Although organizational change is a prominent feature of contemporary African higher education, very little is known about the intra-organizational change dynamics within higher education institutions in sub-Saharan Africa. For instance, how do local staff members perceive and interpret organizational change in their own institution; what are their ideas, assumptions and expectations about leadership and management of organizational change, and their own role in change processes? In order to enhance our understanding of the underlying change dynamics within higher education institutions in sub-Saharan Africa, this qualitative case study explores the dominant mental models on organizational change at Copperbelt University in Zambia. In order to contribute to theory development, the research findings are related to existing theoretical insights about organizational change in sub-Saharan Africa as compared to Western change theories, including their applications in higher education.

This dissertation may be relevant and interesting for researchers in higher education, organization and management studies in Africa. In addition, this study can be relevant and interesting for development practitioners and international consultants who collaborate with higher education (and other public) institutions in Zambia and other sub-Saharan African countries.

Mental Models on Organizational Change in African Higher Education

A Qualitative Case Study at Copperbelt University in Zambia

INVITATION

You are kindly invited to attend the public defense of the dissertation

Mental Models on Organizational Change in African Higher Education

A Qualitative Case Study at Copperbelt University in Zambia

By Egide Maassen

Monday the 7th of December 2015
at 13.45h
VU University Amsterdam Aula
De Boelelaan 1105
1081 HV Amsterdam

You are welcome to join the reception after the defense at the same venue

Paranymphs
Martin Bollen & Mwansa Chabala

For more information please contact Martin at martin@bollen.net