

Investigate the Factors Affecting on the Organizational Development from the Point of View of Managers and Specialists in Sari City Region One Education Department

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Abstract

The main purpose of the paper, the analysis of the effective factors on the organizational development from the point of view of managers and specialists in Sari city region one education department, was designed and performed, the specific objectives of which include: knowing the structure, management system, organizational culture, duties description, regulation status and methods and information technology in the organizational development of Sari region one education department. The method of research in this study was descriptive, of the field finding type. The statistical population of the study included 90 managers and education specialists of Sari region one which, based on Morgan's table, 73 managers and specialists were selected as the samples. The data gathering tool was the researcher made questionnaire with 33 items with five choice spectrum.

Using the indices descriptive statistics (frequency distribution of mean and standard deviation and error of mean deviation) and inferential statistics (one variable T-test and variance analysis) and to analyze the normality of variables (Colmogrov-Smearnov tests) are used. Also, the SPSS software is used. Findings show that different factors are suitable in the organizational development of Sari region one. The official structure, the management organizational organization, the organizational culture, duty description, regulation status, methods and information technology are effective in the organizational development of Sari region one education department. And also, the features of duty description and information technology are the most effective ones on the organizational development and the attitude of the specialists and managers are effective on the effective factors on the organizational and development of Sari city region one education department.

Keywords: Organizational, Development, Sari City Department of Education

1. Introduction

The present age, the age of globalization, is the revolution of information and knowledge production. This age, like any other one has its own conditions and needs. Important note that we succeed dynamic in this age patterns from which to choose, including the dynamic and rapidly changing conditions and requirements to be accommodated. In this regard, education is concerned with the education and training needs absolutely necessary to achieve the objectives of change and development is crucial. In a society and its educational system education, will not be able knows, like the island itself apart from other social institutions, national and international extensive interactions in the global village. Because the education population, because of historical experience and also because of the special conditions which will surround the twenty first century, certainly, will be the center of changes, reforms and duplicity (Avazzadeh, 2005, p. 198).

To overcome complexities and the velocity of these changes, managers help individuals and organizations to learn and constantly renew themselves (Ahmadi, 2010, p. 278).

Like (2003) believes that: today, due to environmental reforms, without continuous learning, it is not possible to have profitable products. The creation of development and reform is a process in which man, time and its individuals accept and welcome change and reform as an effective element in leading to future success (Like, 2003, p. 31). Organizational development and reform are processes that focus their attention on culture, processes and the structure under the use of a society. A process is a specific flow of related activities that move to final objectives or results. Organizational reform is the physic of the process. To access knowledge and literacy, today, the insight and the necessity of education is completely known in many countries, and it is their efforts in improving this main and human making principle of societies, and it is important to have this belief that, today, knowledge is power (Attaran, 2002, p. 43). Obviously, a country which cannot develop the skills and knowledge of people and use it in the national economy in an effective way will not be able to develop anything else (Harbison, addressed by Mirsepasi, 1997, p. 24). The real independence of a country is evaluated based on its abilities in disregarding dependence to other countries and proving that. No country will be able to reach real independence, unless it trains the committed and expert human resource and has access to it (Mohammadzadeh, 2010, p. 118). Education should be the stability tool among changes and innovations (Danaeefard, 2001, p. 14). Harbison, Mayers, Denison, & Sakharopolos have unanimously emphasized the relation between education and development (especially economical development), and considered human resource as the base of development in some regular studies in economy of education (Jasbi, 2000, p. 17). Consequently, the purpose of development is desirable and multifaceted change and reform in economical, social, political and cultural aspects which depend on trained thoughts which can do research, be innovative, and adapt themselves and the society to suitable environment. Education can play the major role in the development of a country.

2. Theoretical Bases

Lewin (2003), in a pattern under the title of “three-stage pattern” came to these conclusions. This pattern is “unfreezing”, “changing” and “refreezing”. Unfreezing: in this stage, the old

beliefs and habits should break and the need for change should be created, and the manager should be able to create the need for reform in individuals by making a good and friendly relation with relevant people. Changing: at this stage, managers create change along with specified objectives by creating change in individuals, groups, structures, jobs and technologies. Refreezing: at this stage, which is the final stage of programmed change, the manager tries to make individuals believe the new conditions and always emphasizes new values and parameters so that change is fixed.

Hersey & Blanchard (1986) in a research with the title of “organizational improvement or development (OD)” came to this conclusion that:

They offered two change strategies including: “cooperation seeking change” and “obligatory change”. (As it is talked about the nature and type of change, this pattern is a type of “behavioral change approach which, in some way, is called organizational improvement or development (OD)). In this pattern, there are the given individuals and groups which are to be mentioned.

- Cooperative change: cooperation seeking change takes the application from when new knowledge or understanding is provided for individuals or groups. It is expected that the group will accept this knowledge and information, and will find a tendency and positive commitment to desirable change. At this level, the operational solution may be the direct involvement of the individual or the group to help the selection and confirmation of goals or new methods to achieve the goals. The next step is the attempt to turn this commitment into practical behavior which usually is the most difficult task to do. The beneficial solution is first to identify the informal and formal leaders inside a group and then have their agreement and behavior on the change. Doing this makes other people in the group gradually form and shape their personal behavior in accordance with people in the leadership positions who are respected and accepted. This form of cooperation seeking change is present in figure 1.

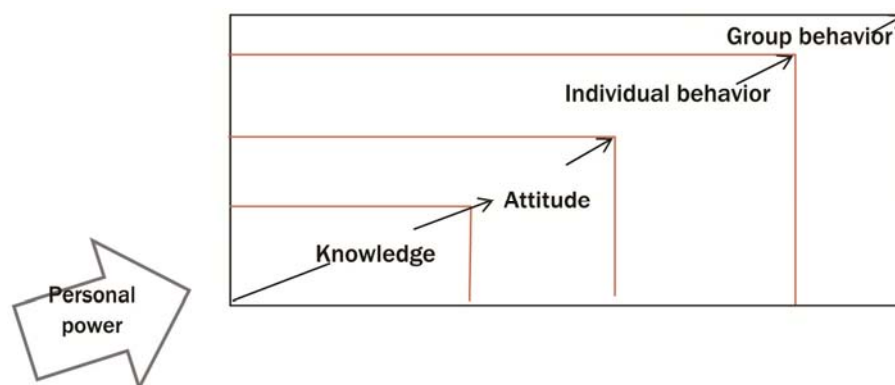


Figure 1. Cooperation seeking change (Hersey & Blanchard, 1986 addressed by Ahmadi, 2010, p. 289)

- Obligatory change: maybe we have faced this similar condition that, one day, at the beginning of the office day, it is announced through an announcement that “from today on, all

the members of this organization will act based on the recorded guideline and certain number circulate”. This is a sample of an obligatory change cycle. This cycle begins with the imposition of change on the whole organization. This condition will have an effect on the counter reflection system at the individual level. Encounters and new behavioral aspects create knowledge and understanding against the determined change direction. The obligatory change cycle is presented in graph number 2.

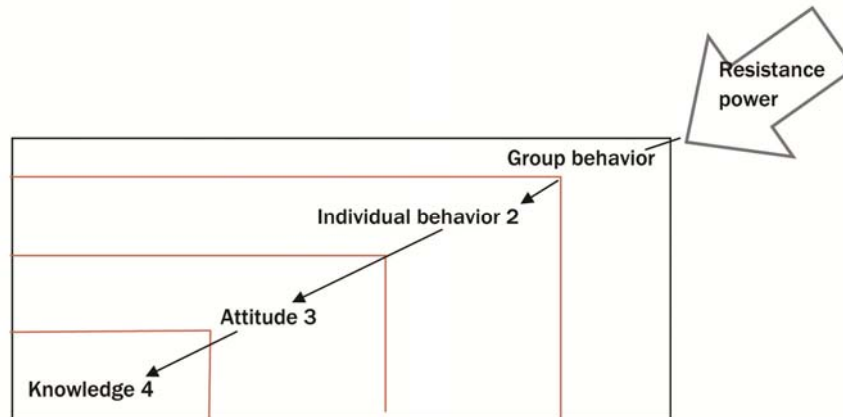


Figure 2. Obligatory change cycle (Hersi & Blanchard, 1986, addressed by Ahmadi, 2010, p. 290)

In some cases, when change is imposed, a new behavior is formed, created so knowledge and understanding that creates some commitments in individuals to change, and therefore, when enriching the individual and group behavior, gets close to the cycle of cooperation seeking cycle and resembles that. About the difference between the two types of obligatory and cooperative change, it can be said that: Cooperative change seems more suitable for working with adults because, they, besides having success motivation, have enough knowledge and experience to be useful in creating new guidelines in realizing objectives. In the opposite side, about people who are not adults, the obligatory change might seem more effective. Since they are mostly reliant on others and have no interest in accepting new responsibilities, unless they are forced to.

Another important change is that when leaders have personal power (authoritative power), the cooperation seeking change is effective, while obligatory change requires status power, that is applying rewards, punishments and executive guarantees. Also, it can be said that the most important advantage of cooperation seeking change is that when it is accepted, it is stable since the participants have commitment to change. The flaw with this idea is that it is usually slow and complementary. In contrast, the advantage of the obligatory type of change is its speed and its disadvantage is its instability.

Senge (1990) in a research study with the title of “the fifth principle” came to this conclusion. This study made the fame and development of open system thinking development and

organizational learning, and the “learning organization”, as an organization which is looking for new ways to answer the world with changing and counter dependency, was proposed.

The principles and features of the learning organization include: Personal insight: in this organization, individuals are trying to improve their abilities and are in open interaction with others.

Mutual insight: all the members of the organization have a mutual picture of the future of the organization, and have shared commitment to lead them to the objectives.

Mind models: in this organization, individuals try to search new methods by putting the old ones aside.

Group learning: all the members in the organization learn how to work with each other and preserve the relations inside the group.

Systematic thinking: all the members of the organization have holistic thoughts and learn how the organization should work.

Learning organizations use the two one-loop and two-loop types. In one-loop learning, the process of error and reform is done based on the previous criteria and indices. Yet, in the two-loop learning, besides reforming error, based on indices, criteria and norms, the indices, criteria and norms themselves are examined in another loop which is considered a basic and multifaceted change.

In the learning organization, all the individuals and groups are cooperating in the identification and solution of the problem. The learning organization is based on quality, open information, important hierarchy, encouraging flexible culture and the cooperation of individuals that can help the organization. The role of managers is very important in the organizational learning, and some points are worth to be mentioned here:

Managers, as the leaders should always learn new points.

Managers should create the change attitude management in the group.

Some decision should be made so that the group involved with change can pass the learning process stages and design organizational learning and from groups responsible for learning.

Therefore, this change is considered as the life long process and the learning organization is recently learning and changing. In today’s world full of developments change is not seen as an accidental process anymore, and it is tried that organizations go under ongoing changes. Based on this, it can be said that the learning organization is the realization of permanent change and development (Ahmadi, 2010, pp. 283-301).

3. The Statistical Population

The statistical population in this study includes all the managers and specialists in Mazandaran province education department the number of which is 90 people. N=90

3.1 Sample and Sampling Method

In this research study, the random classification method was applied and based on the Krejsi-Morgan table, among 73 specialists and 17 managers, 59 specialists and 14 managers which formed 73 ones were selected randomly, and the questionnaire was distributed among.

3.2 Data Collection Method

In this research study, to collect the required data, the library study method including the study of a vast range of books, magazines, periodicals, reference to valid scientific internet sites to access to research literature.

3.3 Data Collection Instrument

Data collection instrument is a researcher made questionnaire including 33 items with the five-choice spectrum of Likert as the following:

1=very little 2=little 3=average 4=much 5=very much

3.4 Data Analysis Method

To analyze the data of the questionnaire the inferential statistics (the single-sample T-test and variance analysis) was used, and to examine the normality of the variables (the Colmogrov-Smirnov) was used. Also, the SPSS software was used.

4. Research Findings

4.1 Inferential Statistics

4.1.1 Examining the Research Hypotheses

Hypothesis number 1: the office structure in the organizational development of Sari city region one education department.

H0: The mean of the scores is less or equal to the theoretical 3 mean.

H1: The mean of the scores is more than the theoretical 3 mean.

Table 1. Variable description

Mean deviation	Mean	Number	Variable
0/46	3/80	73	Office structure

As it is observed in table 1, the estimate mean is 3.80 which is higher than the theoretical mean of 3 which shows the positive status of testable attitudes descriptively compared with the first research hypothesis. Later, to generalize the ideas of the respondents to the whole research population, the T-test is used.

Based on the T-test, the related coefficient is reflected in table 2:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

Table 2. T-test

p-value	α	Freedom degree	Amount of t
0.00	0.05	72	14/94
Hypothesis rejection $H_0 = 0.0 < \alpha = 0.05$ p-value			

Considering that the amount of p-value is less than $\alpha=0.05$, and there is a significant difference between the estimated mean of the responses and the expected mean (Likert). Therefore, significantly, the attitude of the respondents is that the office structure is effective on the organizational development of Sari region one education department.

Hypothesis 2: the management organization is effective on the organizational development of Sari city region one education department.

H_0 : the mean of the scores is less or equal with the theoretical mean of 3.

H_1 : the mean of the scores is more than the theoretical mean of 3.

Table 3. Variable description

Mean deviation	Mean	Number	Variable
0/37	3.72	73	Management system

As it can be observed in table 3, the estimated mean is 3.72 which is higher than the theoretical mean of 3 which shows the positivity of the attitude of the testable items descriptively compared with the second hypothesis of the research. Later, to generalize the ideas of the respondents to the whole research population, the T-test was used.

Based on the t-test the related coefficients are reflected in table 4:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

Table 4. T-test

p-value	α	Freedom degree	Amount of t
0/00	0/05	72	16/75
Hypothesis rejection $H_0 = 0.0 < \alpha = 0.05$ p-value			

Considering that in table 4 the amount of p-value is less than $\alpha=0.05$, and there is a significant difference between the estimated mean of responses and the expected mean (Likert). Therefore, the attitude of the respondents is that the management system is effective on the organizational development of Sari city region one education department.

Hypothesis 3: organizational culture is effective on the organizational development of Sari region one education department.

H0: mean of the scores is below or equal to the theoretical mean of 3.

H1: mean of scores is higher than the theoretical score of 3.

Table 5. Variable description

Mean deviation	Mean	Number	Variable
0/36	3/81	73	Organizational culture

As it can be observed in table 5, the estimated mean is equal to 3.81 which is more than the theoretical mean of 3 which shows that the attitude of testable is positive to the third hypothesis descriptively. Later, to generalize the ideas of the respondents to the whole population the T test is used.

Based on the T test, the related coefficients are reflected in table 6:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

Table 6. T test

p-value	α	Freedom degree	Amount of t
0/00	0/05	72	19/15
Rejecting H0 =0.00< α =0.50 p-value			

Considering that in table 6, the amount of p-value is lower than the level of $\alpha= 0.05$, and there is a significant difference between the estimated mean of the responses and the expected mean (Likert). Therefore, the attitude of the respondents is significantly showing that organizational culture is effective on the organizational development of Sari city region one education department.

Hypothesis 4: duty descriptions are effective on the organizational development of Sari city region one education department.

H0: mean of the scores is lower or equal to the theoretical mean of 3.

H1: mean of scores is more than the theoretical mean of 3.

Table 7. Variable description

Mean deviation	Mean	Number	Variable
0/47	4/03	73	Duty description

As it can be observed in table 7, the estimated mean is 4.03 which is higher than the theoretical mean of 3 which shows the positive status of the attitude of the tests descriptively compared with the fourth hypothesis of the research. Later, to generalize the respondents' ideas to the whole statistical population, the t test was used.

Based on the t-test, the related coefficients are presented in table 8:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

Table 8. T test

p-value	α	Freedom degree	Amount of t
0/00	0/05	72	18/59
Rejecting H0	05.00 < α = 0. = 0		p-value

Considering that in table 8 the amount of p-value is less than the level of $\alpha=0.05$, and there is a significant difference between the estimated mean of responses and the expected mean (Likert), therefore, the attitude of the respondents is significantly that duty description has an effect on the organizational development of Sari city region one education department.

Hypothesis 5: regulations and methods are effective on the organizational development of Sari city region one organizational development

H0: the mean of scores is less or equal to the theoretical mean of 3.

H1: the mean of scores is higher than the theoretical mean of 3.

Table 9. Variable description

Mean deviation	Mean	Number	Variable
0/41	3/79	73	Regulations and methods

As can be observed in table 9, the estimated mean is equal to 3.79 which is higher than the theoretical mean of 3 which shows that the attitude of the tests is descriptively positive to the fifth research hypothesis. Later, to generalize the ideas of the respondents to the whole research statistical population the t test is used.

Based on the t-test, the related coefficients are presented in table 10:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

Table 10. T test

p-value	α	Freedom degree	Amount of t
0/00	0/05	72	16/23
rejecting H0 05. =0.00< α =0 p-value			

Considering that in table 10, the amount of p-value is lower than $\alpha=0.05$ and there is a significant difference between the estimated mean of responses and the expected mean (Likert), the attitude of the respondents attitude is that regulations and methods are effective on organizational development of Sari region one education department.

Hypothesis 6: information technology is effective on the organizational development of Sari region one organizational development.

H0: the mean of scores is less or equal to the theoretical mean of 3.

H1: the mean of scores is higher than the theoretical mean of 3.

Table 11. Variable description

Mean deviation	Mean	Number	Variable
0/42	3/91	73	Information technology

As it can be observed from table 11, the estimated mean is 3.91 which is higher than the theoretical mean of 3 which shows that the tests have a positive descriptive attitude to the sixth research hypothesis. Later, to generalize the ideas of the respondents to the whole research statistical population the t test is used.

Based on the t-test, the related coefficients are presented in table 12:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

Table 12. T test

p-value	α	Freedom degree	Amount of t
0/00	0/05	72	18/48
Rejecting H0 =0.00< α =0.05 p-value			

Considering that in table 12, the amount of p-value is lower than $\alpha=0.05$ and there is a

significant difference between the estimated mean of responses and the expected mean (Likert), the attitude of the respondents is that information technology effective on organizational development of Sari region one education department.

Hypothesis 7: the attitude of managers and specialists is different about the effective factors on the organizational development of Sari region one.

H₀: the mean of scores is less or equal to the theoretical mean of 3.

H₁: the mean of scores is higher than the theoretical mean of 3.

Table 13. Variable description

Mean deviation	Mean	Number	Respondents
0/51	3/73	59	Specialists
0/48	3/89	14	Managers

As it can be observed from table 13, the estimated mean is 3.73 for the specialists and 3.89 for the managers which are higher than the theoretic mean of 3 which shows that the tests have a positive descriptive attitude to the seventh research hypothesis. Later, to generalize the ideas of the respondents to the whole research statistical population the t test is used.

Based on the t-test, the related coefficients are presented in table 14:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

Table 14. Variable description

p-value	α	Freedom degree	Amount of t
0/00	0/05	72	7/19
Rejecting H ₀ 05.00 < α = 0. = 0 p-value			

Considering that in table 14, the amount of p-value is lower than $\alpha=0.05$ and there is a significant difference between the estimated mean of responses and the expected mean (Likert), the attitude of the managers and specialists are different on the effective factors on the organizational development of Sari region one organizational development, and actually, considering the mean of the two groups of managers and specialists, it can be observed that the idea of the specialists about the effective factors on the organizational development is more positive than the managers.

4.1.2 Examining the Main Hypothesis of the Research

The main hypothesis: different factors are effective on the organizational development of Sari region one education department.

H₀: the mean of scores is less or equal to the theoretical mean of 3.

H₁: the mean of scores is higher ea the theoretical mean of 3.

Table 15. Variable description

Mean deviation	Mean	Number
0/31	3/84	73

As it can be observed from table 15, the estimated mean is 3.84 which is higher than the theoretical mean of 3 which shows that the tests have a positive descriptive attitude to the main research hypothesis. Later, to generalize the ideas of the respondents to the whole research statistical population the t test is used.

Based on the t-test, the related coefficients are presented in table 16:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

Table 16. T test

p-value	α	Freedom degree	Amount of t
0/00	0/05	72	22/95
Rejecting H ₀ 05.00 α =0. =0 p-value			

Considering that in table 16, the amount of p-value is lower than $\alpha=0.05$ and there is a significant difference between the estimated mean of responses and the expected mean (Likert), therefore, significantly, the attitude of the respondents is that different factors are effective on the organizational development of Sari region one education department.

4.2 The Minor Findings of The Research

Is there a significant difference between the effective factors on the organizational development of Sari region one education department?

(Prioritizing)

To compare the 6 main factors on the organizational factors the one factor ANOVA was used and also the mean.

Table 17. Variance analysis test

p-value	Fisher(F)	Mean of the squares	Freedom degree	Sum of the squares	
0/00	4/71	0/83	5	4/16	Intergroup
		0/17	432	76/27	Intergroup
			437	80/44	Total

Considering that the amount of p-value is less than 0.05, therefore, it can be concluded that there is a significant difference between at least two cases of the effective factors on the organizational development of Sari city region one education department. Later, to examine this point that between what groups there is a significant difference and what factor is the main one, the Donken test is used.

Table 18. Donken test

Criteria	Prioritizing
Duty description and information technology	First position (main factor)
Organizational culture and office structure	Second position

As it can be observed in table 18, the duty description and information technology are the most important effective factors on the organizational development of Sari region one education department, and have the second position belongs to organizational culture and office structure.

5. Conclusion and Suggestions

Organizational development is a guiding, situation-based and continuous effort that tries to create and guide education through applying strategies and their contexts, cultural and structural changes to lead education into empowerment to useful guiding directions, creative problem solving and effective self building compatible with changes and situations related to present and future of the environment to guarantee and improve effectiveness and health of educational system.

Generally, the article showed that the application of the effective factors on organizational development increases health and short and long term organizational effectiveness. Organizational development is devised for the creation of basic and stable changes and promotion of organizational health and guaranty of effectiveness and meaningful survival of education. Therefore, education departments can use organizational development to in time answering the environment and promoting the health level and organizational effectiveness. Of course, it seems that, considering the dynamics and complexity of environmental situations that surround the education departments and the resulting challenges and obligations, they have to recreate themselves through applying tested capabilities of organizational developments to really succeed in the present changing situations, and develop their capabilities to answer environmental changing conditions on time.

Therefore, based on the results from the hypotheses and other experiences, the following suggestions are proposed:

- As it can be observed in the Donken test, the duty description and information technology factors are the most effective ones on the organizational development of education. It is advised to enrich information technology and train duty description in education system.
- Attention to organizational development should increase.
- Human resources should be made familiar with the effective factors on organizational development by forming training courses.
- Supervision on the accurate application of development trend should be done.
- Education departments should develop their capabilities in on time answering to environmental changing conditions by exploiting tested abilities of organizational development.

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