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What's organization knowledge management strategy for successful change implementation?

Introduction:

The business world today is changing more rapidly than ever before. Given the extra pressures of changing markets, dynamic technology, and global competition, companies are increasingly encountering the need for strategic level transformation (Aslam, Arfeen, Mohti, and Rahman, 2015). This transformation encompasses all parts of a business, its structure, resources, technology, processes, and its culture. Technological developments, expanding markets, financial constraints, new philosophies, restructuring and mergers, and government legislation are putting pressure to change and stay dynamic (Aslam, Ilyas, Imran, and Rahman, 2016). Success goes to those who can visualize how markets are changing, identify new configurations of service or delivery and "change the rules of the game". Yet the process of change is far from easy, and implementing it successfully makes considerable demands on the managers involved. Several studies have found that 70 percent of change efforts are unproductive (Balogun and Hailey, 2004; Burnes, 2004). A study highlighted that 90 percent of change programs have failed (Decker et al., 2012). Therefore, it is important to investigate that how the change initiatives can be successful in dynamic business world.

Without question, change becomes the life organ of every vital organization. There are numerous factors that cause organizations to change i.e. competitive advantage, organizational renewal, technological transformation, international standards, globalization, innovation and performance (Jacobs, Witteloostuijn, and Christe-Zeyse, 2013; Llamas-Sanchez, Garcia-Morales, and Martin-Tapia, 2013). More or less, organizations opt to change their processes, culture, strategies and structure to gain the required output (Rees and Hassard, 2010). Change is also demanded by national context to line-up organizations with market demands (Elrod and Tippett, 2002). Due to stiff business competition, organizations are continuously adopting change mechanisms to remain alive in the industry (Batra, 2016; Wu et al., 2011). Furthermore, change is also industry specific, some high-tech industries require frequent changes i.e. telecom, insurance, and banking (Millar, Hind, and Magala, 2012). Therefore, since inception, organizational change folds substantial attention from researchers (Adil, 2016; Armenakis and Bedeian, 1999; Bruque, Moyano, and Eisenberg, 2008; Rees and Hassard, 2010). Universally, cynicism about change is

the common factor that is influencing the success rate of change (Brown and Cregan, 2008). Barton and Ambrosini (2013) argued that organizational change cynicism affects organizational change process adversely. Majorly, organizational change cynicism affects employees and creates resistance towards change (Andersson, 1996; Barton and Ambrosini, 2013; Stanley, Meyer, and Topolnytsky, 2005). Extant literature also suggested that cynicism, if perseveres long time, can damage the whole change process (Chiaburu, Peng, Oh, Banks, and Lomeli, 2013).

Organizational change process has different phases i.e. change initiation, pre-implementation, execution and post execution. Every change phase requires specific type of knowledge for proper accomplishment (Bierly III, Kessler, and Christensen, 2000). Change initiation needs basic knowledge, pre-implementation requires knowledge to reduce cynicism, execution phase entails core knowledge and post-implementation involves knowledge to deal with post implementation problems (Jacobs et al., 2013; Sune and Gibb, 2015). These types of knowledge can be captured through learning mechanisms of organizations. There are various studies that emphasize on importance of organizational learning towards different organizational outcomes (Attewell, 1992; Brandi and Iannone, 2015; Cho, 2015; Imran, Ilyas, Aslam, and Ubaid, 2016; López, Peón, and Ordás, 2004). Bess, Perkins, and McCown (2010) emphasized the significance of organizational learning towards change. The knowledge-based-view of organizations highlighted organizational learning as the core tool to gain appropriate knowledge for attaining competitive advantage and innovation (Crossan, Lane, and White, 1999; Purushothaman, 2015). Organizational learning is a source to decrease the organizational change cynicism in organizations by explaining the potential benefits of change to employees. Moreover, learning is equally important to increase the readiness for change that is ultimately helpful for effective change implementation (Eby, Adams, Russell, and Gaby, 2000; Lehman, Greener, and Simpson, 2002). To effectively grasp the fruits of change and to overcome change cynicism factors, organizations have to prepare themselves at every stage for anticipated changes (Bess et al., 2010; Millar et al., 2012). The efforts made by organizations to initiate and implement a transformational change are heavily dependent on effective preparation that is known as readiness for change (Adil, 2016; Batra, 2016; Rusly, Sun, and Corner, 2015). Change readiness becomes the integral part of planning phase of change as it has to address the questions, what type of organizational resources are needed for initiation of change and what type of individual

& group level reforms are required to implement change (Choi and Ruona, 2010; Neves, 2009; Peterson and Baker, 2011). Contemporary literature explained that if readiness for change is not addressed properly, it will lead to failure of whole change process (Abdel-Ghany, 2014; Holt and Vardaman, 2013; Norcross, Krebs, and Prochaska, 2011; Rusly, Sun, and Corner, 2014; Rusly et al., 2015). Likewise, Self and Schraeder (2009) explained that readiness for change is effectively address the change related challenges i.e. developing need for change, modify individual behavior towards change, making strategies to implement change and arrangement of appropriate resources to implement change.

For effective change implementation, change agents perform the key role and their knowledge level determines their intellectual capacity to execute a change process (Brandt and Elkjaer, 2011). On the other hand, the ways how they disseminate change process information is also important. There are two main ideas to flourish information, person-to-person and person-to-document (Maier and Remus, 2003). The first strategy is regarded as personalization knowledge management strategy in which change agents adopt socialization aspects and communicate information individually or in group (Earl, 2001). Conversely, advocates of codification knowledge management strategy argued that knowledge can be transferred effectively in the form of documents i.e. text, image, audio and video format (Beckman, 1999; Hansen, Nohria, and Tierney, 1999; Scheepers, Venkitachalam, and Gibbs, 2004). Organizational learning can be enhanced through effectively utilizing these knowledge management strategies i.e. personalization and codification (Andrews and Delahaye, 2000; Pan and Scarbrough, 1999). Moreover, these strategies, in combination with organizational learning, are beneficial for developing readiness for change.

In developing countries like Pakistan, services sector contributes 47% in overall GDP and its share is higher than the share of agriculture and industrial sector in overall economy. According to current economic survey, within services sector of Pakistan, finance and insurance sector is expanding with better pace and have highest annual growth rate i.e. around 6.8%. In current decade, financial institutions are introducing technological changes to meet up the requirements of their customers and align its technologies with international markets. Recently, major banks are implementing new operating system that will facilitate their employees and customers with

its user friendly interface and facilities. Therefore, banking sector of Pakistan is the context of this study as it is most suitable option for researchers to investigate their exposition.

The above discussion indicates that knowledge management strategies, organizational learning, change readiness and change have positive association with each other but there is very scarce literature available that is explaining their empirical investigation (Andrews and Delahaye, 2000; Maimone and Sinclair, 2014). To fill the stated gap, the current study attempts to examine the indirect effect of KM strategies on organizational change through organizational learning and readiness for change. Moreover, this study also profiles the interactive effect of organizational change cynicism among organizational learning, readiness for change and successful organizational change. This is a novel attempt to implement change without pain by utilizing benefits of knowledge management strategies.

Literature Review:

Organizational Learning:

The term organizational learning first explored by Cangelosi and Dill (1965) as the outcome of keen observation. Organizational learning is further explained by Shrivastava (1983) and states that it's all about the learned behaviors and their interpretation. Now-a-days, with the advancement of technology, web based applications and social networking; organizational learning has many stems except of traditional learning i.e. web 2.0 learning, vicarious learning, social learning and strategic learning (Brandi and Iannone, 2015; Chi, Roy, and Hausmann, 2008). Existing literature has evident that organizational learning positively affects different organizational outcomes i.e. innovative ability, organizational renewal, strategic vision, problem solving, initiating and implementing change, competitive advantage, managerial effectiveness and overall performance (Adams, Day, and Dougherty, 1998; Attewell, 1992; Bass and Avolio, 1993; Bierly III et al., 2000; Edmondson and Moingeon, 1998; Goh, Elliott, and Quon, 2012). Without question, organizational learning sets the basis of sustained and rapid performance in high-tech business industry where change is ever demanded (Bass, Avolio, Jung, and Berson, 2003; Cho, 2015; March, 1991). In past, researcher have explored organizational learning as a normal course of activity that is not context specific (Brandi and Elkjaer, 2011; Chien and Tsai,

2012). Additionally, socialization aspects give a new shape to learning and increases its effectiveness (Brandi and Elkjaer, 2011; Wang and Ahmed, 2003). In current times, leaders are developing the capabilities of their teams through intensive learning sessions (López, Peón, and Ordás, 2005; Zagoršek, Dimovski, and Škerlavaj, 2009).

Readiness for change:

In early times, researchers were interested to find the factors that become the facilitators to change (Coch and French Jr, 1948; Lawrence, 1954; Lewin, 1951). Lawrence (1969) and Lewin (1951) worked out the individual and group level dynamics that probably hamper or facilitate change initiatives at workplace. Nalbone (1979) used word “readiness for change” for those factors that are facilitator for organizational change. Before 1990, many scholars have attempted to explore different factors and contexts that prepare change readiness in organizations i.e. employees’ attitude, willingness to accept change, expected change benefits and trust in management (Amburgey, Kelly, and Barnett, 1990; Brunsson, 1985; March, 1981; Rashford and Coghlan, 1989; Rivard, 1987; Ven and Huber, 1990). Armenakis, Harris, and Mossholder (1993) presents a comprehensive definition of readiness for change construct as “beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization's capacity to successfully undertake those changes”. Generally employees resist change because they have to unlearn what they are doing and relearn what is required (Caldwell, Chatman, O'Reilly III, Ormiston, and Lapid, 2008). In this context, creating change readiness is not an easy task. Organizations can prepare change readiness in different levels (Norcross et al., 2011; Rafferty, Jimmieson, and Armenakis, 2013). Adil (2016) exhibits that during change readiness preparations, it is important to mold individuals’ attitude. High level of change readiness guarantees low resistance and increase the chances of successful implementation (Jones, Jimmieson, and Griffiths, 2005)

Organizational Change, KM Strategies, Organizational Learning and Readiness for Change:

Knowledge is always be regarded as the core competency of an organization to grow and compete with their rivals (Appleyard, 1996; Nonaka, Byosiere, Borucki, and Konno, 1994).

Knowledge Management (KM) is all about managing knowledge for better organizational welfare (Alavi and Leidner, 1999). KM works with its strategies, personalization that is regarded as face to face interaction and codification that is in document form (Hansen et al., 1999). These two strategies, personalization & codification, are based on two well-known knowledge types, tacit knowledge that is flourished through personalization strategy and explicit knowledge that is developed with the help of codification strategy. Extant literature is clearly indicating that KM has two broader strategies, personalization and codification (Kumar and Ganesh, 2011; Earl, 2001; Scheepers et al., 2004). Personalization strategy promotes socialization and states that knowledge can be effectively exchanged through physical interaction and face-to-face discussion; it can be one-to-one, one-to-many and many-to-many (Davenport and Guest, 2001; Hansen et al., 1999). Contrary to this, codification strategy gives strength to documents i.e. text, video, audio and image. The codified knowledge requires a place like central repository and can be accessed by anyone who have permission to use it (Hansen et al., 1999; Scheepers et al., 2004). In current times, research scholars are trying to make an optimal mix of these two strategies by introducing hybrid approach that has the positive aspects of these two strategies (Earl, 2001; Zheng, Yang, and McLean, 2010). Andrews and Delahaye (2000) argued that with the help of KM mechanisms employees and organizational learning can be enhanced. Organizational learning is categorized as single and double loop learning (Crossan et al., 1999). Context specific knowledge is helpful for maintaining an optimal level of learning in organizations that is helpful for resolving major organizational issues i.e. innovation, problem solving and performance (Brandi and Iannone, 2015; Chien and Tsai, 2012). Likewise, personalization strategy is beneficial for change leaders to advance change by explaining the benefits of anticipated change to employees (Zheng et al., 2010). On the other hand, codification strategy provides manual and document material that is helpful to resolve the day-to-day problems of system based change (Jones et al., 2005).

Change is the norm of every vital and live organization (Armenakis and Bedeian, 1999). Weick and Quinn (1999) presented a very well-validated study on organizational change and explained its importance towards sustained performance. Organizations have different types of change practices i.e. process change, technology change, strategic change and structural change (Adil, 2016; Sune and Gibb, 2015; Wu et al., 2011). In a change process, effectiveness in implementing

change is more important (Armenakis and Bedeian, 1999). Successful organizational change is the state where organizations are doing their routine business as they are doing previously (Armenakis and Bedeian, 1999; Beycioglu, Kondakci, Jones, and Harris, 2014; Jacobs et al., 2013). There are numerous factors that can probably affect the change process i.e. organizational change cynicism, employees' perception about change, change agents' knowledge and communication strategies (Cunningham and Hyman, 1995; Finney & Corbett, 2007; Jones et al., 2005). Moreover, dynamic orientation of organization disturbs the change process, more dynamism leads to increase the difficulty in implementing change and vice versa (Weick and Quinn, 1999). Knowledge is utmost important for developing capabilities in change agents and is playing an important role for success of organizational change. KM strategies, personalization and codification, are the ways of delivering appropriate knowledge from change agents' to employees and other stakeholders. KM strategies are helpful to communicate change information to intellectual capital from person-to-person, person-to-document and document-to-person (Hansen et al., 1999). Bess et al. (2010) explained the importance of organizational learning towards transformational change. Organizational learning can be developed through personalization and codification strategies (Brown and Duguid, 1991). In this study, successful organizational change is measured on the basis of two dimensions; user satisfaction & system usage. These two dimensions are the core of every ERP system as if users are satisfied from the current system then they ultimately implement this system without resistance and system usage ensures the frequency of usage (Jones et al., 2005). The above stated discussion clues to the following hypotheses:

H₁: *Personalization strategy has positive effects on organizational change.*

H₂: *Codification strategy has positive effects on organizational change.*

H₃: *Personalization strategy can indirectly affect organizational change through organizational learning.*

H₄: *Codification strategy can indirectly affect organizational change through organizational learning.*

H₅: *Personalization strategy can indirectly affect organizational change through readiness for change.*

H₆: Codification strategy can indirectly affect organizational change through readiness for change.

Organizational Change Cynicism, Organizational Learning, Readiness for Change and Organizational Change:

Organizational change cynicism can be defined as the extent to which expected and undergone change is resisted by stakeholders (Brown and Cregan, 2008). It is the outcome of expected uncertain position cause by current change and flourish a dislike state for anticipated change resulting from frustration, hopelessness and disillusionment in employees (Andersson, 1996). Due to globalization and stiff competition, change becomes the necessity of organizations and every change faces change cynicism from all quarters (Brown and Cregan, 2008; Neves, 2012). Basically, change cynicism aroused because of discomfort position resulting from the expected change (Brown and Cregan, 2008; Chiaburu et al., 2013; Nesterkin, 2013; Neves, 2012). Bommer, Rich, and Rubin (2005) suggested that change cynicism has detrimental effects on prospective change. In recent times, cynicism concept is very popular while discussing any change (Brown and Cregan, 2008; Li, Zhou, and Leung, 2011; McNabb and Sepic, 1995). Bess et al. (2010) suggested that effective organizational learning is helpful to reduce the damaging effect of organizational change cynicism through motivating employees, communicating the expected benefits of prospective change. Existing studies suggests that organizational change cynicism can create weakening effects towards organizational change (Barton and Ambrosini, 2013; Brandes et al., 2007; Hochwarter, James, Johnson, and Ferris, 2004; Li et al., 2011; Neves, 2012; Shahzad and Mahmood, 2012). Likewise, Stanley et al. (2005) explained that change cynicism is one of the main resistors to organizational change. Anjani and Dhanapal (2012) argued that organizations opt change readiness mechanisms to deal with resistance and change cynicism. Readiness for change creates change efficacy and valance that are helpful to manage resistance towards change (Adil, 2016; Hameed, Roques, and Arain, 2013; Stevens, 2013). This massive discussion concluded the following hypothesis:

H₇: Organizational change cynicism weakens the relationship between organizational learning and successful organizational change.

H₈: Organizational change cynicism weakens the relationship between readiness for change and successful organizational change.

Research Model:

Insert Figure 1 Here

Research Methodology:

Organizational Setting:

Presently, more than thirty banks are operating in Pakistan. In current scenario, five major banks are implementing new Enterprise Resource Planning (ERP) system to meet the diversified needs of the customers and industry. The context of these banks is appropriate for the current study. The name of the banks and ERP system is as under:

- National Bank of Pakistan (NBP) is implementing Profile.
- Faysal Bank Limited (FBL) is implementing Symbols 8.50.
- MCB Bank Limited (MCB) is implementing Symbols 8.20.
- Askari Bank Limited (ABL) is implementing T-24.
- United Bank Limited (UBL) is implementing Symbols 8.20.

The current change in ERP system affects end-users who are directly using these systems to provide services to its customers. The data has been obtained from the end-users of the above named banks within the geographical boundaries of Southern Punjab, Pakistan.

Research Design, approach and philosophy:

Based on the nature of this study, temporal research design is adopted as defined by Ancona, Okhuysen, and Perlow (2001) in which responses about KM strategies, organizational learning and change readiness are measured at stage-1 (T1) before implementing change and data regarding organizational change cynicism & successful organizational change are measured at stage-2 (T2, 10-weeks after T1) after change implementation. The end-users can better explain

their satisfaction level about new operating system at T2. In this way, temporal research design is helpful to minimize the common variance by getting data at more than one point in time but cannot be effectively address causality inference (Zapf, Dormann, and Frese, 1996).

The ontological and epistemological assumptions of the current study suggested that there is single reality prevails about the exposition and knowledge can be defined and extracted from senses. Therefore, this study is using the positivistic research paradigm having deductive reasoning approach. The hypotheses are drawn with the help of extant literature and tested afterwards. Robson (2002) presents that temporal study normally use positivistic research paradigm and explains the importance of literature in formulation of hypotheses. In this study, we have followed the guidelines of Dubé and Paré (2003) regarding hypotheses formulation from the contemporary literature of KM strategies, organizational learning, change readiness, organizational change cynicism and organizational change.

Measures and instrument development:

Questionnaire is used as the instrument of the current study and formed on the basis of scales already developed by validated researches. These scales are adapted using Delphi approach through extensive discussion with academic and banking experts. Resultantly, some items have been dropped and some have molded as per the context of the study. To ensure validity of the instrument, pre-test and Confirmatory Factor Analysis (CFA) using AMOS 21 has been conducted and elaborated in detail in data analysis portion. The scales of knowledge management strategies, personalization & codification, has been adapted from scales developed by Ajith Kumar and Ganesh (2011). Scales of organizational learning, change readiness, organizational change cynicism and successful organizational change are adapted from Bess et al. (2010), Cole, Bruch, and Vogel (2006), Madsen, Miller, and John (2005) and Doll, Xia, and Torkzadeh (1994) respectively. The two separate questionnaires are prepared at five-point Likert scale (1=strongly disagree to 5-strongly agree). First questionnaire includes items about KM strategies, organizational learning and readiness for change that is used at pre-implementation stage. Second questionnaire contains items about change cynicism and successful organizational change that is used at post-implementation stage.

Sampling Procedure & Features:

The data regarding end-users has been obtained from human resource departments of the respective banks. A total of 10567 end-users are currently performing their duties with respective banks in southern Punjab, Pakistan. Guidelines of Kline (2006) and the precedence of the existing studies has been used to get sample size of 380 end-users from given population frame. Initially, at T1, 380 questionnaires have been distributed among end-users of the stated banks and ask them to incorporate their opinion about KM strategies, organizational learning and change readiness. Resultantly, 256 valid questionnaires received returned at T1. After 10-weeks' time period of implementing change (T2), these 256 end-users are again requested to give their response about organizational change cynicism and successful organizational change. Jones et al. (2005) has given direction that more than six-weeks' time period is appropriate to get second response. In cumulative, at T1 & T2, 206 valid questionnaires have been received and used for final analysis.

Data Analysis Strategies:

Researchers have used various analysis techniques to justify their exposition. Initially, alpha value and confirmatory factor analysis was conducted to grasp validity and reliability of the data. To present the orientation about population and respondents of this study, demographic analysis is conducted. Further, correlation, multiple regression analysis, Preacher and Hayes (2004) mediation test and Aguinis (2004) moderation test with Aiken, West, and Reno (1991) interaction term is used to extract the results of main hypotheses.

Results and Analysis:

The context of the current study is banking sector of Pakistan. With respect to demographic profile of the respondents, 145 males and 61 females have responded the questionnaires at both T1 & T2 having 71.4% and 29.6% respectively. Mainly, end-users of operating systems are the key respondents of this study. The current sample includes 45 respondents with 1-5 years of experience, 129 with 6-10, 24 with 11-15 and 8 with 16-20. The experience of respondents suggests that maximum respondents lie between 1-10 years of experience that is positive as more

experience generates more resistance towards organizational change. Age-wise maximum respondents are young and new entrants as their age profile lie between 20-30 years.

Reliability and descriptive statistics:

Initially, reliability analysis is executed to check the appropriateness of data. Reliability analysis measure the internal consistency of the data (Hair, Black, Babin, Anderson, and Tatham, 2006). In this regard, George and Mallery (2003) suggested that if alpha values are above 0.6 are acceptable and adequate. The cronbach alpha values of the current study are lie from 0.65 to 0.90 that is appropriate for further analysis. Moreover descriptive statistic, mean & standard deviation, is explained the general trend in the data and values reflects a positive trend prevailed in the data except organizational change cynicism. Moreover, the values of correlation coefficient describe the strength of relationship among variables. There is moderate strength of relationship among variables as the values of correlation coefficient are above 0.30 and below 0.75 (Cohen, Cohen, West, and Aiken, 2013).

Insert Table 1 Here

Validity Analysis:

To measure the validity of the proposed model and instrument, Confirmatory Factor Analysis (CFA) was executed. The guidelines of Hoyle (1991) suggest that CFA model fit suggest that research model appropriate and data collected from the instrument is appropriate for further analysis. Some studies used structural analysis as alternative to CFA (McArdle, 1996). The current study contains six latent variables that are forming a successful organizational change model. Byrne (2013)elaborated various benchmarks for checking the model fit. Moreover, other guidelines are also provided by Hair (2010) and Kline (2006) for measuring and developing the model fit. At final stage, triggers provided a healthy model fit of the current study (CMIN/df=2.98 <3, CFI=0.977 >0.90, TLI=0.979>0.90, RMSEA=0.053<0.08, GFI=0.923>0.90, AGFI=0.956>0.90)

Insert Table 2 Here

Hypothesis Testing:

To test the direct effect of KM strategies (personalization and codification) on successful organizational change, multiple regression analysis was conducted. The results showed 46% variation found in success of organizational change due to knowledge management strategies (F-value = 99.34, $p < 0.001$). The in-depth analysis reflects that personalization strategy is highly valuable to implement change successfully as compared to codification strategy [personalization ($\beta = 0.59$, $t = 11.34$, $p < 0.001$), codification ($\beta = 0.21$, $t = 3.01$, $p < 0.005$)].

Insert Table 3 Here

Mediation Analysis:

Preacher and Hayes (2004) mediation analysis was conducted to measure the indirect effect of personalization strategy on organizational change through organizational learning & change readiness. In first mediation model, organizational learning is taken as mediator in between KM strategies and successful organizational change. The results of A-Path confirms that there is positive relationship between personalization strategy and organizational learning ($\beta = 0.654$, $p < .001$). Further, B-Path reveals a positive relationship between organizational learning and organizational change with ($\beta = 0.261$, $p < .001$). Similarly, C-Path assured positive impact of personalization strategy on organizational change ($\beta = 0.545$, $p < .001$) and C'-Path also confirms the mediation effect of organizational learning ($\beta = .415$, $p < .001$). Comparison of C-C' paths is showed that there is partial correlation exists. The overall model is significant with R^2 value of 49% and ANOVA value of 108.77. In second phase, indirect effect of codification strategy is tested on organizational change through organizational learning. The results of A-Path confirms that there is positive relationship between codification strategy and organizational learning ($\beta = 0.359$, $p < .001$). Further, B-Path reveals a positive relationship between organizational learning and organizational change with ($\beta = 0.216$, $p < .001$). Similarly, C-Path assured positive impact of codification strategy on organizational change ($\beta = 0.343$, $p < .001$) and C'-Path also confirms the mediation effect of organizational learning ($\beta = .187$, $p < .001$). Comparison of C-C'

paths is showed that there is partial correlation exists. The overall model is significant with R^2 value of 45% and ANOVA value of 80.43.

Insert Table 4 Here

In second mediation model, change readiness is taken as mediator in between KM strategies and successful organizational change. The results of A-Path confirms that there is positive relationship between personalization strategy and change readiness ($\beta=0.612, p<.001$). Further, B-Path reveals a positive relationship between change readiness and organizational change with ($\beta=0.36, p<.001$). Similarly, C-Path assured positive impact of personalization strategy on organizational change ($\beta=0.521, p<.001$) and C'-Path also confirms the mediation effect of change readiness ($\beta=.396, p<.001$). Comparison of C-C' paths is showed that there is partial correlation exists. The overall model is significant with R^2 value of 43% and ANOVA value of 97.93. In second phase, indirect effect of codification strategy is tested on organizational change through change readiness. The results of A-Path confirms that there is positive relationship between codification strategy and change readiness($\beta=0.324, p<.001$). Further, B-Path reveals a positive relationship between organizational learning and organizational change with ($\beta=0.236, p<.001$). Similarly, C- Path assured positive impact of codification strategy on organizational change ($\beta=0.332, p<.001$) and C'-Path also confirms the mediation effect of organizational learning ($\beta=.172, p<.001$). Comparison of C-C' paths is showed that there is partial correlation exists. The overall model is significant with R^2 value of 41% and ANOVA value of 58.97.

Insert Figure 2 Here

Moderation Analysis:

The interactive effect of organizational change cynicism in relationship among organizational learning, readiness for change and successful organizational change is measured through Aguinis (2004) Multiple Moderated Regression Analysis (MMR) test with Aiken et al. (1991) interaction term.

Insert Table 5 Here

The results revealed that organizational change cynicism weakens the relationship between organizational learning and successful organizational change ($\Delta R^2=2.1\%$, $f\text{-value}=49.41$, $p<0.001$). The organizational learning is performing the buffering effect to mitigate the detrimental effects of organizational change cynicism on successful organizational change. Similarly, change cynicism has also reduce the positive effects of readiness for change towards successful organizational change ($\Delta R^2=4.7\%$, $f\text{-value}=46.34$, $p<0.001$).

Insert Figure 3 Here

Results and Discussion:

Although, previous literature gives evidence that KM strategies have direct effect on different organizational outcomes (Chen, Huang, and Cheng, 2009; Earl, 2001) but rare work has yet be done regarding knowledge management strategies in relationship with organizational learning, change readiness, change cynicism and organizational change. In current study, researchers empirically investigate the organizational change model through knowledge management strategies, organizational learning and successful organizational change. In addition, this study also contains information how organizational learning and readiness for change is helpful to reduce the injurious effects of change cynicism on successful organizational change.

At first, findings of direct effect indicated that KM strategies have positive impact on successful organizational change. These findings are consistent as hypothesized and somewhat with the previous researches (Earl, 2001). In previous researches, it is always described that there may be a link between KM strategies and organizational change. Secondly, results of Preacher and Hayes (2004) mediation test confirms that KM strategies have indirect effect on organizational change through organizational learning and change readiness. This is the novelty of this research as this relation has not yet been explored earlier. The results specified that organizational learning and change readiness have partially mediating the KM strategies-organizational change relationship. Lastly, researchers used Aiken et al. (1991) interaction term by applying Aguinis (2004) moderation test to catch on the interactive effect of organizational change cynicism in relationship between organizational learning, change readiness and successful change

implementation. Results suggested that change cynicism can weaken the relationship among organizational learning, readiness for change and organizational change. The stated results are in consistent with previous studies regarding organizational change cynicism (Barton and Ambrosini, 2013; Shahzad and Mahmood, 2012). The results also indicating that if extensive learning environment is prevailed in organizations then this element can reduce the harmful effects of change cynicism on organizational change.

Conclusion:

Change becomes the norm for vital and growing organizations. Organizations are continuously adopting numerous methods to initiate change for the betterment of organizational outcomes i.e. changes in processes, technology, culture, infrastructure, intellectual capability and management. Banking sector of Pakistan is currently forming a new shape by providing extensive services to its customers that are market-driven and align with international norm. Many banks are going to change their ERP system for facilitation of their valued clients. Meanwhile, organizations are facing the organizational change cynicism that causes the failure of overall change process. The results of the current study concluded that success in organizational change can be enhanced by adopting knowledge management strategies, personalization and codification. Through these strategies, optimal level of organizational learning can be grasped that will ultimately helpful to reduce the change cynicism.

This study explored a new vision to implement these types of organizational changes successfully and get their early benefits by using personalization and codification knowledge management strategies and also uncover the mediating effect of organizational learning and readiness for change. Knowledge management strategies have positive and direct impact on successful change implementation and these strategies are helpful for readiness to change as well. These are equally beneficial for reducing the employee cynicism regarding organizational change that will ultimately increase the chances of successful change implementation. These empirical findings expose the importance of knowledge management strategies that are needed at pre-implementation phase. These strategies are able to form strong foundations for readiness for change and organizational learning. Knowledge management strategies are proved as the key predictors for developing readiness for change and also helpful to reduce change cynicism.

Overall, results highlighted that how financial institutions can implement an ERP based change effectively through knowledge management strategies. The results are equally valuable for other financial and non-financial organizations that are currently changing their working environment.

Theoretical and practical implications:

The current study contributes to the existing theory with an innovative model of successful organizational change with the help of knowledge management strategies, organizational learning and readiness for change mechanisms as contemporary literature is silent with respect to knowledge management and organizational change relationship. Theoretical grounds of knowledge management suggest that organizational learning is one of its outcome (Imran et al., 2016) and leads to develop readiness for change in organizations (Brandi and Iannone, 2015). This study adds the existing literature and opens up the new avenues for further research in the area of organizational change using knowledge management concepts. Further, the significance of mediation effect enlarges the use of organizational learning and readiness for change in technological change process.

With respect to practical orientation, this study is beneficial for the stated banks to emphasize on the personalization strategy to increase the success elements of implementing organizational change as personalization knowledge management strategy performs better to develop organizational learning and change readiness. Personalization strategy boosts socialization among management, change agents and employees that leads to develop change commitment and efficacy. Using codification strategy, change agents can resolve the post-implementation issues of employees about change. Learning orientation is helpful to alter the thinking patterns of employees about change appropriateness and enhance their trust level on current management. The empirical investigation answers one of practitioners' complaints about change process that is "no one tells us how to do it". Results give an insight to practitioner to opt an optimal mix of codification and personalization strategies for better change outcomes as these strategies affect other organizational outcomes that might be considered as the facilitator of a change process i.e. employee knowledge, organizational learning, motivation, future vision etc. Moreover, researchers that are interested in organizational change and knowledge management can find a unique productive avenue in this study as well.

It is also observed that readiness for change is better predictor to advance change as compared to organizational learning. Ironically, organizational learning is also becomes the facet of readiness for change. So, it is important for change agents to utilize KM strategies to enhance readiness for change for better change implementation. At this stage, the role of agents is to develop change efficacy, change appropriateness and management support for better development of readiness for change. This study suggest that management has to promote personalization strategy at both time, pre- and post-implementation, to effectively grasp the benefits of readiness for change to advance system based change in organizations. On the other hand, meditation results of organizational learning in between KM strategies and organizational change implementation also highlight the importance of formal and on-the-job training in preparing employees motivation and knowledge strength about operating system related change. Additionally, codification strategy is equally beneficial after the change implementation phase for end-users to get help about routine tasks and problems i.e. manuals about system procedures to perform a particular job or task.

Limitations and future directions:

Despite of the various findings and implications, the current study contains limitations as well. First, there is low response rate from a limited geographical area restricted its generalizability to other sectors and countries. In future, it is recommended to enlarge the geographical strength of the study and utilize all means to increase the response rate at optimal level. Moreover, the respondents that express their views and T1 and cannot response back at T2 may change the results of this study. Finally, the span of 10-weeks may not be appropriate for employees to express true opinion regarding their satisfaction level on new operating system i.e. Venkatesh and Davis (2000) conducted study with a time span of five months having four points to get back to back data. For future studies, it is suggested that time span may be increase as per context of the study in consultation with experts of the concerned area.

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Figure 1: Research Model

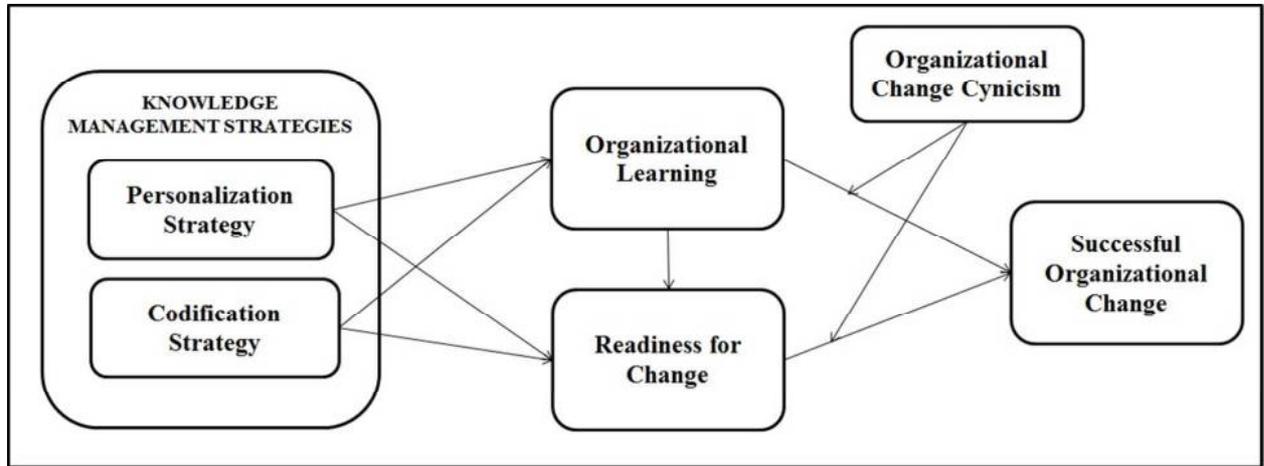


Figure 2: Mediation Model

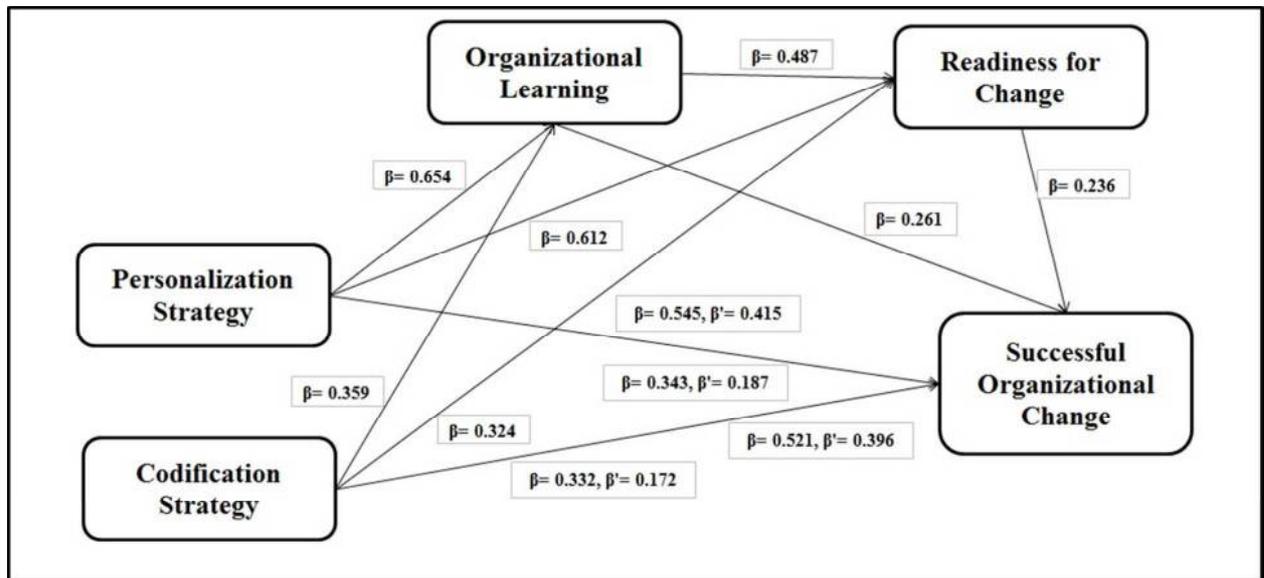


Figure 3: Moderation Model

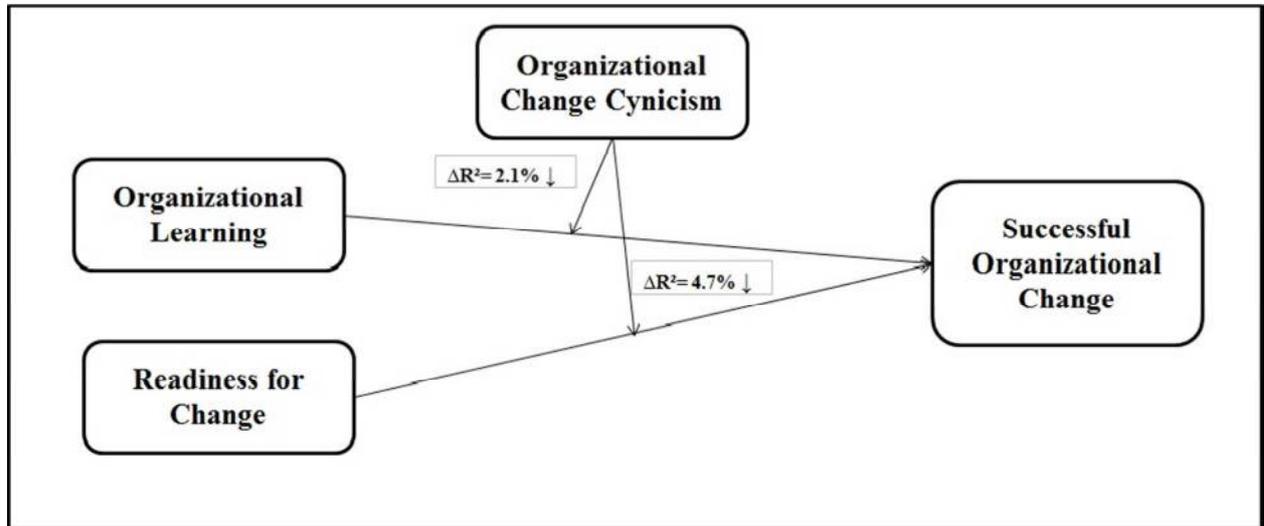


Table 1: Reliability and Descriptive statistics

Constructs	Alpha	Mean	SD	1	2	3	4	5	6
Personalization strategy	0.701	3.38	1.11	-					
Codification strategy	0.689	3.38	1.08	0.43					
Organizational learning	0.798	3.21	1.05	0.67	0.53				
Readiness for change	0.852	3.08	1.14	0.63	0.58	0.75			
Organizational change cynicism	0.792	2.64	0.89	-0.34	-0.41	-0.49	-0.33		
Change implementation	0.873	3.11	0.99	0.56	0.61	0.57	0.72	-0.41	-

*1% level of significance is set for getting values of correlation coefficient

Table 2: Validity check through Confirmatory Factor Analysis

Description	CMIN/df	AGFI	GFI	RMSEA	CFI	TLI
Preliminary indices	7.88	0.844	0.881	0.089	0.876	0.901
Model fit value indices	2.98	0.923	0.956	0.053	0.977	0.979

Note: The thresholds observed for model fit are as CMIN/df <0.3, AGFI-GFI-CFI-TLI>0.90, RMSEA <0.080

Table 3: Direct Effect through Multiple Regression Analysis

Relationship	R ²	Adj. R ²	f-value	β	t-value	P
Overall	0.46	0.44	99.34			***
PS→SOC				0.59	11.34	***
CS→SOC				0.21	3.01	0.003

Note:PS=Personalization Strategy, CS=Codification Strategy, SOC=Successful Organizational Change, ***p<0.001

Table 4: Indirect effect of KM Strategies on SOC through OL and RFC

Relationships	R ²	Adj. R ²	f-value	Path-A	Path-B	Path-C	Path-C'	p
PS→OL→SOC	0.491	0.489	108.77	0.654	0.261	0.545	0.415	***
CS→OL→SOC	0.451	0.449	72.11	0.359	0.261	0.343	0.187	0.002
PS→RFC→SOC	0.432	0.419	97.93	0.612	0.236	0.521	0.396	***
CS→RFC→SOC	0.418	0.392	58.97	0.324	0.236	0.332	0.172	0.004

Notes: PS= Personalization Strategy, CS=Codification Strategy, OL= Organizational Learning, SOC=Successful Organizational Change, RFC=Readiness for Change, IV=Independent Variable, DV=Dependent Variable, MV= Mediating Variable. Path-A=IV→MV, Path-B=MV→DV, Path-C=IV→DV, Path-C'=IV→MV→DV, ***P<0.001

Table 5: Interactive effect of CC in between OL -RFC & SOC

Relationships	R ²	Adj. R ²	f-value	B	S.E.E	t-value	Sig.
OL-CC→SOC	0.452	0.447	72.11				***
OL→SOC				0.54	0.05	9.11	***
CC→SOC				-0.17	0.06	-2.87	***

OL-CC-OL*CC→SOC	0.431	0.422	49.41				***
OL*CC→SOC				0.32	0.04	2.45	0.004
RFC-CC→SOC	0.439	0.424	70.63				***
RFC→SOC				0.51	0.06	9.02	***
CC→SOC				-0.21	0.06	-2.99	***
RFC-CC-RFC*CC→SOC	0.392	0.378	46.34				***
RFC*CC→SOC				0.31	0.04	2.34	0.005

Notes: OL=Organizational Learning, CC=Change Cynicism, SOC=Successful Organizational Change, RFC=Readiness for Change, S.E.E= Standard Error of Estimate, ***p<0.001