

EMPOWERING EMPLOYEES AS CHANGE AGENTS: UNIVERSITY-INDUSTRY COMMUNITY ENGAGEMENT IN A TECHNOLOGY-BASED BPO COMPANY

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Abstract

The rapid pace of technological change and changing workplace demands requires service organizations to help employees understand how they can respond constructively to organizational change. This community service activity was conducted with PT Garuda Daya Pratama Sejahtera (GDPS), a technology-based business process outsourcing company, to provide employees with practical understanding of the change-agent role and encourage reflection on their responses to organizational and technological change. The program was delivered entirely online through Google Meet on August 8, 2026, using a structured presentation followed by an interactive question-and-answer session. A total of 165 GDPS employees participated. Immediate post-activity feedback was collected using four items from the implementing institution's standard community service evaluation format: Educative, referring to usefulness and participants' needs; Objective, referring to relevance to workplace conditions; Accountable, referring to clarity and understandability; and Transparent, referring to participant involvement. The institutional four-point response scale consisted of 1 = Disagree, 2 = Neutral, 3 = Agree, and 4 = Strongly Agree. Descriptive analysis showed a positive overall evaluation, with a mean score of 3.63 out of 4.00. Educative received the highest mean score ($M = 3.67$, $SD = 0.47$), followed by Accountable ($M = 3.65$, $SD = 0.48$), Objective ($M = 3.62$, $SD = 0.49$), and Transparent ($M = 3.58$, $SD = 0.53$). The four feedback items showed high internal consistency (Cronbach's $\alpha = 0.895$). These results indicate that participants generally perceived the activity as useful, relevant to their workplace conditions, clearly delivered, and sufficiently participatory. Because the evaluation was conducted immediately after the activity without pre-post or follow-up measurement, the findings should be interpreted as evidence of participant reaction and perceived value rather than evidence of changes in readiness or workplace behavior.

Keywords: Change Agent; Organizational Change; Employee Readiness; Digital Transformation; Community Service.

Introduction

Organizations are under mounting pressure to respond to rapid technological developments, shifting customer demands and volatile business conditions. These pressures are especially relevant for service organizations where the quality of service and the continuity of operations depend to a large extent on the employees' abilities to adapt, learn, communicate and work well with others. The challenge is even broader in workforce related services where the organization needs to ensure the capability of its own employees as well as of the workforce it manages to meet diverse and changing client requirements. Therefore, human resource outsourcing has become an important strategy for organizations to pursue efficiency, specialized expertise, organizational learning and stronger focus on core business activities. Additionally, the demand for flexible and specialized

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workforce solutions in various sectors fuels the growth of staffing and outsourcing services (Jerónimo et al., 2022).

The above context is directly related to the community service partner of this program, PT Garuda Daya Pratama Sejahtera (GDPS). Originally set up as a workforce provision and management company for aviation, GDPS has now evolved into a technology-based Business Process Outsourcing (BPO) company for wider industries. As part of the Garuda Indonesia Group, its business development combines workforce competence, technology, compliance, and Health, Safety, Security, and Environment (HSSE) considerations. GDPS also manages a large and geographically dispersed workforce across different job functions and locations. Such a business model places employees in an environment where changes in technology, client needs, work systems, service standards, and operational procedures can occur continuously. For GDPS, therefore, employee adaptability is not only an individual capability but also an important condition for maintaining service consistency, productivity, and responsiveness to clients. However, new systems, processes, or digital instruments alone are not sufficient for organizational change. Ultimately, its success will hinge on whether employees are ready to comprehend, embrace, and translate change into their daily actions. Self-efficacy related to change, psychological safety, and meaning of work have been found to increase employees' engagement in organizational change and to enhance proactive behavior (Albrecht et al., 2023; Wibowo et al., 2024). The organizations and the job's resources play a role in change engagement by creating conditions that help employees respond more positively to new demands.

The results suggest organizations need employees who do more than simply comply with change; they need employees willing to support, initiate, and influence positive change in the work environment. This is where the role of a change agent is needed. Change agents can also be role models, information connectors and facilitators to help others to understand and adapt to organizational change (Nienaber et al., 2023). That's important but it's not a job just for managers or people with formal authority: Employees can become change agents by taking initiative, helping colleagues, learning new ways of working and showing solution-oriented behavior consistently. Effective communication is also very important because employees are more likely to respond positively to change when communicated through interpersonal and multiple communication channels (Ellis et al., 2023). Trust and engagement can further increase employees' willingness to support and champion organizational change (Islam, 2023).

The nature of GDPS and its ongoing evolution means that it is important to increase the readiness of employees to deal with change. New technology, processes, targets or ways of working may be received differently by employees. Some may see these developments as opportunities, while others may respond with hesitation, resistance, or concern about additional demands. Therefore, the partner needed a development activity that could help employees recognize their own responses to change, move beyond passive or complaint-oriented behavior, and develop greater willingness to learn, collaborate, support colleagues, and take constructive action.

Based on these needs, the community service activity was developed under the topic "Change Agent." The program introduced participants to the urgency of organizational change, personal responses to change, the comfort zone, trust-building, positive influence, solution-oriented communication, adaptive organizational culture, and the importance of starting improvement through small and consistent actions. Participants were also encouraged to formulate a personal change project as a reflective exercise for identifying a practical action that could be considered in their own workplace. However, the implementation of these personal change projects was not formally monitored as part of the present activity.

The program was intended to support employees' awareness and practical understanding of how individuals can respond constructively to organizational and technological change. It also encouraged participants to reflect on proactive and solution-oriented behavior, support for colleagues, and small individual actions that may contribute to organizational improvement. These intentions describe the learning orientation of the program and should not be interpreted as outcomes that were directly measured.

Accordingly, the evaluation reported in this article focused on participants' immediate perceptions after the activity, specifically whether they considered the program useful, relevant to their workplace conditions, clearly delivered, and participatory. The evaluation did not measure changes in employee readiness, learning achievement, change-agent capability, or subsequent workplace behavior. From a community-engagement perspective, the activity also provided a practical setting for translating academic knowledge on organizational behavior and change management into a workplace learning activity developed in response to an industry partner's needs.

Methods

The community service activity was a presentation and interactive question and answer discussion, conducted entirely online using Google Meet. The synchronous format was chosen because it offered the possibility to reach a broad group of employees, located in different places, and at the same time, it allowed real-time dialogue between the speaker and the attendees. Webinars and other synchronous web-conferencing formats are widely used in professional training and can contribute to the development of knowledge and skills. Online learning effectively requires participant engagement (Gegenfurtner & Ebner, 2019; Martin et al., 2020). In Indonesia, the use of online facilities such as Google Meet, Zoom and others has been widely implemented in the implementation of community service activities, especially in reaching participants with relatively large numbers and in different or remote places (Christian et al., 2022; Yulita et al., 2023). The question-and-answer session was therefore included to give participants space to clarify the material, relate it to their work situations, and discuss practical issues concerning change.

The preparation and implementation process was carried out in several stages, as shown in Figure 1. The process began with direct communication between the university organizing team and GDPS representatives to identify the partner's development needs and determine a topic that was relevant to the workplace context. Through this discussion, employee responses to organizational and technological change were identified as an appropriate area for the community service activity, leading to the selection of the "Change Agent" topic. The program design was partner-informed rather than developed solely by the academic team. GDPS and the organizing team discussed the topic, implementation schedule, duration, and online delivery method, while the academic team subsequently developed the learning content and selected a resource person with expertise relevant to the topic. The process therefore involved joint identification of the practical need and coordination of the activity, although it did not involve a formal baseline needs survey or full participatory co-design of the learning curriculum.

The program was held on Saturday, August 8, 2026, from 08.00 to 12.00 WIB and was attended by 165 GDPS employees. The structured presentation covered responses to change, the role and behavior of change agents, trust and positive influence, solution-oriented communication, adaptive organizational culture, and small actions for workplace improvement. Participant involvement was encouraged through an interactive discussion and question-and-answer session in which employees could relate the material to situations encountered in their own work. Participants were also encouraged to formulate a personal change project as a reflective application exercise. This exercise was intended to help participants identify a practical change that could begin at the

individual level; however, completion and implementation of these projects were not formally tracked after the activity. The present program therefore focused primarily on knowledge sharing, reflection, and immediate participant engagement. It did not include a structured post-program mentoring or follow-up phase. Feedback collected after the session was used to identify areas that could be strengthened in future university–industry community engagement activities, including deeper interaction, repeated learning opportunities, and follow-up evaluation of workplace application.

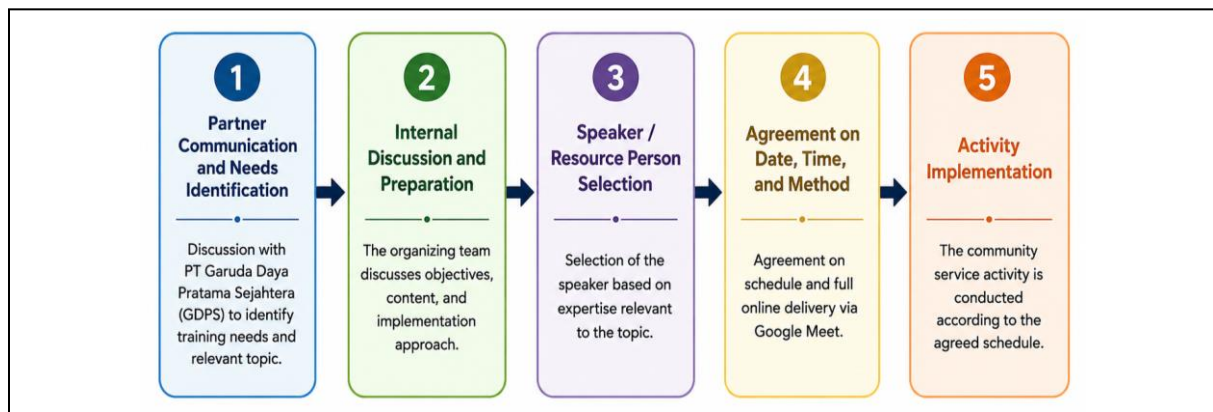


Figure 1. **Preparation and Implementation Process**

Participant feedback was collected immediately after the activity using the standard evaluation format applied by the implementing institution for community service activities. The feedback was collected as part of the institution’s routine post-activity evaluation procedure rather than as a prospective research study. Participation in the evaluation was voluntary, and the results are reported only in aggregated and de-identified form. No personally identifying information or individual-level responses are presented in this article. Separate written consent for academic publication was not collected at the time of the activity. Therefore, before publication, permission for the academic use of the aggregated program-evaluation results was obtained from the relevant institutional and partner authorities.

The instrument consisted of four institutional evaluation items: Educative, referring to whether participants perceived the activity as useful and responsive to their needs; Objective, referring to whether the material was relevant to the conditions and problems faced by participants; Accountable, referring to whether the material was delivered clearly and could be understood; and Transparent, referring to participants’ perceived involvement during the activity. These labels were retained because they form part of the institution’s standard community service evaluation format. In this article, however, each item is interpreted according to its operational content rather than as a broader theoretical construct. In particular, the institutional label Transparent refers to participant involvement in the activity and should not be interpreted as a conventional measure of transparency.

The four items were used as a brief post-activity reaction measure and were not developed specifically to measure employee change readiness, learning achievement, behavioral change, or change-agent capability. No separate content-validity or construct-validity assessment of these four institutional items was conducted for the present activity. Therefore, the instrument is treated in this article as an institutional participant-feedback instrument rather than as a validated psychometric scale. Responses followed the institution’s standard four-point response format: 1 = Disagree, 2 = Neutral, 3 = Agree, and 4 = Strongly Agree. The authors retained this response format because the community service activity was required to follow the institution’s established evaluation procedure rather than introduce a different response scale for this individual program. The scale is asymmetric because it does not include a Strongly Disagree category. This characteristic is acknowledged as a

limitation because it provides a narrower range for negative responses and may influence the distribution of participant ratings. The results should therefore be interpreted descriptively within this institutional response format and should not be treated as equivalent to results obtained from a conventional balanced four-point Likert scale. The feedback data were analysed using IBM SPSS Statistics. Frequencies, percentages, means, medians, modes, and standard deviations were used to describe participants' immediate evaluations of the activity (Pallant, 2020). Cronbach's alpha was calculated only to describe the internal consistency of the four feedback items in the present sample and was not used as evidence of content or construct validity.

Results

The implementation of this community service program can be seen in Figure 2 which was carried out smoothly and successfully using the online platform Google Meet. The activity was attended by 165 GDPS employees, who also filled in the feedback questionnaire. All 165 responses contained complete data for the four evaluation indicators, resulting in 165 valid cases for the descriptive analysis.

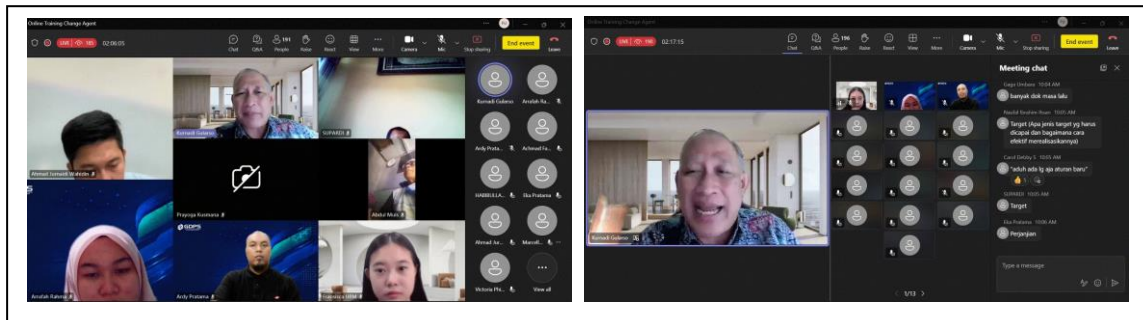


Figure 2 Activity delivery

The participants (see Table 1) were almost equally distributed by gender, with 83 male participants (50.30%) and 82 female participants (49.70%). Most participants had relatively substantial work experience: 65 participants (39.40%) had worked for more than 10 years, followed by 41 participants (24.80%) with 3–5 years of experience, 34 participants (20.60%) with 6–10 years, and 25 participants (15.20%) with 0–2 years. In terms of location, 109 participants (66.10%) worked outside the Greater Jakarta area, while 30 (18.20%) were based in Jakarta and 26 (15.80%) in Tangerang. The complete details of the participants' profiles are presented in Table 1.

Table 1. Participant Profile

Characteristic	Category	n	%
Gender	Male	83	50.30
	Female	82	49.70
Work experience	0–2 years	25	15.20
	3–5 years	41	24.80
	6–10 years	34	20.60
	>10 years	65	39.40
Work location	Jakarta	30	18.20
	Tangerang	26	15.80
	Outside Greater Jakarta	109	66.10

Overall, the immediate participant feedback indicated positive perceptions of the activity. As shown in Table 2, the mean of the four institutional feedback items was 3.63 out of 4.00, while

the mean total evaluation score was 14.51 (SD = 1.72) out of a possible 16 points. The median and mode of the total score were both 16. Among the four items, Educative (usefulness and needs) received the highest mean score ($M = 3.67$, $SD = 0.47$), indicating that participants generally perceived the activity as useful and responsive to their needs. Accountable (clarity and understandability) received a mean score of 3.65 ($SD = 0.48$), reflecting positive perceptions of how clearly the material was delivered. Objective (workplace relevance) received a mean score of 3.62 ($SD = 0.49$), indicating that participants generally perceived the material as relevant to the conditions and problems they encountered at work. Transparent (participant involvement) received the lowest of the four mean scores but remained positively evaluated ($M = 3.58$, $SD = 0.53$). These figures describe participants' immediate reactions to the activity and do not represent measures of learning, change readiness, or subsequent workplace behavior.

Table 2. Descriptive Statistics of Participant Feedback

Indicator	N	Mean	Median	Mode	SD
Educative	165	3.67	4	4	0.47
Objective	165	3.62	4	4	0.49
Accountable	165	3.65	4	4	0.48
Transparent	165	3.58	4	4	0.53

These findings are further supported by the response distribution by evaluation indicator (Figure 3). For the Educative indicator, 110 participants (66.7%) selected Strongly Agree and 55 (33.3%) selected Agree. For Objective, 102 participants (61.8%) selected Strongly Agree and 63 (38.2%) selected Agree. Accountable received 107 Strongly Agree responses (64.8%) and 58 Agree responses (35.2%). For Transparent, 97 participants (58.8%) selected Strongly Agree, 67 (40.6%) selected Agree, and only one participant (0.6%) selected Disagree . None of the four indicators showed a Neutral response. So the first three indicators have got 100% positive responses and Transparent has got 99.4% positive responses.

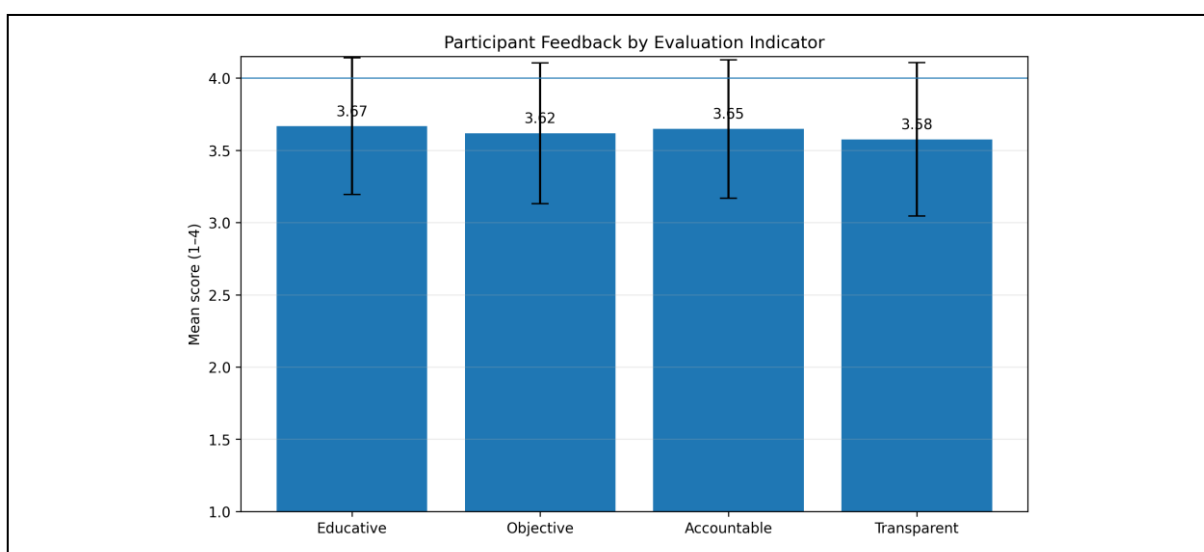


Figure 3. Participant Feedback by Evaluation Indicator

The four feedback items (Figure 4) The four feedback items showed high internal consistency in the present sample, with a Cronbach's alpha of 0.895. Corrected item-total correlations ranged from 0.719 to 0.831, while Cronbach's alpha if an item was deleted ranged from 0.841 to 0.885. These statistics indicate consistency among the four responses in this sample. Cronbach's alpha is reported only as an indicator of internal consistency and should not be interpreted as evidence of the content validity or construct validity of the institutional evaluation instrument.

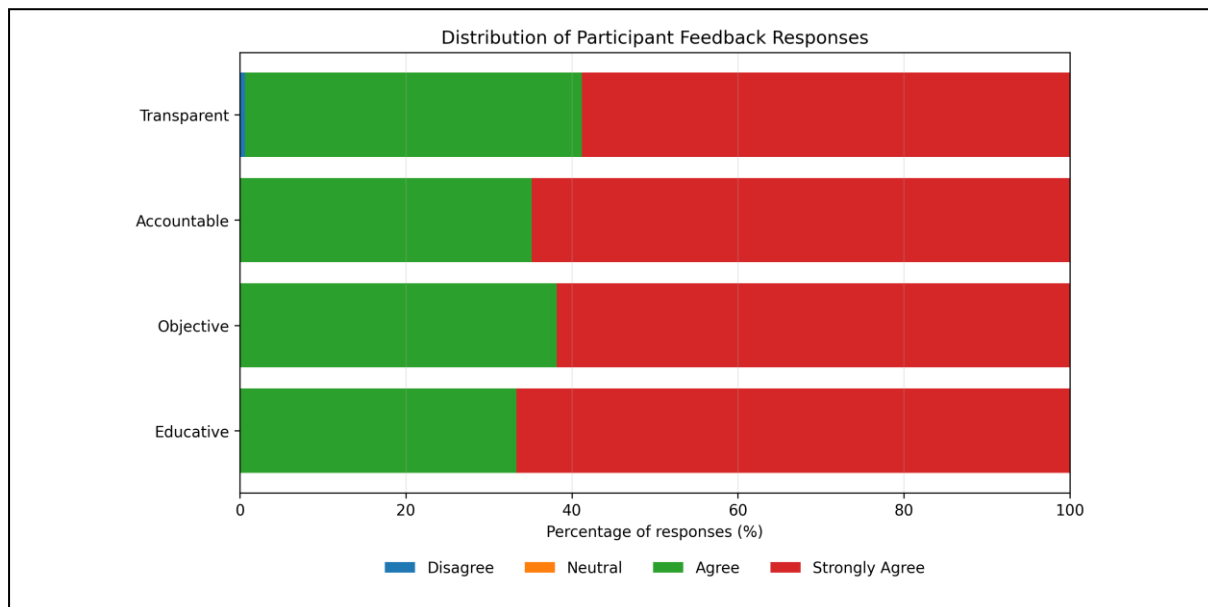


Figure 4. Distribution of Participant Feedback Responses

The open-ended feedback generally supported the quantitative findings. Participants often reported the activity as useful, informative, motivating and easy to understand. Several of the participants also suggested that similar employee-development activities happen more frequently. Other recommendations were to consider offline sessions for more interaction and to review the timing of upcoming activities, especially if training is planned during weekends. Overall, the results showed that the activity was well received and at the same time gave practical suggestions to improve future community service programs.

Discussion

The main finding of this community service activity is that participants generally reported positive immediate perceptions of the program. The four institutional evaluation items produced an overall mean of 3.63 out of 4.00, with Educative (usefulness and needs) receiving the highest mean score, followed by Accountable (clarity and understandability), Objective (workplace relevance), and Transparent (participant involvement). These findings indicate that participants generally considered the activity useful, relevant to their work situation, understandable, and participatory. They should, however, be interpreted as measures of participant reaction rather than evidence that the activity improved employee readiness, learning achievement, or change-agent behavior.

The positive perceptions of usefulness and workplace relevance are meaningful in the context of GDPS, where employees work in a technology-based BPO environment that is affected by changing technologies, work processes, service requirements, and client expectations. Previous research shows that organizational change requires employees to make sense of changing conditions and develop adaptive and proactive capabilities (Albrecht et al., 2023; Trenerry et al., 2021; Ybarra,

2023). The program addressed these issues through material on responses to change, trust, positive influence, solution-oriented communication, and small improvement actions. The positive participant evaluation suggests that these topics were perceived as relevant to the employees' current workplace context. Nevertheless, because readiness for change involves broader beliefs, attitudes, resources, and organizational conditions, a positive reaction to one learning activity cannot by itself demonstrate increased readiness for change (Kebede & Wang, 2022; Köhler et al., 2024).

Participants also reported positive perceptions of the clarity of the material and their involvement in the activity. This is relevant because the program was delivered to 165 employees through a single online platform. Online professional learning depends not only on access to technology but also on opportunities for interaction and the way learning activities are structured (Greenhow et al., 2022; Lee et al., 2021). In the present program, interaction was provided mainly through the question-and-answer session and opportunities for participants to relate the topic to workplace situations. The institutional item labelled Transparent should therefore be understood specifically as a measure of perceived participant involvement rather than transparency in its broader conceptual meaning. Its slightly lower mean compared with the other items also suggests that interaction remains an area that could be strengthened in future activities, particularly when a large number of employees participate simultaneously.

Several practical lessons can therefore be drawn for future university–industry programs. First, partner involvement could be expanded from identifying needs and agreeing on the program format to jointly defining learning outcomes and workplace application activities. Second, the personal change project could become a more structured component in which participants identify an action, discuss it with facilitators or supervisors, and report progress after the program. Third, large online activities could include short reflection questions, polling, smaller discussion groups, or breakout sessions to create more opportunities for active participation. Such activities need clear structure and facilitation, particularly in online group settings (Crane et al., 2023; Ghosh et al., 2022). Finally, repeated or follow-up sessions could provide a stronger basis for capability transfer and program sustainability than a single four-hour activity.

The findings should also be considered within the limitations of the evaluation design. The data came from employees of one organization and consisted of immediate self-reported feedback collected after the program. There was no pre-program measurement, comparison group, objective assessment of learning, or follow-up observation of workplace behavior. In addition, the institutional response scale was asymmetric because it did not include a Strongly Disagree category, and the four feedback items were not independently validated as a psychometric instrument for the present study. The results therefore support conclusions about how participants perceived the activity, but they do not establish that the program caused improvements in change readiness, employee behavior, or change-agent capability. Future programs should combine immediate participant feedback with pre-post measures and follow-up assessment to examine whether positive reactions are followed by learning and sustained workplace application.

Conclusion

This university–industry community engagement activity provided GDPS employees with an opportunity to discuss the change-agent role and reflect on how individuals may respond constructively to organizational and technological change. Immediate post-activity feedback from 165 participants was positive. Participants generally perceived the activity as useful and responsive to their needs, relevant to their workplace conditions, clearly delivered, and participatory. Among the four institutional evaluation items, Educative received the highest mean score ($M = 3.67$), followed by Accountable ($M = 3.65$), Objective ($M = 3.62$), and Transparent ($M = 3.58$), with an

overall mean of 3.63 out of 4.00. These results provide evidence of positive participant reaction and perceived value rather than evidence of improved change readiness or change-agent behavior. The evaluation was conducted immediately after the activity and did not include pre-post measurement, a comparison group, objective assessment of learning, or follow-up observation of workplace application. The institutional feedback scale was also asymmetric and the four items were not independently validated as a psychometric measure in the present program. These limitations should be considered when interpreting the findings. From a community-engagement perspective, the program illustrates how a university and an industry partner can identify a practical workplace need and translate academic knowledge into an accessible learning activity for a geographically dispersed workforce. Future programs could strengthen this model through deeper partner co-design, more structured participant interaction, formal development and monitoring of personal change projects, repeated learning opportunities, and follow-up evaluation. These additions would make it possible to examine not only whether participants value the activity, but also whether the learning is subsequently translated into sustained workplace practice.

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