Cape Peninsula
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AN ANALYSIS OF THE PERCEPTION OF THE EFFECTIVENESS OF A CHANGE MANAGEMENT PROCESS MID MERGER AT A UNIVERSITY OF TECHNOLOGY

by

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DECLARATION

I, Vuyolwethu Nobaza (Student Number: 202114022), declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

24th August 2015

Signed   **Date**

ABSTRACT

The main aim of this study was to analyse perceptions of the effectiveness of a change management process and how it impacted on the psychological contract of employees of the institution in question for this research study. In addition, the aim was to identify improvement opportunities for future change management processes. The institution that this study focused on is a university of technology in South Africa.

The study utilised a qualitative approach and conducted interviews for data collection and analysis. Data was processed in response to the problem statement and the results were analysed using the thematic content analysis method.

The research study identified various areas of improvement to recommend to management for any future change management initiatives. The recommendations made by the researcher are relevant, topical and can add value to the institution in question.

The findings of this study have revealed that employees perceive the institution as having little or no regard for how employees feel and that the human aspect during the change process was never considered. The study further revealed that employees perceive that there was a lack of communication and transparency throughout the process which resulted in an enormous amount of speculation and spreading of rumours. Lastly, the study also revealed that employees' psychological contract was negatively affected by the process of restructuring and it caused a decline in their organisational commitment, trust and morale.

The researcher is of the view that it would be beneficial to conduct a comparative study across all the institutions that have undergone a merger process to establish how their staff experienced the mergers. In conclusion, the researcher recommends that a study can also be conducted on how to plan an institutional merger through a proper project management methodology process.

ACKNOWLEDGEMENTS

DEDICATION

This is dedicated to my wonderful family for their love and continued support; I would not have done this without your love and support.

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CHAPTER ONE:
BACKGROUND OF THE STUDY

1.1. Introduction

After apartheid was abolished in 1994 the new democracy began and all government sectors and policy makers began to evaluate and rewrite all social, political, economic and cultural policies of South African institutions in order to bring them in line with the new democratic order (Ministry of Education, February 2001). In April 1997, the government released a draft white paper (Education White Paper 3 – A Programme for Higher Education Transformation) stating that "the higher education system must be transformed to redress past inequalities, to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities" (Government Gazette, 318207, 2).

This public statement led to the announcement of the transformation of the higher education system in 2002. Before apartheid was abolished, some of the universities in South Africa were established for white students only and some were for black students only. The institutions for black students were in the former homelands areas of Transkei, Ciskei, Bophuthatswana, Venda, and Gazankulu. The universities for white students were in the areas that formerly constituted the four provinces of South Africa.

Mergers have taken place between different institutions of higher learning, resulting in the number of the institutions being reduced from 34 to 23. Subsequently two more universities have been established and have become operational in 2014, and thus there are now 25 universities in South Africa. Mergers have also taken place between technikons and universities, and between training Colleges and technical colleges. Some universities like the University of Venda did not merge with others but changed into a comprehensive institution offering technikon-type programmes as well as a range of relevant university-orientated programmes. The institution in question for this research study merged from two institutions to form one university of technology and this led to a major organisational change.

This research study focused on the implementation of a change management approach at a university of technology in the Western Cape Province, South Africa. The university of technology under review was established in 2005 with a merger of two technikons (one perceived to be for black students and the other for whites). This university was officially established in terms of the

Government Gazette 33202 which provides for its Statute, as amended. There are six faculties that constitute the mainstream academic enterprise of the university. They are the Faculty of Applied Sciences, Business, Education, Engineering, Informatics and Design, and Health and Wellness. These six faculties were established from various faculties that had previously been in existence in the heritage institutions, to form the new university. The focus of this study was not on the merger but on the restructuring of the Faculty of Business and Management Sciences after the university had officially been established. The study specifically looked at how change management was implemented during the restructuring of the Faculty of Business and Management Sciences at the University of Technology with specific emphasis on how people-centred the implementation of change in the faculty was. The period that the research focused on was from 2008 and completed in 2014. This research period is considered adequate to determine whether the change management approach was implemented successfully or not.

The main focus of the research study was to examine the change management and the restructuring of the Faculties of Management, and Business and Informatics which were merged into one Faculty of Business and Management Sciences. The Faculty of Management was from the Peninsula Technikon based in Bellville and the other two faculties were from the Cape Technikon based in Cape Town. The second focus area was the consolidation project which started in 2010. Consolidation is about the movement of departments and staff from campuses such as Bellville and Mowbray to the Cape Town campus where the Faculty of Business and Management Sciences has been created. The third phase of the restructuring was the establishment of academic schools in the Faculty of Business and Management Sciences which was a change approved by the executive management in 2011 and implemented in 2013. Other departments that were not academic departments were restructured to be support units and offices. One example is the Department of Research which was restructured into a Unit for Research and Innovation. Lastly, the change management approach was also applied when the Faculty of Business and Management Sciences was renamed the Faculty of Business and Management Sciences.

The methodology used in this research study was the qualitative research methodology. Qualitative research methodology allows direct observation and interviews to be used to collect data. The change management approach which was implemented during the restructuring, consolidation and stabilisation phases of the Faculty of Business and Management Sciences has been observed by the researcher since 2001 until the present. Initially the researcher was a student at the university and now is a member of the staff. More about research methodology is discussed in Chapter Three

of this dissertation. It is important to share the problems that led to the initiation of this research project.

1.2. Problem statement

This institution relevant to this research study came into effect in January 2005 with a merger between two institutions which took place as a result of transforming tertiary education in South Africa. After the merger it transpired, all the political reasons aside, that the staff of the two institutions may feel that the change process in itself was not handled effectively. The impression is that the communication and process followed could have been handled better. Leading from this problem, a secondary issue arises which is that the psychological contract of employees involved in the merger was affected. Any change, real or perceived, affects people's lives. It is necessary to evaluate the impact of this change on the employees of the institution under review to be able to learn from the past and make recommendations for the future.

The two original institutions had nine faculties and in 2006 all nine faculties were merged and restructured into six faculties, namely Applied Science, Business, Education and Social Sciences, Engineering, Health and Wellness Sciences, and Informatics and Design. Both institutions had different historic and cultural backgrounds with one being historically white and the other being historically black. They therefore had different linguistic, cultural, gender and racial trends. The funding structures of these institutions differed and the manner in which these institutions in question were managed, also differed. Part of the restructuring process involved combining departments, units and faculties from two campuses and five learning points.

This merger also meant that geographical movement of staff was necessary, which could have been a cause for conflict as some of the staff members had been with the institution for a number of years. Change resulting from a multi-campus university structure led to increased travelling between campuses, staff having to relocate to a different place of work and having to get used to different ways of doing things. In addition to this, it was also expected of staff to travel between campuses if course offerings were conducted on different campuses.

This study examined the perception of the effectiveness of a change management process mid merger and how this impacted the psychological contract of staff. The findings can be used as a mechanism for strengthening the on-going change process and other future change processes in the institution.

1.3. Purpose statement

The purpose of this research was to analyse the perception of the effectiveness of a change management process mid merger, and how it impacted on the psychological contract of staff, and to identify improvement opportunities.

1.4. The objectives of the study

The primary objective of this study was to analyse the perception of the effectiveness of the change management process of the Faculty of Business and Management Sciences and Management Sciences of the institution in question, and to describe the perceptions staff have of the change initiatives, so as to provide a mechanism for strengthening future change processes in the institution. By analysing this information, institutions can learn from the past and most probably implement better change strategies in the future.

These objectives were achieved by doing the following:

- Evaluating the implementation of the change management process in the Faculty of Business and Management Sciences at a university of technology in South Africa.
- Conducting a literature review to determine the impact that a change management process has on employees, in order to compare it with that of the institution in question.
- Analysing the perception of the effectiveness of the change management process.
- Analysing the impact that the change management process had on the affected employees and their psychological contract.
- Identifying change management process improvement opportunities.
- Recommending identified improvement opportunities to the appropriate authority for consideration and action.

1.5. Research questions

To enable the researches to analyse the perceptions of people involved in the merger, the following questions were asked and analysed:

- How was the restructuring process managed?
- Was the restructuring process transparent and well communicated to employees and other stakeholders on a departmental level?
- Did employees understand the reasoning behind the restructuring?

- Did they employees embrace the restructuring?

- Was there enough consultation with staff and other stakeholders before and during the restructuring process?

- Did the restructuring process have an impact in employee's psychological contract?

1.6. Method of data collection – Qualitative research method

1.6. 1 Qualitative research method

In conducting this study a qualitative research method was utilised. Qualitative research was defined by McMillan and Schumacher (1993:479), as "an inductive process of organizing data into categories and identifying patterns (relationships) among categories". Creswell (2002:58) referred to qualitative research as "an inquiry approach useful for exploring and understanding a central phenomenon".

1.6.2   Interviews

There are two prevailing forms of data collection that are associated with qualitative inquiry; they are interviews and observation (Hoepfl, 1997:52). Berg (2001:3) on the other hand stated that "qualitative research includes methodologies such as participant observation, interviews, observation of experimental natural settings, photographic techniques, historical analysis, document and textual analysis, sociometry, social drama and similar ethnographical experimentation, ethnographic research, and a number of unobtrusive techniques".

In this study, face-to-face interviews were used as a method of collecting data. Greenfield (1996:169) stated that the purpose of an interview is to find out what is in and on a person's mind.

Full-time academic and non-academic staff members that have been working for the institution before and after the merger were randomly selected from all relevant campuses. A total of 32 interviews were conducted with these academic and non-academic staff members of the Faculty of Business and Management Sciences that were employed prior to the merger.

1.6.3   Literature search – data stream

The research methodology for this study also included a search for available literature on this topic and identifying relevant books, academic journal articles, newspaper articles, dissertations, theses and information on the internet. The purpose of this exercise was to see if there are any gaps in the knowledge of the subject/topic and to identify potential relationships between concepts.

1.6.4   Empirical survey – data stream

In this study, interviews were used to collect data. The target population of this study was all academic, research, administrative and support staff of the Faculty of Business and Management Sciences in the institution in question.

1.6.5   Sampling

According to Goddart and Melville (2001:26), a research population is any group that is the subject of research interest. Goddart and Melville (2001:26) defined random selection as the basic principle that is used to try and make sure that there is no bias in a sample, and they stated that the random selection of the sample must make sure that all the members of the research population have a equal chance of being selected. For the purpose of this study, employees were randomly selected

from academic and non-academic staff members that have been working for the institution before and after the merger of three campuses.

1.6.6 Ethical considerations

Informed consent was obtained from all participants before all the interviews, with the emphasis on confidentiality and protection against victimisation. The interviewees were given a clear explanation of how the information that they provided would be handled. Findings of this study will be treated as strictly confidential; and any distribution of the findings will be referred to the Faculty of Business and Management Sciences Research Committee before being submitted for publication.

1.6.7 Administration

The data collection process was handled by the researcher.

1.6.8 Data analysis

After the interviews, data was processed in response to the problem posed in Chapter One and was analysed by using the thematic content analysis method. The findings were interpreted in terms of the research question and recommendations were made.

1.6.9 Significance of the research

National governments have used mergers of higher education institutions to accomplish a number of purposes. In South Africa mergers have been used to address problems of institutional fragmentation, lack of financial and academic viability and low efficiency and quality. Mergers happen to be one of the most demanding change processes any company can experience (Lang, 2003:2) and any change in organisational structure has an impact in the employees' psychological contract, (Theissen, 2004:1).

This study focused mainly on the human aspect of the restructuring process taking place at the faculty in question. When individuals experience the stress that comes with change, their way of seeing things or their perceptions, choice of reaction plans, and their altitudes will determine whether the change will be successful and whether the newly restructured organisation will function efficiently (Muchuiri, 2010:1). Analysing the perception of the effectiveness of the change management process and the impact it had on the affected employees and their psychological

contract, can assist the management to build positive employee perceptions and outlooks for successful change interventions.

This study will also add value to the increasing body of knowledge on change management and employee wellbeing related to organisational restructuring. The findings and recommendations of this study can be used by the institution to strengthen future change processes in the institution.
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1.6.10 Research limitations

This research is limited to surviving employees that were in the employment of the institution before the merger and it will not include ex-employees (people that are no longer with the institution), contractors and employees that were employed after the merger.

1.7.   Organisation of the thesis

Chapter One: Background of the study

This chapter provides an introduction and the background of the problem in a form of a problem statement. The purpose of the study and the objectives of the study are also provided in this chapter, as well as the significance and the limitations of the study.

Chapter Two: Literature review

In this chapter the researcher reviews what the literature has to say about perceptions of a change management process.

Chapter Three: Research design and methodology

In Chapter Three the researcher provides details about the research methodology used to conduct this research study.

Chapter Four: Research results, interpretation and findings
In Chapter Four the researcher presents the research results, interpretation and findings of the study.

Chapter Five: Conclusions and recommendations

In Chapter Five the researcher provides conclusions and recommendations of the study that are based on the purpose, research questions and results of the study conducted by the researcher. Recommendations are based on the conclusions and purpose of the study as stipulated by the researcher in Chapter One.

1.8. Chapter summary

This chapter provides a holistic outlook of the issues relating to the study that was conducted. The introduction and motivation of the study, the background of the study and a brief overview of the institution's background were given to contextualise the purpose of the study. The problem statement and the objectives of the study were also provided in this chapter. Lastly the research questions and the theoretical definitions of the key concepts were provided.

Chapter Two will focus on an explanation of literature and an overview of the concepts used in this study, as deducted from the literature.

CHAPTER TWO:
LITERATURE REVIEW

2.1. Introduction

Before it is possible to analyse the perception of the effectiveness of a change management process, it is necessary to review what the literature has to say about a change management process. This literature review provides a synopsis of theoretical knowledge related to the impact of mergers, organisational change, change management, and employees' perceptions of organisational change.

2.2. Impact of mergers on change

In order to understand what transpired in the institution in question it was necessary to evaluate what the literature states about mergers. According to Harman (2002: 94), "an institutional merger is taken to mean an amalgamation of two or more separate institutions that surrender their legally and culturally independent identities in favour of a new joint identity under the control of a single governing body. All assets, liabilities and responsibilities of the former institutions, including the human elements, are transferred to the single new institution". Harman (2000: 343-366) and Goedegebuure (1992:16) defined an institutional merger as the combination of two or more separate institutions to form one institution, with one management team and one governing body and a one vice chancellor and all the assets, liabilities from both institutions being transferred to the new institution. Gaughan (2007:12) defined a merger as follows: "a combination of two or more corporations in which only one corporation survives".

The literature reveals different categories of mergers and to be able to understand the type of merger that took place in the institution in question, different types of mergers are discussed in the following sections.

2.2.1 Types of merger

Mergers can be categorised in various ways, depending on the criteria applied. From the perspective of business structures, there are different types of mergers, some of the most common and significant types of mergers and acquisitions are listed below.

2.2.2 Voluntary and involuntary mergers

Harman (2000: 343-366) defined different forms of mergers. The first key distinction is between voluntary and involuntary mergers. Skodvin (1999 65–80) stated that a voluntary merger happens when institutions that are merging have initiated the merger, or when two or more organisations decide to merge themselves, instead of a merger being initiated or posed by government. Harman (2000: 343-366) agreed with this and stated that a voluntary merger is when two or more organisations decide on a merger themselves, without being forced by government. The Netherlands, USA, Sweden and Canada are examples of voluntary mergers within higher education (Skodvin, 1999:67).

2.2.3 Cross-sectoral mergers and single sector mergers

Koontz (2009:4) stated that single sector mergers refer to a merging of two or more institutions that are operating in a similar sector, for example two colleges merging or universities merging with a technikon. Cross-sectoral mergers refer to organisations of different sectors merging, for example a bank merging with a chain store. Harman and Robertson-Cuninghame (1995:134) stated that one also has to consider the impact of cross-sectoral mergers as it poses special difficulties, mainly when organisations are from different sectors with different goals, roles values, and are funded differently.

2.2.4 Vertical mergers and horizontal mergers

Koontz (2009:4) stated that "a merger of Institutions offering courses in the same field or fields of study (for example combining two colleges that have the same range of disciplines) can be referred to as a horizontal merger". A horizontal merger is characterised as a business merger that happens between organisations that work in the same space regularly as competitors offering the same service or product. http://www.investopedia.com/terms/h/horizontalmerger.asp. On the other hand, a vertical merger happens when companies from different parts of the supply chain merge so that the production process can be more cost effective and efficient. http://www.investopedia.com/terms/h/horizontalmerger.asp

2.2.5 Consolidations and takeovers

The previous section referred to mergers; however, in order to understand the context of the integration, it is also necessary to look at what other change processes impact on people. The next section looks specifically at consolidations and takeovers.

A merger takes place when two or more similar sized organisations or institutions are combined and create a new organisation or institution, whereas a takeover takes place when a big organisation and a small organisation get together and create a new organisation or institution (Koontz, 2009:3). Harman (2009:133) expressed the view that one can make a distinction between consolidations and acquisitions; in the case of a take over the acquiring institution continues largely unaffected, with other institutions (target companies) being absorbed. In the merger process, all the organisations that are participating, get together and form a totally new institution or organisation.

Harman (2004:18) stated that even though academics or other professionals are behind certain mergers, some forms of mergers are a result of external pressures from "government or community groups, from funding incentives provided by governments or donor organisations, or from government directives" (Harman, 2004:18). There are many different reasons why mergers take place in the higher education environment. According to Koontz, (2009:5) broad-spectrum institutions of higher learning merge in order to:

- be more efficient and effective, particularly in keeping up with an increasing number of admissions of students and other institutional-related responsibilities;
- deal with matters surrounding lack of integration in the institutions of higher learning and also to deal with institutions that are not financial and academically viable.
- improve student access by offering a wide range of programmes.

Looking at all the different types of mergers explained above, one can conclude that the type of merger that took place in the institution in question is a horizontal merger as both the institutions involved were offering courses in the same field of study. Mergers or acquisitions represent the ultimate in change for a business. Also, how organisations manage change is very critical and it is important that organisations pay attention to change management in particular.

2.3. Mergers and change management

As indicated above, mergers happen to be one of the most demanding change processes any company can experience. Mergers continue to be relatively common in the corporate sector; however, according to Lang (2003:2) there have been, by various estimates, over 500 mergers among institutions of higher education in the last 27 years. Mergers of higher education institutions have been used by national governments to accomplish a number of purposes, but a major cause of restructuring efforts especially in South Africa has been to address problems of institutional

fragmentation, lack of financial and academic viability, and low efficiency and quality. (Lang, 2003:2).

In addition to the above, Skodvin (1999:70) stated that merger processes are the most time-consuming exercises. In addition to that, merger processes require a lot of an organisation's resources, particularly in the short term and experience has proven that organisations often underestimate this. Any merger requires extensive planning before the process takes place, during the course of the merger and after the process. According to Skodvin (1999:70), experiences from different countries like the United States of America, the Netherlands and Australia show that after the organisation has merged it can take up to ten years for the situation to normalise. Furthermore, human factors play a critical role in mergers and acquisitions and that is why human issues must be considered when deciding whether to combine two businesses makes sense (Huang & Kleiner, 2004: 54-64). Ashford, Lee and Bobko (1989: 803-829) found that "the greater the number of changes in an organisation, the greater the perceived job insecurity by the employees" and in turn, this perceived job insecurity is adversely related to organisational commitment, trust in the organisation, job satisfaction and in the end, job performance. Consequently, it is very important for an organisation to effectively manage change.

2.4. Organisational change

When looking at the merger of the institution in question, it is obvious that employees have experienced various forms of change and clearly some form of organisational change also took place. According to Clarke and Hermens (2001:256), education is poised to become one of the largest sectors in the world economy and as such it is increasingly subject to pressures for organisational change. The literature provides a number of organisational change definitions, and according to Kezar (2001:5), some of the generic definitions of organisational change that have been offered by theorists include a definition by Burnes (1996) cited in Kezar (2001:1) which indicates that, "organisational change refers to understanding modifications within organisations at the broadest level among individuals, groups, and at the collective level across the entire organisation". Van de Ven and Poole (1995:512), on the other hand, explained that change can be defined as the "observation of difference over time in one or more dimensions of an entity", while Rothwell and Sullivan (2005:22) defined organisational change as "a departure from the status quo. It implies movement toward a goal, an idealized state, or a vision of what should be and movement away from present conditions, beliefs, or attitudes".

Based on the various definitions of organisational change above, one can conclude that in a dynamic market environment companies that wish to remain viable and competitive in the market are likely to develop new strategic initiatives to meet new demands in the changing market (Zuniga–Vicente & Vicente-Lorente, 2006:500). "Although many changes may have positive long-term outcomes, the prevailing view in the literature suggests that the change process itself engenders tensions and insecurities, which lead to distress in both victims and survivors of the process" (Graan, 2008:94). Even though Schweiger and DeNisi (1991:130) stated that organisational change can be looked at as the major source of stress in the organisation and, possibly, in an employee's work life, organisational change, commonly known as restructuring and downsizing, has been accepted as one of the features of work in modern occupational environments. Burnes (2004:500) confirmed this by stating that change is an omnipresent part of organisational existence, at all levels. It is therefore very important that organisations make sure that their employees are able to undergo continuous change.

As indicated in Figure 2.1 below, organisational change can be conceptualised at three different levels: "strategic, procedural, and individual" (Shum, Bove & Auh, 2008:4). At the strategic level, different change methods can be positioned on a deliberate-emergent strategy continuum (Mintzberg & Waters, 1985:257). Mintzberg and Waters (1985: 257) states that thoughtful strategies are "realized as intended", whereas emergent strategies are "realized despite, or in the absence of, intentions".

Jick (1993: 192–201) also stated that organisational change can be looked at as a three step process. These steps comprise a process for an organisation to move from its current state towards a desired future state. This process focuses on planning, implementing and managing change. Mento, Jones and Dirndorfer (2002:49) discussed these concepts

1. **Planning change** which consists of the following:
   - Emphasising the idea why change is necessary and what needs to be changed;
   - "Defining the change initiative, and the roles of the key players in all change efforts" (Mento *et al.*, 2002:49);
   - Implicitly understanding the organisation's strengths and weaknesses, how it operates, and the way in which the organisation is functioning in its environment in order to develop alternative setups that could be generated by the planned change;
   - "Developing a change plan that includes specific goals and provides clear and detailed responsibilities for strategists, implementers and recipients" (Mento *et al.*, 2002:51).

2. **Implementing change** follows the following process:

    - "Finding and cultivating a sponsor that can be a support for influential line executives who can assist in creating critical mass support of the proposed change;

    - Preparing the target audience and the change recipients because change is best understood from the perspective of the recipients of the proposed change" (Mento *et al.*, 2002:51);

    - Creating the cultural fit because change must be rooted to the existing culture of the organisation;

    - Developing and choosing a change leadership team.

3. **Managing change**

    - "Creating small wins for motivation and for improving employee performance;

    - communicating the change on a regular basis in order to increase the organisation's understanding and commitment to change, to reduce confusion and resistance

    - Measuring progress of the change effort by generating and installing metrics to evaluate success of the programme and to chart progress, using milestones and benchmarks" (Mento *et al.*, 2002:55-55).

    - Integrating lessons or experiences learnt from the process (Mento *et al.*, 2002:55-56).

FRAMEWORK FOR CHANGE	THREE PART CHANGE PROCESS

1. The idea and its context 2. Define the change initiative 3. Evaluate the climate for change 4. Develop a change plan	Planning change
5. Find and cultivate sponsor 6. Prepare for the target audience, the recipients of change 7. Create the culture fit – Making the change last 8. Develop and choose a change leader team	Implementing change
9. Create small wins for motivation 10. Constantly and strategically communicate the change 11. Measure progress of the change effort Change 12. Integrate lessons learned	Managing

Figure 2.1: Change process models

(Shum *et al.*, 2008:4)

Another way that one can look at organisational change is from an individual's viewpoint. Regarding the individual's viewpoint, a person can assume a role of being a "change strategist, change implementer, or change recipient" (Kanter, Stein & Jick, 1992:49). Change strategists are described by Kanter *et al.* (1992:370) as individuals who guide the change process by creating and promoting the necessary vision and they recognise a need for change, then anticipate how that change should be met, and then lastly they communicate benefits, possibilities, and risks to the stakeholders.

Based on what the literature recommends, it stands to reason that the institution under discussion should have implemented some of these concepts in their change management process.

2.4.1 Different types of organisational change

To understand the impact of change, one also has to review the different types of organisational change. Organisational change has been categorised in different ways in the literature. Buckley and Perkins (1984) cited in Fletcher (1990:9) defined cultural, minor, major, and transformative categories of change. Visagie and Steyn (2011:99) also mentioned that the kinds of changes that could be implemented could be minor, major, and transformative. Lorenzi and Riley (2000:120) defined different types of change in an organisation and included "operational, strategic, cultural, and political change processes". Ackerman-Anderson (2001:2) distinguished the three types of change that occur in originations as development change, transitional change and transformational change.

2.4.1.1 Developmental change

As indicated in Figure 2.2 below, Ackerman-Anderson (2001:32) explained that developmental is the improvement of a process, technique, performance standard, or even a condition that does not measure up to present-day or future needs. According to these authors, developmental change is the simplest type of change. Ackerman-Anderson (2001:33) furthermore explained that the main focus of developmental change is to "strengthen or correct what already exists" in the organisation, so that there can be an improvement in the organisation's performance, stability, and customer satisfaction.

Ackerman-Anderson (2001:34) stated that the development process keeps people "vibrant, growing, and stretching through the challenge of attaining new performance levels". They further stated that it is assumed that in developmental change people are able to improve, and they will improve if they are given the "appropriate reasons, resources, motivation and training" Ackerman-Anderson (2001:34).
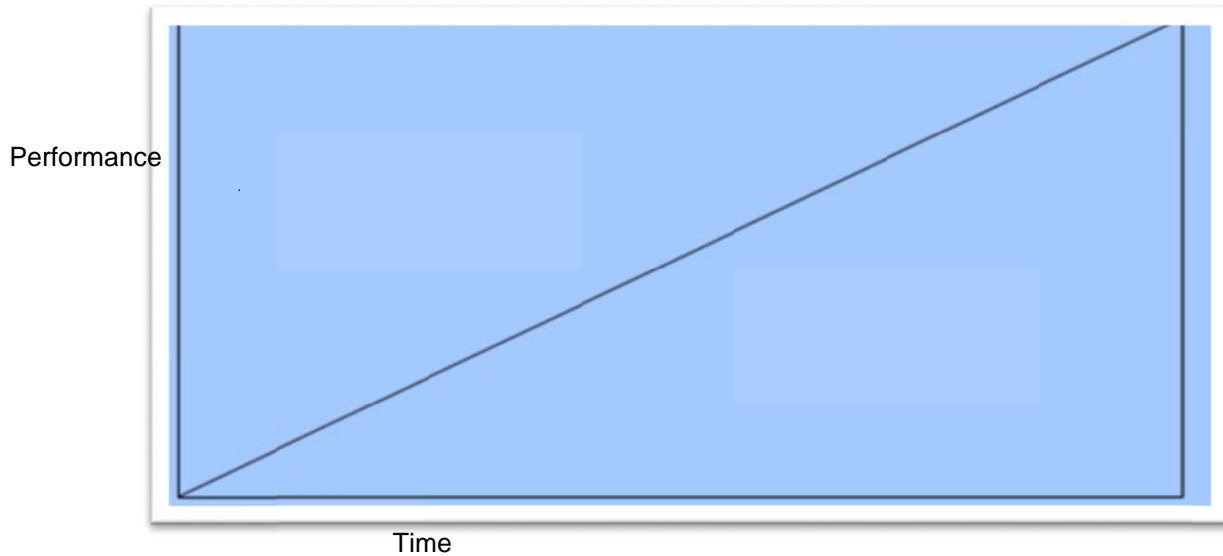
Figure 2.2: Developmental change Improve 1

(Anderson & Anderson, 2001:32)

2.4.1.2 Transitional change

Transitional change is defined by Iles and Sutherland (2001:15) "as the required response to more major shifts in environmental forces or marketplace requirements for success". Figure 2.3 below illustrates what Anderson and Anderson (2001:35) stated: "Rather than simply improve what is, transitional change replaces what is with something entirely different". Transformational change is different from transitional change because it normally results from external environmental pressures, and requires a radical shift in behaviour (www.c4eo.org.uk). Ackerman-Anderson (2001:35) explained that transitional change starts as a result of a recognised problem or a need to change in the existing operation in order better serve current and/or future demands or even an opportunity that is not being pursued in the organisation. The transitional change is episodic, planned and second order or radical (Ackerman-Anderson, 2001:35). Lastly Ackerman-Anderson said that in order to achieve the new state an organisation "must disassemble and emotionally let go of the old way of operating and move through a transition while the new state is being put into place".
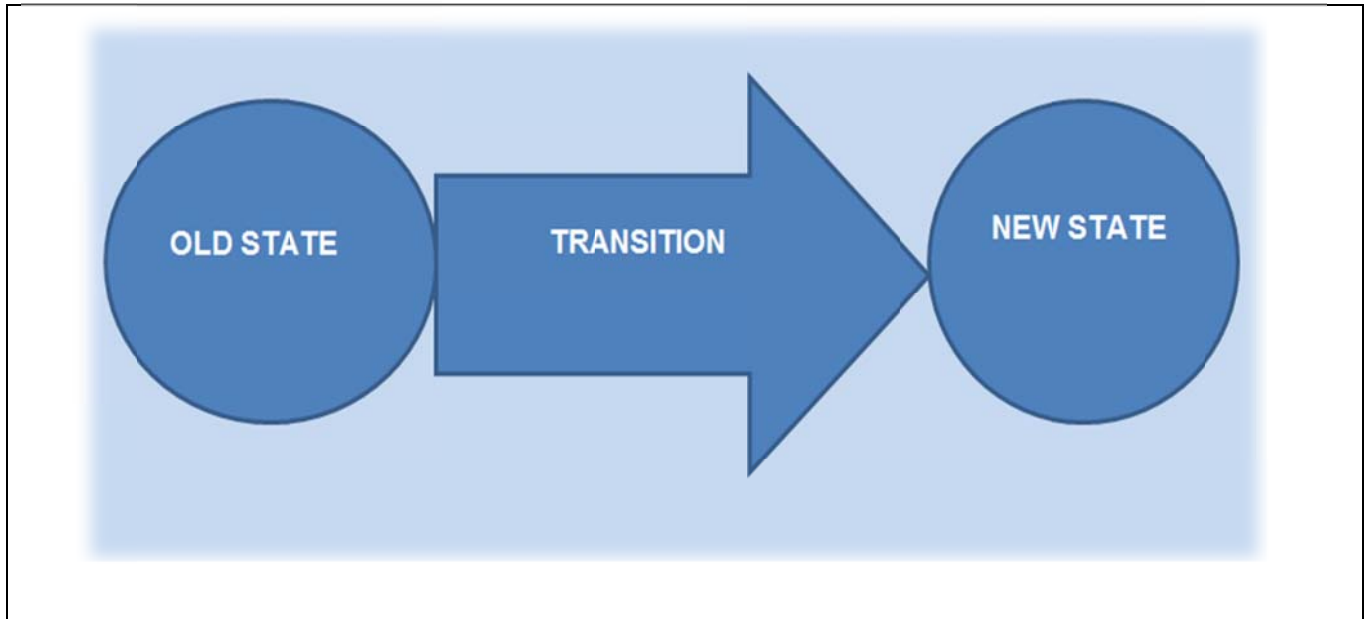
Figure 2.3: Transitional change 1

("Transitional change - implementation of a known new state and management of the interim transition state over a controlled period of time")

(Anderson & Anderson, 2001:32)

Examples of transitional change are:

1. Reorganisation,
2. Mergers or amalgamations/consolidations,
3. Divestitures,
4. Installation and integration of computer or new technology that do not require major changes in mind-set or behaviour, and
5. New products or services development

2.4.1.3 Transformational change

The last type of organisational change referred to by Ackerman-Anderson (2001:39) is transformational change. Ackerman-Anderson (2001:39) stated that "transformational change is the least understood and most complex type of change facing organisations today". This is illustrated in Figure 2.4 below. According to Ackerman-Anderson (2001:35), this change occurs when the organisation has reached a stage where the old way of doing business does not accomplish its strategies necessary to be successful in its fundamentally different business environment. Then the aim of transformation is to attain the "known desired state that is different from the existing one" (old

state). Ackerman-Anderson (2001:32) simply explained it as the drastic change from one state of being to another. This change is very important as it involves a shift of culture, behaviour and mind-set in order to be implemented successfully and be sustainable over time. Change involves anything that is different from the norm, while transformation involves a "metamorphosis" from one state to another. Head (1997:5) defined transformation as a "step-by-step process of restructuring an existing organisation removing what does not work, keeping that which does, and implementing new systems, structure, or cultural values where appropriate".

Lastly, based on the information in the literature about transformational change, it is clear that transformational change requires whole system approaches. Everyone must be on board and work together to implement change, not only the management, and this includes employees, partners and customers.
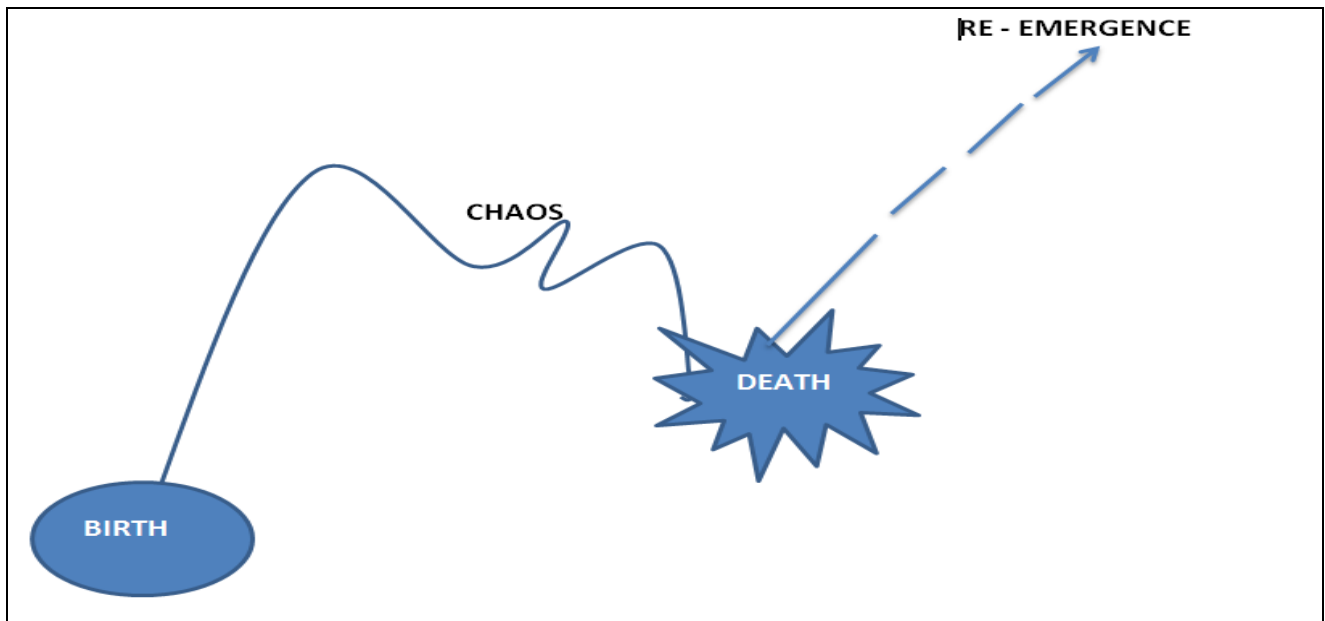
Figure 2.4: Transformational change 1

("Emergence of new state, unknown until it takes shape, out of the remains of the chaotic death of the old state, time period not easily controlled")

(Anderson & Anderson, 2001:32)

Anderson and Anderson (2001:32) suggested that there are four key areas that require change in order to make true transformational change:

1.   The organisation and the vision of the organisation;

2.   The stakeholders of the organisation;

3.   The services that are provided by the organisation; and

4.   The processes that are in place to deliver the services.

(http://www.c4eo.org.uk)

From the aforementioned it is possible to conclude that the change which the institution in question went through is transitional and transformational. It is a result of a broader tertiary education merger that took place in South Africa to "redress past inequalities, to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities" (Government Gazette, 318207).

2.5. Drivers of change

Looking at change in context, it stands to reason that various impulses influence change. Avoiding change is very difficult for organisations because new ideas promote growth for them and their stakeholders. There are many other factors that can cause change in an organisation, "such as new staff roles; increases or decreases in funding; acquisition of new technology; new missions, vision or goals; and to reach new members or clients". (http://smallbusiness.chron.com/causes-resistance-change-organization-347.html).

Figure 2.5 (Drivers of change model) below shows how Ackerman-Anderson (2001:5) listed different types of catalysts, or drivers, of organisational change and all they stated that these drivers of change must be addressed in order to accurately scope the organisation's or a change leader's change effort and plan and the roll out strategy
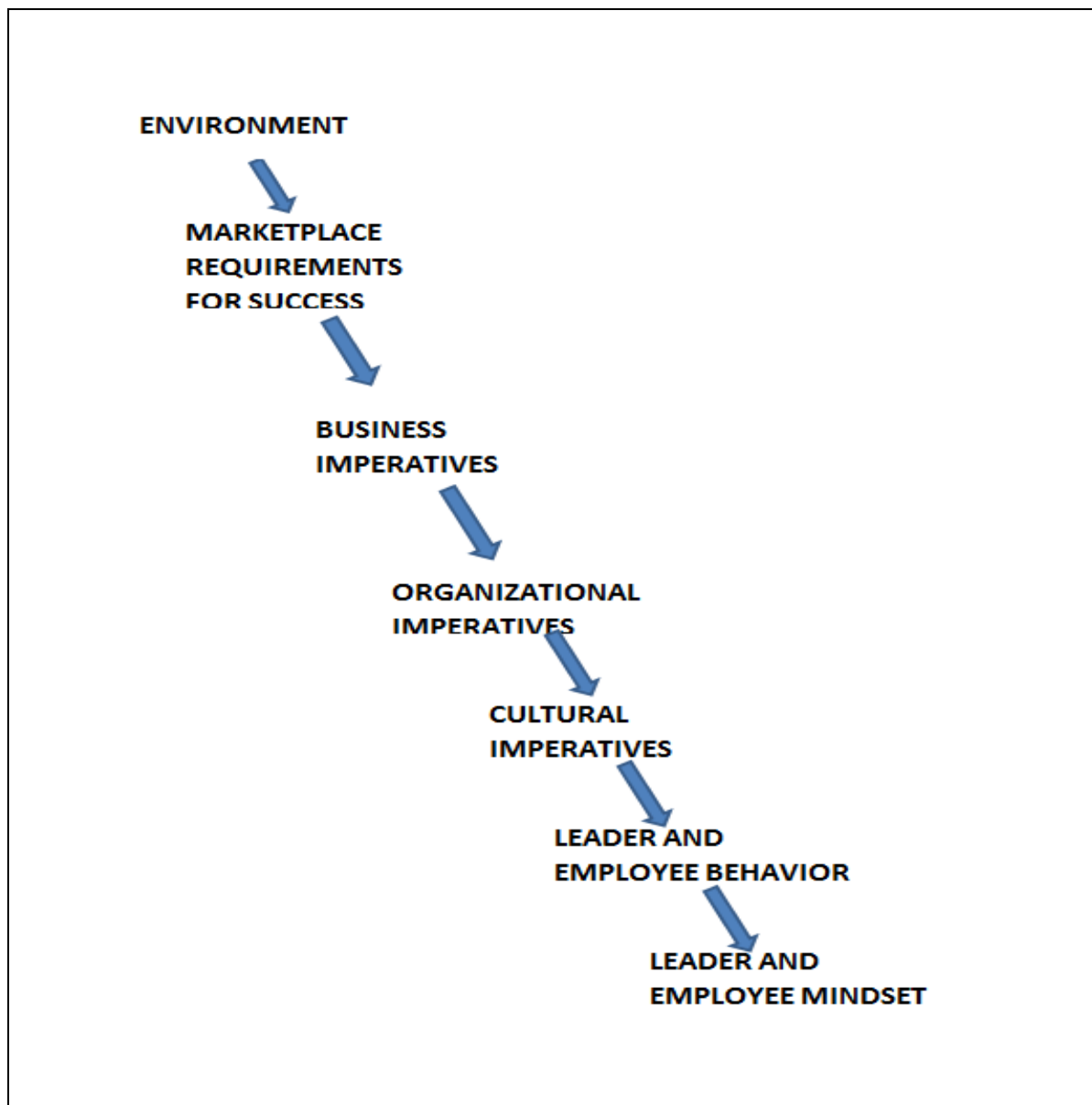
Figure 2.5: Drivers of change model

(Anderson & Anderson, 2001: 5)

Anderson & Anderson (2001:5) explain these drivers of the change model as follows:

2.5.1   Environmental forces

Environmental forces refer to the changing aspects of the "larger context within which organisations and people operate". These environmental forces are comprised of:

- Social forces, such as changes in consumer demographics and their buying patterns, cost of living, the surroundings, or deficiency of green space which may result in people going elsewhere.

- Business and economic forces refer to booms and economic crises in general economic activities, changes in interest rates, inflation and other factors.

- Political forces relate to broader political changes – for instance, a government holding a special line on privatising some of its services in society.

- Governmental regulations or procedures may be specific in how a business manufactures its products, and also dictate how the business disposes of waste material.

- Technological developments – for instance many companies have developed a system where they are selling products or services through websites.

- Demographic legal "pressures that force organisations to change to comply with laws, e.g. by responding to environmental legislation". (http://businesscasestudies.co.uk:1)

- The natural environment.

Osterwalder, Pigneur and Tucci (2005:14) agree with Anderson and Anderson, and they described changes as follows:

- Technological change – it is important to understand how to use technology to the organisation's advantage. However, they emphasise that companies must not be driven by technology but should determine how technology can strengthen or transform their business model.

- Competitive forces – competitors can also put pressure on a company's business model. They could be new competitors or competitors that have been on the market for some time but have changed their marketing strategy or even changed what their business offers to attract new customers.

- Changing or new customer demands – companies can also be under pressure to adapt their business model because of changing or new customer demands. Change in customer needs is due to many factors including finances and changes in fashion trends.

- Social environment – in some cases the business model of an organisation can be influenced by the social environment. This type of force is mainly studied in stakeholder theory. For example, businesses that used to operate during the apartheid era had to adapt to new legislation to be in line with the current legislation.

- Legal environment – "Often changes in the legal environment also make it necessary to adapt your business model. These changes may sometimes come from unexpected places such as consumer or environmental taxes or patent laws" (Osterwalder *et al.*, 2005:1) .

Major shifts in any one or more of the drivers of the change model can catalyse new marketplace requirements for success for organisations.

2.5.2   Marketplace requirements for success

Business success in a specific marketplace can be attributed to a culmination of acknowledged customer requirements. Several factors not necessarily confined to the actual product or service needs are to be taken into consideration, bearing in mind the need for innovation, quality, speedy service delivery, etc. With environmental forces directly influencing marketplace requirements, keeping abreast of change is essential for success.

Greve (1998:59) also agreed with Anderson and Anderson (2001:5) and stated that the mindfulness of other methods of conducting business also depends on the way a firm interacts with its environment. According to Zhou, Yim and Tse (2005:45), "market orientation is an important way through which firms interact with their environment, yet its effect on organisational change has received limited attention" Zhou *et al.* (2005:45) further stated that in order for a business to serve its customers successfully, the business must understand its customers and its competitors.

2.5.3   Business imperatives

Customers' changing requirements drive companies to outline their business imperatives. These requirements inform the strategic direction of companies and the need of business imperatives. Anderson and Anderson (2010:57) stated that a new strategic direction could include "systematic rethinking and change to the company's mission, strategy, goals, products and services, pricing or branding".

2.5.4   Organisational imperatives

Successfully achieving strategic business imperatives is informed by companies changing their organisational imperatives, for example "the organisation's structure, systems, processes, technology, resources, skill base or staffing" (Anderson & Anderson, 2010:35).

2.5.5 Cultural imperatives

Each organisation has its own organisational culture, and the cultural imperatives indicate how the norms or collective way of being, working and relating in the company should change so that they can be aligned to the organisation's new design, strategy and operations.

2.5.6 Leader and employee behaviour

Collective behaviour creates and expresses an organisation's culture. Behaviour "speaks to more than just overt actions; it describes the style, tone or character that permeates what people do, and how their way of being must change to create the new culture" (Anderson & Anderson, 2010:35). Leaders and employees must decide to behave differently to reinvent the organisation's culture. Zhou *et al.* (2005:54) support the above statement and said that for any business to successfully implement change, leaders need to create a new system and institutionalise new approaches because major changes are impossible if the leaders of an organisation have unfavourable change attitudes.

2.5.7 Leader and employee mind-set

Anderson and Anderson (2010:35) stated that a mind-set encompasses a worldview, a set of assumptions, beliefs or mental methods that are strongly adopted by a group of people causing them to behave in ways that will drive a sustained change in behaviour and culture. Being aware of the fact that each individual might subscribe to a certain mind-set, which directly impacts their feelings, decisions, actions and results, is often one of the critical first steps in building individual and organisational capacity to change.

According to Anderson and Anderson (2010:35), a mind-set shift is often required for organisational leaders to recognise changes in the environmental and socio-economic factors and the marketplace requirements. This will enable them to effectively determine the best strategic direction a business should take in terms of the structure of an operations strategy that will ensure the sustainable success of the organisation. It is very important for employees to have a mind-set change in order to to understand the reasoning behind proposed change, and a mind-set change usually leads to improvements in employee productivity to the benefit of the business.

Nadler and Tushman (1990: 82) agreed with Anderson and Anderson (2001:5), and they stated that "Capability to change also comes from leader charisma, a special quality that enables the leader to

mobilise and sustain activity within an organisation through specific personal actions combined with perceived personal actions".

The type of catalyst or driver of organisational change that influenced change in the institution in question comprises the environmental forces which include "Social, Business and economic, Political, Governmental, Technological, Demographic Legal and Natural environment" (Anderson & Anderson, 2001:17). As stated by Jansen (2002), in South Africa, mergers especially in higher education are believed to be transitional or transformational to indicate their role in social, political, and economic integration after the eradication of apartheid.

2.6. Employees' perceptions towards organisational change

When looking from a theoretical viewpoint, the organisational change concept is closely aligned with the theory of social change and conflict theory (Price & Chahal, 2006:239). To put it all into context it is important to review how employees perceive change because major organisational change disrupts the fabric of organisational life, i.e. "life in terms of interpersonal relationships, reporting lines, group boundaries, employee and work unit status and the social identities associated with group memberships" (Paulsen, Nehl, Hoth, Kanz, Benjamin, Conybeare, McDowell and Turner, 2005:596). Bennet (1997:105) stated that perception is a process whereby one interprets sensory inputs such as sight, sound, smell or feelings. This means that two individuals may literally see the same thing but each may have their own individual interpretation of what it is. Lastly, Cole (1996) stated that a person's behaviour is formed by the perception of what they consider the reality to be and that individual effort and productivity are determined by the perception of the situation.

Literature also reveals that when people are faced with change they feel threatened, uncertain, frustrated, alienated, and nervous (Ashford, 1988:19-36), and "change poses special challenges at different levels of the organisational hierarchy, as different aspects of the change process may be salient to employees and may be evaluated quite differently" (Jones, Watson, Hobman, Bordia, Gallois & Callan, 2008:7).

Kanter *et al.* (1992:49) stated that during organisation change there are normally three key categories affected in the organisation. The first category is change strategists who are normally the management of the organisation; the second category is change managers who are normally supervisors; and lastly, there are change recipients at lower levels who are employees that are non-supervisors. The views, perceptions and attitudes of employees (non-supervisors) are very important for successfully implementing change initiatives. Therefore, it is important to know and

understand the employees' perceptions regarding the changes before initiating the change processes.

Any change in organisational structure has an impact in the employees' psychological contract, i.e. "the set of unwritten reciprocal expectations, beliefs or perceptions that characterise the relationship between employee and employer" (Theissen, 2004:1). Kotter and Cohen (2002:5) emphasised that even though all these are important, the core problem of organisational change is normally not strategy, structure, culture, or systems. Kotter and Cohen (2002:5) stated that most of the time the actual problem begins when the organisation must decide on how to support or assist employees adapt to the change. In support of this, according to Ashford (1988: 19-36), change is a source of uncertainty, frustration, alienation, anxiety and feeling threatened. Schabracq and Cooper (1998:626) also stated that during organisational change employees become stressed and anxious because job descriptions and technical skills required may change to fit the desired state of the organisation.

Muchuiri (2010:1) stated that when individuals experience the stress that comes with change, their way of seeing things or their perceptions, choice of reaction plans, and their altitudes will determine whether the change will be successful and whether the newly restructured organisation will function efficiently. Studies conducted by Storseth (2004:267-287) indicated that insecurity is associated with individuals' perceptions of change. Armenakis, Harris and Mossholder 1993:681) stated that when employees perceive that there is great threat they will also perceive that their jobs or future within the company is not safe – the perception of job insecurity. Therefore, according to Armenakis *et al*., (1993:682), it is very important for the organisation to build positive employee "beliefs, perceptions and outlooks" for successful change interventions.

As Armenakis *et al*. (1993:681) stated above, it is very important for organisations to build positive employee belief and perception about change. In order to do that, as suggested by Salerno and Brock (2008:25), managers need to understand that there is a sequence of six predictable stages that people go through when reacting, responding and adjusting. . Salerno and Brock (2008:26) drafted a six stage change cycle model, as illustrated in Figure 2.6 below that identifies the thoughts, beliefs, feelings and behaviours associated with each stage of change.
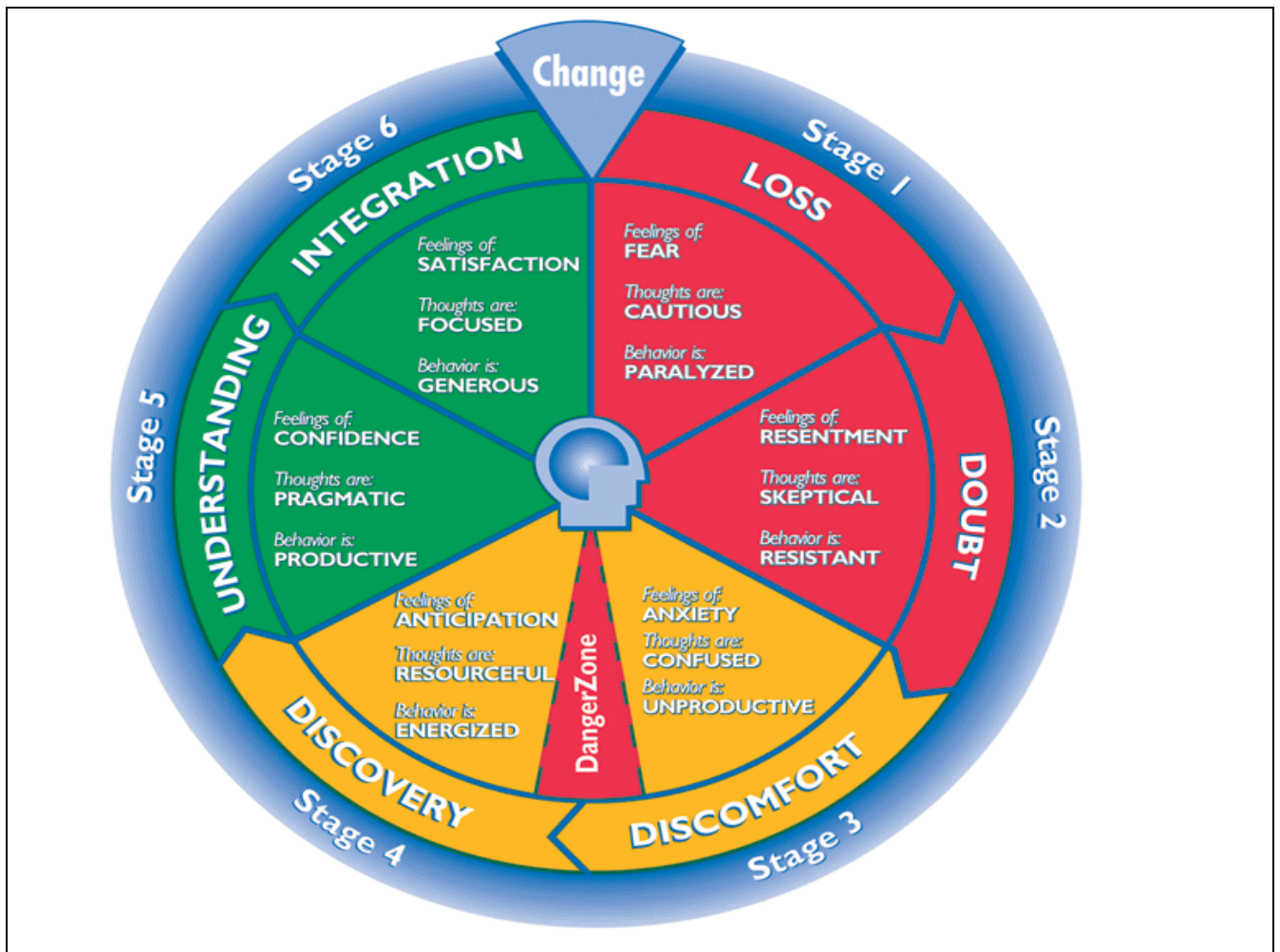
Figure 2.6: Change cycle model

http://www.changecycle.com/changecycle.htm

Salerno and Brock (2008:27-60) explained these stages as follows:

Stage 1: Loss of safety – the red stage: Salerno and Brock (2008:27) stated that this stage is whereby employees admit that they have lost control and irrespective of whether or not they see the change to be good or "bad" there will be a sense of loss of what "was"; in other words employees recognise that the current state will change to another state.

Stage 2: Doubt of reality: – the red stage: Salerno and Brock (2008:50) explains that employees doubt the facts, doubt their doubts and struggle to find information about the change that they believe is valid. Their thinking is clouded by resentment, scepticism and blame. This stage can even

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stop individuals from taking action until there is more relevant information and this stage can trigger defensive behaviour as individuals are trying to maintain control.

Stage 3: Discomfort to motivation – yellow stage: Salerno and Brock (2008:53) state that the change and all it means now becomes clear and starts to settle in the minds of the employees; however, this stage is characterised by confusion, anxiety and feelings of being overwhelmed. As a result, during this stage the rate of absenteeism is often high.

The danger zone – The danger zone represents the fundamental place where employees can decide to move on to Stage 4 and discover the possibilities the change presents, or they can choose fear and return to Stage 1. (Salerno & Brock, 2008:55).

Stage 4: Discovery to perspective – "This stage represents the light at the end of the tunnel. Perspective, anticipation, and a willingness to make decisions give a new sense of control and hope" http://www.changecycle.com/changecycle.htm. Employees are confident about a good outcome because they have choices.

Stage 5: Understanding – In this stage employees understand the change and will be more confident, think pragmatically and their behaviour is much more productive which is regarded as a good thing. (Salerno & Brock, 2008:60).

Stage 6: Integration – At this stage, employees have gained back their ability and willingness to be flexible. They have an understanding of the, Salerno & Brock (2008:69) "consequences, and rewards of the change past, present, and future" (http://www.changecycle.com/changecycle.htm) and.

By using the abovementioned change cycle as a guide and also to better understand employees' perceptions, the institution through its managers will be able to identify needs of employees and skills that are required to complete the change process in a healthier and more positive way.

2.6.1   Communication

One of the important aspects that result in failure of organisational change initiatives is communication. Elving and Bennebroek Gravenhorst (2009:3) emphasised that change communication that is not managed properly may result in rumours, grapevine gossip, resistance to change, the overstatement of negative features of change and eventually a crisis. Wolfe (2004:11)

stated that the manner in which the organisation handles its communication forms a big part of the organisation's culture, a fact that can become even more apparent in times of change. Wolfe (2004:11) further argued that the manner in which change communication is handled can strongly impact on the future of the organisation, employee commitment and the well-being.

Bordia, Hunt, Paulsen, Tourish, and DiFonzo (2004:346) stated that change communication that is poorly managed may result in widespread rumours. Stanley, Meyer and Topolnytsky (2005:439) added that poorly managed change communication also leads to increased cynicism and resistance to change. According to Harrison (2009:2), there are many experiences that show that, directly or indirectly, people-related issues are the main reason why takeovers fail, and communication is central to the people issues. Furthermore, Harrison (2009:2) mentioned that for mergers and acquisitions to be successful organisations need to have good change communication in place.

Wolfe (2004:17) also stated that the manner in which the organisation handles its communication plays a big role in shaping employees' perceptions of the organisation's current situation and the future consequences. Morris and Steers (1980:56) argued that "effective two-way communication, participation in decision-making and control over work processes are instrumental to the cultivation of higher levels of commitment in organisations". If there is not enough communication employees will have perceptions about the process and that can result in a decline in organisational commitment and job satisfaction amongst some employees (Schweiger & DiNisi, 1991:110). Eby, McManus, Simon and Russel (2000:14-15) stated that communication and better understanding of the environment should play a central role in the management of programmes of planned organisational change, as it is argued that environment shapes employees' perceptions of the change process itself.

Muchinsky (1977:316-340) and Earley (1986:461) found that there is a significant relationship between trust and the effectiveness and quality of organisational communication. Whitener, Brodt, Korsgaard and Werner (1998:513) came up with a three part definition of trust and they stated that first, it reflects "an expectation or belief that another person or party will act generously. Second, it involves willingness to assume the risk that the other person or party may not fulfil that expectation and lastly, it involves dependency on another person or party". On the other hand, Robinson (1996:576) defined trust as an attitude an individual has (as a trustor) to another individual or organisation (trustee). This attitude results from the "trustor's perceptions, beliefs, and attributions about the trustee, based on the trustor's observation of the trustee's behaviour" (Robinson, 1996:576). Behavioural consistency, behavioural integrity, sharing and delegation of control,

communication and demonstration of concern have been identified as the characteristics of managerial trust by Whitener *et al.* (1998:513).

O'Reilly and Robert (1974: 253-265) have proven that "employees have deeply rooted perceptions of their managers' or superiors' reliability and accuracy of information." It is also well established through research that organisational change such as restructuring may create job insecurity and threats to employees' self-esteem and happiness and even wellbeing (Terry, Carey & Callan, 2001:267). Transparency and communication of the process are both essential during the organisational change to avoid perceptions and any suspicion of a hidden agenda. It is also important to ensure unbiased and transparent selection processes, (for example for laying-off, early retirement, and relocation during organisational change to maintain trust in the organisation.

2.6.2 Rationale for change

Resistance to change occurs because change represents the unknown, and as a result people fear change because they usually do not want to let go of the "familiar, safe, routine ways of conducting their business in favour of unknown and possibly unsafe territory". According to Bovey and Hede (2001: 534-548), research also reveals that a move from the old and known organisational structure to a new structure which is unknown may cause resistance to change. Coch and French (1948: 512-548) are in agreement with Bovey and Hede (2001:534-548) and stated that organisational change challenges the way things are done, and then causes feelings of anxiety and insecurity. Parish, Cadwallader and Busch (2008:45) recommended that managers must illustrate to employees how change implementations relate to the bigger picture or overall vision and direction for the organisation in order to get employees' commitment to change.

2.6.3 Commitment to change

Even though there are always positive reasons to implement change (for example, introduction of new technology), according to Armenakis and Bedeian (1999:304), employees' first response to change is negative and that negative response is accompanied by resistance to the proposed change. Employees respond negatively to change, as stated by Armenakis and Bedeian (1999:304), as change brings fear, stress and uncertainty for employees). The leader's/manager's behaviour is important during organisational change, because leaders must provide a vision of the change; they must give direct support to employees and model appropriate behaviour. These actions assist in building stability during change and improve employees' commitment to change (Schweiger, Ivancevich & Power, 1987:134).

Morrison (1994:14) stated that employees only learn whether the organisation's leadership is committed to change and they transfer or demonstrate this commitment through their actions. Commitment to change is best described as a state of mind that ties a person to a particular course of action, (Parish *et al.*, 2008:34). Herscovitch and Meyer (2002: 475) defined employees' commitment to change as "a mindset that binds an individual to a course of action deemed necessary for the successful implementation of a change initiative", and they argued that this mindset can reflect the following:

a.   continuous commitment to the change – is the "desire to support the change based on the perceived cost of leaving" (Herscovitch and Meyer, 2002: 475);
b.   affective commitment to the change (the desire to remain) – recognition that there are costs associated with failure to provide support for the change; and
c.   normative commitment to the change is a perceived obligation to remain.

Commitment to change is an action commitment, and unlike other forms of work, commitment that is directed at relatively static entities such as teams or the organisation and commitment to change usually reflect an employee's level of connection to the implementation of new work procedures, programmes, and technology, all of which are dynamic processes (Neubert & Wu, 2006) cited in Jaros (2010:79). Conner (1992:147) suggested that commitment to change reflects internalisation of a change programme, the result of a process which begins with awareness and acceptance of the need for the change initiative.

Jaros (2010:79) argued that markets are continually becoming more international, de-regulated and competitive, and many organisations need to move with change and do what is called strategic adaptability which is frequently interpreted as "the implementation of new goals and change initiatives".. Because of the changes that are stated above, commitment to change initiatives are now more significant for managers and employees (Armenakis & Harris, 2009:132). Jaros (2010:81) further stated that "commitment to change reflects a state in which employees are made aware of a change, have the skills needed to implement it, are empowered to implement it, are motivated to do so by adequate rewards, and share the vision exemplified by the change". Managers who are able to encourage employees to commit to the organisation's new objectives, programmes and strategies may be in a better position to successfully implement these objectives, programmes and strategies in the organisation (Kotter, 1995:59) cited in Jaros (2010:79).

According to Meyer and Allen (1997) cited in Jaros (2007:1), commitment to change is a very important component of successfully implementing change in an organisation and commitment to change is influenced by organisational commitment. This can be comprised of the following three components:

- **Affective commitment to change**
  Affective commitment to change is defined as the sentimental bond that an employee has toward the organisation, characterised by being identified and involved with the organisation as well as the enjoyment of being a member of the organisation (Allen & Meyer, 1990:1). Meyer and Allen (1991:67) also defined affective commitment as "the employee's emotional attachment to, identification with, and involvement in the organisation". They stated that employees remain with an organisation because they want to be part of it. Employees who are affectively committed to an organisation are more likely to exhibit constructive behaviour such as better work performance (Nystrom, 1993: 43–49), and more positive attitudes towards change initiatives. Meyer and Herscovitch (2002:475) further argued "that employees with strong affective commitment are willing to go the extra mile to ensure the success of a change initiative". Therefore, in order to successfully implement major changes in the organisation, it is important for employees to have high levels of affective commitment to change (Meyer, Allen & Topolnytsky, 1998:373).

- **Normative commitment to change**
  Normative commitment to change is a sense of obligation to be supportive of the organisation's plans for change, or commitment which "reflects a feeling of obligation to continue employment" (Meyer & Allen 1991: 67).

- **Continuance commitment to change**
  According to Meyer and Allen (1991: 67), continuance commitment "refers to an awareness of the costs associated with leaving the organisation.

Parish *et al*. (2008:37) suggested that some of the most important steps an organisation can take to improve employee commitment to change include the following:

a)   Making efforts to help employees understand the relationship of the change initiatives with the overall success of the organisation.

b)   Maintaining strong relationships between employees and management that make employees feel more close to management, and they therefore feel more obliged to support change initiatives.

c)   Motivating employees in anticipation of change initiatives should be done as part of an execution plan.

2.7. Psychological contract

Having looked at the previous sections, it is important to focus on why people stay in an organisation. People have what is called a psychological contract with their employer. One has to ask why this psychological contract is important to the company and an employee. First it is necessary to define what the psychological contract is.

There are several definitions of psychological contract provided by the literature. For the purpose of this study the following definitions are highlighted:

Psychological contract is defined by Theissen (2004:1) as a set of unwritten and unsaid mutual expectations, principles or perceptions that exist between the employee and the organisation. DeMeuse and Tornow's (1990:205) definition also states that "psychological contract is an emotional bond between employer and employee". DeMeuse and Tornow (1990:205) further stated that psychological contract is unspoken and therefore informal or not legally binding, and lastly DeMeuse and Tornow (1990:205) stated that this type of contract consists of shared duties and expectations; and that compliance motivation reflects the degree of shared belief and trust between the parties.

On the other hand, Sims (1994: 373-382) cited in Maguire (2003:3) defined the psychological contract as expectations an employee has of the organisation; it is what the employee expects to give to and receive from the organisation during his or her time of employment. Rousseau and Greller (1994: 385) defined the psychological contract as "An individual's system of belief, shaped by the organisation, regarding terms of an exchange agreement between him/her and the organisation". Lastly Newell and Dopson (1996:4) defined psychological contract slightly differently from the mentioned authors and stated that psychological contract is what is not on the employment contract but what an employee is willing to give by way of effort in exchange for something that the employee values from his or her employer, such as job security, remuneration and benefits or continuing professional development.

From the abovementioned definitions one can conclude that psychological contract institutes a give-and-take contract that the employer and employee enter into (even though unspoken). In this unwritten or unspoken contract each of them is obliged to give something in return for something received; and as such this contract is basically a give-and-take relationship (Sharpe, 2002:3).

Maguire (2003:3) stated that "The mutual theme underlying these definitions is that the psychological contract refers to an employee's unexpressed beliefs, expectations, promises and responsibilities with respect to what constitutes a fair exchange within the boundaries of the employment relationship". According to Denisi and Griffin (2005:492), these expectations go beyond details of the load of work that will be done by the employee and how much the employee will be paid, but also include issues relating to rights, benefits, and duties between employee and the employer. Schein (1965) cited in Joshy (2010:276) used a good example and stated that "an employee may expect the company not to fire him after he has worked for a certain number of years and the company may expect that the worker will not run down the company's public image or give away company secrets to competitors".

It is important to clarify that psychological contract is different from legal contracts in terms of the procedures that are followed when there is a breach of contract. In a legal contract when there is a breach of contract the aggrieved party is allowed to seek enforcement in court. According to Spindler (1994), a breach of a psychological contract is different because it does not offer such remedy, and the aggrieved party may just decide not to contribute or may withdraw from the relationship. Maguire (2003:7-8) explained that a psychological contract arises or is formed before the actual appointment of the employee; it arises during negotiation and it advances during the early stages of the employment period. Maguire (2003:7-8) further stated that prospective employees and agents of the organisation enter the employment relationship with expectations about the possible relationship. These expectations are mostly unsaid and they may be value-based and/or social, and will have an influence on the formation of the psychological contract.

According to Robinson, Cant & Cooley (1994:137), "contracts represent an essential feature of organisational life, serving to bind individuals and organisations together and to regulate their behaviour". Shore and Tetrick (1994:93-94), on the other hand, stated that the psychological contract has got the following functions:

- "Reduction of insecurity: because not all possible aspects of the employment relationship can be addressed in a formal, written contract, the psychological contract fills the gaps in the relationship.

- Psychological contract shapes employee behaviour. An employee weighs his or her obligations towards the organisation against the obligations of the organisation towards them as an employee and adjusts behaviour on the basis of critical outcomes".

- Lastly, the psychological contract makes an employee feel that can influence what happens to them in the organisation because they are party to the contract, agreeing to contract conditions, and also because they are able to decide if they will carry out their obligations or not.

Based on the abovementioned functions of psychological contract, one can conclude that employers should take the necessary steps to avoid violation of psychological contract during a change process. According to Turnley and Feldman (1998:77), violation of the psychological contract may cause employees to leave the organisation; may also cause an increased neglect of in-role job duties; and lastly it may cause unwillingness in employees to defend the organisation against external threats.

Anderson and Schalk (1998: 640) added that "(a)n employee weighs his or her obligations towards the organisation against the obligations of the organisation towards them as an employee and adjusts behaviour on the basis of critical outcomes". For instance, if employees are under the impression that the organisation is treating them fairly, respects their determination and hard work and rewards them accordingly, they will feel obliged to respond by devoting themselves to their work and avoid doing any harm to the organisation (Gouldner, 1960:170). Guest, Conway, Briner and Dickman (1996:6) proposed that the strong point of the psychological contract is reliant on how far the employee trusts that the organisation is fulfilling its perceived commitments further than what is on the employment contract.

Any change in organisational structure affects the employees' psychological contract (Theissen, 2004:1) and organisational change also puts much pressure on the employees' psychological contract. Morrison (1994:3) explained that change disturbs how people perceive job stability and job security and change instability can therefore cause people to feel insecure and in danger. Robinson (1996:576) stated that during organisational change, psychological contracts play a vital role in employment relationships and as a result of the change process, the nature of the relationship between the individual employee and the organisation will also change (Anderson & Schalk, 1998: 637-647). Employment contract terms are frequently managed, negotiated and changed in order to

fit changes into an organisation's circumstances. In order for management to understand and manage organisational change, the manager must first have an understanding and be able to manage key drivers within the psychological contract. These drivers can differ from situation to situation and they include the "nature of change, and other factors impacting on the psychological contract" (http://www.businessballs.com/aboutus.htm).

To manage change more effectively, managers must understand what effect the change will have on employees and must also understand employees' feelings about change. Where a manager's behaviour is considerate or sensitive to how employees feel, the change process becomes much easier. Alternatively, where a manager forces change on employees without any sensitivity and without proper consideration of the psychological contract, problems usually arise (http://www.businessballs.com/aboutus.htm).

According to Morrison (1994:13), the psychological contract relates to change in three ways:

1. Psychological contract is dynamic, meaning that it changes according to the needs of both parties. Sharpe (2002:3) stated that once psychological contracts are formed they do not remain passive or dormant as they are continually developing or changing through organisational experience. Cooper and Rousseau (1995:356-360) explained that psychological contract can change without any formal action to alter its terms. Contract changes are internal changes that naturally take place over time, and these changes are part of the development process, individual growth, ageing and the duration of a contract.

2. Change alters the contract. Existing literature suggests that psychological contract content alters due to changes taking place at the organisation (Bellou, 2007: 68-88). To explain this further, Weber and Weber (2001:292) suggested that even planned organisational changes do impact on how employees perceive their employment relationship. According to Baruch and Hind (1999), during organisational restructuring the existing psychological contract is disrupted and a new psychological contract is formed. Coyle-Shapiro and Kessler (2000:11) also stated that in cases of major organisational changes the content of promises given by both parties becomes unclear and hence psychological contract transformation cannot be avoided. Inkson, Heising and Rousseau (2001: 260), agree with Coyle-Shapiro and Kessler (2000:1) and stated that "organisational restructuring is followed by psychological contract restructuring". Lastly, Cartwright and Cooper (1992, 1994) suggested that in the event of a merger, the organisation involved in the initial contract formation ceases to exist. The replacement of one of the parties involved, and the merged or the acquired organisation now entail the contract transformation.

3. According to Morrison (1994:13), there are certain expectations about change which are not spoken about. Morrison (1994:14) explained that these shared attitudes amongst employees about change which is not spoken about, relate to whether it is something that is possibly useful or something that is possibly harmful. When employees see change as an affliction, there will be growing expectations that it is something done to someone by people in power. When employees see change as something that is needed and useful, it becomes an opportunity to develop their competence. Lastly, Morrison (1994:14) suggested that managers need to work on bringing into the open employees' unsaid expectations because by doing so the employees can be transformed.

Sharpe (2002:3) stated that psychological contracts do not remain passive but continuously change, and that it is evident that changes taking place in the organisation alter the psychological contract (Bellou, 2007: 68-88). From the previously mentioned information it is evident that it is important for an organisation to consider the impact on psychological contract when implementing change. Therefore it is obvious that it will be important for the institution in question to investigate the impact of the change on employees' psychological contract.

2.8. Resistance to change

When people experience any form of change, real or perceived, they may do so in different ways, but more often than not they show resistance to change. Change is also defined by Alvin Zander (1950:9) as a reaction to defend an individual from the effects of "real or imagined change". On the other hand, Zaltman and Duncan (1977) cited ni Kirkman, Jones and Shapiro (2000:76) defined resistance to change as any behaviour that is intentionally or unintentionally trying to uphold the known status in the face of pressure to alter the known status. On the other hand, Folger and Skarlicki (1999: 36) view resistance to change as a conduct that intends to "challenge, damage, or invert prevailing assumptions, discourses, and power relations".

Most people do not like change and they are scared of change; they fear that they will lose control of the known status and they will be faced with an unknown territory and with an uncertain future (Christian & Stadtländer, 2006:19). Hence, Duck (1993:109) stated that a change process is very personal and affects people's emotions. It is therefore understandable that humans fear change; but without any change, organisations and people will not grow or develop further and will risk becoming outdated.

Kyle (1993:34-42) stated that organisational change causes individuals to experience a response process. This reaction process was described by Scott and Jaffe (1988:25-26) as consisting of four phases, namely: initial "denial, resistance, gradual exploration and eventual commitment". Kotter and Schlesinger (1979: 106-114) argued that organisational change often meets some form of human resistance, and Carnall (1986) cited in Bovey and Hede (2001:534) stated that individuals experience change in different ways and they react to change differently. Scott and Jaffe (1988:26) stated that there are people who move through the change process rather quickly, whereas there are people who may be stuck or experience several transitions.

Bovey and Hede (2001:536) stated that when employees show signs of resistance it is important to differentiate between the symptoms and the causes behind the symptoms. Levine (1997:165) and Steier (1989:28) stated that management has a tendency to neglect and overlook human aspects when they are implementing change. It is important for leaders of change to constructively balance human or employee needs with those of the organisation. Because organisations are made of people (Spiker & Lesser, 1995:17), organisational change also results in personal or individual change (Band 1995:21).

One can argue that the majority of organisations when implementing change, focus on a technical perspective and they do not recognise or understand how the human aspect of change can influence the success or failure of the planned change (Arendt, Landis & Meister, 1995B). Organisations can avoid individual resistance by adopting a technical approach when planning and implementing change as indicated above. In principle, according to Nord and Jermier (1994: 396-409), resistance to change turns into something to be resisted rather than something to be managed. "To realise intended changes organisations must rely on the cooperation of their employees" (Porras & Robertson, 1992:724). Armenakis *et al.* (1993: 681) emphasised that employees' reactions to change are regarded as one of the critical success factors of change.

Dent and Goldberg (1999:25-45) argued that current rationale about change management stresses that the characteristics of a change process play an important role in the employees' acceptance of change. Bordia *et al.* (2004:353) stated that providing employees with accurate information on time and involving employees in planning and implementing change can alleviate employees' resistance to change. Adding to the above, Bolman and Deal (2008:379) defined four frames of barriers to change. The first one is the human resource frame — barriers to change in the human resource frame include nervousness, insecurity, and feelings of neediness; the structural frame barriers consist of "loss of clarity and stability, confusion, and chaos" (Bolman & Deal, 2008:379); in the third

frame which is a political frame, barriers of change include disempowerment, and conflict between winners and losers; and in the last frame which is the symbolic frame, barriers include loss of sense and determination, and holding on to the past.

Even though many factors could cause planned organisational change to fail, very few are as important as employees' reaction to change. Resistance to change has been identified as part of the change process and thus it is unlikely to be avoided (Lewin, 1951: 1–29). Myers and Robbins (1991:9) stated that resistance is a natural and normal response to change because change often involves going from the known to the unknown.

It is important to note that employee resistance to change consists of three dimensions, namely emotional (affective), cognitive and intentional (behavioural) resistance (Piderit, 2000) cited in (Chung *et* al., 2012:738). Waddell and Sohal (1998:543) as well as Maurer (1996:56) all stressed that the reasons for the failure of change in many large-scale corporates can be traced directly to employee resistance to change. Resistance to change can also result in costs and delays in the change process that are not easy to anticipate and estimate (Ansoff, 1990:416), but Lorenzo (2000: 319-325) stated that these are the costs that must be taken into consideration. Miller, Johnson, and Gray (1994:59), stated that employee resistance to change can be one of the obstacles in the change process. Bordia *et al.* (2004: 353) added that it has been associated with negative outcomes such as decreased satisfaction, productivity and psychological well-being that led to theft, absenteeism and turnover.

Managers often perceive resistance to change negatively, and employees who resist change are seen as rebellious and as problems that the organisation must overcome in order to realise the new goals. Schein (1988:243) also stated that "resistance is often viewed by managers as the enemy of change, the foe which must be overcome if a change effort is to be successful". According to Waddell and Sohal (1998:543), the increasing body of research suggests that overcoming resistance is restricted.

Employee resistance to change may sometimes be a positive aspect and constructive in the change process. Waddell and Sohal (1998: 543 - 548) stated that resistance may not always be a negative aspect, but can also be constructive for the change process. Singh, Saeed and Bertsch (2012:69) also affirmed that in some cases employee resistance may play a positive and useful role during organisational change. Signh *et al.*, (2012:69) further explained that "perceptive debate, criticism, or disagreement" do not always mean that employees are negatively resisting change; it may be that their intention is to understand the proposed change as well as to provide additional options and

solutions. De Jager (2001:25) stated that it is wrong to assume that employees that question the need for change in the organisation have an attitude problem, not only because it discounts past achievements, but also because it makes people indiscriminate and ill-advised about change.

According to Caldwell and Clapham (2003:1) trust is a vital component of effective and satisfactory relationships among employees and a critical element for an organisation's success. Dirks and Ferrin (2001: 450-451) supported this and stated that research has established the effects of trust in a variety of employee behaviours including organisational citizenship behaviour and performance. Employees may separate themselves from the change and react with anxiety and resistance if they have little or no confidence in persons who are responsible for the change process (Kotter, 1995:59). Li (2005:78) also emphasised that it is important for employees to have confidence in management's "reliability and integrity, and need to accept management's vision for change efforts to succeed".

In conclusion, Evans (1994:10) emphasised that for organisational change to succeed it is necessary for the people to first change themselves. Research has proven that involving employees in the planning and implementation of change improves the chances of change acceptance (Coch & French, 1948: 512-548). Armenakis *et al.* (1993:681) stated that employee involvement in the planning and implementation of change offers benefits, such as "employee understanding of the circumstances that make change necessary, a sense of ownership and control over the change process and increased readiness for change".

2.9. Chapter summary

As indicated by Clarke and Hermens (2001:256), education is poised to become one of the largest sectors in the world economy and as such it is increasingly subject to pressures from change. This study aimed to analyse the perception of the effectiveness of a change management process mid merger and also review the impact that the change management process had on the affected employees.

The literature highlighted that mergers and restructuring happen to be some of the most change hungry processes any company can experience. Furthermore, literature also revealed that change is a source of uncertainty, frustration, alienation, anxiety, and feeling threatened, and that it affects employees' psychological contract. It has also emerged that when implementing change it is very important to take into consideration the human aspect of change because any change in

organisational structure shakes the employees' psychological contract. Lastly, the literature highlights the importance of communication and transparency during the change process.

The following chapter elaborates on the research methodology that was employed when conducting this study.

CHAPTER THREE:
RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter focuses on discussing the research methodology used in this research project. The selected research methodology for this project enabled the researcher to gather information from the institution in question, and to draw conclusions on how the change management process has been implemented during the restructuring and consolidation of the Faculty of Business and Management Sciences within the selected university of technology. Secondly, the methodology assisted the researcher to understand how the change management impacted the psychological contract of people during the period of 2008-2014. It is hoped that the information gained from the research participants in the study will identify areas of improvement opportunities for policy makers, researchers, students and scholars of business administration, and for this input to be considered by organisations when implementing change.

It is important to understand the meaning of research design before discussing the concept of research methodology. According to Burns and Grove (2003:195), research design is "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". Mouton and Marais (1993:32) also defined research design as a plan or blueprint of how the research is to be conducted. On the other hand, Babbie and Mouton (2009: 74-75) explained the distinction between research design and research methodology by stating that "research design is a plan of how the researcher intends to conduct the research, while research methodology consists of the systematic, methodological, and accurate execution of that plan".

Various research methodologies are available to conduct a study of this nature. These research methodologies include qualitative, quantitative and mixed methods. Fouche` and Delport (2002:79) confirmed that "there are two well-known and recognised approaches to research, namely the qualitative paradigm and the quantitative paradigm". The difference between the qualitative and quantitative is discussed in the next section.

3.2. Qualitative *versus* quantitative research approach

The difference between qualitative and quantitative research is a methodological matter. Patton (1990) sited in Hoepfl (1997:1) stated that researchers have been debating the relative value of

qualitative and quantitative inquiry. Bryman (1988:155) stated that the decision to choose a particular research method should be based on the research method's suitability to answer the research question. There are different aspects that need to be considered when a researcher decides to use a qualitative research methodology. According to Strauss and Corbin (1990:17), qualitative research methods can be utilised when a researcher wants to have a better understanding of any phenomenon about which little is yet known. Qualitative research methods can also be used to have different standpoints on things about which "much is already known, or to gain more in-depth information that may be difficult to convey quantitatively" (Hoepfl, 1997:2).

For the purpose of the present study the researcher used a qualitative approach for data collection and analysis.

3.3. Qualitative methodology

For the purpose of this study a qualitative approach in a form of interviews was more appropriate in reviewing the processes that were followed during restructuring to implement change management, and to explore and describe the perceptions of staff that were directly or indirectly affected in the organisation. This approach was more appropriate for this study because the content is sensitive and is also of an exploratory nature. Burns and Grove (2003:19) confirmed this as they described the qualitative approach as "a systematic subjective approach used to describe life experiences and situations to give them meaning".

Qualitative research is also defined by McMillan and Schumacher (1993: 479) as "primarily an inductive process of organising data into categories and identifying patterns (relationships) among categories". Strauss and Corbin (1990: 17) defined qualitative research as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification". These definitions imply that data and meaning emerge organically from the research context.

Creswell (2002:58) referred to qualitative research as an "inquiry approach useful for exploring and understanding a central phenomenon and state that to learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyses the information for description and themes. From this data, the researcher interprets the meaning of the information drawing on personal reflections and past research. The structure of the final report is flexible, and it displays the researcher's biases and thoughts" (Creswell, 2002: 58).

3.4. Administration

The data collection process was handled by the researcher.

3.5. Data collection process

In order to draw conclusions of the perceptions of the effectiveness of change the management process, how it impacted the psychological contract of people and to identify improvement opportunities, the researcher selected the data gathering process as represented in Figure 3.1 below.
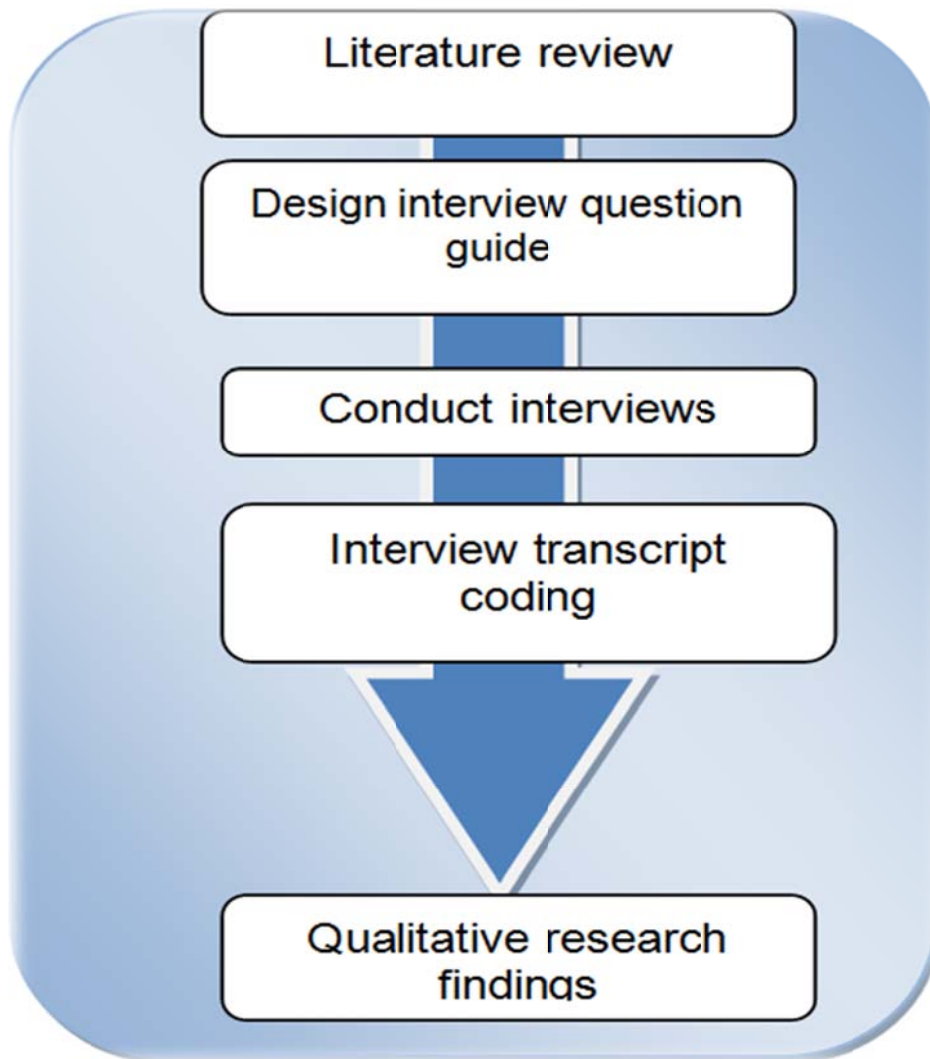
Figure 3.1: Process flow design for this research

The research methodology included a literature search for this study; the literature review was conducted to gain insight into the theoretical knowledge related to the impact of mergers,

organisational change, change management, and employees' perceptions of organisational change. The purpose of this study, as previously stated, was therefore to analyse the perception of the effectiveness of a change management process mid merger, and how it impacted the on the psychological contract of people, and to identify improvement opportunities.

Hoepfl (1997:52) stated that the two predominant forms of data collection that are normally aligned with qualitative inquiry are interviews and observation. Berg (2001:3) on the other hand stated that "qualitative research includes methodologies such as participant observation, interviews, observation of experimental natural settings, photographic techniques, historical analysis, document and textual analysis, sociometry, social drama and similar ethnographical experimentation, ethnographic research, and a number of unobtrusive techniques". In this study, face-to-face interviews were used as a method of collecting data. Greenfield (1996:169) stated that interviews are mainly used to find out what is on a person's mind. Interviews are conducted in order to discover things that one cannot observe but only get from the interviewees. Ferreira, Lorenzetti, Bristow & Poole (1988:698) stressed that interviewing is the most important data collection instrument. The researcher used interviews because according to Gill (2008: 292) interviews are predominantly used to explore topics that are more delicate, where participants may not be comfortable sharing some information in an environment that is not private.

3.5.1 Three major categories of research interviews

Fontana and Frey (1994:361) stated that "based on the degree of structuring, interviews can be divided" as follows:

- Structured interviews,
- Unstructured interviews, and
- Semi-structured interviews.

3.5.1.1 Structured interviews

Structured interviews are interviews that have a set of prepared questions that are in a particular order and that are also asked in that particular order at all interviews. Lincoln and Guba (1985: 269) stated that an interviewer or researcher can make use of structured interviews when they are aware of what they do not know and can then formulate suitable questions to find it out.

3.5.1.2 Unstructured interviews

There are different definitions of an unstructured interview in the literature. Minichiello, Aroni, Timewell & Alexander (1990:89) defined them as interviews in which neither the question nor the answer categories are predetermined. Instead, they rely on social interaction between the researcher and the informant. Unstructured interviews are defined by Lincoln and Guba (1985: 269) as "the mode of choice when the interviewer does not know what he or she doesn't know and must therefore rely on the respondent to tell him or her". Patton (2002) defined an unstructured interview as an interpretation of the interviewee's observation and understanding, because participants always provide information based on their on-going observation.

3.5.1.3 Semi-structured interviews

Clifford, French & Valentine (2010:103) define a semi-structure interview as a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions. Clifford *et al.* (2010:103) further stated that although the interviewer prepares a list of predetermined questions, semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important. Semi-structured interviews are similar to focus group in that they are conversational and informal in tone. Both allow for an open response in the participant's own words, in contrast to a "yes or no" type answer.

Some of the benefits of semi-structured interviews:

- Interview questions can be prepared before the time so that the interviewer is well prepared for the interview.
- Semi-structured interviews make it easy for interviewees to express their views in their own terms.
- Semi-structured interviews mostly provide reliable, comparable qualitative data (http://www.qualres.org/HomeSemi3629.htm).
- Semi-structured interviews are "well suited for the exploration of the perceptions and opinions of respondents regarding complex and sometimes sensitive issues, and these interviews enable probing for more information and clarification of answers" (Barribal & While 1994:330).

The varied professional, educational and personal histories of the sample group preclude the use of a standardised interview schedule for this study.

Considering the abovementioned advantages of semi-structured interviews, for the purpose of the current study the researcher used semi-structured interviews as a method of data collection. A list of questions or issues to be discussed was prepared prior to the interviews. Semi-structured interviewing gave the interviewer/researcher room for probing for clarification and further discussion of important and relevant issues that arose during the interviews.

3.6. Sampling

According to Marshall (1996:522), deciding on a study sample is one of the main steps in conducting any research project because it is rarely viable, effective or even proper to study the whole population. According to Goddart and Melville (2001:36), research population is any group that is the subject of a research study. Onwuegbuzie and Collins (2007:288) stated that too large sample sizes in qualitative research should be avoided because they can cause problems for extracting thick and rich data. However, Sandelowski (1995: 301-323) stated that a sample size should not be so limited because that can lead to difficulties in achieving data saturation and theoretical saturation, or informational redundancy (Strauss and Corbin, 1990:4)

According to Patton (1990: 182-183), all different forms of sampling in qualitative research may be referred to or included under a general term that is called "purposeful sampling". Patton (1990: 182-183) further listed 15 different strategies for purposeful sampling and one of them is purposeful random sampling. Patton (1990: 182-183) defined purposeful random sampling as a procedure of classifying a population of interest and developing a methodical way of selecting cases that are not based on advanced knowledge of how the outcomes would appear. Furthermore, Patton (1990: 182-183) stated that the reason for using purposeful random sampling is to increase credibility, not to foster representativeness. On the other hand, random selection according to Goddart and Melville (2001:36) is the basic principle that one can use when trying to avoid bias in a sample and they further stated that the random selection of the sample must make sure that all the members of the research population have an equal chance of being selected.

For the purpose of this study, purposeful random sampling was used to select full-time academic and non-academic staff members, from all campuses, that have been working for the institution before and after the merger. Currently there is a total 412 staff members in the Faculty of Business and Management Sciences and 133 of those staff members were involved in the merger process (i.e. they were employed prior to the merger).

Staff members were contacted by email and telephone. Both in the email and on telephone, the researcher requested respondents to indicate their willingness to participate in this study. A total of

32 face-to-face interviews were conducted with academic and non-academic staff members of the Faculty of Business and Management Sciences that were employed prior to the merger.

3.7. Data analysis

Bogdan and Biklen (1982:145) stated that a qualitative data analysis is a process of "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others". In the current study, after completing the data collection through interviews, data was processed and results were analysed using the thematic content analysis method.

3.8. Ethical considerations

According to Strydom (2002:63) there are several ethical issues that must be taken into consideration while conducting an empirical study. These issues are as follows:

3.8.1 Avoidance of harm

According to Strydom (2002:58) "subjects can be harmed either in a physical or emotional manner and that in the social sciences one should expect harm to respondents to take the form of emotional harm".

3.8.2 Informed consent

Babbie (2005:64) defined informed consent as a "norm in which subjects base their voluntary participation in research projects on a full understanding of the possible risks involved". The researcher of the current study is an employee of the selected university of technology which was the locus of the research project institution and therefore she directly observed the process of implementing change management. Informed consent forms were designed by the researcher and given to interviewees to sign in order to obtain their consent. In this way informed consent was obtained from interviewees before all the interviews, focusing on confidentiality and protection against victimisation. Interviewees were given a fair, clear explanation of how information that they provided would be handled.

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3.8.3 Publication of the findings

According to Strydom (2002:71) "the findings of the study must be introduced to the reading public in written form otherwise even a highly scientific investigation will mean very little and will not be viewed as research". Findings of this study have been published in an accredited peer reviewed journal. Secondly, this dissertation has been submitted in electronic and hardbound copies to the library of the university for use as reference by students, policy makers and practitioners of change management and mergers and acquisitions. It is expected that papers will be read in international and national conferences so as to publish the findings wider.

3.9. Chapter summary

This chapter has described the research methodology used for the research and the implementation thereof. The researcher described the sampling and methodology that were used in conducting this study. In Chapter Four the researcher presents the research results, interpretation and findings of the study.

CHAPTER FOUR:
RESEARCH RESULTS, INTERPRETATION AND FINDINGS

4.1. Introduction

In the previous chapter the researcher explored the research methodology followed to conduct this study. Greenfield (1996:3) argued that there are various stages that exist between gathering data and analysing data. In this chapter the researcher analyses and provides meaningful interpretation to the volumes of data that were collected in terms the restructuring that took place at the institution in question.

The data was collected through semi-structured interviews taking into consideration the seven stage interview process, as described by Kvale (1996: 88, cited in Babbie & Mouton, 2001: 290) which includes:

1   "Thematizing: clarifying the purpose of the interviews and the concepts to be explored.
2.   Design: laying out the process through which the purpose will be accomplished, including a consideration of the ethical dimension.
3.   Interviewing: conducting the actual interviews.
4.   Transcribing: writing a text of the interviews.
5.   Analysing: determining the meaning of gathered materials in relation to the purpose of the study.
6   Verifying: checking the reliability and validity of the material.
7.   Reporting: telling others what has been learnt".

By utilising the abovementioned process, the researcher was able to follow a logical thought through process in interpreting and presenting the data under review.

4.2. Data analysis

After completing the data collection, data was processed in response to the problem posed in Chapter One and results were analysed using the thematic content analysis method. The researcher began the analysis by identifying themes emerging from the raw data; this process is referred to as 'coding' (Strauss & Corbin, 1990: 4). Ezzy (2000: 121) defined this method of data analysis as the analysing data by organising it into categories on the basis of themes, concepts or alike features.

The researcher has used numbers to indicate each respondent, e.g. R1 represents respondent 1, to facilitate tracking of respondents' responses. By doing this, themes and thoughts that belong together could be organised together. In doing so, the researcher could start doing pager analysis to make deductions of information shared with her.

To enable the researcher to analyse this complex topic, the research questions were clustered into themes. These themes are:

- The manner in which the restructuring process was managed
- Transparency and communication during the restructuring process transparent
- Employee understanding and the reason behind the restructuring process
- Employee acceptance of the restructuring
- Consultation with staff and other stakeholders before and during the restructuring process
- The impact of restructuring process had on an employee's psychological contract

The responses to these themes are include in tables 4.1 to 4.13. These themes are then analysed through the response of the various respondents. For research purposes and anonymity, each respondent was given a number, indicated as R 1 for respondent 1 R12 for respondent 12 etc. Each respondent kept his or her specific number throughout the research. For ease of reference and understanding, a summary of each theme is given at the end of each table

Q1.   How was the restructuring introduced to you and what was your initial perception of restructuring?

All the interviews were started with the same opening question; interviewees were asked how they first heard about the restructuring and were also asked to share their initial perception of the restructuring. The aim of this question was to refresh the interviewees' minds of the restructuring and also to get their general feeling about the topic.

This question was an open-ended question and three categories emerged from this question. The fourth category consists of interviewees who could not (recall their initial perception of restructuring) remember or who did not answer the question.

THEME:1	SCEPTICISM AND INSECURITY
RESPONDENT	RESPONSE
R 1	"My own perception is that from both campuses there was reluctance because we did not know what will be the turn out we were scared that people will lose their jobs".
R 2	"The announcement was made in a faculty meeting and my perception was that people will lose their jobs because of duplication of posts so there was a lot of insecurity".
R 5	"Restructuring was done not always with care, not enough information was given to the man on the floor, and my experience there was a lot of scepticism".
R 10	"my initial perception – I had serious concerns about it for simple reasons like we were two institutions with two different cultures".
R 13	"What comes to mind to me it was a top-down instruction we didn't have much say on it, I was not in favour of that maybe I was on my comfort zone".
R 16	"It was introduced in a meeting and my thoughts were that there will be job loses".
R 18	"I just receive notification via e-mail so I heard it like that, I was worried about what was my job going to be will I continue doing the same job or I will be sent somewhere else".
R 21	"Via e-mail and I knew there will be a lot of changes and I was scared of the unknown".
R 27	"I heard about it from the corridors, and I was scared of losing my job".
R 30	"I heard it via grapevine, we were unsure and worried about how the process was going to affect us and our conditions of employment".
R 31	"I knew that restructuring was going to happen due to merger, I was uncertain and other staff members were also worried about their jobs".
THEME:2	NOT CONCERNED/NOT INTERESTED
R3	"There were mixed messages about the merger".
R4	"We were told about the restructuring by the dean of the faculty".
R 6	"The associate dean introduced us; my perception was that they just want the entire Faculty of Business and Management Sciences to be in one campus".
R8	"The dean informed staff members about the merging of the faculties".
R9	We were informed by a Union, after the merger our unit was informed that we will have to be integrated to the Business and Management Sciences".
R12	"It was introduced in a meeting and at the time it was vague and looked far from me".
R19	My initial perception was that lets do and see".
R22	"HR Manager at that time called a meeting to inform us, and I felt it's nothing that will affect me much so I was not worried".
R23	"I can't remember, I just took it as it came because we were at the satellite campus".
R24	"I cannot remember how I heard about it and what I thought of it".
R32	"We were not informed formally and I was "okay" with the restructuring I didn't feel threatened".

THEME:3	POSITIVE ABOUT THE RESTRUCTURING
R 11	"Initially people in general were apprehensive because we were not willing to merge with another Technikon, as a department (note as a faculty) we embraced the restructuring we didn't have a lot of negativity".
R 20	"I heard from the union and I was happy about it because underprivileged will come and study here. I expected many changes".
R26	"I heard about it few years before in a meeting and I was also part of delegation from one of the Campuses. One of my colleagues even had a business plan for this, I was not against it".
R28	"We were informed by our director in a meeting and I looked at a bigger picture and I understood".

THEME:4	NO UNDERSTANDING OF THE PROCESS
R 14	"The restructuring was introduced to us in a meeting, it didn't sink to me, people were insecure and scared because they didn't know what a hidden agenda was. And we felt it was just going to be a disaster".
R 15	"I had concerns about the restructuring that I kept to myself because I did not want to be perceived as someone who is negative but I am talking about them now and still think that it was a mistake".
R 25	"We were notified by e-mail, and our initial perception was negative because I felt the institution will be too big and it will be difficult to control. The other thing that concerned me was that we are from two institutions with two different cultures".
R 7	"The faculty restructuring was introduced in a faculty meeting and for me I saw it as very politicized and it was not about students it was more about the management".
R17	"The dean at the time informed us in a staff meeting and to me it didn't make sense to me".
R29	"I really can't remember but what came to mind was that different cultures that were going to come together that's all".
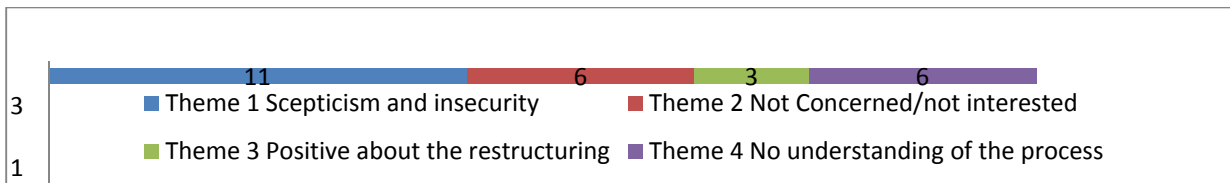
Figure 4.1: Responses to Question 1

In Table 4.1 above, 11 interviewees (theme 1) said that when they heard about the restructuring they were sceptical and negative about it. Of the 11 interviewees, seven stated that their initial perception was that there would be job losses and some were worried that their conditions of employment would change.

As indicated in theme 2 above, six interviewees did not answer the second part of the question successfully which enquired about their initial perception of the merger. This might be an indication that they were not interested in the process and they were never given an opportunity to voice their concerns. One interviewee stated that the restructuring looked far removed from her; another

interviewee stated that she felt that nothing would affect her and the last two stated that they just took everything as it came.

Three respondents (theme 3) stated that they did not have any negative feelings about the restructuring, with one stating that she/he embraced the restructuring and the other one saying that he was happy when he heard about it as indicated above.

Six interviewees (theme 4) stated that they had concerns about the restructuring. Two out of five of them stated that their initial perception was that the whole restructuring would be a disaster, one stated that it didn't make sense to her, and the other two saw the whole process as politicised and more about the management as indicated in theme 4 above. Lastly, one interviewee stated that the only thing that came to mind was the bringing of two cultures together.

4.2.1   Summary of responses to Question 1

The majority (sixteen) of interviewees were negative and had different concerns about restructuring, and that was expected because, as stated by Coch and French (1948: 512-532) in the literature review, change brings fear and uncertainty. Some interviewees mentioned that they feared that there would be job losses and some stated that they thought the whole process would be a disaster. The process that was followed to introduce restructuring added more fear because according to the interviewees there was no formal introduction of the restructuring process, the information that was provided was not enough and the process that was going to be followed was not explained. All these factors resulted in a lot of speculation and uncertainty among employees. Brashers (2001: 478) defined uncertainty as "ambiguity about the outcomes of various actions, when the situation is unpredictable and when information is inconsistent or unavailable".

Q 2&3 *Was there a consultation process with all involved or relevant stakeholders prior to the implementation of the restructuring plan? What form did this consultation take? How did you experience the consultations?*

Table 4.2: Responses to Questions 2 and 3

RESPONDENT	RESPONSE
THEME 1	**THERE WAS CONSULTATION BUT NOT ENOUGH (INSUFFICIENT CONSULTATION)**
R 1	"Yes"
R 3	"There was some degree of consultation".
R 5	"There was a consultation process but more informational and not on micro level, it was not done per department".
R 6	"There was consultation because all of us as secretaries were called and wanted to know from us who was interested to move to another campus."
R 7	"There was very little consultation and it was very much top-down approach, and the top management sorted themselves very much".
R 14	"Yes there was something that they called consultation they made us feel like we were giving input".
R 16	"HOD's had to inform their staff member which I cannot confirm if they did".
R 26	"Yes there was, meetings and staff representation I was also part of part of the delegation we even had a business plan that was never even considered".
R 28	"Yes but there was a lot of resistance".
THEME 2	**NO CONSULTATION**
R 2	"There was no consultation".
R 4	"There was no consultation".
R 8	"No there was no consultation".
R 9	" There was no consultation everything happened very quickly".
R 10	"There was no consultation, it might be that they consulted the unions or the SRC but that was not enough because there are staff members who are not affiliated to unions".
R 11	"In a management level maybe there was, but lower down there was no consultation".
R 12	"No there was no consultation".
R 13	"No there was no consultation at all maybe with the management was consulted but we were not consulted".
R 17	"No we were just informed about progress, no workshops and psychologist to prepare staff who might be in need".
R 18	"There was just a meetings, with staff and unions but I cannot say that was consultation".
R 19	"Not really".
R 20	"NO".
R 21	"NO".
R 22	"There was a steering committee which was just for the management."

R 23	"No we were just informed."
R 25	"Not to general staff members only the management was consulted, Faculty management".
R 24	"NO".
R 27	"NO".
R 29	"No, no choice was given".
R 30	"No".
R 32	"None".

THEME 3	COULD NOT ANSWER
R 15	"I do not remember any consultation process being embarked on".
R 31	"I don't remember maybe there was in the top management".
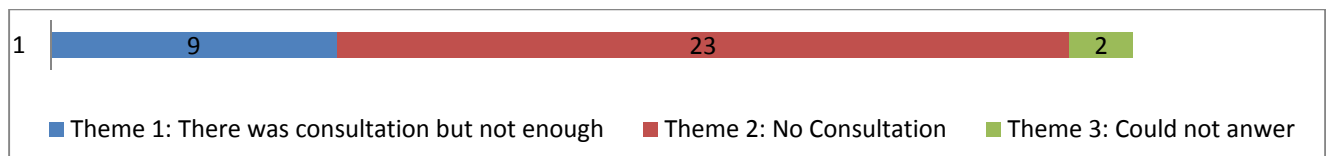
Figure 4.2: Responses to Questions 2 and 3

As indicated above (theme 1) nine interviewees stated that there was consultation. Of the nine interviewees, six explained that it was not enough because there was no option for posing questions as the consultation was in the form of an information session.

Twenty three interviewees (theme 2) stated that there was no consultation. Of the 23, two stated that consultation was conducted only at management level.

Lastly, two interviewees (theme 3) couldn't remember if there was consultation or not.

4.2.2   Summary of responses to Questions 2 and 3

Out of 32 interviewees the majority (23) stated that other stakeholders' employees were not consulted about restructuring. This resulted in some students refusing to move from one campus to another, arguing the fact that they were not registered with that campus. Lack of consultation might result in employees resisting the change process. Employees as recipients of change are more likely to support and own any changes in the organisation if they are given a chance to participate or are made part of the change process (Gratchel & Proctor, 1976:28). Armenakis. *et al.* (1993:681) also stated in the literature that "participation offers a variety of potential benefits, such as an

increased understanding of the circumstances that make change necessary, a sense of ownership and control over the change process and increased readiness for change in question". One question where employees were asked their initial perceptions of restructuring, the majority indicated that they were negative about the process and this could be an indication that the process or the idea of restructuring was not sold to employees.

Q4.   How did you understand the reasoning or the rationale behind the restructuring?

Table 4.3: Responses to Question 4

RESPONDENT	RESPONSE
THEME 1	UNDERSTOOD THE RATIONALE BEHIND RESTRUCTURING
R 3	"I understood it in terms of the merger and that now it's one institution".
R 6	"Yes, all the courses had moved so we also had to move as administration staff".
R 10	"I understood it".
R 11	"I saw it as a cost saving".
R 12	"I understood that we must restructure as a faculty because of merger".
R 13	"That time I thought it was about cost and to avoid duplication".
R 14	"I understood that it would enable us to compete at a broader level and also for financial viability".
R 16	"I was not surprised and restructuring was inevitable".
R 18	"As workers we didn't have a choice because it is part of the work to be relocated to where ever the Faculty of Business and Management Sciences was going to be".
R 20	"From student point of view I was happy."
R 21	"I understood that this will save money for the institution".
R 22	"I understood it".
R 26	"Looking at the bigger picture it was good".
R 28	"I understood the rationale behind like – why not have one faculty".
R 29	"I understood it and financially it made sense".
R 30	"I understood that there were duplications so it made sense".
R 31	"It made sense and we knew it had to happen".
R 32	"Because of the merger I understood it".
THEME 2	NO UNDERSTANDING OF THE RATIONALE BEHIND RESTRUCTURING
R 2	"No because no reasoning was given".
R 5	"No it was forced to us I haven't seen the reason still today".
R 7	"To me it didn't make sense".
R 8	"I did not understand I felt it was not necessary".
R 9	"I did not as result I haven't moved".
R 15	"I had no understanding of the rationale".
R 17	"I did not understand it and I did not buy into it".
R 23	"I didn't care."
R 25	"I did not understand it at all".

R 27	"It never bothered me and I never tried to understand".
THEME 3	**DID NOT ANSWER THE QUESTION**
R 1	"N/A"
R 19	"N/A"
R 24	"N/A"
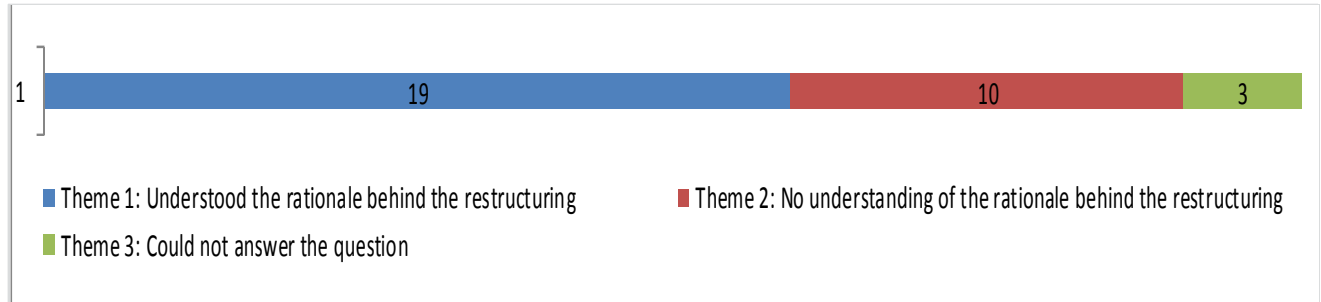
Figure 4.3: Responses to Question 4

As indicated in Table 4.3 above, 19 interviewees (theme 1) stated that they understood the rationale behind the restructuring with some even saying they anticipated it as a result of the merger, so to them it made sense even financially.

Theme 2 indicates that ten interviewees did not understand the rationale behind the restructuring, with one interviewee saying she/he never tried to understand it. There is one interviewee who stated that she never understood the rationale and as a result she never moved to another campus.

As indicated in theme 3, three interviewees did not answer this question.

4.2.3   Summary of responses to Question 4

The majority of interviewees explained that they understood the reasoning behind the restructuring with many stating that due to the broader merger that took place they anticipated restructuring would take place sooner or later. However, there was some degree of resistance that was caused by anxiety and uncertainty. In the literature review, Kotter and Schlesinger (1979) argued that organisational change often meets some form of human resistance because people fear change. There are four different frames of barriers to change in the human resource frame as defined by Bolman and Deal (2008:379) and they are anxiety, uncertainty, feelings of incompetence and neediness.

The researcher observed that even though interviewees stated that they understood the reasoning behind the merger, because there was duplication they were under the impression that there would

be some job losses which led to them resisting the restructuring. The researcher also observed that interviewees did not have trust in the management and grapevine gossip escalated fear to most of the interviewees. As indicated in the literature review, Bordia *et al.* (2004: 353) stated that with timely and accurate provision of information, opportunities for participation can limit employee resistance to change.

Q 5, 6 & 7.   What kind of training/workshop was provided to clarify the restructuring to employees, and did you attend any of these workshops? Please explain why you attended/did not attend these workshops and if you attended the workshops, how did you experience them?

Table 4.4: Responses to Questions 5, 6 and 7

RESPONDENT	RESPONSE
THEME 1	NO WORKSHOPS
R 2	"There were no workshops".
R 3	"There were no formal trainings or workshops only meetings, "Yes I attended because in many cases we as HOD's had to chair those meetings".
R 4	"There were no workshops only for the department." Not only departmental workshop that I attended".
R 6	"There were no trainings or workshop ".
R 8	"No formal workshop or training but meetings. As a HOD I had to attend those meetings ".
R 9	"There were no trainings or workshops that I can remember."
R 10	"There were no workshops".
R 11	"I don't think there was ".
R 12	"No trainings or workshops".
R 13	"None, I cannot recall any".
R 14	"There were not workshops".
R 15	"No training was provided".
R 16	"None"
R 17	"There were no workshops or trainings".
R 18	"No workshops or training provided".
R 19	"There were no workshops".
R 20	"No".
R 21	"None".
R 22	"None".
R 23	"I can't remember".
R 24	"No training".
R 25	"No workshops but meetings, yes because I'm a HOD and those meetings were informative".
R 26	"Meetings no workshops and I did not attend all of them".
R 27	"I can't remember any workshops".
R 28	"I understood the rationale behind like – why not have one faculty".
R 29	"Just formal meetings to inform us there were no workshops according to my knowledge".
R 30	"None".
R 31	"There were no trainings or workshops."
R 32	"In my level there were no trainings or workshops".

THEME 2	THERE WERE WORKSHOPS OR TRAINING PROVIDED
R 1	"There were workshops; but I did not attend I had a lot of work".
R 5	"There were workshops, I went once and saw it as waste of time".
R 7	"There was only one workshop and it was not related to the Faculty restructuring, I did attend that one transformation workshop".
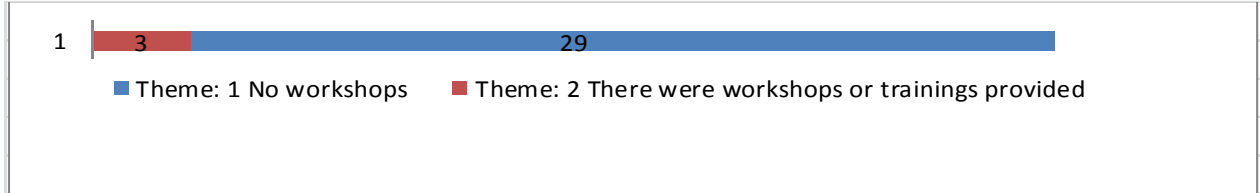
Figure 4.4: Responses to Questions 5, 6 and 7

As indicated in theme 1 above, 29 interviewees stated that there were no workshops or training provided for them; four of the 29 interviewees stated that there were meetings which they attended and the purpose of those meetings was not to prepare staff members for restructuring.

Three interviewees stated that workshops were provided; one interviewee stated that she attended one workshop and found that it was a waste of time. As indicated in theme 2 above one interviewee also stated that he did not attend and the last one stated that the workshop was not related to the faculty restructuring, it was a transformation workshop.

4.2.4   Summary of responses to Questions 5, 6 and 7

According to the above responses, the majority of interviewees stated that there were no workshops to prepare employees or to explain to them how the restructuring process would unfold. As highlighted in the literature, when implementing change it is very important to take into consideration the human aspect of change, in order for employees to feel that they also have input and that they are regarded as one of the important elements of the process. Levine (1997: 164-166) stated that management has a tendency to neglect and ignore the human aspect of change when implementing change. Jick (1993: 192–201) and Shum *et al.* (2008:4) stated that when implementing change, change recipients must be prepared, and thus it is clear that conducting workshops or training sessions to prepare employees for change also play an important role in the restructuring process.

Q8. ***What are your perceptions of transparency and communication of the restructuring process?***

Table 4.5: Responses to Question 8

RESPONDENT	RESPONSE
THEME 1	NO TRANSPARENCY
R 2	"There was no transparency except for HOD's that came from strategic meetings and informed staff of what is going to happen".
R 4	"There was no transparency."
R 6	"I have mixed feelings about that, the institution itself was not transparent but the faculty was supposed to be transparent to us which they were also not".
R 9	"There was no consultation and communication was almost zero because that is why I felt the way I did at that point in time and decided that I will not move".
R 10	"There was no transparency".
R 12	"There was no transparency and no communication we were just told that we must move to another campus – Cape Town".
R 13	"There was absolutely no transparency; the only thing was said is that there will be no retrenchments".
R 15	"I do not think that there was transparency".
R 17	"I cannot answer about transparency because we were just told we didn't have a say, we were just informed".
R 18	"University just left us in the dark for a while, a union intervened and explained what restructuring is and how it is going to disadvantage us".
R 19	"We knew that we are restructuring, but I cannot call that transparency".
R 20	"Staff members should have been informed in a formal way not the way they did".
R 21	"I thought they would have staff assemble than just receiving e-mails".
R 22	"People were pushing their own agendas; there was no communication especially with students".
R 23	"Maybe there was but not for us".
R 24	"It didn't matter even if I were to say something".
R 26	"At a ground level there was no transparency".
R 27	"As employees we were kept on the dark only unions communicated with us".
R 28	"It could have been done better, unions were the ones giving information to staff".
R 29	"There was a lack of transparency and still is, decisions are top-down."
R 30	"Communication was limited to the management we were just informed through announcements".
R 31	"I didn't think the process was transparent because in a faculty level we didn't know what was happening and why".

THEME 2	MINIMAL TRANSPARENCY
R 7	"There was little transparency and communication".
R 11	"The Faculty of Business and Management Sciences management was communicating well but the institution did not communicate well at all".
R 32	"The way I saw it there was not much transparency only power struggle".

THEME 3	THERE WAS TRANSPARENCY
R 8	"It was good and open even though people had hidden agendas and issues but those did not come to the fore".
R 3	"It was probably okay I think the institution should have appointed someone from outside to handle/oversee the merger".
R 1	"The management was transparent they guided us as staff members every step of the way".
R 5	"Management wanted to be transparent but the staff feeling was that we go there and express our views. So what nothing was going to change?"
R 14	"There was transparency up to a point, it was slow and there were battles and issues".
R 16	"The process was transparent and communication was good".
R 25	"They were very clear and there were no hidden agendas".
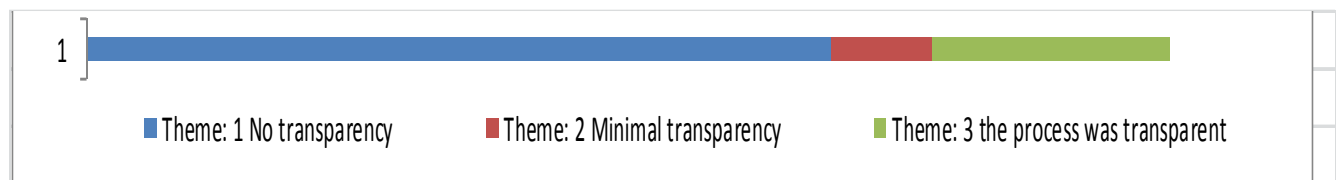
Figure 4.5: Responses to Question 8

As indicated in Table 4.5 above, 22 interviewees (theme 1) stated that their perception was that there was no transparency and also that there was very little communication throughout the process.

As indicated in theme 2 above, three interviewees stated that there was little transparency in the process with one interviewee stating that there was not much transparency only, power struggles.

Seven interviewees (theme 3) stated that the process was transparent; however, three of them stated that the institution should have appointed someone from outside to handle/oversee the whole merger. As indicated in table above, two interviewees stated that even though there were hidden agendas there was some degree of transparency.

4.2.5   Summary of responses to Question 8

The responses from interviewees and the attitudes during interviews indicated that employees feel that the process was not transparent at all. This applied especially to employees that are on the lower level — these employees stated that there was very little communication throughout the process. Morris and Steers (1980:56) also stated that in order to encourage higher levels of commitment in organisations there must be effective two-way communication, participation in decision-making and control over work processes. During the change process it is important to communicate with employees to gain their trust, and this is supported by Muchinsky (1977: 316-340)

and Earley (1986:461) who found trust to have a significant association with the effectiveness and quality of organisational communication.

Q 9 & 10.   What are the communication methods that were used to disseminate information to staff and other stakeholders about the restructuring, and how did employees perceive the means of communication used to communicate the restructuring with employees and other stakeholders?

Table 4.6: Responses to Questions 9 and 10

RESPONDENT	RESPOSE
THEME 1	EMAILS, NEWSLETTERS AND THAT WAS NOT ENOUGH
R 1	"E-mails and it was not enough".
R 3	"Emails, meetings and grapevine were the more popular".
R 4	"Mostly e-mails, very seldom where we will have meetings and staff members were not happy because we were left in the dark a lot".
R 15	"Communication was in the form of emails and no one complained".
R 18	"E-mails - Newsflash and It was not enough".
R 21	"E-mails, newsletters staff would have preferred management to come and speak to them".
R 22	"E-mail we saw it as they are sending e-mails because they do not want to answer questions from staff".
R 27	"E-mails we didn't care because the decision was taken already."
R 29	"E-mails, HOD, grapevine and there was a lot of it and it created more fear because of the lack of constant communication the grapevine caused a lot of fear to staff members".
R 30	"Emails and I think it was fine".
R 32	"As I was working in the office of one of the people who were in the management positions I was at an advantage of getting all the information. So, I cannot say it was not enough".
THEME 2	NO OFFICIAL COMMUNICATION METHOD
R 10	"We had a complete breakdown in communication and staff members were not happy".
R 13	"Word of mouth, not much on formal means of communication and staff members were not happy about that".
R 20	"I can't remember".
R 23	"The institution is big even the department so the information gets lost before it gets to the ground. It was not handled well ".
R 24	"I don't know other methods but there were some papers that you would see from time to time".

THEME 3	MEETINGS AND E-MAILS AND IT WAS NOT SUFFICIENT TO COMMUNICATE WITH STAFF
R 2	"Through staff meetings we felt it was not enough because HOD's could not answer questions that we had".
R 5	"Emails and meetings".
R 6	"Meetings but they were not often enough to disseminate the information and staff members were not happy about that".
R 7	"There was one meeting, e-mails and information from the HOD from time to time that made us to feel like we just became a number".
R 8	"Departmental meetings, faculty board meetings and e-mails – necessary available means were utilized, staff members were negative about it and they still are".
R 9	"E-mail and meetings, I can only talk for myself, - I was not happy".
R 11	"Emails and lot of meetings it was okay but it was not enough".
R 12	"Meeting and we felt that communication was not enough".
R 14	"E-mails/electronic and meetings, we felt not everything was communicated; there was none for students for example".
R 16	"Meetings".
R 17	"E-mails, meetings, we just took whatever we were told because there was nothing we can do".
R 19	"E-mails, meetings some people were happy and some were not".
R 25	"Meetings, it was just information – I don't think it was well done".
R 26	"Meetings and those meetings were one sided – top-down".
R 28	"E-mails and meetings, employees saw it as a smack in the face - the question was why the top management is not addressing staff".
R 31	"E-mails, faculty board meetings and I think more detailed communication would have been better".
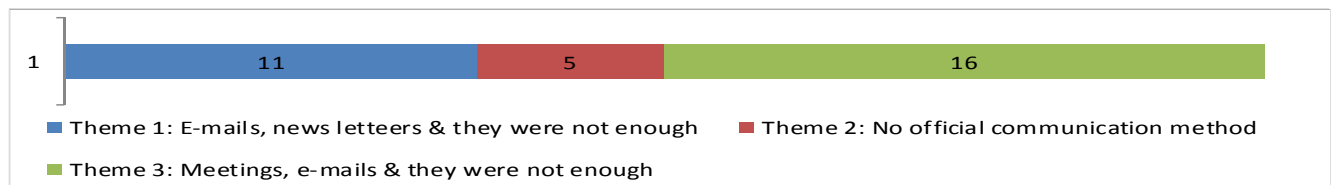
Figure 4.6: Responses to Questions 9 and 10

As indicated in theme 1, 11 interviewees stated that e-mails and newsletters were the communication methods used to disseminate information to staff. As indicated in Table 4.6 above, nine staff members explained that they felt the e-mails were not enough as a communication method as they could not ask any questions. Two staff members stated that they thought e-mails were a sufficient means of disseminating information. One interviewee was working in one of the dean's offices so she was at an advantage of getting all the information

Five interviewees stated that no official communication method was used to communicate with staff members during the restructuring process (theme 2). As indicated in Table 4.6 above, in theme 2 one of the five interviewees could not even remember what means of communication was used during the restructuring.

In theme 3 above 16 interviewees stated that e-mails and meetings were used to communicate with staff members and they feel that there was insufficient communication with staff.

4.2.6   Summary of responses to Questions 9 and 10

The majority of the interviewed staff members stated that mainly e-mails and meetings were used to disseminate change/restructuring-related information to staff members. The majority believe that the communication methods used were not good enough because meetings were not held often enough and were more information sessions than meetings where they could ask questions and make suggestions. Staff members also stated that e-mails were not a good form of communication in this case as there was no opportunity to ask questions. This corresponds with what the researcher stated in the literature review, namely that "the nature and method of communication shapes a large part of organisations' culture, a fact that can become even more apparent in times of change" (Wolfe, 2004:11).

Q 11.   How did the restructuring impact on your development with regards to your current position?

Table 4.7: Responses to Question 11

RESPONDENT	RESPONSE
THEME 1	**NO CAREER DEVELOPMENT AS A RESULT OF THE RESTRUCTURING**
R 1	"Nothing much has changed except for the work load has increased".
R 2	"The job is still the same I cannot say I have developed".
R 4	"I have no desire of being a senior lecture and I'm still in the same level as before".
R 10	"After the merger my career in essence has come to hold since the merger".
R 15	"I was not concerned with any development as long as I had a job and could feed my family. I was comfortable with where I was as I was happy to have a job and had no career ambitions."
R 16	"No it did not".
R 17	"No impact; however on my personal life I was negatively impacted."
R 18	"As a faculty assistant my work responsibilities were bigger as in now currently and here I believe I'm limited to a certain extent".
R 23	"No it didn't".
R 24	"No".
R 25	"It did not have any impact".
R 26	"No and I'm not interested in a higher post, I'm here to develop students".
R 27	"It had a negative impact to me".
R 29	"No".
R 30	"It affected me in a negative way because my title changed from senior secretary to secretary".
R 31	"It did not impact much on my development because I didn't have a counterpart".

RESPONDENT	RESPONSE
THEME 2	CAREERS DEVELOPED, i.e. JOBS ARE MORE CHALLENGING AND EXPOSURE TO NEW ACTIVITIES
R 5	"Developed skills, and working with new staff, new environment, size of students doubled".
R 6	"I have developed but not in same department".
R 7	"I have grown, I think if it was still in the old campus I would still be a lecturer because there was no room to grow, no room to develop".
R 8	"Yes "..
R 9	"Yes".
R 11	"I think in a positive way because now I specialise in certain subjects and now I'm dealing / interacting with more people".
R 12	"In a sense I can say I managed to get through all the mayhem, at some point I was not clear what must do, at the moment I can say now I have a lot of work, I have more responsibility and I have more skills".
R 13	"I think if we didn't merge I would not be where I am now because at the old Technikon there were no career opportunities".
R 14	"Yes but not because of the merger I'll say it's my personal choice".
R 19	"It was beneficial for me in terms of research and personal development".
R 20	"Positive and negative – Positive: I wouldn't have been where I am today, Negative: is that you don't get recognition because you are not an academic".
R 21	"I developed in terms of exposure and new challenges".
R 22	"Yes".
R 28	"My career has been developed and I have been given a lot of exposure".
R 32	"The process had a good impact on my job because now I have a challenging job and my post had to be re-graded and my salary was adjusted".

1   16   15

■ Theme 1: No career development as a result of the restructuring
■ Theme 2: Careers developed i.e. jobs are more challenging
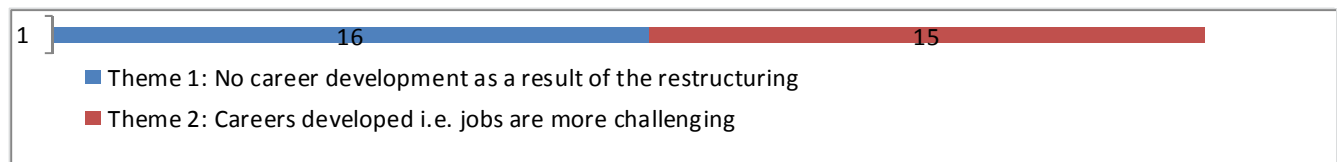
Figure 4.7: Responses to Question 11

Sixteen interviewees stated that there has been no career development as a result of the restructuring (theme 1), as indicated in Table 4.7 above.

Fifteen interviewees explained that there have been some developments in their careers as result of the restructuring (theme 2). As indicated in Table 4.7 above, the majority of these interviewees stated that because of the restructuring their jobs are more challenging. They have been exposed to new activities and they emphasised that this is because of the restructuring as before the restructuring there were no growth opportunities.

4.2.7 Summary of responses to Question 11

The majority of interviewees stated that there was no change or development in their careers that can be attributed to restructuring. Some of these interviewees stated that their careers were negatively affected by the restructuring, with some stating that the only thing that happened was the increase in their workload. This response might be an indication that these interviewees did not understand and participate in the process and as a result they had a different perception about the whole restructuring process. Armenakis *et al.* (1993:681) stated that participation of employees in a change process provides a number of benefits, which include an increased understanding of the circumstances that make change necessary, a sense of ownership and control over the change process, and increased readiness for change.

The researcher would also like to mention that 48 percent of interviewees stated that their careers were positively affected by the restructuring, that their jobs are now more challenging and that there are opportunities which they believe would not have been available if without a merger.

Q 12 Did the restructuring process impact on your psychological contract, i.e. your relationship between you and the employer?

Table 4.8: Responses to Question 12

RESPONDENT	RESPONSE
THEME 1	**NO IMPACT ON PSYCHOLOGICAL CONTRACT**
R 1	"Not at all".
R 3	"For me it didn't really matter that much, but for staff that were resistant about the moving of campuses and the institution did not consider staff".
R 6	"No not all".
R 8	"No, because I believe when one have to adapt there are lot of challenges but there are also opportunities".
R 9	"I have always been loyal to the institution; to me it's all about students that we serve that I'm interested in, my employer must just pay me but with students I must serve them".
R 10	"Fortunately I'm the kind of person that will deliver because I chose to deliver not because I'm getting paid or someone is keeping an eye on me it's just part of my value system".
R 11	"No because I believe at the end I must do my job".
R 15	"I have no allegiance with the institution but with my family and God but I am just doing my job".
R 19	"I'm working for the same HOD and I'm loyal to my department and it is the only department that I would want to work for".
R 21	"No it did not".
R 22	"No".
R 25	"No not at all".
R 28	"Not really".
R 29	"Not really, no".
R 30	"No, because I didn't care".

THEME 2	YES, IT HAD A NEGATIVE IMPACT ON MY PSYCHOLOGICAL CONTRACT
R 2	"Yes, it created negative attitude in a way I view the institution, I feel the institution is not the same and I have lost confidence in the institution and I'm no longer loyal to the institution as I was before".
R 4	"It distanced me from the management but fortunately the VC is coming from the old Technikon so I know her and she also knows us, but if it was someone else I wouldn't have even bothered to know him/her".
R 5	"Definitely, I got divorced from my employer psychologically because I felt like my employer is not listening to me and also do not care about my feelings so all that created a distance".
R 7	"Yes, negatively but I think it is building you slowly".
R 12	"Yes, it did because before I was comfortable and I enjoyed what I was doing more than now. I don't know at the moment because you are unsure of what is going to happen next".
R 13	"Yes, a lot but I still continued with my job because I am passionate about what I'm doing. Now I am gradually coming to where I was before the restructuring".
R 14	"Yes, I'm not well connected to institution as I was previously ".
R 18	"Yes, because working for the old Technikon was better, bosses had an open door policy where you could just write a letter and things would be sorted; now you must wait a long time".
R 26	"Yes, to the extent that I feel nothing I say matters".
R 27	"Yes, I'm just here to do a job nothing more or less".
R 32	"Yes, a lot but I am still 150% committed to my job".
R 16	"Yes, and no because I'm just happy to have a job".
R 17	"Yes, and it will never be the same, but I can say I'm in a process of building up again – it's a process".
R 20	"Yes, because of bad communication it's just like you are getting instructions ".
R 23	"Yes, I feel like I don't exist or I'm not important".
R 24	"Yes, I can't say how but yes".
R 31	"I felt less committed because of uncertainty but now I'm gaining my trust to the organisation again".

Figure 4.8: Responses to Question 12

Fifteen interviewees said that their psychological contract was not affected by the restructuring (theme 1). One further stated that even though the processes made her less committed, she is gaining trust in the organisation again. As indicated above in Table 4.8, some interviewees stated that their psychological contract was not affected because of their good relationship with the departmental management (within the faculty).

Seventeen interviewees stated that the restructuring process did have a negative impact on their psychological contract (theme 2). As indicated in Table 4.8, some interviewees stated that they cannot explain how this has affected their psychological contract but it did. There was one interviewee who stated that she feels like she has been divorced from the institution.

4.2.8   Summary of responses to Question 12

About 49 percent of the interviewees stated that their psychological contract with the employer was not altered, and the about 51 percent stated that their psychological contract with the employer was negatively affected by the restructuring. The researcher noted that some interviewees do not feel like working for the institution anymore even though the restructuring process is almost done. As appropriately quoted from the literature previously, Turnley and Feldman (1998: 77) stated that "psychological contract violations may result in increased exit, increased neglect of in-role job duties, and a reduced willingness among employees to defend the organisation against outside threats".

The researcher also noted that some interviewees do not have trust in the institution at all even though there were no job losses in the process. This may be attributed to the fact that change is a source of uncertainty, frustration, alienation, anxiety, and feeling threatened (Ashford, 1988:19-36). In addition, as stated by Theissen (2004:1) in the literature, any change in organisational structure affects the employees' psychological contract and organisational change also puts much pressure on the employees' psychological contract.

Q14. How did the restructuring affect your personal relationships with other employees?

Table 4.9: Responses for Question 14

RESPONDENT	RESPONSE
THEME	**RESTRUCTURING DID NOT AFFECT THEIR PERSONAL RELATIONSHIP WITH THEIR COLLEAGUES**
R 1	"As staff members from both campuses we have a cordial relationship".
R 2	"I still have the same relationships I had with my colleagues and I think the restructuring brought us in this department more closer".
R 3	"I think to greater extent the restructuring brought us closer together because we felt we have a common enemy. I m a firm believer of you can't let negativity override you or else you will kill yourself".
R 4	"I still get along with my colleagues so it did not affect my relationship with them".
R 5	"Now there are more people that I must accommodate, more cultures that I must accommodate something that I was not used to".
R 6	"No it didn't affect my personal relationship with other employees".
R 7	"It is still evolving, I fought for years to break down perceptions at my old campus – colleagues that did not accept me because of my race, and when I was beginning to fit in with them, we had to move".

R 8	"I got to know new people; it was interesting to get to know these people".
R 9	"It didn't affect my relationships and it also depends on the individual".
R 11	"Since most staff from both campuses were new we did not have problems in getting along with other staff members".
R 13	"My relationship with my colleagues was not badly/negatively affected because we as a department had a good relationship and that is still there".
R 14	"I don't really deal with Bellville staff, I am still connected to Cape Town staff and the new people are neutralising to the situation. There are staff members who are still holding that they are from another campus. I must say people from Bellville they came with no hidden agendas".
R 15	"I get along with people very well because of my personality and my upbringing".
R 16	"No change with my previous colleagues but I also built new relationships".
R 19	"It didn't have any impact we still work well together ".
R 20	"It did not affect me".
R 21	"No not at all".
R 22	"It did not affect my relationship".
R 23	"No".
R 24	"No".
R 25	"It did not affect my relationship at all".
R 26	"I have an easy relationship, I have a very good relationship with many old colleagues but moving here has made it difficult to see each other often".
R 27	"I have met with new people and we have a good relationship and it is also nice to see how other people do things".
R 28	"My colleagues from Cape Town did not like the fact that I related better with Bellville staff, I found Bellville staff more welcoming".
R 29	"There were times where I would feel that my focus was moved or shifted from my job but I told myself that I'm here to do a particular job, to develop students".
R 30	"I met new people and we are fine".
R 31	"It didn't really affect me".

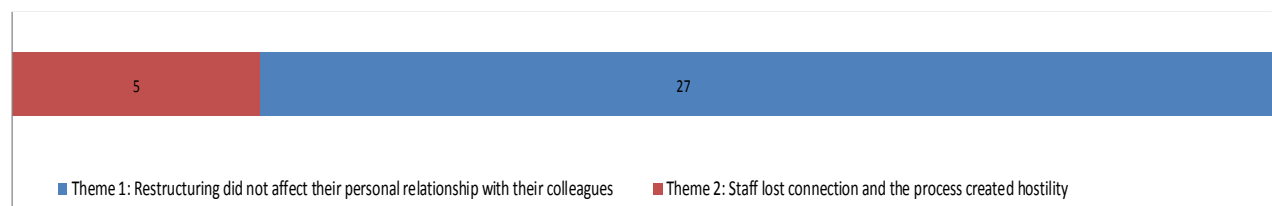| THEME 2	STAFF LOST CONNECTION AND THE PROCESS CREATED HOSTILITY
R 10	"It has created hostility because of the savant status in an institution that we have been working on for a very long time".
R 12	"People just vanished out of my life, in our old offices we used to see each other a lot now it's not like that, I'm not sure it is because of the structure/layout of the building".
R 17	"Negatively, I miss the familiar faces, the relationships and people that I used to meet in corridors, the warmth of the environment".
R 18	"I lost connection with some of my colleagues now we have no relationship".
R 32	"It had a big impact as a result I had to be booked off for a number of months because I was affected by my boss' suspension due to restructuring related issues".

| 5 | 27 |

■ Theme 1: Restructuring did not affect their personal relationship with their colleagues   ■ Theme 2: Staff lost connection and the process created hostility

Figure 4.9: Responses for Question 14

As indicated in Table 4.9, 27 staff members stated that the restructuring did not affect their personal relationship with their colleagues; in fact, some stated that the process brought them closer than before (theme 1).

Five interviewees stated that they lost connection with some of their colleagues due to the restructuring process (theme 2). As indicated in Table 4.9, one interviewee further alleged that the restructuring process has created hostility because of the servant status of the institution that they have been working in for a very long time.

4.2.9 Summary of responses to Question 14

The majority of interviewees stated that the restructuring did not affect their personal relationship with their colleagues; in fact, some stated that the process brought them closer than before. According to the researcher's observation, there is a lack of trust between employees and management; employees see management as "them", so there is a "them and us" relationship. Muchinsky (1977: 316-340) and Earley (1986:461) found that trust plays a significant role in the effectiveness and quality of organisational communication.

The researcher also observed that even though the faculty has merged, staff members from one campus are closer than before because they see their new colleagues from another campus as "them". Furthermore, the researcher noted that even though the systems have been unified, staff members from different campuses are still holding on to some of their old ways of doing things. The researcher mentions this because she picked up that this also contributes to holding on to old personal relationships amongst staff members.

Q13. How did you perceive the manner in which the restructuring process was handled between the campuses?

Table 4.10: Responses to Question 13

RESPONDENT	RESPONSE
THEME 1	LACK OF PLANNING, THE PROCESS WAS HANDLED UNPROFESSIONALLY, WITH LACK OF CONSIDERATION OF THE HUMAN ASPECT
R 2	"It felt like a takeover, no planning was done to the human aspect or the impact on staff was never considered. People are still sharing offices some staff members do not have offices".
R 3	"I think we needed a neutral third party or someone from outside to handle the whole process. There was a lot of mistrust because the VC that we had at the time was from one of the Technikons and the Dean that we knew lost and the new dean was also from the same campus and that was also an unsettling thing".

R 4	"The human aspect of the merger was never considered, for example, we were left to handle moving of our offices ourselves on the day of the institution's end year function".
R 5	"The leaders higher up worked on strategies as to who is going where, who is going to occupy the buildings, a man on the ground had to fall in with that, there was no filtering down of information and also getting the views of the people".
R 6	"It unconvinced a lot of people and they were not happy, it was a take it or leave it".
R 7	"Shockingly, it was a matter of "you go there, we don't really know if we have offices for you". In my opinion students were grossly affected because there are lecturers who do not have offices until now, so they cannot consult with students. We didn't even have parking space ".
R 8	"I knew that there were politics involved and there are still but I tried to avoid politics, I was not going to be involved in politics".
R 9	"Like I said, I felt there was unfair treatment because there was no consultation so I didn't feel like I must engage with the management if they don't want to listen to me".
R 10	"On the Cape Town campus it was handled in very bad faith because there was a moratorium on senior positions, that was done in Bellville campus but in Cape Town that was not the case. As a result staff from Cape Town campus are all in senior positions and we ended up being servants of the Cape Town staff".
R 11	"The management was very autocratic but it helped in the end. Our advantage was that a lot of people in our departments both Cape Town and Bellville were new so we did not have old school people who would hang onto subjects".
R 12	"It was not done well that's all I can say".
R 13	"I feel the whole process was not handled very well, it was not organised or planned".
R 14	"My perception is that the process was not well managed there were a lot of hidden agendas, the motivation behind moving the faculty is very questionable because the ones that are given are very weak".
R 15	"The merger came with the merging of faculties and I had a concern regarding my job whether I will still have a job at the end of the day".
R 17	"It was disorganized, it impacted people psychologically – for example I would have some of my things in Bellville and I would need small things like selotape and you can't find. The whole process was painful".
R 18	"Cape Town campus did things in bad faith for example with things like pay grades, we as staff members from Bellville were disadvantaged".
R 19	"it's hard to say but I can say at departmental level it was well handled because we had a relationship even before the merger so we are fully integrated, it gets negative as you go up, at faculty level what happened is that Cape Town swallowed Bellville Campus and that had to do with the former dean".
R 20	"From student point of view I was happy".
R 21	"Nothing changed".
R 22	"Not very consultative - they just made their decisions".
R 23	"I don't know".
R 24	"I don't think it was a good thing with all these changes - now some of our holidays were taken away".
R 26	"There is a lot of unhappiness because of moving campuses, people now must travel long distances as a result some employees left because of it".
R 27	"The process was handled unprofessionally".
R 28	"I noticed that, staff including management from Cape Town were very sceptical. On the other hand Bellville staff were open and that could have been managed better".
R 29	"It was more consolidation than restructuring and the management didn't care about other stakeholders, as any change brings fear, the human aspect was not considered in this process".

R 30	"There was no plan as a result restructuring is not finished up until today".
R 31	"It could have been handled better, more transparency and communication to staff. The lack of transparency made people think that there were individual agendas".
R 32	"Pathetic, pathetic and there was no consultation".

THEME 2	PROCESS WAS WELL HANDLED
R 1	"It was handled very well and professionally even though there are hiccups but we are slowly getting there. We are still in process".
R 16	"It was okay and it is still a process".
R 25	"It worked well or I must say it was handled well".
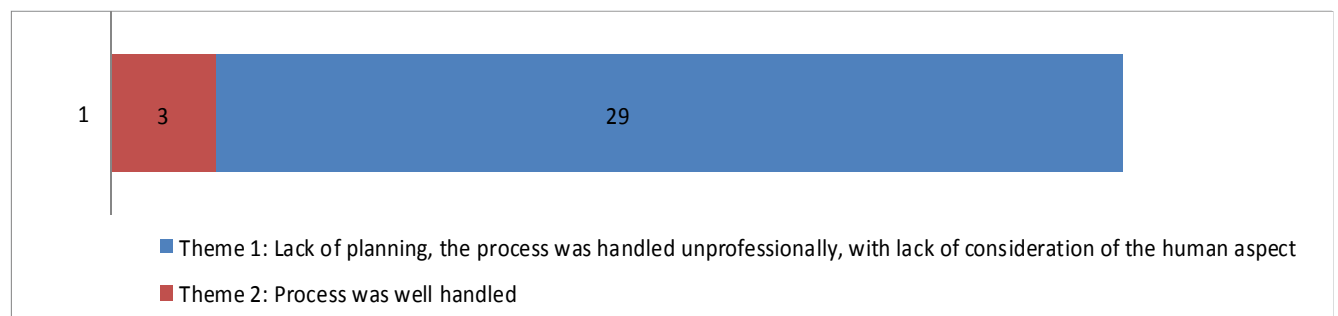
Figure 4.10: Responses to Question 13

As indicated in Table 4.10 (theme 1), 29 interviewees demonstrated unhappiness regarding the way the process was handled between campuses; they had different expressions about the process; some stated that there was a lack of planning and that the process was handled unprofessionally; and some said that the human aspect was never considered and that there were a lot of hidden agendas during this process.

According to theme 2, three interviewees believe that the process between campuses was handled well, as also indicated in Table 4.10 above.

4.2.10 Summary of responses to Question 13

Based on the responses of the majority of interviewees, it is clear that staff members feel that the process between campuses was not handled well. The researcher noticed that there is a lot of unhappiness with regards to how the process unfolded. Some interviewees stated that the institution should have appointed a neutral person to help lead the process because people who led the process considered their needs first instead of focusing on making the process a success. This could be the result of a lack of the feeling of involvement or participation from employees, as stated by Armenakis *et al.* (1993:681). Employee participation in a change process offers a variety of

potential benefits, like a better understanding of why the change is necessary, which if present, employees develop a sense of ownership and control over the change process and there is an increased readiness for change.

One interviewee stated that everything was done well and nothing should have been done differently, as indicated in Table 4.26 above.

Q17.   Which do you consider the critical success factors for the implementation?

Table 4.11: Responses to Question 17

RESPONDENT	RESPONSE
THEME 1	COMMUNICATION
R 12	"Communication and transparency".
R 21	"Notify staff in a meeting to make it more dignified".
R 29	"Communication, make people own the process, created an environment where people can ask questions, top management to understand what is happening on the ground and lastly physical space".
R 30	"Communication was a big factor".

THEME 2	MORE RESEARCH SHOULD HAVE BEEN DONE
R 5	"The management was supposed to consider staff, both administrative and academic staff, including students."
R 10	"There should have been a broad framework from the institution."
R 20	"Proper research and also think/consider students."
R 28	"They should have done feasibility study if they claim that they did, it was poorly done."

THEME 3	CONSULTATION AND TRANSPARENCY
R 3	"Staff buy-in".
R 6	"The institution should have conducted workshops and properly consult with staff members - something that was not done".
R 8	"Staff morale was the only critical factor. If your staff is motivated, positive and encouraged all will fall in place".
R 9	"People on the ground were supposed to be given responsibility and feel like they are part of the process".
R 11	"Management had to have the whole drive and focus for people embracing change".
R 13	"It was very important that staff adapt or understand the process so that they can own it and not see it as something that concerns the management only. If they communicated more even via e-mail".
R 15	"The management should have increased the staff compliment".
R 17	"Consultation with academics because they were affected by the changes and getting a buy-in from staff in general".
R 18	"The management were supposed to have conducted workshops to prepare staff psychologically and emotionally and there was no consultation, so they should have consulted with staff".
R 19	"The management should have listened to the people on the ground (lecturers) and that would have benefited a customer (students) ".
R 22	"Consultation, consideration of staff input, they also should have done staff audit".

R 23	"People, they must consider people".
R 27	"Buy-in from staff so that they can see that the restructuring is the way to go".
R 29	"Communication, make people own the process, created an environment where people can ask questions in order for top management to understand what is happening on the ground and lastly physical space".
R 25	"Better consultation because change equals to fear".
R 31	Consultation with all staff, students, communication, planning and time frame".
R 32	"Transparency, inputs from all stakeholders, less political involvement and communication".

THEME 4	INTERVIEWEES COULD NOT ANSWER THIS QUESTION SUCCESSFULLY
R 1	"None".
R 2	"NA".
R 4	"Nothing".
R 7	"NA".
R 14	"NA".
R 16	"Everything was done well. Nothing would have been done differently".
R 24	"N/A".
R 26	"Education, they made it a secondary important".
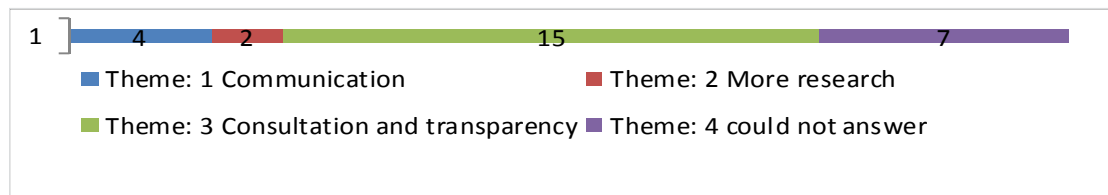
Figure 4.11: Responses to Question 17

Four interviewees stated that one of the critical factors was communication and transparency, and making staff members part of the process (own the process) was also important, (theme 1), as indicated in Table 4.11 above.

Two interviewees stated that the institution should have done proper research and a feasibility study on restructuring, as indicated in Table 4.11 (theme 2) above.

As shown in Table 4.11 (theme 3) above, 15 interviewees stated that consultation and transparency with staff members in order to get their buy-in was one of the critical success factors in the restructuring process. One of the interviewees mentioned that the staff morale was a critical success factor and in this case staff morale was very low during the whole process.

Theme 4 indicates that seven interviewees could not answer this question successfully.

4.2.11 Summary of responses to Question 17

In agreement with what was suggested in the literature, the majority of interviewees stated that consultation and transparency with staff members in order to get their 'buy-in' or their commitment was one of the critical success factors in the restructuring process. In the literature Herscovitch and Meyer (2002:476) stated that when employees are committed to change they develop a wish to provide support for the change. This is based on a belief in the integral benefits of affective commitment to the change.

Q 18. Which would you say were the main barriers that were encountered in the restructuring?

Table 4.12: Responses to Question 18

RESPONDENT	RESPONSE
THEME 1	PERSONAL AGENDAS
R 4	"There were a lot of personal agendas and human aspect of things was never considered that resulted to staff resistance".
R 7	"Agendas, personal gain, it was not what students needed. Students were not considered as it was all about us our pensions pay-outs and all other benefits".
R 10	"I think there were a lot of personal agendas; each person just protected his or her own turf".
R 13	"Power struggles were the main barriers of the restructuring in most cases it was all about power".

RESPONDENT	RESPONSE
THEME 2	STAFF RELUCTANCE
R 1	"Staff members were reluctant to merge because they were worried about salary adjustment and peromnes level which up to today they have not been fixed".
R 2	"Staff resistance because staff members were always kept in the dark".
R 3	"Staff resistance to change, inadequate communication and consolidation on one campus".
R 5	"Attitudes of people, the negativity, the forcing of the whole process, not specifically me but other people had to change transport arrangement and change offices".
R 6	"Most staff members were reluctant to move because of travelling and the institution refused to arrange transport to the station. Most people left the institution because they did not want to move".
R 8	"Practical issue, things such as staff not wanting to travel between campuses, staff were in comfort zones - they were used to things done in a particular way and suddenly they had to adapt to a whole new world and that resulted to resistance from people".
R 14	"Resistance, habits, consultation - people were left in the dark".
R 16	"Resistance of staff especially moving/changing campuses".
R 17	"Staff resistance, teaching styles that were different and there was not enough time to consolidate all that".
R 18	"Staff resistance, no proper communication and different cultures".
R 19	"People in general do not like change, and the top-down approach did not help at all".

R 20	"People do not like change".
R 22	"Staff resistance".
R 23	"People do not like change and lack of consultation".
R 24	"The approach that was used was just giving instructions; everything was only good for the top management".
R 25	"People didn't have a buy-in".
R 26	"Because it was a forced integration, dynamics of SA society – two institutions with different cultures, different attitudes towards the process".
R 27	"Communication, physical distance and different process from different campuses".
R 28	"Lack of communication to put staff at ease, buildings (space) ".
R 29	"Human barrier, lack of communication created fear".
R 30	"Space, people were in their comfort zones that they did not want to leave and employees were not keen to change".
R 31	"Lack of willingness in staff, resistance, space, leadership constraint and distances between campuses".
R 32	"Reluctance to change, none existence of consultation".

THEME 3	NO SYSTEM IN PLACE
R 9	"The management was supposed to think things through before acting - not having to go back and correct those things. We are sitting with issues that should have been resolved if people were given responsibilities".
R 12	"Lack of system, there was no system, there was no way forward, systems from both campuses kept on clashing because there was nothing that was put there - something that we can follow as both campuses".
THEME 4	FINANCE
R 11	"Budget - Money was a major constraint and it is still a major constraint, even today".

THEME 5	INTERVIEWEES COULD NOT ANSWER
R 15	"N/A"
R 21	"Nothing I can think of".

Figure 4.12: Responses to Question 18
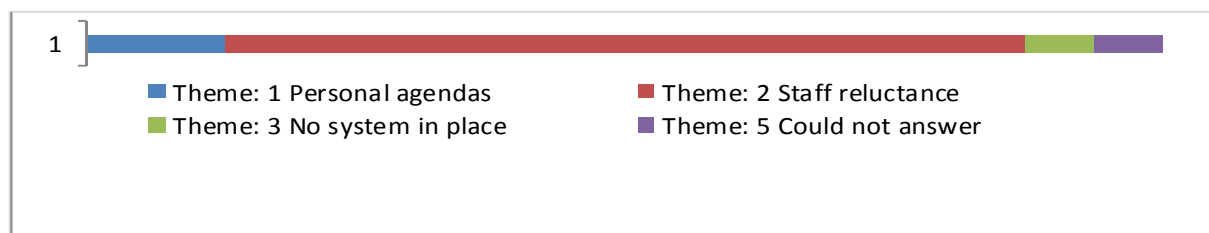
With reference to theme 1, four interviewees mentioned that personal agendas and power struggles were some of the barriers to the process of restructuring, as is indicated in Table 4.12 above

Theme 2 in Table 4.12 above shows that 23 interviewees stated reluctance of staff to change as the main barrier of the restructuring process. Out of 20 interviewees, one stated that she was

apprehensive of this restructuring because she was worried about the salary adjustments that might happen. Six interviewees stated that resistance of staff members to change had a lot to do with the lack of communication from the management which also resulted in fear. Thirteen interviewees stated that there was staff resistance because of lack of consultation about the process that would be followed and the approach that was going to be used to implement the restructuring (the top-down approach). Another factor worth mentioning is that that staff were in their comfort zones and so practical issues like new travelling arrangements also contributed to their concerns. Two interviewees stated that there was no system in place to act as a guideline for the restructuring.

As indicated in Table 4.12 above, one interviewee stated that money was a major constraint in this restructuring process.

Also as indicated in Table 4.12, two interviewees could not answer this question.

4.2.12 Summary of responses to Question 18

All interviewees stated that they were reluctant about the restructuring, and they cited different reasons for this. Some stated that they were reluctant because there was lack of communication and that resulted in fear. The majority of the interviewees stated that lack of consultation and a top-down approach both resulted in reluctance among many staff members. Lewin (1951: 1–29) state that employee resistance to change has been recognised as part of the change process and thus it is not likely to be avoided, Myers and Robbins (1991:9) stated that resistance is a natural and normal response to change because change often involves going from the known to the unknown. According to Dent and Goldberg (1999:36) and Bordia *et al.* (2004: 353), "timely and accurate provision of information, opportunities for participation, and the diffusion of trust in management's vision underlying the change have all been noted as potential alleviators of employee's resistance to change".

Q15. *Regarding the restructuring, what do you feel good about?*

Table 4.13: Responses to Question 15

RESPONDENT	RESPONSE
THEME 1	**GROWTH, PERSONAL DEVELOPMENT AND INTEGRATION**
R 1	"As an institution we are no longer regarded inferior compared to traditional Universities and we are not denied membership to international associations".
R 3	"For me I think it's the growth element. It also allowed us to become expects in our respective fields and also meeting new people".
R 5	"One thing I feel good about is that I'm still in this business that I can develop more people. The net has widened to accommodate more students".

R 6	"The only thing that I feel good about is that I moved campuses and moved to a campus that is closer to home".
R 7	"I would say Integration at all levels".
R 8	"We are a much stronger faculty now than we were before the merger, there are much more challenges, it's interesting to work with such a big numbers of students, we are bigger than many universities in this country and that is interesting".
R 9	"I think we are moving in the right direction".
R 11	"The only thing I feel good about is that there has been growth in the department".
R 12	"There are things that I didn't know about that I know now; I was forced to be more knowledgeable".
R 13	"I would say working with new people, made new friends and new challenges".
R 14	"NA".
R 17	"The only thing I feel good about it is de-cluttering of my office – getting rid of things that I didn't need".
R 19	"It exposed me to a different type of student, and I have grown".
R 20	"I have moved forward/up and I also got a chance to study".
R 25	"Even though I was sceptical by the bigger institution, it is better".
R 27	"Meeting new people".
R 28	"As a department now we speak the same language, policies are the same, staff's mind-set have changed".
R 29	"New leadership, engaging more with outside world and there is a lot of positive".
R 30	"Getting to know new ways of doing things, learning from my new colleagues".
R 31	"It was a good decision to harmonise programmes and to have one programme in one campus benefits the institution".

THEME 2	NOTHING GOOD ABOUT THE RESTRUCTURING
R 2	"Nothing".
R 4	"Nothing".
R 10	"I can't see any good reason; I can't see the value of the whole process".
R 15	"I cannot think of anything good about the restructuring".
R 16	"No comment".
R 18	"I can't say".
R 21	"Nothing, instead there are more polices that one must know".
R 22	"Nothing changed except that the student population has been transformed".
R 23	"Nothing, no privileges".
R 24	"Nothing, what I can say is that people are not treated the same".
R 26	"Nothing, especially education point of view, the quality of education that we offer is not beneficial".
R 32	"To be honest, Nothing".

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■ Theme 1: Growth, personal development and intergration
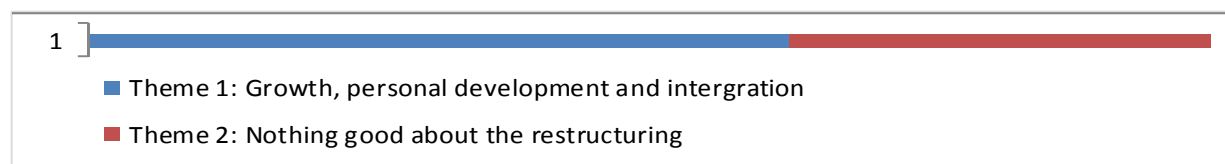
■ Theme 2: Nothing good about the restructuring

Figure 4.13: Responses to Question 15

As indicated above in Table 4.13, 20 staff members stated different things that they feel good about this restructuring; some of the things that they mentioned were the growth and development of the faculty, integration, personal development and meeting new people.

As shown in Table 4.13 above, 12 interviewees stated that there is nothing about restructuring that makes them feel good.

4.2.13 Summary of responses to Question 15

The interviewees had different reasons for feeling good about restructuring, with some of them indicating that the restructuring might not have been good for them as staff members but that it was good for students. Some staff members also indicated that the faculty is developing well and it looks like it is moving in the right direction.

Q16. Could you please comment generally on the implementation strategy that was followed?

Table 4.14: Responses to Question 16

RESPONDENT	RESPONSE
R 1	"It's a good thing that a new child was born in the form of University of Technology but an ideal situation would have been merging a university and a Technikon".
R 2	"People were just informed via e-mails no consultation i.e. when moving staff to another campus and staff members had to move to offices that they did not even come and view before moving in to them".
R 3	"It was a pressurised thing and a lot of us went through it screaming and shouting, but in retrospect there is no other way it would have been done because people do not want to change especially academics. When it happened we didn't enjoy it".
R 4	"Not a good way of handling things, it could have been handled better, feelings and emotions were never considered".
R 5	"It was a matter of take it or leave it, we had to make it work, it was a one way quick fix to get it done and get on with a job. It was different from the private sector where you worry about your clientele and things must be properly done, with students you just need to offer a service".
R 6	"As staff members we were not properly consulted, we were told what was going to happen it was again that take it or leave it".
R 7	"The strategy was agenda driven for personal benefit with no consideration for the needs of the staff when they moved campuses, no consideration as to the greater need of the Western Cape, I don't think communities were consulted or considered".
R 8	"To a large extent it was a process of trial and error, management will try things and hope that it would work and if didn't work they will resort to something else, so it was a learning process and I don't think it was particularly thought through and that caused teething".
R 9	"Moving from a unit to the faculty was done very quickly and now I feel I am bringing more to the table".
R 10	"It was uncoordinated; there was no fixed strategic plan. If there was a strategic plan it was not informed by information on the ground that feeds to that strategic plan. It was an uncoordinated, disjointed and chaotic process".
R 11	"The process was autocratic because we were just told you must harmonise on such and such a date, there are still departments that are not harmonised".
R 12	"Not well at all".
R 13	"Very unorganised and people or staff feelings were not taken into consideration".
R 14	
R 15	"I feel that a lot of power has been taken away from Cape Town to Bellville as many important offices have moved to Bellville such as Finance, Salaries, Human Resources, and Information Communication Technology etc. Even though the rector is here in Cape Town but people responsible for management of operation such as the Vice Rectors are in Bellville".
R 16	"It was okay because we had to restructure anyway".
R 17	"I would say on paper the process looked good but in practice it was a disaster, it was unplanned and hat frustrated us, it was painful. Offices were not ready, we had to share offices, we didn't have telephones, network points were not there, some offices were not cleaned it was a mess".
R 18	"Communication lacked and that caused a lot of confusion".
R 19	"It was not good, they didn't listen to staff, the dean had his own agenda and motive".
R 20	"People should have been treated the same".

R 21	"It was done very badly and communication was non-existent".
R 22	"The management should have consulted from the top to the cleaner".
R 23	"Since there were no changes in our department I can't say much".
R 24	"Because we did not have to move offices or campuses and no other employees came to us so I'm not aware of many things that happened."
R 25	"Initially there were hiccups but everything went well because of transparency".
R 26	"Chaotic, until now there are staff members who do not have offices. People had to move their furniture meaning there was no control on moving of assets".
R 27	"There was no transparency".
R 28	"They (Management) should have communicated better, e-mails are impersonal when it comes to things like these".
R 29	"The human element/aspect of restructuring was ignored".
R 30	"In my position we don't know why things were done and how were they done we just go with the flow".
R 31	"Time that was allocated was not enough, there was no clarity for people who had to move offices and the planning of moving was very poor".
R 32	"From the administration staff perception, there was no strategy for lower level employees they were only worried about the management and academic staff".

4.2.14 Summary of responses to Question 16

When asked to comment generally on the way the restructuring was handled, very few interviewees felt that the process was handled well, while some stated that it was 'okay'. Some interviewees stated that there was no planning and the process was just 'trial and error' and some stated that the whole process was uncoordinated and chaotic. A number of interviewees stated that communication could have been handled better during the process. As highlighted in the literature review, Elving, Bennebroek & Gravenhorst, (2009:3) stated that change communication that is not managed properly may cause rumours, resistance to change, overemphasis of negative aspects of change taking place in the organisation, and ultimately a crisis.

4.3. Chapter summary

This chapter provided the research findings of the study. The main purpose of this study was to analyse the perception of the effectiveness of a change management process mid merger, and how it impacted the psychological contract of people, and to identify improvement opportunities. With regards to the perception of the effectiveness of the change management process, respondents' perceptions were that there was no planning and that the process was just "trial and error", uncoordinated and chaotic; and that communication could have been handled better during the process. With regards to the psychological contract, the change management process impacted negatively on interviewees' psychological contract with the institution.

CHAPTER FIVE:
CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The South African education system, specifically higher education, has undergone rapid change and transformation since 1994, "to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities" (White Paper: 3:1).

In light of the history of the institution in question stated in Chapter One, this study focused on analysing the perception of the effectiveness of a change management process mid merger, and how it impacted on the psychological contract of employees of the institution in question, and aimed to identify improvement opportunities for future change management.

In Chapter Two the researcher provided a literature review which had been conducted in order to support the aim of determining the impact of the change management process on employees of the institution in question. Chapter Four described the empirical study that took place and during which the researcher conducted structured interviews to collect data from the employees of the institution in question.

5.2. Conclusions

The conclusions that were derived were based on the purpose, research questions and results of the study that the researcher conducted. Recommendations are based on the conclusions and purpose of the study as stipulated by the researcher in Chapter One.

5.3. Impact of change management process

There was a general feeling amongst employees that the institution has little or no regard about how employees feel. According to employees, the human aspect of the whole process was never considered, particularly when they had to relocate to other campuses. Although employees felt that the institution had little or no regard about their feelings, relationships were not negatively affected by the process, and instead they were strengthened. Employees seemed to feel the need to protect

each other against the institution which might be an indication that they had lost faith and trust in the institution.

In general, employees felt that the institution did not handle the whole process as well as it should have. There was no strategy in place and employees' perceptions were that the institution did not care about their interests and views and there was also no platform for employees to voice their views.

5.4. Perception of the effectiveness of the change management process

The majority of the employees' perception was that the institution did not communicate with them properly during the change process and the process was not transparent throughout. Employees also stated that there was a lack of consultation by the institution during the change process; decisions and actions were taken that impacted on employees but they were not consulted.

All the factors mentioned above resulted in an escalation of speculation, fear and resistance to the change process. It is evident that even though employees understood the reason behind the restructuring, from the start they were very sceptical about the change process due to lack of communication and transparency. Employees were uncertain about what was going to happen to their jobs and benefits, and the issue of lack of communication contributed to their reluctance to be positive.

As stated by Gratchel and Proctor (1976:29), employee resistance is likely to increase when employees are not involved in the change process. Therefore, employees as recipients of change in the organisation must be given a chance or made part of the change process to increase their understanding of why change must happen. They must also have a sense of ownership and control over the change process, and processes need to be put in place to ensure an increased readiness for change is enabled. When employees are kept informed about changes that affect them and also know that their contribution and involvement in the restructuring process have an impact on decisions, they become confident and reassured of the process (Gratchel and Proctor, 1976:29).

5.5. Impact on employees' psychological contract

The researcher found that the change that took place in the institution directly influenced individual employees with respect to their perceptions and expectations about their relationship with the institution. In other words, their psychological contract was negatively affected and that caused a decline in their organisational commitment. This supports the view of Turnley and Feldman (1998:77) who suggested that psychological contract violations may result in increased exit, increased neglect of in-role job duties, and a reduced willingness among employees to defend the organisation against outside threats.

Even though there were no job losses, there is still some sense of feeling threatened, and some uncertainty and frustration among employees. This can be attributed to the fact that some employees' working conditions have been changed in the process. It is also evident that the institution in question did not prepare or educate its employees as recipients of change – as suggested by Shum *et al*. (2008:18), namely that change recipients must be prepared for change by attending organised workshops. Most importantly, the institution's lack of communication with employees resulted in psychological contract violation.

Better communication could have prevented psychological contract violation because the resistance to change was caused by lack of information to employees from the management of the institution. This is supported by Schalk *et al*. (1998:161) who stated that "when communication with, support for, and participation of, individual employees within the change implementation process is experienced as better, that is positively related to the psychological contract".

5.6. Recommendations to the institution management

To ensure this study adds value to the institution under discussion, as well as give guidelines for similar endeavours, it is important to make recommendations of how to do things differently or better in future. The following section provides recommendations that could be implemented in future.

5.6.1 Communication and transparency

To address the issue of the psychological contract violation, the institution management should be aware of the psychological contract and how its breach may impact employees' organisational commitment. Going forward, the institution must also have an open communication strategy for employees, not only for the senior management but for all its employees at all levels. The institution needs to make sure that the information is filtered down from the executive level to the junior level.

This can be done by using large scale interventions where communication takes place with big groups of staff members at the same time, like town hall style meetings and video conferencing. In addition to the above, the institution can introduce phone lines where employees can pose questions and comments to the vice chancellor. Lastly, managers/heads of departments of the institution should be encouraged to speak openly with employees about future changes that might take place in the institution, if any.

5.6.2   Strengthen organisational commitment and job security

The management of the institution should work on regaining trust from its employees in order to strengthen organisational commitment so that employees can have high levels of job satisfaction and have no intent to leave. The management of the institution could also make sure that job security is communicated to employees at all levels. As per the feedback from the interviews, it became evident that there is a level of uncertainty among employees. According to Ciciora (2014:2), organisations can provide job security to employees by helping them recognise their value in the organisation which can mitigate feelings of job insecurity. The institution in question can also achieve this by adopting the town hall style meetings and also by conducting online surveys. Folkman and Lazarus (1988: 309-317) emphasised the use of surveys and stated that the concerns raised by employees in employee surveys often impact employee performance, morale, and customer and supplier interactions.

The institution in question needs to work on programmes that will boost staff morale. This can be done by first conducting an employee judgment survey with questions that specifically address workplace climate in the aftermath of restructuring. Gutknecht and Keys (1993:31) suggested that conducting periodic surveys may provide the factual information necessary to stay well-informed of swiftly changing attitudes and the morale of employees. Based on the analysis of survey results, an action plan can be developed to improve working conditions based on employee concerns and fears. The institution can also provide programmes or workshops to motivate and boost staff morale and confidence in order to avoid staff turnover.

5.7. Recommendations for further research

This study focused on analysing the perception of the effectiveness of change management process, and how it impacted the psychological contract of people in a merger of universities of technology. A remarkable amount of literature and research is available on corporate mergers, but there is limited amount of literature on mergers in higher education, none could be found on the South African context. Therefore, further research can be conducted to assess the impact of mergers in higher education.

It would also be beneficial to conduct a comparative study across all the institutions, in South Africa that have undergone a merger to see how their staff experienced the mergers. Lastly, a study can also be done on how to plan an institutional merger through a proper project management methodology process.

5.8. Concluding remarks

The main purpose of this study was to analyse the perception of the effectiveness of change management process, and how it impacted on the psychological contract of employees of the institution in question, and to identify improvement opportunities for future change management.

The literature guided the research in giving a synopsis of theoretical knowledge related to the impact of mergers, organisational change, change management, and employees' perceptions of organisational change.

The literature review also enabled the researcher to put together a comprehensive background in order to understand current knowledge on the topic and also highlight the significance of new research.

The stakeholder feedback analysis indicated that the area of research was a very relevant and that the understanding of this topic could enhance executive management's understanding of the perceived failures and success resulting from the restructuring process within the institution in question.

The stakeholder feedback provided valuable input for areas of improvement for the enhancement of, or development of an overall change management process within the institution in question which could assist in any future initiatives requiring change management.

The researcher was therefore able to pull together literature and practical experiences to postulate the substantiated need for improvement opportunities in addressing foreseeable change management initiatives within the institution in question.

Various areas of improvement, as well as recommendations for management were identified. The recommendations made are relevant, topical and can add value to the institution in question.

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APPENDIX A:
PERMISSION LETTER TO CONDUCT A STUDY

Cape
Peninsula
University
of Technology

Dear Ms. Vuyolwerthu Gola,

We are pleased to inform you that your request to conduct research has been approved however you are requested please to treat the information as confidential as possible.

If you have any questions or other concerns, you may direct them to my office.

Kind Regards

Mrs. Ncediwe Qomoyi

The Human Resource Manager

Contact Details:

(021) 959 8403/6265

APPENDIX B:
RESEARCH ETHICS COMMITTEE APPROVAL

Cape Peninsula
University of Technology

P.O. Box 1906 • Bellville 7535 South Africa •Tel: +27 21 6801680 • Email: saliefa@cput.ac.za
Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty: **BUSINESS**

At a meeting of the Research Ethics Committee on 13 June 2012, **ethics approval**

Was granted to NOBAZA, Vuyolwethu (202114066) **for research activities Related to the**

MTech/DTech: MTECH: Business Administration **at the Cape Peninsula University of Technology.**

Title of dissertation/thesis:	Retrospective perceptions of the change management process at a University of Technology Supervisor: Dr R Nel, Dr C Steyn

Comments:

Decision: APPROVED

Signed: Chairperson: Research Ethics Committee	13 June 2012 Date

Signed: Chairperson: Faculty Research Committee	Date

APPENDIX C:
CONSENT FORM COVER LETTER

CONSENT TO PARTICIPATE IN RESEARCH

RETROSPECTIVE PERCEPTIONS OF THE CHANGE MANAGEMENT PROCESS AT A UNIVERSITY OF TECHNOLOGY.

You are kindly requested to participate in a research study conducted by Vuyolwethu Noba-za, from the Graduate Centre for Management at Cape Peninsula University of Technology. The results of this research study will contribute to the completion of her dissertation, which forms part of her MTech Business Administration. You are selected as a participant in this study because you are a valued employee of The Company, and the company decided to participate in this research to obtain objective information which will be of value to both the company and its employees.

1.   PURPOSE OF THE STUDY

The purpose of this research is to review the processes that were followed during restructuring and to describe the retrospective perceptions of staff that were directly or indirectly affected in the organization.

2.   PROCESS

Participation in this project will involve an interview that will discuss issues related change management process at a University of Technology that you work for. Interview will be conducted by the researcher. All the interviews will be conducted in English, will take approximately 20 minutes.

3.   POTENTIAL RISKS AND DISCOMFORTS

Participation is voluntary and confidential, but should you feel concerned you may withdraw your consent and end your participation at any stage of the project.

1

4. POSSIBLE BENEFITS

As this study will focus mainly on the human aspect of the restructuring process that have taken place in the faculty in question, this study will contribute to the developing body of knowledge on change management and employee wellbeing related to organizational restructuring. The findings and recommendations of this study can be used as a mechanism of strengthening future change process in the institution.

5. POSSIBLE RISKS

Participation is voluntary and confidential, but should you feel concerned you may withdraw your consent and end your participation at any stage of the project.

6. PAYMENT FOR PARTICIPATION

No participants will receive any form of payment in exchange for participating in this study.

7. PARTICIPATION IS VOLUNTARY

Participation in any research project is voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. Your decision whether to take part or not to take part, or to take part and then withdraw, will not affect any relationship you might have with the researcher or your relationship with Cape University of Technology.

Before you make your decision, a member of the research team will be available to answer any questions you have about the research project. You can ask for any information you want. Sign the Consent Form only after you have had a chance to ask your questions and have received satisfactory answers. If you decide to withdraw from this project, please notify a member of the research team or complete and return the Revocation of Consent Form attached.

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8. PRIVACY, CONFIDENTIALITY AND DISCLOSURE OF INFORMATION

Any information obtained in connection with this project and that can identify you will remain confidential. It will only be disclosed with your permission, subject to legal requirements. Any distribution or findings from the thesis will be referred to the Faculty of Business Research Committee before it will be submitted for publication.

9. IDENTIFICATION OF RESEARCHERS

If you have any questions or concerns about the research, please feel free to contact Vuyolwethu Nobaza (Researcher) on the telephone numbers: 021 959 6737 or cell number, 084 714 7794 all hours, or email: nobazav@cput.ac.za. Alternatively, participants are free to contact Dr Carly Steyn Senior Lecturer & Course Co-ordinator Graduate Centre for Management at 021 460 9019.

10. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, please contact Dr Carly Steyn Senior Lecturer & Course Co-ordinator Graduate Centre for Management at Cape Peninsula University of Technology.

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APPENDIX D:
CONSENT FORM

TO: interviewee

CONSENT FORM

Date:………………………….

Full Project Title: Retrospective perceptions of the change management process at a University of Technology.

I have read and I understand the attached Research Statement.
I freely agree to participate in this project according to the conditions in the Research Statement.

I have been given a copy of the Research Statement and Consent Form to keep.
The researcher has agreed not to reveal my identity and personal details, including where information about this project is published, or presented in any public form.

Participant's Name (printed) …………………………………………………………………

Signature ……………………………………………………………

Date …………………………

Please e-mail or fax this form to:

Vuyolwethu Nobaza
Tel No: 021 959 6737

Cell No: 084 714 7794

Fax No: 0866906251

E-mail: nobazav@cput.ac.za

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TOPIC

Retrospective perceptions of the change management process at a University of Technology.

1. **PURPOSE OF THE STUDY**

The purpose of this research is to review the processes that were followed during restructuring and to describe the retrospective perceptions of staff that were directly or indirectly affected in the organization.

2. **OBJECTIVES**

- Reviewing the processes and procedures that were followed during the restructuring of the business faculty.

- Evaluate employee experiences of the restructuring process as a mechanism for strengthening future change process in the institution.

- To formulate recommendations to the institutions management regarding the implementation and management of change management.

3. **INTERVIEW QUESTIONS**

1. How was the restructuring introduced to you and what was your initial perception of the restructuring?

2. Was there a consultation process with all involved or relevant stakeholders prior to the implementation of the restructuring plan? What form did this consultation take?

3. How did you experience the consultations?

4. How did you understand the reasoning or the rationale behind the restructuring?

5. What kind of training/workshop that was provided to clarify the restructuring to employees.

1

6. Did you attend any of these workshops? Please explain why you attended/not attended these workshops.

7. If you attended the workshops, how did you experience them?

8. What are your perceptions of transparency and communication of the restructuring process?

9. What are the communication methods that were used to disseminate information to staff and other stakeholders about the restructuring?

10. How did employees perceive the means of communication that were used to communicate the restructuring with employees and other stakeholders?

11. How did the restructuring impact on your development with regards to your current position.

12. Did the restructuring process impact on your psychological contract i.e. your relationship between you and the employer?

13. How did you perceive the manner in which restructuring process was handled between the campuses?

14. How did the restructuring affect your personal relationships with other employees?

15. Regarding the restructuring, what do you feel good about?

16. Could you please comment generally on the implementation strategy that was followed

17. Which do you consider the critical success factors for the implementation?

18. Which would you say were the main barriers that were encountered in the restructuring?

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APPENDIX F
PROOF OF LANGUAGE EDITING

JEANNE ENSLIN
Language practitioner

Proof of language editing

I, Jeanne Enslin, acknowledge that I did the language editing of **Vuyolwethu Nobaza's** dissertation submitted for a Master of Technology: Business Administration.

The title of the dissertation is: AN ANALYSIS OF THE PERCEPTION OF THE EFFECTIVENESS OF A CHANGE MANAGEMENT PROCESS MID MERGER AT A UNIVERSITY OF TECHNOLOGY.

If any text changes are made to the electronic document which I am sending to Vuyolwethu Nobaza today, 11 November 2014, it needs to be returned to me to check the language of the changes.

Jeanne Enslin
082-6961224