

## **ORGANIZATIONAL CHANGE AND STAFF REACTIONS FOLLOWING THE IMPLEMENTATION OF THE REUNI**

### **MUDANÇA ORGANIZACIONAL E AS REAÇÕES DOS SERVIDORES APÓS A IMPLANTAÇÃO DO REUNI**

**Rafael Matias de Abreu, Mestre**

<https://orcid.org/0000-0002-1470-2180>

[rafinhasaitam@hotmail.com](mailto:rafinhasaitam@hotmail.com)

Universidade Federal de Viçosa | Campus Florestal  
Viçosa | Minas Gerais | Brasil

**Adriana Ventola Marra, Doutora**

<https://orcid.org/0000-0003-3405-0308>

[a.ventola.marra@gmail.com](mailto:a.ventola.marra@gmail.com)

Universidade Federal de Viçosa | Campus Florestal  
Viçosa | Minas Gerais | Brasil

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## **ABSTRACT**

The main objective of this study was to identify and analyze staff reactions to the changes resulting from the implementation of REUNI in a federal university. Ten years after implementation of the Federal Universities Restructuring and Expansion Program (REUNI), many changes are still underway in these institutions. In order to achieve this goal, a case study was carried out at a Federal University which, with the advent of REUNI, transformed its technical school linked to university campus. The data were collected through 61 questionnaires and 14 semi-structured interviews with staff belonging to the functional team before the change occurred. The analyses used descriptive statistics and content analysis. The results indicated that the changes occurred in the perspectives indicated by Motta (2001): strategic, structural, technological, human, cultural and political. There was no efficient communication on the part of change managers, and there was also little staff participation in planning. No active resistance was observed during the process of change in the context presented, but rather acceptance of change by the staff studied.

**Keywords:** Organizational Change. Reaction to Change. REUNI. Federal University.

## **RESUMO**

O principal objetivo deste estudo foi identificar e analisar as reações dos servidores às mudanças ocorridas pela implantação do REUNI em uma universidade federal. Após 10 anos de início da implantação do Programa de Reestruturação e Expansão das Universidades Federais (REUNI), muitas mudanças ainda se percebem em curso nestas instituições. A fim de alcançar tal objetivo foi realizado um estudo de caso em uma Universidade Federal que, com o advento do REUNI, transformou sua escola técnica vinculada em campus universitário. Os dados foram coletados por meio de 61 questionários e 14 entrevistas semiestruturadas com servidores pertencentes ao quadro funcional de antes da mudança ocorrida. As análises foram por estatística descritiva e análise de conteúdo. Os resultados indicaram que as mudanças ocorreram nas perspectivas apontadas por Motta (2001): estratégica, estrutural, tecnológica, humana, cultural e política. Não existiu uma comunicação eficiente por parte dos gestores da mudança, e também houve participação pequena do servidor no planejamento. Não se observaram resistências ativas durante o processo de mudança diante do contexto apresentado, mas sim a aceitação à mudança por parte dos servidores pesquisados.

**Palavras-chave:** Mudança Organizacional. Reação a Mudança. REUNI. Universidade Federal.

## **1 INTRODUCTION**

Promoting analysis of the topic of organizational change is a complex task, as the thematic is profound and poses difficulties in finding theories which encompass all the diversity of the organizational experience (MOTTA, 2001; WOOD JR., 1992; OLIVEIRA, 1995). In Bortolotti's (2010) view, organizational changes approach processes and technologies which are not part of workers' daily life, and thus dissonances can arise from which a range of emotions and reactions emerge, encompassing emotions ranging from optimism to fear, such as anxiety, enthusiasm, motivation, resistance and pessimism.

It is in this situation of changes and possible reactions that the public sector finds itself. Seijts and Roberts (2011) highlight that public organizations are suffering from the public's dissatisfaction with the services offered, and this pressures public agencies to promote change. As public institutions are basically service providers, there is a clear need to improve people management in order to be effective in offering their services, as well as maintaining a quality service for the citizen. According to Pires and Macêdo (2006), in the Brazilian context, the public organizational configuration often operates in a complex way, with multiple hierarchies. These systems demonstrate paternalism, which increases control of personnel movement, concomitantly with the distribution of employment, functions and financial return within the nexus of political intentions holding power. Added to this are some administrative peculiarities such as employment stability and less autonomy for the people management sector to reward or punish (RAINEY; BOZEMAN, 2000), thus increasing difficulties in a process of change. Possible resistance from staff poses obstacles which impede organizational change initiatives, generating a high potential for failure (SEIJTS; ROBERTS, 2011).

The Program for the Restructuring and Expansion of Federal Universities (REUNI), instituted by Decree No. 6.096 of April 24, 2007, is also part of this context of changes. With REUNI, the government aimed to increase the population's access to higher education, increasing the number of places in higher education, creating new undergraduate courses and physical, academic and pedagogical expansion. At Federal Universities, the subject of this study, the REUNI project was presented to the academic community as a whole in August 2007, aiming to enable the creation of more undergraduate courses and increasing places in already existing ones. Of these expansion actions, the transformation of a linked technical school, located in the interior of the State, on a university campus, stands out. For over 60

years, this school has dedicated itself exclusively to high school and technical education, with approximately 300 students. Currently, this campus includes secondary education activities, 11 technical courses (face-to-face and distance learning), 10 higher education courses, 3 master's degrees, with a contingent of 2,300 students.

Faced with this contextualization, the question arises: How did the staff of this linked school react to the changes, following implementation of REUNI and its transformation into a university campus? In order to answer this question, the main objective was to identify and analyze staff's reactions to the changes arising from the implementation of the REUNI program at the Federal University. For this, the changes which occurred following REUNI, considering Motta's (2001) strategic, structural, technological, human, cultural and political perspectives were described; the process of change management by the institution's managers was evidenced from the point of view of the staff; and the staff's reactions to the changes implemented were identified.

Even with the increase in the number of studies on REUNI and the changes and reactions perceived, it is noteworthy that only that of Andrade et al. (2015) is similar to the one proposed. Most focus on students' perceptions, such as, for example, Cabral et al. (2011) and Maranhão and Veras (2017); or that of Araújo and Santos (2014), which concentrates on the perception of city dwellers and change managers.

This article is structured in five sections including this introduction. In section two, the theoretical framework is presented. Section three describes methodological procedures. In section four, we analyze and discuss the results, and finally in section five we present the conclusions of this research.

## **2 REFERENTIAL FRAMEWORK**

### **2.1 ORGANIZATIONAL CHANGE AND REACTIONS TO CHANGE**

This study is supported by those of Wood Jr (2009) and Motta (2001), who refer to organizational change as any change in the organization, whether structural, strategic, technological, cultural, human or otherwise. These perspectives will be analyzed following the model proposed by Motta (2001), which deals with the structural, strategic, technological, cultural, human and political aspects.

In the model of organizational analysis, Motta (2001) considers the dimensions of an organization that can feasibly be changed, adopting strategic, structural, technological,

human, cultural and political perspectives. Thus, the strategic perspective analyzes the organization as an open system which maintains links with its context; the structural views the organization as a system endowed with authority and responsibility; in technology the emphasis is on the entry of technologies for improving and growing strategies used in internal processing; in the human, the organization is perceived as a social sustentation, encompassing the singularity of the subjects; in the cultural, the organization is visualized as a sum of joint, shared values, habits and beliefs; and in the political, the organization is presented as a power structure, in which, competitions between people and groups can be observed for more autonomy and influence in decision making.

Managing an organizational change process leads to a situation that is neither quiet nor certain in view of the desired outcome. Most of the time, the process is uncertain, discontinuous and conflicting, and it would be much easier to carry out the work of organizational change if the people involved were always in favor of accepting it (MOTTA, 2001). The process of organizational change has a great chance of failure when the workers are not open to this event (MARQUES et al., 2014). Peccei et al. (2001) state that even if the change is well planned, this can lead to uncertainties and disturbances within organizations.

In Piderit's (2000) view, the analysis of organizational change at the individual level is a complex process, deriving from the cognition, emotion and behavior of individuals. Cognitive action encompasses individual values in relation to change, the emotional dimension is the feelings caused by the change. The behavioral element comprises the outcome of the individual's assessment of how to act in response to the change. The author argues that individual interference is more related to future attitudes and less to memories and behaviors from the past. The individual conduct of change refers to the overall perception the subject has of change, and consequent psychological evaluation of whether change is beneficial or not.

Resistance is characterized by defensive behavior, which aims to protect the individual from the effects of change, whether real or imaginary (NOGUEIRA, 1991). Hernandez and Caldas (2001) add that resistant behavior aims to maintain the status quo in response to pressure to modify it. Hernandez and Caldas (2001) present the Individual Model of Resistance to Change, in which this process occurs in three phases: the first is presented in two stages; the second in four; the third in a single stage. In total, there are seven stages: stage one - exposure to change or innovation; stage two - initial processing regarding change; stage

three - initial response regarding change; stage four - extended processing; stage five - emotional acceptance or resistance; stage six - integration; and stage seven - conclusion (resistance, indecision, and adoption of change). It is worth noting that this model is "circular", because although the facts tend to occur in a certain order, according to the mentioned stages, the individual can move from one stage to another or even return to previous stages, depending on individual or collective characteristics. This model is detailed in the item explaining the systematization of the research and its constructs

In this research the models of the process of resistance to change used were based on the work of Hernandez and Caldas (2001), Judson (1980), Baron and Greenberg (1989) used by Chaves (2005). The constructs used in this research refer to the stages of the process of resistance to change, such as: exposure to change, initial response (attitudes and/or behaviors), conclusion (reactions to change). And they also consider individual and situational moderators.

The first stage, exposure to change, is the initial contact with the intention to change or the information about it. Information which reaches the individual may originate through formal and/or informal sources, and may be ambiguous. Formal sources of contact or information about change are established by communicating through e-mails, letters, memos, brochures, newsletters, reports in general or also orally, such as lectures, presentations and meetings. Informal sources, however, is communication established informally by individuals, through rumor, parallel conversations, chat, gossip, the famous "Chinese whispers" usually accompanied by speculation, imagination and desires, which can cause ambiguities. For this study, it was important to evaluate how this phase of the process occurred, how this information about the change reached the staff.

The second stage is the initial response of individuals to the earlier stage, in which individuals may adopt different attitudes toward the change, such as positive, neutral, or negative attitudes. In this model, the individual may show acceptance, indecision or rejection in response to exposure to change, through:

- a) Low consistency: when the individual shows initial rejection of the change. For the individual, the change is seen as a threat, in which they will not feel encouraged to continue evaluating the proposal, actively or passively rejecting the change. In active rejection, the individual will try to prevent the organization from innovating in any way possible. In passive rejection, the individual decides to ignore the change and acts as if nothing is happening

- b) High consistency occurs when the individual sees the change as an opportunity, the individual decides to accept the change promptly, without feeling the need for more in-depth analysis of it.
- c) In moderate consistency the individual feels undecided about the impacts of the change, seeing it as partially acceptable and the individual will be encouraged to seek further information about it.

However, Hernandez and Caldas (2001) state that in any of the initial responses, the individual may go through extended processing, which in this model corresponds to a more careful evaluation step regarding the change in an attempt to reduce any indecision still existing by searching for further information about the change.

Subsequently, one arrives at the conclusion stage that are the various types of behaviors that the individual will present toward the change. Chaves (2005) highlights four groups of individual's final behavior: acceptance, indecision, passive resistance and active resistance. However, within each of these constructs are attitudes of the individual which encompass the final behavior.

Chaves (2005) points out that in the acceptance construct the individual may have behave cooperatively and support enthusiastically, which is considered a sort of defensive reaction by the individual. Moreover, even in the construct of acceptance there can be the acceptance itself, which is the individual's agreement that change is good or right.

The author emphasizes that the construct of indecision occurs when the individual is not able to integrate the information related to the change, not reaching a conclusion as to whether the change will be good or bad. Here, the individual acts ambiguously in the face of change, sometimes supporting and sometimes rejecting. In the passive resistance construct, the individual may show reactions such as indifference, do only what is ordered and not learn. Indifference to change is the most common defensive reaction in individuals, in which the individual acts as if the change is not occurring, ignoring it. By doing only what is ordered, the behavior of the individual is limited to following only the formal rules of operation in effect, following procedures, making no effort to implement new procedures. And finally, in not learning, the individual shows blocking behavior toward learning new techniques or working methods.

Finally, Chaves (2005) adds that in the active resistance construct, the individual may show reactions such as doing the minimum, personal withdrawal and deliberate sabotage. In doing as little as possible, the individual slows down work, does not participate and does not

get involved in the process of change. In personal withdrawal, there is increased absence of the individual at work, whether due to absences, lateness, or failure to meet their obligations. In extreme cases it can lead the individual to leave the organization. And finally, in deliberate sabotage, the individual makes intentional mistakes in the organization in order to harm the work.

Individual and situational moderators are characteristics which influence the individual's cognitive process,

[...] as important or more important than the process of perception itself, since under conditions of organizational change these variables moderate all stages of the process of perception of change, influencing how each individual creates his or her own perception of reality (HERNANDEZ and CALDAS, 2001, p. 39).

It is worth mentioning that for this research Baron and Greenberg's (1989) model was used for individual and situational moderators, in which situational moderators have three constructs:

- a) Structural inertia - which is related to stability in organizational practices, through rigorously following rules and procedures, in addition to detailing the job description. It may also be related to lack of investment in personnel training and development
- b) Group inertia - it is about the pressures which work groups exert on individuals to perform tasks in a certain way, inhibiting them from changing their behavior.
- c) Threat to existing power - manifested through people holding power in the organization, in an attempt to maintain their positions and influence.

Regarding individual moderators, four constructs will be presented here:

- a) Economic insecurity - fear that the change will affect overall compensation, for the purposes of this research, that would be loss of commissioned functions, decreased benefits and increased workload without salary increase.
- b) Fear of the unknown - Fear for the individual's future within the organization. Threats to social life - refers to threats to groups of friends through changes to functions, reallocation of individuals to other departments, dismissals, retirements among others.
- c) Difficulty recognizing the need for change - difficulty in recognizing that the change will lead to organizational improvement, leading the individual to believe that the current situation is good and that the organization does not need to change



After outlining the main aspects that characterize reactions to organizational change, the next section will address the characteristics of the REUNI program, which was a factor of change in federal universities in Brazil.

## 2.2 REUNI PROGRAM

Wanting to increase the number of people enrolled in higher education, the federal government expanded the Federal Institutions of Higher Education - IFES. In this context, through Decree No. 6.096/2007 (BRASIL, 2007c), the Federal Universities Restructuring and Expansion Program - REUNI was created. The aim of this program was to gradually increase levels of completion of face-to-face courses from 65% to 90%, in addition to increasing the number of enrollments from 10 students per lecturer, to 18 students per lecturer in the five-year period following its implementation in universities. The program's activities included increasing places on undergraduate courses, expanding the offer of night courses, encouraging pedagogical innovation and combatting against drop out, among others (MEC, 2010).

Of the 54 federal universities in Brazil, 53 joined the Reuni program in 2007, including the Federal University subject of this study. In order to meet the requirements established by the plan, the Federal Higher Education Institutions submitted restructuring plans to the Ministry of Education (MEC) and adopted mechanisms for their implementation. To this end, the University created a "Plan Summary", in which actions aimed at academic reorganization were highlighted, determining the increase in the efficiency of the University, with the increase in the number of students served and in the percentage of students graduating. The increased graduation to be counted for the REUNI was to take place on the campuses, with courses that were offered at night. It was also expected that several postgraduate, master's and doctoral courses would be offered by 2012, some of which had already been approved by CAPES in early 2008. The University also intended to work on two fundamental axes: reducing the drop-out rate and optimizing the filling of empty places.

To meet the various conditions for joining the program, the University also had to restructure itself physically. In order to make the physical expansion project feasible with the purchase of furniture, equipment and bibliographic material, REUNI would make an amount of up to R\$ 26,505,208.13 available to the University, over a period of four years, if the goals established were achieved. There would also be hiring of staff, grant programs and costing. Thus, it was planned that the University would have increased resources over five years,

2008-2012, which would be released as the goals set in the expansion and restructuring plan were met for the hiring of lecturers and technical-administrative staff; grants; student services, master's degree, doctorate, post-doctorate and visiting professor; and other costs such as consumables. In the above-mentioned summary, there are several tables showing all these factors described here in numerical terms. The human and financial resources required by REUNI were essential to enabling projects aimed at teaching, research and extension and student services (UNIVERSIDADE FEDERAL, 2017).

### **3 METHODOLOGY**

The research strategy chosen for this study involved several methods, according to Creswell (2010), these strategies reveal that, depending on the research question, the study proposals can easily use quantitative and qualitative methods, switching between them, starting with one and concluding with the other. This research was also descriptive. For Gil (2002), descriptive research aims to describe the characteristics of a particular population or phenomenon, such a choice occurs through the description of the reactions to the organizational changes by staff on the University Campus in this study.

This research can be characterized as a case study, since it refers to the detailed examination of a certain phenomenon to be analyzed in its nuances, based on continuous observation of a previously defined social unit, seeking deeper understanding and interpretation of specific facts and phenomena (YIN, 2001).

The unit of analysis of this research is a Federal University campus, which was chosen for accessibility and the change from technical school to university campus. The subjects of this research were the staff on the University Campus, who experienced the change process and have been at the institution since before 2006. Within these criteria, 138 staff members (107 technicians and 31 teaching staff) were able to participate in the study.

Data were collected through questionnaires, semi-structured interviews and analysis of documents. The questionnaire used in this research was an adaptation of one validated by Chaves (2005) in which, for each construct (explained in item 2.1), there was an affirmation in the questionnaire which corresponded to the reactions of the staff member.

Questionnaires were sent to all staff using Google Forms and were available for two months. During this period, telephone calls and visits to the sectors were made inviting the staff to participate in the survey. Sixty-one questionnaires were completed, establishing a

confidence level of 85% and a margin of error of 7%.

Fourteen semi-structured interviews were carried out: one with the campus manager who initiated and monitored the change process; and thirteen with staff members (administrative and teaching staff), selected according to accessibility. According to Richardson (2007) in this type of interview, the interviewer asks pre-established questions that he or she considers to be the main questions, but is free to go further, and may ask further questions to obtain more complete responses.

Also analyzed were the University's Institutional Development Plan - PDI and the Minutes of the University Council - CONSU - regarding the transformation of the technical school on campus.

The data were analyzed using Content Analysis (documents and interviews) and Descriptive Statistics (questionnaires). With regard to Content Analysis, the concepts of Bardin (2006) were used. Thus, content analysis had three stages: pre-analysis; exploitation of the material; and treatment of the results, divided into categories of analysis. Thus, to carry out the analysis, initially, following transcription of the interviews, the material was separated into analysis categories. It was then synthesized, keeping only the most relevant content. Finally, excerpts from the interviewees' reports were selected, with the purpose of illustrating the categories analyzed. Then the material was interpreted and analyzed.

With regard to analysis of the quantitative data, the Statistical Package for the Social Sciences (SPSS) software, version IBM SPSS Statistics 2.0 was used for data processing. The questionnaire given to the staff used a Likert scale presenting three possible variations: level of disagreement (value 0.0 to 2.9), of agreement (value 3.1 to 5.0) and neutrality (value 3.0) in the answers. For the purpose of analysis, the mean values of staff responses and standard deviation were used. The standard deviation served to show the dispersion of the data distribution, with a high value indicating that the observed values tend to be distant from the mean, that is, the distribution is more "spread". If the variance is relatively small, then the data tends to be more concentrated around the mean.

#### **4 DISCUSSION AND DATA ANALYSIS**

The profile of the STAFF surveyed is characterized by more than 80% technicians and almost 20% teaching staff. Of these, more than 80% are male. The mean age of the staff surveyed was 55, with an average of 29 years working at the university. These means are high

because they were those who experienced all the changes that occurred at the institution, from when it was a technical school with ties to the Federal University up until the transition to become a university campus. Almost half of the technical-administrative staff have not studied in higher education. Regarding the organizational changes most strongly perceived by the staff, shown in Table 1, there are those that deal with physical infrastructure (construction of laboratories and classroom pavilions), technology (internet, institution internal systems etc.) and organization (creation of boards, departments, sectors, administrative and academic procedures etc.) that were necessary for transforming agricultural technical school into a university campus, being directly associated with the Structural and Technological perspectives presented by Motta (2001). There are other relevant changes related to the number of staff and students at the institution, as well as staff career plans, and the Human perspective presented by Motta (2001) is linked. Another change would be the hiring of outsourced staff, which gradually increase in the organization.

**Table 1** Organizational changes that occurred in the organization that most impacted staff's work.

<b>Changes perceived</b>	<b>Absolute Frequency</b>	<b>Relative Frequency</b>
Increased infrastructure (classrooms, laboratories, equipment and materials).	57	93.44
Technological modernization	48	78.68
Growth in student numbers	45	73.77
Increase in resources	43	70.49
Increased demand and complexity of work	40	65.57
Hiring new staff and outsourced employees	30	49.18
Creation of norms, procedures, processes and regimes: academic, administrative and institutional.	28	45.90
New organizational structure - creation of boards, coordinators, institutes and sectors.	21	34.42
Staff training and development	15	24.59
Did not respond	6	9.83

Source: Research data.

Note: The sum of the frequencies exceeds 100% as respondents gave more than one answer.

Also on the perspectives of Motta (2001), in Table 1, the cultural and political perspectives are not clearly shown. However, they are present throughout the staff's discourse in the interviews. A good example of the cultural perspective would be the interpersonal relationship of the staff before and after the changes occurred, for the staff the relationship between them was closer, family-like and more intimate, and then became colder, impersonal and bureaucratic:

As it was a small number of people, we had a much closer relationship, all the staff knew each other. We knew most of the students and the teachers. Nowadays there are people I see and I do not know if it's a student, an employee, a teacher. I think it made that relationship a bit colder. The interpersonal aspect was very strong. And today it has greatly diminished. (Interviewee 04)

We were a family, very close. Everyone talked to everyone, had a moment, we were more of a group. Today you see small groups, each with a different idea of what to do, how to do it and why to do it. (Interviewee 01)

We even spent time together in our personal lives. (Interviewee 08)

Regarding the political perspective, through the staff discourses, the conception of power in the organization was quoted as being basically elitist and unitary, with authority concentrated at the top, being proportional to the formal structure of an organization with one main source of power:

So, we had this vice of the former CEDAF and our legacy is not so good in terms of the administrative, forms of management. I am not speaking about the person, but of the form of management we had. We spent almost 20 years or even a little more with the same manager, with the same way of thinking. And to remove this is very difficult. Very, very difficult. Hopefully this will be removed as soon as possible (Interviewee 02)

Look, I realize the following, that with regard to the politics of values, essentials, everything else, it is not clear, ok? (...). So, there was never a guiding point, with regards ethics, transparency and everything. Secondly, which I also perceive, there was a very pernicious moment in the institution, where the status quo had been maintained for over 20 years ... (Interviewee 10)

From this moment other criticisms appeared from staff with respect to the Political perspective, with the staff criticizing management of the change, how it was handled and above all in what it involved in terms of planning, communication regarding the change and staff participation in the process of change, making them feel more passive than active in the face of it. Also, in relation to staff participation in the process of change in the organization,

almost 75% of them stated that they rarely or almost never participated in the process and approximately 70% of the staff stated that their suggestions about change were rarely or almost never taken on board. It is a critical point in relation to the process of change, since the participation of individuals is extremely important for reducing resistance, according to Motta (2001), Cunha and Rego (2003) and Morgan (2006). In the organization studied, the majority of the staff did not actively participate in the change, becoming only passive actors in this process.

Look, we did nothing officially. That was how it happened, when suddenly one fine day the Technical School was not just a technical school any more, it was a Federal University campus, campus two right. (...) No, there was no communication. Of course it was necessary, but it was like that for us, it was like it happened overnight. (Interviewee 05)

The explanation for minimal participation of staff was lack of time for discussion and for widespread dissemination of the process of change that would occur, since it was a decision from the Federal University Campus Headquarters to which the Technical School was linked, a centralized and enforced decision. Moreover, the federal government's own schedule for REUNI eventually pressured institutions to move quickly to join the program, causing this cascade effect, as noted by Thomas and Hardy (2011). From here, we arrive at the staff's reactions to the change as shown in Table 2, which, in this study, was evidenced by a three-stage adapted model: the first, exposure to change; the second, the servers' initial response to change, and the third, the conclusion.

**Table 2** Main Staff Reactions to Change

Staff Reactions	Mean	Standard Deviation
Exposure to Change	2.3091	0.86472
Initial Response Low Consistency	2.1393	1.08448
Initial Response Moderate Consistency	3.2459	1.06310
Initial Response High Consistency	3.8197	0.96719
Acceptance with cooperation and enthusiastic support	3.3443	1.14215
Passive resistance "doing only what was ordered"	3.8197	1.33553
Conclusion with Total Acceptance	3.8787	0.70359

Source: Research data

With regard to exposure to change, which is shown in a formal and informal manner, it is noted that for all staff, both technical-administrative and teaching staff, they realized that this exposure was insufficient from the organization, taking into account the answers from the respondents in statements made in the questionnaire regarding communication about the change, in which the mean of the answers showed 2.3 - disagreement - with a standard deviation of 0.86 showing that the variance in the responses was small and that there was a tendency of concentration of responses around the mean, which could jeopardize the entire process of change. In the literature seen in this study, authors such as Motta (2001), Cunha and Rego (2003) and Morgan (2006) reiterate that there must be a solid communication and dissemination regarding the change from managers to the actors involved in the process. This did not occur in the aforementioned organization, since the perception of the staff was that the news came overnight.

They decided overnight, there was no information, no access. (...) So, there was no information of any kind to the staff. (...) The news came from the Campus Headquarters. I do not think even the dean here knew it. (Interviewee 11)

"Not. Formally, there was nothing "(...)" There was no public information about this transition, there was the famous Chinese whispers, it will happen, it will happen, it will happen; but we did not know how, nor when, starting when or what courses, we had no information". (Interviewee 10)

However, in the initial response to the change, regarding indications of attitudes of rejection, the technical-administrative and teaching staff had the same result for not rejecting the change, shown in Table 2 as: Initial Response of Low Consistency, with the common mean of 2.13 - disagreement - and standard deviation of 1.08. In the indications of attitudes in which the staff show attitudes of indecision as an initial response to the change - Initial Response of Moderate Consistency, staff were undecided with a mean of 3.24 - agreement - and standard deviation of 1.06. For indications of immediate acceptance of the change - Initial Response of High Consistency, both technical-administrative and teaching staff had the same agreement acceptance result with a mean of 3.81 and a standard deviation of 0.96. Thus, it was possible to verify a final result of initial response to change, for both types of staff, attitudes of acceptance with moderate indecision, which in itself would be a good result for the initial process of change in the organization, taking into account that the ideal preparation and communication for the initiation of this process did not take place.

In the third stage, conclusion, the staff show a range of final behaviors toward the change. Of the reactions already mentioned, it is important to highlight that the staff showed acceptance behaviors with cooperation and enthusiastic support with a mean of 3.34 and a standard deviation of 1.14, which is curious, to say the least, according to the literature dealing with change in organizations, Motta (2001), Cunha and Rego (2003) and Morgan (2006) recommend that there be discussion, communication and participation of all individuals in the organization for successful change to be achieved. However, this did not occur in the organization studied in this research, which is evidenced by the criticisms made by some staff members regarding communication and change management, as well as the existence of passive resistance "doing only what was ordered." In summary, looking at Table 2, consonances can be seen between the "Initial Response of High Consistency" and "Acceptance with Cooperation and Enthusiastic Support" with low values for concordance means and standard deviations, showing that the variances are relatively small and the responses tended to be more concentrated around the means. Even if the "Exposure to Change" was insufficient from the staff's point of view, there was a significant reaction regarding acceptance of the change by the staff, even if there was some indecision and passive resistance. Such resistance did not detract from the change, where the result of the organizational change process was very positive, resulting in acceptance over time by the vast majority of staff, which can be seen in "Conclusion with Total Acceptance" with a mean of 3.87 and a standard deviation of 0.70 in Table 2. Obviously with some caveats mainly regarding inefficiency of communication and staff participation, critical points which existed in the organization and which still exist.

Finally, pondering the aims of this research, we can see that, in fact, they have been achieved. Regarding the overall objective, it was possible to identify and analyze staff reactions to the change that occurred in the organization. In terms of the specific objectives of this study, the changes which occurred in the organization were described and analyzed, considering the different perspectives of organizational change addressed by Motta (2001) and which, in fact, occurred in the institution. The process of change management was described from the viewpoint of the staff and consequently the impact that the change had on the organization in question's staff were evidenced.

The fact is that the organization went through and continues to go through a process of change, which appears to be slow, due to the fact that it is a public organization. The



institution raised its level, encompassing other levels of performance and, with that, extended all the variables studied here. It can be said that the change so far has obtained good results and approval in the staff's perception, with some caveats to their participation and the management and planning of the change.

## 5 CONCLUSIONS

It can be seen that the change which occurred in the institution was not strategic in intention with the purpose of scheduling production and implementation of the novelties, of the planning. This was because the Technical School did not have autonomy for such change, since it was linked to the Federal University and, because of this, had to react in a more adaptive way, as did its staff.

However, the organizational change occurred, obtaining good results and approval from staff, with some caveats as to their participation in the management of the change and its planning. Some important contributions to understanding the process of change in public organizations, from different perspectives (strategic, structural, technological, human, cultural and political), the theoretical and empirical shortcomings of which still exist, also stand out in this research. In the academic field, it contributes to the expansion of studies in the field of public administration regarding organizational change and its implications, such as reactions to change and its impacts on individuals and organizations. It also contributes to the institution that is the subject of this study, supporting better understanding of the change from the perception of its staff, as well as based on the analyses carried out, guiding future initiatives of organizational change to maximize success rates.

There were some limitations to this research, such as the topic "resistance to change", little explored by current empirical research in the public sector. In this case, the analytical model ends up being merely theoretical, with few attempts at validation or experimentation; The use of a simplified model, based on the work of Hernandez and Caldas (2001), Judson (1980) and Baron and Greenberg (1989) used by Chaves (2005), may have excluded important variables for analyzing the relations between the constructs, and the use of other models, in addition to those of the authors above, may also have impaired the results of the research, since it is a broad and complex theme. The sample used, because it did not reach 100% of the staff, due to accessibility, may have biased the results.

It is recommended that further research on the management of organizational change

be conducted and that exploratory research be prioritized in order to gain better knowledge of the management of organizational change in educational institutions. For similar research, another suggestion is to approach the reactions and impacts on the population around the organization which undergoes the change.

The institution subject of this study is still experiencing the process of organizational change, so it is recommended that there be more efficient communication to the actors involved in the organization to promote greater participation and involvement of staff. It is also recommended that the institution clearly outline the political and institutional direction to be followed in the future, and that programs to encourage qualification can be promoted so that staff can contribute more effectively to the institution; And, finally, it is of the utmost importance that planning be institutionalized at all levels of the organization in order to achieve a higher rate of success in managing future organizational change.

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