

Designing Intervention to Support Employee Readiness to Change: Does Demographic Differences of Psychosocial Predictors matter?

Amy Mardhatillah

Mercu Buana University, Indonesia

Shukran Abdul Rahman

International Islamic University Malaysia

Abstract

Purpose: The study aims to (1) examine demographic differences in term of employee readiness to change, namely; gender, age, job type, educational background and tenure in Higher Learning Institution (HLI). (2) identify differences on psychosocial predictors based on Holt (2007) theory across different demographic backgrounds. (3) and design employee readiness intervention based on demographic differences on psychosocial predictors of employees' readiness to change.

Method: 214 academics and 214 non-academic staff have been randomly sampled to participate in this study. T-test, One way ANOVA, and Multigroup moderation analysis were used to analyses the data. Two measures were used to examine variables namely; readiness to change scale by Durhan (1999) and psychosocial readiness to change by Holt (2007). Both scale are reliable with Critical Ratio value greater than 0.5.

Findings: Male employees have been found to be more ready in supporting organizational change than female employees. Older employees with higher educational background are more ready to change than younger employee with low educational background. There is no statistically significant different across group level analysis in term of psychosocial factors of employee readiness to change. It has been found that management support is more significant in predicting employee readiness to change for female than male, while openness to experience is more significant in predicting employee readiness for male than female employees. Openness to experience, management support and appropriateness of change are more significant in predicting employee readiness for non-academic staff than academics, while individual change efficacy is more significant in predicting readiness among academics. Individual spirituality is more significant in predicting readiness to change for older employee than younger employee. Individual change efficacy is more significant in predicting readiness to change for PhD educational background than academics with other educational background. Therefore, readiness to change intervention should focus on female employees with lower academic background. Academics need more self-efficacy intervention while non-academic staff need more management support intervention.

Significance: The study would shed light on designing appropriate intervention to enhance employee readiness to change in the context of higher learning institution based on demographic factors and relevant psychosocial predictors. Therefore, organizational change initiative could be successfully implemented in the higher learning institution.

Keywords: Readiness to change, psychosocial, demographics, higher learning