is bringing fragmented material into coherent and meaningful information and simultaneously it aims to increase the value of information. (Eskola et al. 2000: 137).

A number of methods have been developed by authors (e.g., Eskola et al. 2000: 159-202; Eriksson et al. 2008: 127-139; Hirsijärvi et al. 2008: 171-180; Saunders et al. 2016: 566-626) for analyzing qualitative data. Several of these methods were used simultaneously in this thesis. Such studies commonly employ this approach (Eskola et al. 2000: 161). The study adapted Dey's (1993) three-phase model of analysis as the guiding principle and method for data analysis. In three phases, the material is described, classified, and linked. The interviews were recorded for the purpose of ensuring the validity of the research. The recordings of the interviews were first transcribed. Subsequently, the transcripts were stored electronically. This was followed by a categorization of the data and assigning themes predetermined by the theoretical framework of the research project. To determine the regularities and similarities in themes, all regularities and similarities were identified and evaluated in comparison to existing literature.

3.5. Validity and reliability

Validity and reliability are important aspects of research that should be considered in order to ensure its quality. Validity refers to assurance that a study measures what it

should measure and that the data analysis is accurate. The term reliability refers to the ability of a study to be repeated and consistent. (Saunders et al. 2016: 202–203). Essentially reliability in studies is about the research being repeatable. Also, in a situation where there is another researcher they should be able to get the same kinds of results with similar methodology in use. However, as this study utilizes semi-structured interviews that are very much context-specific and may result in different results at another time, showcasing the long-term reliability is rather difficult. As Saunders et al. (2016: 389) mentioned, semi-structured interviews are not necessarily intended to be repeatable in the first place. The data collected from those interviews are seen as reflecting the time they were conducted. Regardless of this the reliability of this study can be increased by carefully describing the data collection and analysis process of it. Attached as an appendix to this thesis is the interview template that served as a guide for the interviews. This interview form consisted of questions that were conducted in a way that amount of repetition occurs to ensure the reliability of the answers. In addition, the detailed transcripts of the interviews can contribute to the reliability of the results as they provide evidence of the interpretations that have been made. (Saunders et al. 2016: 202–203, 398–399).

Validity can be categorized into three types: construct validity, internal validity, and external validity. The construct validity of a research study is determined by how well the research measures the intended construct and provides accurate results pertaining to the phenomenon being examined. (Hirsjärvi et al. 2008:187). In order to accomplish this goal, a questionnaire was developed based on the interpretations and conclusions of the existing literature on change and project management. Internal validity refers to the feasibility of establishing a causal relationship between two variables based on the results of research. (Hirsjärvi, 2008: 188; Saunders, 2016: 203). For this purpose, the patterns found in the empirical findings were compared to the synthesis and model derived from established literature on change and project management. The final component of validity is external validity, which refers to the generalizability of the findings. (Saunders et al., 2016: 205-207). It has been ensured by developing the research questions in such

a way that the results of the study are not contextually dependent. The findings of this study may be generalized to other large-scale, agile projects that consider aspects of behavioral change and have an agile project management approach. If the project is small in scope or if a purely planned approach to project management is employed, the results are not generalizable.

4 FINDINGS

It is here where the findings and results of the empirical research will be discussed and analyzed. This section presents and explains the data collected from the interviews. To present the interplay between theory and practice, the key empirical findings are presented in the theoretical basis and framework of this thesis. In this section, the aim is to identify whether the findings of this thesis and the existing literature are consistent or not.

4.1. Findings of the empirical research

In accordance with the methodology described above, the empirical data was collected using semi structured theme interviews, which were conducted within Company X and elaborated often through Project X. To exhibit the findings in a structured manner, the research material is organized into themes identified by the literature review and theoretical framework of the study. Research material has been categorized into three themes, namely change management in projects, change management processes in projects, and change management practices and their role in the project management process. In each section, there are subcategories that help answer and elaborate on the matters related to the theme. A theory is presented in opposition to the interpretations based on the research materials from this study. The use of examples, observations, and interview excerpts provides evidence in support of the interpretations.

4.1.1. Change management in projects

The aim of this section is to clarify how the interviewees perceive change management as a part of the project. Firstly, interviewees' perception of change management, in general, is discussed. Secondly, the section moves on to describe how the interviewees perceive change management's importance in projects and how they would define the responsibility of change management in projects. Understanding these factors is

important in order to gain more insight into what is the role of change management in projects.

Interviewees were first asked to respond to a set of questions to get a consensus on how they perceive change and change management. In the discussion of defining change management, subjects agreed on three common themes. All highlighted the *people perspective, the supporting nature,* and *communication* elements of change management. As two interviewees concluded,

> *"it's about putting people first and understanding what the change means for different individuals or stakeholder groups, and then identifying other needed actions to support those individuals through the change".*

> *"It's about the people. And it requires attention and effort."*

The interviewees' further elaborated on change management by defining that its main responsibilities can be seen to be about managing people, supporting the organization, and engaging the managers to lead by example. The communication element is important in communicating the why and the benefits, establishing ownership, and creating a sense of community around the change. One interviewee appointed the importance of communication in change management by stating that;

> *"Change management is about creating a community around the change. Establishing and enabling the two-way communication, not so that it's, you know, some comms department somewhere just sending out messages, but rather it's about making sure everyone understands their responsibilities"*

What was also revealed in the interviews is that succeeding in change management comes down to elements like *participation, involvement, engagement*, and *individual consideration.* Essentially, this refers to participating both the employees and the managers in decision-making and involving them to change management activities. The importance of change leadership was highlighted in order to achieve the elements leading to success. It seems that the core leadership team has to be engaged with the change in

order for others to execute credible change management. This all could be concluded by a statement from one interviewee;

> *"I think the involvement aspect in change management is extremely important. Taking people along, letting them do some of the decision-making, letting them have their voice out in the early steps. Really hearing them out. If there's an opportunity where they can affect the change in one way or another, it should be used. Participating the people through asking questions and really understanding what they do in their work is essential in change management."*

All the interviewees saw that essentially more emphasis should be placed on the people's side of projects. The findings from the interviews suggest that most of the time change management should be seen as a part of project management, although, this is dependent on the project scope. One interviewee stated that change management in projects can be described as;

> *"The people side of project management".*

It was also found that the interviewees really see a need for this coalition.

> *"I don't want to distinguish much between projects and change. Because I want people to really see that they're both important, and sometimes the activities overlap…, Therefore, I would like to see more change management practices in project management."*

Counter to this, it was brought up that the need for change management really depends on the scope of the project. It's not like one size fits for all. What could be interpreted from the interviewees is that if the scope of the project requires a change in organizational structures thus has an element of behavioral change only then change management is needed in projects as well. If not, then it comes down to the project team to consider whether the need for change management is found essential or not. And in what extent it should be implemented. As stated,

> *"If the project includes or if the project scope is built on the fact that people need to either learn something new, adapt to new ways of working or other kinds of organizational changes, then change management is central and a key also in the project management."*

The subjects saw that projects are often about delivering a new solution that is very practical. It seems that project management is a lot about managing the time, the scope, and the budget. Thus, if the need for behavioral change is detected bringing in a team or naming a person responsible for change management would be beneficial. As one subject said,

> *"Bringing in someone that really has that hat (change management) on as well. Not just following the milestones and so on. But really having change management in the project management plan…, making sure that the element of change management exists in the project."*

However, when questioned about this responsibility the findings reveled that it is distributed. The responsibility is seen to be on everyone meaning not only on the change team or one person executing the change management practices, but also on the project team, and the leadership team. Change management is not something that one person performs but rather a way of thinking that should be embedded in everyone's mind within the project team. Essentially, everyone is a part of making the change happen in projects. To make this transpire the interviews highlighted resourcing the project in a way where there is room to execute change management.

> *"This is about having the change-minded people that also acknowledge the need for change management in place. These people need to make sure that in the end everyone takes ownership of change and change management."*

This, however, is not a self-explanatory or in a sense an easy task. One interviewee concluded that taking change management into projects is hard since change management from a project management perspective is still fluffy. Meaning that in a way it's difficult to say whether it is executed or not. In the end, the impact of change management is only

measured by people's perceptions, whereas succeeding in projects comes down to reaching tangible targets. As long as the project deliverables are achieved project management doesn't consider if people's commitment affected reaching these targets or not.

To conclude this chapter, regardless of the notion above when it comes to the role of change management in projects it seems that often it takes the part of a supporting function. It is embedded in leadership and management and its ownership is diversified. The role has to adapt itself according to the project. It operates in the back but is an important function in establishing the need for change and connecting today and tomorrow. Essentially it is about defining the cause-effect relationships of the work from the project team and communicating those to people. Also, findings here would further support a close coalition between the two scholars.

> *"Change management is something that kind of constantly also needs to adopt. I feel like the project can be scoped but change management comes in as more reactive, it always has to adapt itself according to the project."*

> *"But it's like the glue that connects today and tomorrow, and everything, that needs to change within a project..., And I think change management is there to guide the project team from today to what its desired state is. So, I would say it is not always clearly visible. But so important in the background in making sure that everyone is on board."*

4.1.2. Change management process in projects

In the second section of the findings, the change management process in projects was observed. Especially, the presumption that there are these frequent main elements such as phases in the change management process and do those actually apply in the same sense in projects as they are recognized in change management literature. Furthermore, the progression of the planning of that whole change management process in projects is elaborated. This is important in order to validate the model established in this thesis and to get a better understanding of how this model could actually then be utilized by managers.

All of the interviewees recognized the flow of the phases of planning, implementation and sustaining of the change management process thus those very much follow the project management process. However, what this study reveals are that the role and practices taken within each phase are harder to define, time and plan.

> *"In some areas, we may be interacting too early with the end-users. And then there was a period of silence and then we came back, you know, tada, here's what we built now. So sometimes it was hard to define at which point of our progress with what deliverables do we engage with?"*

At this stage, it is important to recognize the context of the study. All the interviewees are currently working in the same project X executing change management with different focuses on their responsibilities. Some are more focused on communication, some in training, and some in the overall management of the program or project. Hence many of the answers from this point on are reflected according to their position and the current transformation project they are on. The project team builds out of different streams that all have their own stream lead. It also has the project owner and project sponsor. The streams are responsible for project execution in their own focus areas. CCC stream discussed here is essentially a change management team within the project team. This current project follows the agile approach of project management meaning they operate in 12-week cycles which each consist of 4 three week sprints where deliverables for each sprint are defined.

When questioned about the progress of the planning of change management process in projects it was revealed that the subjects find it hard to plan the change management process too far ahead whilst working on a project. As one interviewee elaborated;

> *"We don't know what is needed from the change management because we cannot predict the peoples' reactions. We know the project's end goal but what we don't know is how people will perceive the changes the project is presenting. So, I would say we only were able to plan to a specific point, because we didn't have the view, too long ahead."*

Another interviewee elaborated that the progression about planning the whole change management process in projects is about establishing a link between the business case, the targeted business case benefits, and the KPIs behind the business case. Then linking this to stakeholders, and establishing the required behavior change of that stakeholder group is the core essence of planning the change management process. In the same context, the agile project management approach was found to be both enabling and limiting. The interviewees had different opinions regarding this. However, the consensus of the responses would indicate a more positive outlook on this approach. It seems that change management in the context of agile project management takes more of a responsive rather than a perfectly planned approach. As one interviewee stated;

> *"It's (agile project mgm approach) kind of enabled a bit of rethinking, reinventing along the way so that we didn't just you know, establish that we will have every month a newsletter every Tuesday this and this will happen and then what if that would have kind of lost its effect and we would just carry out with that plan without it being kind of usable. So, I think it's enabled the reinventing of what we're doing and not getting too much attached to one specific plan. I think it enables us to react to what is happening."*

This was accompanied by another interviewee

> *"We had the flexibility to really be creative and change our approach based on how, for example, the previous sprint went. So, we did plan, but I'd say the planning horizon was not very long, we knew from the very beginning that we will have for example the sustaining the change phase. Because we know that that's an important part. But we didn't plan that, until we actually sort of approached it, let's say like, a couple of months ahead."*

4.1.3. Change management practices in project management structures

In the scope of this study third important category is the change management practices used in projects and their meaning in each phase of the project management process. It was already established that the project team, especially managers and leaders, should be resourced with change-minded people that could essentially embed change

management in their leadership style and management. When it comes to change management practices it seems that those work as the glue that ties today and tomorrow together. Therefore, it is important to further elaborate on what these practices are and what is their meaning or as said in the model, role in each project process phase. Through this, the study can recognize what are the change management practices, their role, and the core communication message in the project process. This section is categorized into phases 1, 2, and 3 which imply change recognition/planning, change implementation, and sustaining of the change. Phase 1 is about project initiation and planning, phase 2 is referring to project execution, and phase 3 to monitoring and controlling, and closing of the project.

Phase 1

The interviews reveal that a lot of change management practices are used in this phase. Moreover, findings suggest that the role of change management is more present in this phase than it is in the others. Change management is seen to be very important at the beginning of the project. As one interviewee stated,

> *"I think that's where we can kind of go wrong, is if we don't recognize that the change is now a big element of this project, and we need to resource it, then we might be set off to failure".*

It seems that the main task for change management at this phase is to build the base for the change and implementation of the project deliverables. If one phase should be emphasized over others it seems to be this one. As one interviewee stated

> *"I think the beginning is the most important. I think it's kind of making sure in the beginning that you understand how big of a change this is going to be. So, putting effort and finding the right people is important…, I think it's definitely the most important phase to do"*

Three out of five interviewees not in managerial positions stated that they were not involved in "the recognition of the need for the change" phase of the project they are

currently on or the projects they were involved in before. Thus, it could be suspected that in a case like this where a coalition between change and project management is made very often *the need for change comes from the business level* or arises i.e., from a crisis. However, an interviewee in the project director position stated that the first initiative regarding *the need for change management comes from the project level*. Meaning that they recognize that this project includes an element of behavioral change, thus implementing change management is necessary.

Change management related practices applied after the change management is properly resourced is to map out the current or starting situation. In the mapping out - practice, subjects highlighted the need for understanding how people perceive "where we are now, what needs to be changed and what is the current way of working." Essentially, the practice is about finding out current work routines, the tools, and systems in use, and how those are used in order to identify what exactly is there that is changing in their behaviors or needs to be changed. Interviewees said they have used workshops, interviews, and surveys in order to do this. Also, visiting the site where people are and showing managers' presence was highlighted. This has to do with resistance management. Being present helps to initiate and build trust from the beginning of the project. As one interviewee concluded;

> *"So part of that phase and practice was a lot of discussions with people in the organization, finding out the core issue. Also, it was about finding what other things are affecting that issue. The people side in particular".*

The next practice that received a considerable amount of attention in the interviews was a stakeholder analysis. The planning was seen to start from there. Stakeholder analysis is about recognizing and grouping the stakeholders that the change will most likely impact and what level of influence each group experiences. Essentially, it helps to establish the change impact per stakeholder group. The findings from the interviews suggest that this is one of the most important practices during the whole change management process since the analysis provides information for many different practices. On top of that,

this type of activity was seen as a good way to involve the managers and the whole project team to take ownership of the change management and to participate them in change.

> *"I thought it was a really good way to get more input from the streams and really help them think about the different stakeholder groups and what is really changing for their peers. Because at the start, the streams would basically focus more on the system or tool or process that they're implementing. Focus laid much on the technical side of the project, milestones, and so on."*

The interviews revealed that in this phase the change management team started to create and put together a handover material from this analysis. This material was later named the "North Star" because it was seen to be the core reference of "what is changing for you?" and "where are we heading towards''? It was also again seen as a good way to take ownership of the change.

> *"We wanted to use engaging communication in naming the material. Then we came up with this North Star idea. It's the guiding principle, you know like a North Star is for lost adventurer".*

This document was then distributed through utilizing multiple different channels such as internal presentations and information sharing events, the change agent network, and the company intranet.

> *"With this North star deliverable, we really managed to stick with the streams and think about the impact on individuals and stakeholder groups. So, what would be a good way to really help everybody understand and further communicate the changes to make it more relevant and meaningful, meaningful to the people because they wanted to really know what's the impact for them in particular."*

Another practice the interviewees highlighted in phase 1 was creating detailed communication plans with project team that combined the project targets with supporting practices needed from the change management. Furthermore, the interviews reveal that

these plans were found very useful, especially in the project management context. As it was elaborated;

> *"The plans were for the activities in terms of constraints, who is responsible for what, what activities there is to be taken within each project stream in regard to change management and when should those be delivered."*

The last finding with regards to the practices within phase 1 is establishing a network of change agents. The change agent network in the current project the interviewees are in was named as change ambassador network. The findings here suggest that these networks should be established in a way that they withhold stakeholders from all levels of the organization. These networks were utilized in cascading information and for enabling two-way communication. They seem to help in creating this community around the change and making everyone feel and sense the ownership of the change. Communication channels that were established at this point and followed throughout the project were regular monthly info-sharing sessions with different stakeholder groups.

> *"We meet with them (stakeholder groups) and give a status update. I see it very beneficial establishing that type of a format or already in the beginning, where providing the information is constant and ongoing"*

The core message in communication at this phase should focus on providing enough information to different stakeholders to understand that there is a change and it's going to happen. Wrapping the message around themes like what is happening, why the organization is presenting the new initiative through a project, and why organizations need to change. Also, trying to bring a positive angle of the change should be considered.

Phase 2

Essentially, there are two dimensions that change management practices take within this phase. The tasks are about executing the operational tasks and about leading by

example. Interviewees highlight that as the project implementations start to roll out the role of the change management practices is about being an assisting and coaching function focusing on facilitating the operational tasks and boarding and training the senior members of the project to be the change leaders. Change leadership means that every single discussion senior members have with stakeholders needs to be supporting the change that is happening. As the project team is responsible for the project deliverables execution, change management steps in to guide with supporting the behavioral change.

> *"In the planning phase, we have tried to create the perfect land for the streams. But then, once execution comes, things do change. So change management teams can really still support throughout the whole implementation and execution part. But the focus changes to be more like, I see it more as like a coach, rather than executing the activities. So in my current project for example CCC being there to coach to guide the project team, but really the streams are more in the driving seat."*

The actual practices performed at this phase include, as stated above, being in constant collaboration with the project team executing their system/tools implementations. All the interviewees agreed that regular catch-ups are a way to establish this type of ongoing collaboration. However, what they saw as an issue is that still to this day project managers might review change management as more soft, not concrete actions, and therefore the participation in these meetings was sometimes found to be weak. Also, as the change management role at this stage is to especially provide assistance, it was seen as an issue if the streams didn't take the lead in these meetings. It was often seen that CCC has to lead the conversation even though it should be another way around.

> *"It was the regular catch-ups with the streams. So having that regular touch point for open discussion about where we are at what, what needs to happen next. So it was more in the shape of a conversation, rather than a specific deliverable. And then during those meetings, then we would identify if there's any additional support needed, other than just, some advice or guidance from CCC.*

> *"Like many of the people in our project team are very much focused on system implementation, and they work with a project management mindset, you know,*

> *so these concrete plans were useful in communicating the change management deliverables for them. So, that it is not seen as too soft. Reflecting their project management background these plans and charts are what they are used to and that is why we wanted to bring them into our meetings."*

Other operational change management practices found at this phase are described to be very practical. Interviewees mentioned communication, training, change surveys, having change ambassadors onboarded, and facilitation of all of those. More in detail things like drafting presentations, transforming complex changes into a clearly understandable format like providing visuals and slides for senior members and other managers, drafting invitations, drafting training materials, fine-tuning the layout, and the visuals, reviewing blog posts, and intranet articles, etc. Also, making sure that enough training is provided to ensure that people are capable of executing the changes presented and feel comfortable starting to employ the new systems and tools and ways of working. Additionally, the change management team would practice training for the core team to be knowledgeable of change management and its importance so that they can implement it in their daily work and lead by example.

The core message in communication at this phase is found to be focused on providing cause-effect relationships that help people experiencing the change to realize the meaning and benefits of changes that, at this phase, are happening now. Also, keeping people up to date about the progress was found to be important. Even, if the progress is not always in a sense positive. Honesty in communication is key. Maintaining continuous and targeted communications tailored and breadth to different before acknowledged stakeholder groups were found to be vital in order to facilitate informative messages that are not overbearing. For these reasons, the interviewees stated to utilize the before mentioned "North Star" material, and a document named "Call for Action" - a handover material focusing on actual behaviors that need to be changed in order to achieve the desired new ways of working. The planning of individually targeted info packs that gather all the relevant information according to stakeholder groups was started. This was done due to the fact that even though the before-mentioned materials were targeted, they were not *distributed* according to the stakeholder analysis. All the

information was in one big master deck. Change agents were also utilized to cascade messages throughout the organization. Their task was to also provide feedback from the sites back to the project team. This was seen as a way to ensure two-way communication.

Phase 3

According to the findings from the interviews at this phase, the change management's role in projects is to ensure that the project is ready to be closed. Essentially, this means that the operations and the business have the needed readiness, capabilities, and responsible persons named to take over from the project team. This means that the task of change management is to get every single team leader to understand that their role now is to sustain the change.

> *"I think, definitely supporting the project in the closing and handing over of responsibility to the business. So CCC can really help in terms of this transition between program and business as usual."*

> *"In the closing step, maybe it's more about ensuring the handover. That people are really able to continue working in a new way…, Change managements role is something like creating this trust creating this feeling of that they can do it themselves"*

The interviews revealed that change management practices in this phase are about ensuring a smooth transition from project level to business and operational level. This seems to be achieved by providing enough information and handover material. The findings suggest that this can be done by repeating the messages already established. Thus, communication takes a big role during this phase.

> *"I think in sustained change, there will be a lot of repetition of messages. And that's sort of not something that I think would be an issue, I think it's important to keep repeating the messages until we basically share that adoption is happening"*

In project X, this was done by combining the already existing materials into these so-called “supply chain guides” that were categorized per stakeholder group. This was to ensure the targeted communication and to provide one simple handover document. Furthermore, identifying the people in the line organization who are in a critical position to sustain the change and then engaging with those people seems to be a good practice to deliver. Also, it is important to measure the change perception and support the project team in identifying how people experience and adapt to the new ways of working. Those are indicating how well the change has been received within the organization. And based on that corrective actions can still be made during this phase.

The core message in communication should be focused on achievements. The project has delivered the enablers for the change. Now it’s all about the people making use of these changes - communicating the new normal. Also, establishing a feeling that the support from the project team is still there if needed. For delivering this message the interviewees pointed out channels like a series of closing meetings that are named as official handover meetings. The closing communication should include references to instructions and process documentation and it should establish the agreement with line organization responsibilities.

> *“It's about identifying. Well, yeah, identifying the people in the line organization who are in a critical position to sustain the change and then engaging with those people.”*

> *“We need to kind of keep close communication interaction, for example, with those super users, so that they are able to kind of get support the end-users in the future as well.“*

4.2. Summary of the findings

An analysis of the most important empirical findings will be presented in this section. The interpretation of the research material and the key findings from the empirical data are evaluated in relation to the theoretical framework of the study to illustrate the interaction between theory and practice. Additionally, this section aims to identify if there are any similarities or differences between the findings of this study and those of previous studies.

4.2.1. Definitions, importance, and responsibility

This chapter aims to identify what is the role of change management in projects. To assess this, first, the general description of change management is analyzed by combining existing literature and empirical findings. Then the importance of change management in projects is elaborated and finally, the responsibility of change management in projects is discussed.

The empirical findings reveal that the description of change management, in general, was seen very much to be in line with the current literature. The empirical findings highlight the people's perspective, the importance of communication, and all in all the aspect of supporting individuals in order to move from point A to point B. Accordingly, this is consistent with existing change management literature. The universally recognized definition of Al-Ali et al. (2017: 723) summarizes that *"change management aims to give a systematic approach to managing change that deals with people and resources taking into consideration certain factors like managing resistance".* On top of that, the literature implicates that resistance is a result that concludes as not participating or attempts of avoiding execution (Erwin et al. 2010) and is, therefore, the main cause for failure when it comes to change processes (Szabla 2007). The most effective way of managing this is to convince the people against the status quo (Cummings et al. 2016). This can be done through applying participation, people engagement, development/capability, communication, creating change ownership, and engaging leaders in change (Neininger

et al. 2010). The same kinds of elements were recognized in the empirical data of this study. The findings suggest that involving people in the change process, practicing participative activities, applying a considerable amount of targeted information, and leading by example are ways of managing resistance in project structures.

The existing literature of Hornstein (2015) argues a lot on behalf of implementing more change management into projects. This can be due to a few reasons, one being the poor success rate of projects today. Another one is the lack of people's emphasis on project management activities. The last argument is essentially correct, since project management literature suggests that management entails managing knowledge, skills, tools, and techniques relating to project activities in order to meet project objectives. (Turner et al. 2005; PMI 2021). Also, the knowledge areas of the discipline highlight the management of time, scope, budget, resources, and quality (PmBok 2017) excluding the people side. The empirical findings of this study reveal that project management was often seen to focus more on the milestones and the technical implementations, whereas change management was on the people side as was described above. Therefore, it seems that both the literature and empirical findings would support combining more people management within the project management regime.

Regardless of the disjunction given in the literature and found in the empirical study on descriptions of change and project management, the findings of both the literature and empirical research reveal that practitioners seem to find that the end goals are the same and sometimes the activities within the two overlap. (Parker et al. 2013). When comparing the project management knowledge areas (PmBoK 2017) with the underlining factors of change management some similarities can actually be found. Both withhold and give attention to communication and stakeholder management. (Varkey 2010; Morris 2011; Moutousi et al. 2018). One practical example of overlapping features could be that the senior managers of the project team are often and should be perceived as change leaders. Thus, it could be argued that the coalition between the two scholars can

be beneficial as they already share same macro-level goals, and some of the main underlining principles that might lack in areas which the other one could complete.

Aside from the above, the empirical study reveals that the need for change management is dependent on the project scope. Empirical findings suggest that the project's scope should be considered first, in order to assess the need for change management. If the scope considers a need for change in people's skills, behaviors, or ways of working then the project should be resourced in a way that makes room for change management. The literature suggests that project initiatives can be categorized to be planned changes. This is due to the fact that projects in organizations are attempting to achieve organizational efficiency, effectiveness, and innovation (Svejvig et al. 2014), whereas planned changes aim to improve the overall operation and efficiency of the organization (Lewin 1947). Essentially, they are the same. Planned changes are defined as *"a set of behavioral science-based theories, values, strategies, and techniques aimed at the planned change of the organizational work setting for the purpose of enhancing individual development and improving organizational performance, through the alteration of organizational members' on-the-job behaviors"* (Porras et al. 1992: 724). Thus, it can be concluded that organizational projects in often cases require a change in behaviors. Even though the findings from empirical findings make sense behavioral change can be concluded to be a part of many projects.

The findings of the empirical study argue that change management in projects is not responsible for initiating, planning, executing or closing the project. It is in accordance with the literature on project management. PMBok (2017) specifies that the project management team is responsible for the following phases: (1) the project definition process, (2) defining the scope of the project, refining the objectives, and specifying what actions should be taken in order to achieve the project objectives, (3) the processes performed to complete the work defined in the plan to meet the project specifications, (4) the methods for finalizing all activities across all process groups to conclude the project. It was found that the responsibility of **change management transpires as embedded in**

the leadership style and that everyone in the project team has ownership of the change. The literature on change management finds that leading by example is one of the most important and influential ways of practicing change management. (Lewin 1951; Burnes 2004). Also depending on the project scope putting together a team or naming a person responsible *for planning and executing the operational change management practices* should be done. Then*,* **practices transpire in projects as facilitating and assisting functions supporting the project team with smooth transitions that take the people's side into account. It is often seen to happen in the background.**

Furthermore, the importance of communication was highlighted in many parts of the empirical findings to be a determining factor when it comes to how change management transpires in projects. **Creating a community around change by enabling two-way communication was found to be something that should be established to determine all change communication in projects**. Literature supports this finding that communication should be an ongoing activity rather than just a practice. It is also one of the key elements of managing reactions. (Dent et al. 1999; Varkey 2010).

Finally, the empirical study confirms that, in the majority of cases, change management should be regarded as part of project management. Thus Hornstein's (2015: 293) argument that "*Project management processes and the training of new project managers must consider the impact of organizational change on the success and failure of project implementations"* is supported by this study.

4.2.2. Change process and planning

The purpose of this chapter is to analyze whether the existing change management process model frameworks work in projects and to what extent change management can be planned in project structures.

The change management literature argues that all change management process models follow a certain flow where the most frequent phases of the change management

process can be identified. The literature recognizes these phases to be; identifying the need for change, then the planning and evaluation of possible solutions. After this, the process flows to implementation and consolidation of the change to execute the change strategy and guarantee that the new ways of working are adopted. (Talmaciu 2014). Empirical findings of this study reveal that the same kind of change management process flow also exists in projects. Therefore, models that are drawn from Lewin's (1951) seminal work and its unfreeze, move, refreeze thinking seem to be viable to use in project structures.

When it comes to the progression of planning the change management process in projects even though the flow of the most frequent phases is recognized the empirical findings reveal that long-term detailed planning of change management in projects is hard. A certain type of raw framework for linking the business case and its KPIs of it to stakeholders and forming the required behavioral change can be established. Furthermore, an important factor to take into account whilst observing the whole change management process is the project management approach. The subjects of the empirical study had experience with the agile approach. The findings reveal that it limits the long-term planning of the change management process and impacts on the nature of change.

As discussed in the project management literature review, planning in agile environments is spread across the entire development cycle (Geraldi et al. 2012; Serrador et al. 2015). Agile methods are seen to emphasize individuals and interactions and can be argued to have an efficient response to change. (Serrador et al. 2015). The reactivity of agile approach could also be useful, since organizational change is argued not to be a linear process, but rather an iterative and complex one, with unintended as well as intended results (Whelan-Berry et al. 2010). Consequently, the empirical findings revealed that the agile project management approach enabled to try, stop or continue certain activities. However, it impacts the long-term planning of projects and shifts the nature of the change from a planned change initiative to be more emergent. Subsequently, change management was seen to take a more responsive approach. Literature suggests

that managing change is essentially about recognizing the nature of change and adopting actions to that (Bamford et al. 2003). Hence, in the empirical research the agile approach and emergent nature of change was not seen as a problem but more of an enabler for change management. It is all about identifying what is needed from the change management.

4.2.3. Practices

Whilst the most frequent phases of the change management process are recognized in the empirical findings of implementing change management in projects, it is not so easy to define the role or meaning of change management practices within each part of the project and to plan the needed practices beforehand. Especially if the project scope is considered big, the project management approach is agile, or the nature of the change is more emergent. This part of the analysis tries to give more clearance on both of these matters by categorizing practices and identifying the main role for them in each part of the project. It combines the theoretical framework drawn from the literature review and findings from the empirical study. Finally, this is visualized through one coherent model. **From the role of the practices in each phase of the project a proposed change management process model for projects is created**

Phase 1; project initiation and planning - Initiating the need for change/ planning

Phase 1 in the change management literature consists of recognizing the need for change and creating a change management plan (Lewin 1947; Kotter 1995 & Talmaciu 2014). At this stage, it is important to acknowledge that this thesis presumes that projects start off as planned change initiatives. However, the findings reveal that the nature of change may shift along the way to be more emergent due to the project scope and project management approach. Whether projects consider an aspect of behavioral change and thus require change management is another case to be interpreted. The empirical findings reveal that when managing changes in projects the recognition of the need for a project comes from the business strategy or organizational level. It can even

be triggered by a crisis. It appears that the literature review supports the assertion that organizational change does not take place spontaneously; rather, it occurs when the forces that encourage change become greater than those that resist it. (Al-Ali 2017). Thus, in this context, it could be stated that organizations can decide to overcome these forces by initiating a project.

After the project is initiated, the need for change management should be acknowledged. According to the findings above this is done by **assessing the level of behavioral change needed** in order to successfully achieve the project deliverables. For this purpose, empirical findings suggest **establishing a set of several discussions and interviews.** In the literature, some change management process models (Hiatt 2006) actually predict that the need for change management is already acknowledged and just then the change management practices can start. Burke (2008) states that the most frequent steps in the change management process have to do with "how the change is planned, launched, more fully implemented, and once into implementation, sustained" excluding the need for change step. Thus, when assessing the empirical evidence in comparison to the literature this thesis concludes that *the need for project/change comes from the organizational level and the need for change management comes from the project team.* If the need is recognized just then, **the project should be resourced in a way that enables change management**. Whether it is embedded in the leadership or even resourced with the change management team or a person responsible for supporting change management practices depends on the project scope. However, whilst this thesis tries to implement change management in project management structures this step is included in the framework that this study provides as it can be seen as a practice that is included in the process and initiates change management.

Change management practices really translate when the project moves to the planning part. The amount of different change management practices is found to be highest during planning. Also, findings reveal that this is seen to be the most important out of all the phases. This is in consensus with the existing literature. Findings from the literature

review in this study suggest that the change management process often has more focus on the planning phase. Miller (2001) argued that the process models put more emphasis on the planning practices of the change management since managers are often rather better in the planning than they are in the implementation or consolidation phases. The empirical findings reveal that the same phenomenon can be seen whilst discussing change management practices in projects. Moreover, the role of practices in this phase was found to be about creating a solid base within for the project execution part.

Literature finds a set of managerial practices that can be seen to be allocated under phase 1. These include analysis of the organizational systems and their environment, and the development of a new vision and change plan. (Nguyen Huy 2001; Buchanan et al. 2005; Raineri 2011). Furthermore, the literature review suggests identifying the key stakeholders to create a guiding stakeholder analysis that helps to recognize the needs, motivations, and interests of individuals and groups. This has been seen as advantageous to achieve targeted communication, individual consideration, and anticipating intentions and reactions. (Kotter 1995; Christensen 2014).

The empirical findings seem to be in consensus with the literature and practices like this were recognized as beneficial in managing change in projects. Firstly, the empirical study reveals that **grouping and identifying the stakeholders of the project** is the first and foremost thing to do. The planning is seen to start from there. Furthermore, as the stakeholder analysis is done it could, later, be utilized in other practices. Especially the ones related to communication and training. This practice also allowed for close collaboration, participation, and open communication with the stakeholders in managerial positions. It was seen as a practice to establish involvement, take ownership, and manage resistance. This is also what the literature review of this study supports. As Christensen (2014) implicated; The aim of the stakeholder analysis is to identify everyone the changes consider and recognizing the key users and decision-makers to entitle them to be responsible and accountable for change. The practice also assists in identifying those

who need to be further consulted, informed, or trained will help with the risk of possible resistance (Ford et al. 2008).

Secondly, the literature and many change management process models (Lewin 1947; Kotter 1995; Raineri 2011) highlight the importance of creating a change plan. The existing literature suggests that the change plan should include realistic objectives, stages to be achieved, strategies for achieving the vision, and the timing for coordination. (Kotter 1995; Nguyen Huy 2001; Buchanan et al. 2005; Raineri 2011). Empirical findings support practices like this also for change management in projects. However, the above-mentioned change strategies and stages to be achieved seem to come more from the project team. Furthermore, a detailed change plan doesn't seem to get as much recognition when change management practices are taken to project structure. What was established at this phase are different **supporting materials aimed at communicating the vision, communicating the need for change, and informing the schedule for the implementations**. Also naming and **establishing a network of change agents** during planning in order to really build trust and establish a working channel for two-way communication was seen as important. It is argued from the literature review (Lunenburg 2010; Vos et al. 2018) that this type of network should be established at the beginning of the change management process to provide communication support and to ensure enough buy-in to the change management process.

Empirical findings suggest that the core message should be **to communicate the why**. Why must an organization change and that now the change is on its way. The literature supports this kind of change message during this phase. It has been argued that the angle behind change communications should be about showcasing the benefits of change and giving reasons for changes. (Lewis et al. 2006; Neininger et al. 2010). Hiatt (2006) accompanied this by arguing that the change message at this stage should be about creating awareness of the change and providing enough knowledge on the change.

Phase 2; Project Implementation – change implementation

When the project moves to the execution stage the role of change management practices in projects was in the empirical findings discovered to be more **coaching.** Two dimensions for change management were found. The other one focuses more on the **operational change management practices** and the other one more on **the change leadership**. It seems that the **change management practices take an assisting role in ensuring that the roll-out of implementations would go as smoothly as possible by supporting operational activities.** Essentially, the aim is to achieve behavioral change. The literature review of change management suggests that this phase is about applying the change strategy into action. (Talmaciu 2014). However, as strategy is defined to be a detailed plan that results from the detailed strategic planning process (xx) the empirical findings reveal that in this context, change management is not so much about applying detailed plans but rather about reacting to the needs of the project team. A lot of these practices have to do with informing and engaging the employees about the upcoming or ongoing implementations and their progress. Essentially, **giving status updates.**

The operational practices aiming to support with the people side of implementations can be anything from **drafting change-related communication messages, visuals, and presentations to planning methods of better reaching a certain stakeholder group**. To really time and target these practices the empirical findings reveal that utilizing the data drawn from the stakeholder analysis seems to be useful. The literature review of this study would support this by highlighting change management practices, like further communicating the vision and empowering employees through various practices such as mentioned above. (Kotter 1995). Also, **providing the needed training** to execute the changes seems to be essential when implementing something new. Nadler et al. (1997) supports this by arguing that formal or informal training and coaching become

important. In order to carry out the new tasks', employees´ knowledge and skills must be trained accordingly. The core message of communication should be about **informing about the changes happening and giving status updates**. Communicating transparently to establish trust was seen as effective. Literature seems to support this. The ADKAR model (Hiatt 2006) highlights the importance of providing enough desire and the ability for the employees to execute the new ways of working. Essentially this means establishing a desire to change and ensuring enough ability to implement the desired skills and behaviors.

This part of change leadership has been examined briefly above in relation to how it will manifest if it is integrated into the process of project management. The empirical finding suggests that in order to do this the project needs to be resourced accordingly so that change-minded people are in. Even training the leaders on the importance of change management. Discussions between senior managers and the project team should always focus on **praising the change.** This was also highlighted in the literature on change management practices. Every discussion should be about the benefits that the change initiates. (Kotter 1996; Christensen 2014). On top of that, training and educating the managers about change management's importance was found to be important in order to establish this change-minded culture within a project in both empirical and literature findings. Wanner (2013) stated that engaging with managers and supervisors continuously to make sure they have a clear picture of their role not only as project managers but also as change leaders is important. Similarly, Raineri (2011) noted the importance of this and asserted that employees should perceive their leaders as actively participating and committed to the change process. Empirical findings suggest that for this purpose project teams and operational change practices should work in close collaboration in order to establish effective information sharing. These can be simply just **weekly meetings and touch-ups with the project team. These meetings were also used to assess the need for change-related practices.**

Phase 3; Project monitoring, controlling, and closing – Sustaining the change

In the last phase, empirical findings seem to implicate the change management's practices role to be about **ensuring a smooth transition from project to business**. This is in line with the change management literature. Bullock et al (1985) suggest integration. This means that in the final phase, the changes will be incorporated back into the organization through the development of policies and procedures. Other change management process models presented in the literature review withhold the same kinds of descriptions such as institutionalizing the new approaches and refreezing the changes. So, it could be concluded that this phase in change management literature supports the change management executed in projects. However, the emphasis lays on the **handover from project to business,** so it is not yet part of the operations as some of the change management models predict. (Lewin 1951; Hiatt 2006). For the closing of the project change management is seen to support the handover. A lot of backup in the documentation and administrative work are seen to include in this phase.

Empirical findings suggest **measuring the change and providing information that communicates the achievements** are the most important practices during this phase. **Surveys** were found helpful in order to measure the change perception as adjustments can still be made before the project closure. The literature of project management supports this kind of practice as measuring and controlling in projects is about monitoring measurable goals and adjusting according to the answers. (Morris 2011). Here is where the two scholars and their practices can be seen to collide again. Furthermore, the importance of **repeating the change messages** seems to be a practice to use during this phase. This was seen to help with the realization of the changes. AKDAR (Hiatt 2006) model supports this by establishing reinforcement at this phase to sustain the changes. Also, **facilitating the formal closing meetings and communicating the "thank you" was found**. This s done to ensure that would continue with the new ways of working as they receive and amount of recognition of their work so far. (Lewis et al. 2006).

A summary of the findings can be found in figure 8 which provided a framework for studying the process of incorporating change management in project structures. The circle around the framework visualizes how change management takes a role around and within the whole process.

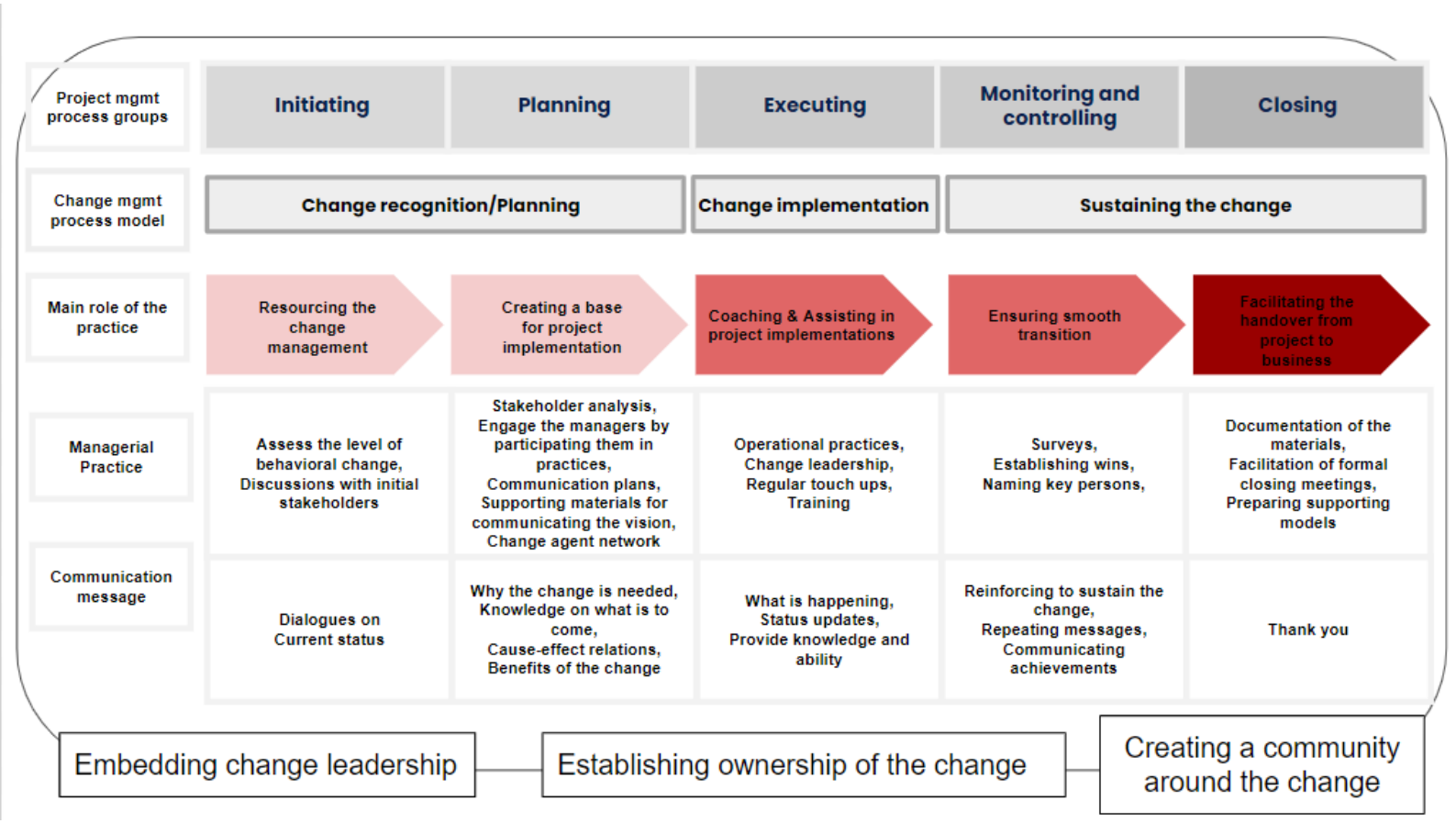

Figure 8. Summary of the findings

5. Conclusions and discussion

Throughout this thesis, the focus is on implementing change management through project management structures. As a result, it brings together two fields of research that have received very little attention. Consequently, this paper fills a relevant research gap that may be extremely useful in future projects which are concerned with behavioral change.

The purpose of this study was to figure out firstly *What is the role of change management in projects* and secondly clarify *How can change management practices be incorporated into project management structure?* Four objectives were set to guide the research work. The theoretical framework for this study was built as follows; the thesis started off by briefly describing the project management scholar. The aim was to identify the project management structures and to find out factors affecting the project management planning. Elements affecting the planning were described as the project management approaches. The approach can be either agile, traditional, or even a combination of the two. (Geraldi et al. 2012 & Serrador et al. 2015). Furthermore, the five process groups – Initiating, planning, executing, measuring and monitoring, and closing (PMBok 2017) were defined to be the core of project management process progression and structure. The project management knowledge areas and measurements for project success were also elaborated. It was found that project success is often defined by KPIs solely linked to financial results and time excluding the people's impact on success.

Next, the organizational change and reactions towards it were recognized. The literature review describes the nature of change, its context, and how it comes about. Furthermore, in order to understand why change must be managed, it was important to acknowledge that organizational change awakens reactions in the recipients. Thus, these reactions were looked into. After this change management, its antecedents and most common definitions for it were presented. It was recognized that in the process of managing change different change management process models are utilized. These models were briefly presented in a form of a table. Four out of fifteen models were

chosen to be utilized in this thesis. To describe and give more clearance on these frameworks a summary and analysis of them was provided. It was aimed to find out the most frequent elements of the models and to give a more coherent approach to the change management process. The analysis found that the models' progress linearly withholding phases for change recognition/planning, implementation, and sustaining the change. Even though the steps along the way may differ the main elements are the same. (Burke 2004; Kotter et al. 2008; Talmaciu 2014). Finally, the change management practices described in the literature were presented by allocating those under the most frequent phases found in the change management process and thus giving more clearance on their use. A synthesis of the two scholars was presented and a framework for studying change management in projects was provided. This model was used in the empirical study to analyze change management in project structures.

5.1. Theoretical implications

First of all, this study argued on behalf of implementing change management in projects. This gap was found in the existing literature. Many authors in previous studies found that an increasing amount of business projects now incorporate different elements or contexts of change and that a common theme for project failure is the people involved in it so consequently more change management that emphasizes people should be embedded in projects. (Henrie et al. 2005; Söderlund 2010; Parker et al. 2013). Also, the macro-level goals of the two management scholars are the same. The only thing that differs is the steps leading to those goals. (Pollack et al 2016). Thus, it was seen relevant to first observe does this study recognized the need for this coalition and how embedding change management in projects could be done in practice. The empirical findings of this thesis revealed that change management should be rooted in projects if the project scope considers an aspect of behavioral change. From there onwards, this study finds resourcing the project with change-minded people so that change management can be employed. However, it is not like one size fits all. The amount of change management resources is dependent on the project size, scope, time, and scale of behavioral change required to complete the project deliverables.

In response to the first research question, change management's role in projects is to act as a supporting but guiding function that takes role in the background. It aims at facilitating the behavioral change of the project's people side. Change managements role is embedded in the leadership and the ownership of it is diversified to be on everyone. It is also emerging through communication that aims at creating a community around the change. Thus, change management takes role around and within the project process. However, as elaborated above an important revelation of this study is that this only happens if the project team embeds change management within the project. The emergence of change management doesn't happen by accident. It is something that has to be done intentionally. This responsibility is on the project owner or manager resourcing the project.

From the applicable resourcing onwards the responsibility of change management should be cascaded to be on everyone. This can be done by practicing participation and involving everyone in the planning activities. The transpiring of embedded change management in project leadership is achieved through training the leaders and informing them about the importance of change management. And lastly, establishing two-way communication is a way to assist in creating the community around the change. Consequently, the communication is not just sharing information from top-down but rather an ongoing dialogue around the change. The revelations above are found in the existing literature. Change management highlights the importance of leading by example, establishing key persons for change, and practicing two-way communication. (Lewin 1951; Kotter 1995; Burke 2004; Kotter et al. 2008; Raineri 2011; Galli 2018). Also, the significance of participation, involvement, and communication are some of the main basics in change management literature, and especially suitable elements for managing resistance. (Moutousi et al. 2018). However, these and the role of change management have not been observed in a project context on a scale like this before and thus add to the literature of implementing change management in projects. Furthermore, this study clarified the responsibilities of the two scholars by establishing that change

management is initiated by the project team and from there onwards it should be seen as a mindset that determines all work.

Before moving on to examine the second research question it is important to acknowledge that this thesis added to the existing literature on the change management process models and practices by providing clear summaries and analyses of both. This was a crucial step to do before moving to observe the two scholars (project and change management) and their processes simultaneously within the same framework and in understanding the nature of the practices. This study accompanies Raineri's (2011) statement of the practices facilitating the change management process.

The empirical study of this thesis admitted the gap in the existing literature concerning the sequencing and alignment of the technical side of project management with the people side of change management, as well as a lack of a consensus or framework (Mento et al. 2002; Gilley et al. 2008; Hornstein 2015). The findings reveal that there is no universal solution that can be applied to all situations. There was a correlation between the scope of the project and the chosen project management approach and the degree to which it impacts the management of change. Especially, when it comes to the planning of the change process. Moreover, the literature review revealed that the planned change management process models emphasize and favor small scale and incremental change. (Pettigrew et al. 2001). Thus, it could be concluded that if the project management approach is agile and the size or scope of the project is bigger an element of emergent change is more present and should be acknowledged when planning the change management in projects. Hence it could be presumed that the planned change management models introduced in this thesis would not work as such to be used in bigger-sized projects.

Therefore, with regards to the second research question regarding how can change management practices be incorporated into the project management structure, this study contributes to the current literature with an example where the project scope is

large, and the project management takes an agile approach. It was found that the change management practices in the project management structure are more of a responsive activity rather than a perfectly planned process. In addition, as briefly explained above they tend to be an assisting, supporting, coaching, and facilitating function in the interplay of the project and change management. The change management practices focus mostly on the planning, execution, and monitoring phases of the project management structure, and thus those are given more attention in the discussion part of this thesis. This study presumes that if the project scope is considered smaller, not considering a large amount of behavioral change and the project management approach is traditional the practices and their main task can vary from what is stated above. Though, further research is needed to fulfill this statement.

Furthermore, this study found that the universal change management practices presented and categorized in the literature review of this thesis are pretty much the same when it comes to embedding the practices in the project management structure. Conversely, what didn't receive that much attention is the change plan that is found in pretty much all of the existing change management process models (Kotter et al. 2008). Rather than a detailed change strategy or plan, stakeholder analysis was seen as the core of the planning as a considerable amount of attention was laid on it in the empirical findings. What was mutual within the literature and empirical findings is the attention given to leading by example. This can be seen to be both a practice and a key role for change management. Findings in the study provide an understanding of how change management practices can be used in projects and what role they play in project structures. Additionally, this study added to the current literature on how change management is organized in projects by focusing on the need, responsibility, and planning of change management.

5.2. Managerial implications

To continue with the second research question; It was discovered that project management is responsible for practices that drive the project deliverables, whereas change management is responsible for practices that assist in a smooth transition for project deliverables. The main role of change management practices in each project process phase is converted into a step-based change management process model. The model can be utilized by managers in mid-size or large projects as a guiding principle for incorporating the change management process and practices. The individual practices allocated under each step are universal in nature and those can be seen to be there to help the facilitation of the change process. They act as supporting activities for the project's behavioral change. Thus, their usage should be considered with regard to the needs of the project team. Furthermore, the plannability and role of the practices is very much determined by the project management approach. If the approach is more agile consequently the role of the practices is more responsive. To evaluate the need for change-related practices ongoing communication within the project team is proposed.

Figure 9. Model for managerial use

Furthermore, change communication for managers should be a guiding principle and a continuous progression rather than an individual practice or step (Varkey 2010). This study found that communication seems to embed into all the phases and steps. The main message in communication in different phases of the project was found to be in line with the principles in the AKDAR model. Thus, this thesis concludes that managers can straightforwardly utilize the ideologies of the AKDAR model in their change communication. This allows different stakeholder groups to understand what, when, and why

the changes are being made (Raineri 2011). AKDAR model also includes providing enough knowledge and ability to change so the training part of stakeholders is included as well. This further ensures that the people side of managing change is included in this summary since many models represented in this paper are criticized for excluding it.

To conclude, according to the existing literature the lack of people perspective in project management can be seen as one of the main reasons for project failure. This study accompanied this and further validated the existing gap between project and change management. Project management is more focused on the technical side of the implementations whereas change management is on the people. This thesis delivered guidance on how change management transpires and can be applied in project structures. The framework introduced here provides clearance on how people and their reactions can be better managed in projects. Suggestions for communication messages are provided so that people's commitment to change could be better managed. (Lewin et al. 2006). Moreover, this thesis anticipates that by incorporating more change management-related practices projects can initiate more individual consideration, and thus resistance to change can be avoided. Consequently, it could be argued that by managing these behaviors project managers could impact the project's success. (Belout et al. 1998). The people are the ones executing the projects and thus managing them should be taken into consideration in order to improve the success rates in project execution. As said, the project economy has arrived, and it calls for this transformation.

5.3. Suggestions for future research

Firstly, further research is needed for measuring the change management's impact on project success. As stated in this study project success is primarily measured through the KPIs focused on different financial statements drawn from meters focused on financial statistics. These, however, do not take into consideration the impact people’s commitment and resistance have to do with the project's success. One example and presumption could be that if employees are committed to the changes the project presents

they will i.e. perform more efficiently and thus impact on the speed of the project deliverables and vice versa.

More research is needed on how change management transpires in different project management approaches. If the project management approach is very traditional focused on the planning through utilizing Gantt chart and PERT scheduling techniques the assumption is that also the nature and planning of change management is different from the findings in this study. Also, if the project scope is considered small for example the planning of the practices and the extent to which those are needed could be different than what was found here. Furthermore, while discussing planning more work should be put into observing whether detailed change plans are even useful when it comes to managing change in projects. According to this study, change management practices are more responsive to the needs of project teams, and therefore, detailed planning would not work or add value. This statement would need further validation as the literature on the change management process model emphasizes this phase a lot. The thesis focused on the change management practices in project structures, but ruled out further observation of the combination of the two scholars' practices. Although it clarified the responsibility of the practices, it would be beneficial to observe how the practices from both scholars could be further combined.

5.4. Limitations

This study like all studies in general has a set of limitations. Firstly, because of the character of this study – and due to the restrictions, that are set by the fact and nature of master's thesis. As the resources to conduct this research were relatively small this thesis focused only on interviewees' from the same company and project. Even though this study took into account and utilized findings that these interviewees presented from their previous work and project experiences many of the answers were reflected through this current project they are all in. This limited the observing of a project that has more of a planned project management approach. Furthermore, the amount of the samples conducted from the empirical research could be considered small. However,

this can be justified by the fact that qualitative research does not aim to establish statistical connections, but rather to gain a deeper understanding of and analysis of the phenomenon. Accordingly, the number of interviews is not the primary concern. Also, the interviews conducted in this study could be considered to be relatively long in time especially with the interviewees with long experience in the profession so a lot of data could be drawn from one interview.

Also, the fragmented field in the organizational change and change management process models also sets a number of limitations to this study. Some things like the most frequent phases, even though backed up by a few studies had still be presumed and were given into the theoretical framework created in this thesis. According to Bamford et al. (2005), a comprehensive analysis of change management is rather difficult since the literature tends to draw conclusions based upon limited empirical evidence. This study tried to avoid the generalization that too slight empirical evidence might cause and examined a wide range of different change management models available for both the academics and for practitioners.

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Appendix. Interview template

Terminology

Managerial practices: Leadership approaches, planning methods, strategy processes, personnel engagement, employees' capabilities, resistance management, expectation management, and else.

Communication message: the core message in communication CM: Change management

Background information

Experience in change management (Years)?
Current position in the project?
Main responsibilities?

Who is responsible for planning change management in the project/ projects in general?
Who is responsible for executing change management in the project/projects in general?

Theme 1. Change management in general

What are the first things that come to your mind when you think about change management?

How do you consider change management's importance in projects and project management?

Can you describe the planning of the whole change management process? I.e. how far ahead are you able to plan the CM activities in the projects?

Theme 2. Change management process

Phase 1. Recognizing the need for change and planning change

Can you describe CM's role in phase 1?

Can you describe the process of recognizing the need for change and then the process of creating a change management plan?

What managerial practices do you use in this phase? (In your opinion, what works and what doesn't?)

What is the core message of communication in this phase?

Phase 2. Implementing the change

What is the change managements' role in the implementation/execution part of the project?

What managerial practices do you use in this phase? (In your opinion, what works and what doesn't?)

What is the core message of communication in this phase?

Phase 3. Carrying the change and closing the project

How do you consider change management's role in the closing phase of the project? How do you measure the change management practices influence in projects?

What managerial practices do you use in this phase? (In your opinion, what works and what doesn't?) lead by example at this phase, ownership

What is the core message of communication in this phase?

Theme 3. Challenges of change management in project

What do you consider to be the biggest challenges of change management in a project? How would you overcome them?

Now when looking back on the project you are currently working on is there anything you would do differently regarding the change management process or practices?

Theme 4. Conclusion and end comments

What do you see are the most important practices/elements in executing change management in projects?

Would you emphasize any phase over another when thinking of change management in a project context?