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MANAGING ORGANIZATIONAL CHANGES

IN A COMPANY IN THE WESTERN CAPE TO SURVIVE THE
CHANGING LANDSCAPE

BY

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DECLARATION

I, Shaheed Adams, student number 201088843, hereby declare that the content of this dissertation, "The effect of leadership and change management in an organization in the Western Cape, South Africa," is my own work. I herewith further declare that it has not been previously submitted for academic examination by myself or anyone else towards any qualification at the Cape Peninsula University of Technology or any other university. This dissertation is a representation of my own findings and not necessarily that of the Cape Peninsula University of Technology. All sources used for the compilation of this dissertation have been accurately referenced according to the Harvard style which is the preferred method of referencing at the Cape Peninsula University of Technology.

Shaheed Adams …………………………………Date: 06 December 2021

ABSTRACT

South Africa has a young democracy, with significant changes in legislation and new cultures are formed daily as the country is trying to build a new future for all. Amongst this the whole world is changing at a rapid speed with new technologies emerging almost daily. Some organisations are struggling to cope with the changes within South Africa and at the same time need to compete in the global markets in this ever-changing landscape.

One thing for sure, to manage these changes, leaders need to emerge amongst the ordinary citizens to guide our people through this time of uncertainty. Managers need to obtain critical leadership skills to ensure survival of organisations. Organisations need to understand what makes their workforce tick, be aware of the organisational culture and understand how to create cultures that embrace changes and winning teams.

The researcher embarked to understand the factors that influence and that could possibly form barriers in managing organisational changes. The research allowed for a qualitative section to place the quantitative data into context. The study discovered that one of the biggest factors that is affecting the morale and productivity in the organisation with so many cultures, languages and beliefs is communication. Leaders and managers must place significant emphasis on this aspect if it ever hopes to manage changes successfully.

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CHAPTER 1

INTRODUCTION

1.1   INTRODUCTION

The global business terrain is drastically changing because of technology and other social factors. Organisations need to be relevant and viable; hence they cannot continue to use the traditional methods of operating businesses. The ever-shifting technology has introduced more effective and efficient ways of doing business, thus increasing global competitiveness. The global interaction has also played on the cultural norms that used to distinguish nations and people; increasingly, the cultural norms are changing. As a result, the much-anticipated Fourth Industrial Revolution (4IR) is increasingly becoming a reality. The ever-changing macro-environment, therefore, compels organisations to restructure to fit in with the current status quo. From the first industrial revolution, the second industrial revolution and now the looming 4IR, one uncomfortable and yet inevitable reality is that organisations have to change their modus operandi. These processes led to job losses, upskilling, and a drop in production due to high levels of uncertainty by subordinates. Too often, organisations become casualties of their own plan to be relevant. Therefore, there is a critical need for organisations to have a well-structured change management programme directed by skilled and competent leaders. This leads to the general question of what a manager needs to qualify as an effective change management agent for an organisation. These may allow for a smooth transition that may enable the organisation to keep growing and maintain competitiveness.

Bennett and Bush (2013:172) indicate that changing environment can be defined as a change or disturbance in the environment due to human influences or natural processes. Due to the ever-changing environment, successful organisations keep pushing boundaries for them to remain relevant and profitable. Globalisation has integrated the world community and has integrated many countries geographically, culturally and politically to where they have been merged into one global village by technology (Passaris 2006:3). Consequently, organisations are competing directly in prompting innovations, research and other improvisations to be both integrated and profitable. To remain relevant and thrive in an environment where the only constant is change, cost-cutting measures are introduced, retraining and the constant moving of resources to more suitable situations has become the norm (Faulconbridge & Jonathan 2009:333; Su & Tang 2016:8-9). The main drivers of change are the need to stay relevant, the quest to be more efficient, marketing shifts,

political pressure (legislation), cultural shifts, and the competition's activities. Song (2009:6) posits that the restructuring will inevitably match the changes in the external environment in an organisation if efficiency is to be achieved. The need for change, be it in products, structure or operational methods, brings resistance and poor cooperation if not correctly or methodically done. Therefore, there is a need for effective, visionary, and well-meaning leadership to steer the organisation from its current stage to the desired change (Kotter 2007:4). Moran & Brightman (2000:71) state that, by their very nature, human beings, specifically employees, are not comfortable with change that might alter their regular system by introducing an unknown situation. The study focuses on the models that could effectively change the organisation without leaving the employees behind in the process.

1.2 BACKGROUND

According to O'Gorman & Macintosh (2015:31), a literature review is when a researcher understands or establishes what is known about a subject and then deduces what is not known about the research area. It is to understand the current state of a subject area, identify gaps in the current research area or knowledge, and determine the need for additional research or even resolve a debate.

A literature review is "an important chapter in the thesis, where its purpose is to provide the background to and the justification for the research undertaken" (Bruce 1994:21).
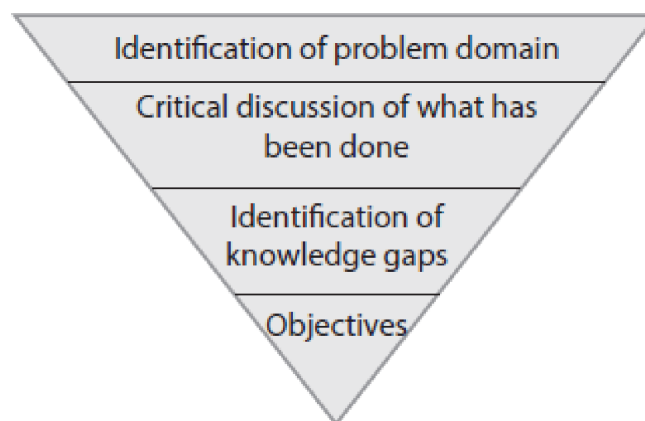
Figure 1.2.1 Nature of Research

Source: Maier (2013:4)

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The literature review in this research study will serve as a method of collecting secondary data so to obtain a better understanding of the topic at hand before proceeding with the collection of the primary data (Ryklief 2016:5).

The researcher focused on the following areas for the preliminary literature review:

- The factors influencing the area of study.
    - Management, leadership, staff morale, and the impact of globalisation on organisations to survive and innovate in a forever changing world.
- Theoretical review
    - This was conducted to understand what research currently exists around the topic in an attempt to steer the research and avoid duplication of research already conducted.
- A legislation review around the research area.
    - This review was necessary to understand how legislation supported or opposed the research topic.

This research aims to contextualise what is known about management, leadership, the impact of globalisation and cultures concerning what the workers are experiencing in the South African environment. This research could be beneficial to many organisations as the data is current and reflects the recent experiences of the workforce and what might assist in allaying their fears concerning the change to a more productive environment.

1.2.1 Leadership vs Management

According to Wajdi (2017:77), leadership can be defined as a characteristic, behaviour or skill of an individual as a management function. The author further states that an individual's influence relates to a situation, a sense of responsibility, experience, and process, and operates from an authoritative position. The majority of leadership definitions focus on the motivation and inspiration of people towards a common goal or vision. According to Zaleznik (1977:67-68) in his landmark article written in 1997, where he pinpoints the difference between managers and leaders, he argues that organisations need both as they have different roles to fulfil. Leaders must innovate and lead people towards a change, and managers must keep the status quo operating optimally. This point is critical in the research that will be addressed in this thesis. It immediately highlights some of the primary catalysts required for effective change management in an ever-changing world. Watson (1983:8-13) states that leaders focus on communication, motivation and shared goals while

managers take care of the structure and the system. By examining the theory above, it can be seen that leaders and managers need to coexist in organisations to drive change towards a better future.

1.2.2 Change Management

Change management has been defined as 'the process of continually renewing an organisation's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers' (Moran & Brightman 2001:66).

According to Bennett and Bush (2013:172), change management can be defined as the process or preparation an organisation engages in to help support teams and individuals while changing their operation mode to remain relevant or perform better.

Senior (2002:369) states that it is important for organisations to change; therefore, change management is becoming a skill required for all managers. In addition, Graetz (2000:550-564) states:

> Against a backdrop of increasing globalisation, deregulation, the rapid pace of technological innovation, a growing knowledge workforce, and shifting social and demographic trends, few would dispute that the primary task for management today is the leadership of organisational change.

Oosthuizen et al. (2011:336) define change management as an ongoing process with different interventions and processes of management, which enables organisations to respond to internal and external changes rather than the change itself. However, as change management moves people from the known to the unknown, often out of their comfort zones, it creates uncertainty. In addition, it might impact the morale of the staff, ultimately impacting production.

1.2.3 Staff Morale

According to Mallik, Mallik, & Keerthi (2019:3289), morale is defined as an employee's attitude and satisfaction during their employment.

Al-Saadi (2019:22) defines employee morale as the attitude and satisfaction of an employee when associated with an organisation or business. The author states that employee morale is complex as

it involves a significant number of factors, including the reputation of an organisation, the nature of work an employee is performing, personal attributes, supervision and feedback, and work-life balance.

Morale is linked to the attitude and satisfaction of an employee, while culture is linked to social behaviour and what people perceive to be the norm. Recognising that culture will also impact the attitude and satisfaction of an employee, it is crucial to understand its nature, as change in an organisation might impact it.

1.2.4 Culture

More than a century ago, culture was identified as a collective word to describe social behaviour, customs, laws and what is perceived as normal in communities. Thus, a society's beliefs, capabilities, knowledge, and habits constitute its culture (Taylor 1871:13). This alludes to how culture is developed through social learning and understanding, which roughly explains the complex nature of culture within a business.

Culture is broadly defined as "sense-making", which can be defined as a collaborative process that arises from different individuals' perspectives with different interests to create shared awareness and understanding (Watkins 2013).

Shayah & Zehou (2019:465) defines culture as a complex set of values and traditions, commitments, and ideologies shared through the organisation and how it manages its performances to create a competitive advantage in its market.

Cooperrider & Fry (2012:3) quote Aristotle, "We are what we repeatedly do. Excellence, then, is not an act but a habit". This points out that habits or repeated behaviour are the core of cultures.

As organisations are joined or competing directly and indirectly now more than ever due to globalisation, it forces the understanding of culture to work together to optimise goals and profits.

1.2.5 Globalisation

According to Wolf (2014:22-25), globalisation can be defined as integrating worldwide companies, governments, people, which involves economic resources, capital, technology services and goods.

Okafor (2007:160) defines globalisation as the diffusion of technology and the increase of cross border transactions in goods and services resulting in international capital flow resulting from growing to become economically independent.

Rhinesmith (1996:24) makes a comparison between Domestic Mind-sets and Global mind-sets argues that global mind-sets encourage diversity and teamwork, expertise in many areas, emphasise processes, view change as an opportunity. In contrast, Domestic mind-sets require expertise in a functional area, encourage individual responsibility, emphasise hierarchical culture and eliminate surprises as it creates threats. These conflicting viewpoints create problems in organisations. This points out that globalisation affects the culture in an organisation and whom the organisation hires. Therefore, should an organisation shift from a domestic mind-set to a global mind-set, apart from the physical changes in the organisation the staffs' mind-set needs to be managed and guided.

Globalisation has brought many technological advances, which led to different industrial revolutions. However, change management was key; many government institutions were left behind, making it difficult to support these initiatives. Technology giants like Elon Musk, born in South Africa, has started multibillion-dollar organisations in foreign countries. Therefore, change management is critical from a global and socioeconomic perspective to ensure that South Africa catches up with the rest of the world to attract foreign investment and encourage job creation.

The impact of globalisation has created the need for leadership in organisations and, more importantly, the behaviour of leaders towards staff and what the staff need and experience during this change process.

1.2.6 Leadership and Change

Senior management often places a new strategy on the table that was formulated by top management and expects the changes to happen at an operational level by mere instruction. It is often not treated as a project, and the lack of detail or communication often prolongs the implementation of the changes or results in the strategy failing. As a result, staff often become despondent and start seeing the change more as a hindrance than a necessity. Some staff members start to feel insecure about their jobs and the validity of the change. Kotter (2007:4) states, "Guiding change might be the ultimate test of a leader". This summarises the importance of leadership when

a business goes through organisational changes or if changes must be managed in an organisation. The article underpins eight steps in change management, namely:

- Establishing a Sense of urgency.
- Forming a Powerful Guiding coalition.
- Creating a vision.
- Communicating a vision.
- Empowering others to act on a vision.
- Planning for and Creating short-term wins.
- Consolidating Improvements and Producing Still More Change.
- Institutionalising New Approaches.

Often people are employed to perform a specific function when they sign an employment contract. With globalisation, companies are now competing not just with their local market; they are also competing with international markets. Businesses now need to do more with less as they compete against countries with much lower labour rates and different technologies. As a result, businesses are forced to frequently review their business models and processes, resulting in significant business changes to ensure survival and relevancy. Although these changes are often required, it is often resisted by the staff within the organisation; therefore, it is imperative that changes be managed. The cycle of change behaviour (Oosthuizen et al. 2011:347-348) describes five stages that a person experience during change:

- Stage 1: Immobilisation and shock
- Stage 2: Denial
- Stage 3: Anger
- Stage 4: Bargaining
- Stage 5: Depression
- Stage 6: Testing of self
- Stage 7: Accepting reality

A leader must monitor these stages, and if a team member gets stuck at any stage in one of the phases, the leader must use intervention techniques to ensure a successful change.

1.2.7   Change Management

Change can be seen as a process of transforming relationships by an individual, organisation or group passing from a certain way to another (Vados 2019:229). As per Song (2009:6), change management is crucial for the survival and development of organisations; the more effectively you deal with change, the more you are likely to thrive. Change management is a systematic approach and therefore should be managed, measured and modified if needed. Society changes, technology changes, law changes, resource availability changes, strategies changes and competitor's changes, therefore, change in an organisation is inevitable.

According to Champy & Nohria (1996:946), "there are three major drivers stirring organisational change faster than ever before which can be listed as follows: technology, government and globalisation". Since the fourth industrial revolution is upon us, the technologies will require significant organisational changes to remain relevant. The way we do business today might be obsolete in a few years. Therefore, most organisations will have to go through changes. These changes will have to be managed as staff will not be sure if they will have jobs in a few years and will impact the morale in the business. If it is not managed effectively, even the best strategies are doomed to fail. Since the fourth industrial revolution is a combination of technologies, organisations might have to change more than one facet of the business. Placing this in perspective points out the importance of leadership and management when an organisation goes through change.

As per Conner (2012), many companies stand on a "burning platform" and have to move from definite extinction to possible extinction and need to make complex changes speedily and correctly. These changes often have to be made and managed whether the staff is ready for it or not. These changes must be executed with an unwavering commitment, which is key to successful changes. The author mentions that organisations can only muster this kind of commitment if facing circumstances with catastrophic consequences. He states that sometimes leaders must intentionally manipulate information to create a sense of urgency. Anderson & Anderson (2001:24) states that leaders must focus on Content, People and Process to achieve breakthrough results in Change Management. *Content* refers to what needs to change in an organisation (tangible aspects), e.g., technology, systems, processes. *People* refer to human dynamics, mindsets, commitment to change and cultural dynamics. *Process* refers to the way the change is planned, designed and then adjusting

to how it unfolds. Often organisations know they need to change but often neglect planning the detail (process) or looking at the people aspect (which is pivotal) in the required change.

Having reviewed the people aspect and the environment around the organisation, it was essential to review the legislation and how it impacts the organisation's decisions and behaviour. Organisations must function within these parameters, regardless of the environment.

1.2.8 Legislative Overview

1.2.8.1 Act 108 of 1996

THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA

The Bill of Rights of the constitution explicitly states in para 2.9.1, *"everyone is equal before the law and has the right to equal protection and benefit of the law"* (President's Office 1996). This indicates that all citizens must be treated fairly. This means that regardless of what change process an organisation is going through, it must operate within the constitution.

1.2.8.2 Act 55 of 1998

THE EMPLOYMENT EQUITY ACT

The purpose of The Employment Equity Act (55 of 1998) is:

"The promotion of equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and

Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce" (President's Office 1998)

While change in organisations is inevitable, companies must ensure that the employment act is also considered when hiring people to assist the organisation through changes.

1.2.8.3 Section 187 of the Labour Relations Act 66 of 1995 (LRA):

AUTOMATICALLY UNFAIR DISMISSALS

1. *"A dismissal is automatically unfair if the employer, in dismissing the employee, acts contrary to section 549 or, if the reason for the dismissal is-*

1.1. that the employee participated in or supported, or indicated an intention to participate in or support, a strike or protest action that complies with the provisions of Chapter IV;50

1.2. that the employee refused, or indicated an intention to refuse, to do any work normally done by an employee who at the time was taking part in a strike that complies with the provisions of Chapter IV or was locked out, unless that work is necessary to prevent an actual danger to life, personal safety or health;

1.3. to compel the employee to accept a demand in respect of any matter of mutual interest between the employer and employee;

1.4. that the employee took action, or indicated an intention to take action, against the employer by-

> *1.4.1.   exercising any right conferred by this Act; or*

> *1.4.2.   participating in any proceedings in terms of this Act;*

1.5. the employee's pregnancy, intended pregnancy, or any reason related to her pregnancy; that the employer unfairly discriminated against an employee, directly or indirectly, on any arbitrary ground, including, but not limited to race, gender, sex, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, political opinion, culture, language, marital status or family responsibility."

Section 187(1)(c) of the Labour Relations Act draws a fine line between the employer and employees' rights regarding forcing an employee to do a specific job when the business is going through a change process. If organisational changes are not managed correctly, it could severely derail the change process or result in the workforce going on protected strikes or lengthy battles at the labour court.

1.2.9   Demarcation/delimitation of the Study

The study will be conducted at a selected organisation that is undergoing extensive changes because of both the political and technological shifts in the global environment. The organisation is in Cape Town, the capital of the Western Cape province of South Africa.

1.3   PROBLEM STATEMENT

As mentioned in the initial literature review, organisations need to change with time to avoid becoming obsolete, non-profitable or extinct. Over time, technological advances have altered

operational systems, including products or services offered by organisations to the market. Operational methods have always been determined by the company's requirements and technology, tools, or techniques used by an organisation. Inevitably, the changes in these tools automatically require adjustment within the organisation as they may not make changes without adapting to the new needs. At the same time, there is general resistance from people in the organisation as they feel threatened, insecure or simply uncomfortable with new orders in the system. If their fears are not allayed, it may result in unwanted conflicts and resistance within the organisation, sometimes involving trade unions. This research sought to identify critical factors enabling the organisation to carry on its change programme with the least possible disruption and a happy and motivated staff compliment.

1.4   RESEARCH OBJECTIVE

Punch (2005:61) states that, unlike the aims, the objectives are explicit expectations the researcher has from the research project to be undertaken. It is expected that objectives should be specific, measurable, achievable, realistic and time-bound. Objectives also give direction to the research in that they indicate the expected focus of the study. These are the researcher's expectations when they embark on their research project, and these are more an interpretation of the problem statement.

1.4.1   Primary research objective

Establish the expectations of the subordinates from the leaders during the management of change in an organisation.

1.4.2   Secondary research objectives

Elaborating on the primary research objective provides a holistic approach by separating it into components or aspects.

- Identify the sources of resentment from the subordinates during the changes in an organisation system.
- Identify the perceived improper leader behaviour that may motivate resentment to the change management process.
- Identify subordinate perceptions with respect to how they are treated and the role they play in the changes process.

- Identify subordinate expectations in the process of changing systems in the organisation that can motivate cooperation.

1.5 RESEARCH QUESTIONS

These are critical as they give the direction of the study in terms of literature review and are developed early in the decision to do the research. Like the objectives, they are aligned to or seek to address the problem statement in the form of questions to be answered. These are divisible into the main research question (primary) and the sub research question, which are aligned to the research objectives.

1.5.1 Main research question

What are the subordinates' expectations from leadership during changing systems/processes and positions in the organisation?

1.5.2 Sub-questions for the research

- What impact does unplanned change have on the morale and productivity of the employees during operational changes?
- What are the lived experiences of employees in an organisation going through changes without allaying the fears of subordinates due to uncertainty?
- What may be the guiding principles for effective management of a demoralised workforce faced with uncertainties in their future?

1.6 RESEARCH DESIGN

The researcher opted to use a descriptive research design because of its advantages, as it will assist in understanding and describing the phenomenon. Furthermore, this design was considered compliant with an objective research design: neutrality, validity, reliability, and allowing for generalisations. The decision was taken (to use descriptive) alongside considerations of the expectations from the research, the desired use of mixed research methodologies, and specifically because it was going to be primary research. The limitations considered were the heavy dependence on tools and techniques, the inability to repeat the same results in the qualitative aspects of the research, and the results would not be ideal for the construction of hypothesis and theory. On the contrary, the merits considered were the ability to use this design as a precursor for more

quantitative research, identified variables to be researched, and that the research would identify weaknesses to be corrected for future studies. Therefore, it was considered that the merits warranted the use of this design as the most relevant for the study.

1.7   RESEARCH METHODOLOGY

The research methodology should be in line with the research design; the choice of the descriptive research design almost automatically favours the descriptive research methodology. This methodology allows for the use of both research philosophies simultaneously; therefore, the mixed research methodology was chosen for this research. Primarily because of its ability or compatibility with the descriptive research design, both qualitative and quantitative methodologies could be used simultaneously. Some of the considerations made were comparing the weaknesses and the strengths of this methodology. The use of mixed research methodology was made after contrasting some of the features for or against the use of the system. Some of the glaring differences between these two systems are that one aspect (quantitative) may be repeatable, giving the same result.

In contrast, the other aspect (the qualitative) does not allow for repeating with the same results. In addition to this, the quantitative method makes it easier to make statistical inferences than qualitative, which needs expert interpretation that may not always be available. However, using both has a significant benefit in creating an understanding and a holistic approach to the phenomenon under study. The mixed research methodology will combine advantages of both these and allow for both breadth and depth of the aspects of the phenomenon. Considered was the type of population under study, the research focus and its purpose.

1.7.1   Target population

The population is the subordinates who work in institutions or organisations undergoing changes where they may be experiencing challenges. Specifically, subordinates are responsible for executing the changes and are, therefore, the most affected during the implementation of these changes in the organisations.

1.7.2   Sample and sample size

From the human capital records, it is estimated that close to 350 people fit into the category (characteristics) targeted for the survey. Therefore, it is estimated that questionnaires to a minimum

of 100 of the prospective population would be 29%. This is considered adequate as that is close to one in every three persons.

1.7.3 Sampling method

Systematic random sampling will take every third individual, which will exceed slightly the minimum number planned on giving 116 as the possible total.

1.8 DATA COLLECTION INSTRUMENT

The instrument had to be aligned to the research design and methodology, with a specific focus on meeting the research objectives and answering the research questions. Therefore, a questionnaire suitable for this was constructed, with both quantitative and qualitative approaches to the problem statement. The questionnaire was structured and divided into sections: Section A – Biography, Section B – Likert scale and Section C – Open-ended questions.

1.8.1 Section A – Biography:

- meant to assist in profiling the respondent to validate their eligibility to the participants to the research project. These had to meet specific characteristics of the sample population as defined under population and sample. The reliability of the results was based partly on who participated in the research and their relevance to the study.

1.8.2 Section B – Likert scale:

- used to measure unquantifiable aspects of the research, namely, the interests of the recipients, their attitude, beliefs and perceptions about the phenomenon. The respondents were requested to rank on a scale of 1 to 5; 1 = *Strongly disagree*, 2 = *Disagree*, 3 = *Neutral* or indifferent, 4 = *Agree* and 5 = *Strongly agree*. This would provide a clearer understanding of how the respondents felt about the statements advanced to them. These statements were based on knowledge extracted from the theoretical studies during the preliminary and final literature review.

1.8.3 Section C – Open-ended questions:

- this section opened discussions with the respondents, and the respondents were requested to state their views, perceptions, understanding and experiences with the phenomenon

under study. They were requested to provide information in an unstructured format except that they were to respond to specific areas of interest to the study.

1.8.4 Decision to use questionnaires:

- the researcher opted to use the questionnaire method because it would be cheaper and easier to administer; since the data collection was face-to-face, it was seen as an ideal way in that there would be standard questions for the respondents. Any areas that needed clarity were clarified at the time of the interaction, and the return rate of the research tools was 100%.

1.9 DATA COLLECTION METHODS

Three research assistants were trained to assist with the administering of the data collection instrument. The training involved getting them to understand the purpose of the study, clarity on all the aspects and reasons for the questions in the event that the respondents asked those questions. They were also trained on ethical issues, professional conduct and how to avoid misconduct during the survey.

1.10 DATA ANALYSIS

This is the process of evaluating and categorising the collected data in an effort to derive sense and information from the instrument. First, the instruments were brought together. Next, they were edited, cleaned, coded and then captured onto an Excel Spread Sheet (ESS) from where illustrations (such as tables, charts, frequency polygons, histograms and graphs) were constructed. The illustrations made it easy to draw or identify relationships between the variables under investigation in the survey.

1.11 ETHICAL CONSIDERATION

Increasingly ethical issues are taken into the research field to avoid unscrupulous behaviour from the researchers. This may be in terms of the questions asked and how they may be asked and or reported after they have collected the data. In this research, the researcher practised the best form of ethical behaviour; no questions considered uncomfortable were deliberately put in the instrument. The research assistants always addressed the prospects before administering the form to them, debriefing them on the whole exercise and the purpose. Respondents were free to omit any questions with which they were not comfortable. They could withdraw from the study at any stage without having to provide reasons. The information and data provided to the researchers were

strictly confidential. No authorities were allowed access to the instruments, and no names of individuals or organisations, nor any form of identification, were allowed on the questionnaire.

1.12 CHAPTER CLASSIFICATION

The dissertation is divided into chapters, with each chapter focusing on issues to do with the subject at hand; the choice of chapters was informed by the purpose of the study. The document is divided into six chapters, namely;

CHAPTER 1: This chapter introduces the study and discusses the theoretical aspects and situation as companies move to align with changing organisations. The problem statement introduces the research objectives, research questions, research design and methodology, data collection instrument, data collection methods, data analysis, and ethical considerations.

CHAPTER 2: Leadership, the different forms of leadership, contingent leadership theory and the leader behaviour and influences (types of leader-power) on the employee performance, motivation as an employee performance tool, the leader-follower relationship, contrasting employee and organisation objectives, impact of performance.

CHAPTER 3: Change as an imperative, generic forms and reasons for change in an organisation, legislation, generic management styles during change management, employee anxiety [causes, responses] during change management and models for change management.

CHAPTER 4: Research design: Choice of research design in detail, the types of research designs and the scientific expectations of an objective research design [neutral, reliable, valid], research methodology, contrasting the qualitative and quantitative methodologies, choice of mixed research methodologies, logic behind the choice of a mixed research methodology, the data collection instrument, data collection methods, data analysis and chapter summary.

CHAPTER 5: Data processing [Cleaning, editing, coding and capturing and construction of illustrations], findings in illustrations and interpretation of the findings, analysis and drawing up relationships between the variables in the illustrations. From data to information question by question with interpretation of relationships.

CHAPTER 6: Findings, conclusion, recommendations and study summary and conclusion.

1.13 SUMMARY

The chapter highlighted the current situation in the organisations and the urgent need for managing the only constant in organisation operations today—change. The need for change will continue to compel organisations to continuously evaluate their structure, operations, products and many other facets of the organisation. It has been highlighted that technology is behind the drastic changes in the global environment that impact both the macro and microeconomic environments and activities. From the problem statement, it is evident that the human element responsible for the need for change is at the centre of all these activities. The research will seek to address the interaction of the technology environment, which is constantly changing and the human element that feels threatened by the continuous and sometimes drastic changes. The next chapter addresses the role of the leaders in "taking subordinates" with them during the change processes of the organisations. Too often, management does not focus or consider the impact of the human element at all levels but may focus on the desire to restructure without involving the means through which change can be effected—the human element.

CHAPTER 2

LEADERSHIP THEORIES, LEADER POWER AND INFLUENCE ON THE MOTIVATION OF THE SUBORDINATE: LITERATURE REVIEW

2.1   INTRODUCTION

According to Fink (2005:7), the purpose of the literature review is to demonstrate understanding of the topic, to place the researcher's study in context, to identify if prior research can be identified differently, to prevent duplication of prior research, to fulfil a study gap, to locate the researcher's study in the gap of existing literature and possibly resolve conflicts between previous literature.

The literature review gave the researcher context to the rules that govern the actions of management and the workforce.

The literature review further gave the researcher an understanding of good practices, possible reasons for change management failures and successes to correlate it with the research findings in the company in the Western Cape. The company has been operational for over 100 years, and operations were significantly affected by the changes in the Constitution.

2.2   BACKGROUND

The 4th industrial revolution has started and is beginning to force organisational changes to survive and remain relevant. For companies to survive, they must be fluid enough to adapt to the constant changes in the market or face extinction. Organisations are forced to implement rapid changes and abandon projects that once seemed profitable. These changes affect human and physical resources. Companies often review their strategy annually to stay relevant; however, companies still fail to execute the best strategies due to ineffective change management. Even the best strategies are doomed to fail if it is not executed in time and with the relevant stakeholders. To execute strategies companies, need the buy-in of staff and their willingness to execute it to ensure that common objectives are reached. Changes need leadership and must be managed to ensure success. Often there is a mismatch between willingness, the required skill for the change and the employed staff or physical resources. The cycle of change behaviour (Oosthuizen et al. 2011:347) indicates that people go through different cycles and affect staff morale differently. If these cycles are not monitored, and intervention is not applied (if required) at the right time, the organisation's changes

would be at serious risk. Therefore, change management is a critical risk factor that needs to be planned and managed as a critical success factor for all strategic plans.

2.3   LEADERSHIP VS MANAGEMENT

In the preliminary literature review of this study, the researcher has pointed out that there is a difference between leadership and management. Although the two are so closely related, it is clear that organisations need both traits in their daily operation, especially if they are going through significant changes.

Although there are many different concepts of leadership and management, some of the major differences stated by Bohoris & Vorria (2008:3-4) are outlined below.

2.3.1   Vision in the organisation

In an organisation, leadership develops the vision, which can be seen as an organisation's direction or future state. Then, they review the strategic plans to accomplish this vision. Leadership is usually passionate with a significant degree of optimism about this vision and can visualise the future state of the organisation. Then, they provide directions to formulate a directive.

Managers take the directive and do the planning and budgeting to accomplish this vision. They will detail the steps and processes to be followed with timelines to bring the vision to life. Managers will show an impersonal attitude about the vision and goals.

According to Coffman & Gonzalez-Molina (2002:28) and Brown (2021:2), employees that are not engaged cost U.S companies approximately $264 -$363 Billion each year.

2.3.2   Resource management in the organisation

Leadership will align the organisation towards the vision and ensure effective communication regarding the direction of the vision and mission. Leadership will form coalitions, partnerships and teams that understand and accepts the vision. They display high emotion, explore possibilities and always seem driven.

Managers will organise the staff as well as confirm and maintain structures. They will explain responsibilities and authorities and delegate them accordingly. They will review and implement policies to ensure it aligns with the company vision to ensure successful implementation. They generally limit choices, often show low emotion, and manage by the rules, policies, and procedures.

2.3.3 Execution of vision in the organisation

Leadership will continuously motivate and inspire throughout the organisation. They will inspire and energise employees to overcome barriers to change. They try to inspire people to follow because they want to follow and because they feel the task is necessary. They inspire people to go the extra mile to execute the vision. They try and satisfy basic human needs and make people feel appreciated. They take calculated but high-risk approaches to solve problems. Their vision may sometimes lack some detail but pursue the goals with absolute passion.

Management carefully controls processes and identify problems during the execution. They monitor results and solve problems within a framework. They are operations or production-driven and use the resources at their disposal to ensure the execution of the directive. They usually take the lower risk approach to solve a problem and to create predictability. They break down the vision into smaller, manageable chunks of work that can be measured.

2.3.4 Outcome

Leadership promotes big beneficial changes often linked to human needs or significant changes to the organisation. They promote a large degree of satisfaction to a bigger group of people. Their outcomes generally set new trends or products, or processes. Leadership assists with taking people towards a common goal.

Management will produce expected results from their directive from leadership or other stakeholders. As a result, they manage order and predictability during their daily operations.

2.4 STAFF MORALE

According to Al-Saadi (2019:23), the factors influencing employee morale are an organisation's reputation, as working for an organisation with a good reputation serves as a morale booster. Secondly, the nature of work an employee performs—people placed in wrong positions will be significantly more demoralised, impacting those around them. Thirdly, the extent that organisations are willing to go to ensure that employees feel like individuals that are a part of the organisation. Lastly, supervision and feedback and work-life balance.

According to Mallik, Mallik, & Keerthi (2019:3289), staff morale and employees' work commitment are significantly higher when their personal objectives are linked to the organisational

objectives, how employees work together, and how they resolve conflict between each other. Names on workstations and work areas identifying employees show concern and trust in employees. Social activities management creates cohesiveness and builds confidence in employees. Impetuses (employee driving force) drive confidence which increases morale, and employees expect sufficient remuneration for their skills, and some expect job advancements. Organisations must have rewards programs and recognitions to improve employee morale and benefit organisations (Bustamam, Choh, Shaari, & Muda 2020:71). An incentive framework that is well-communicated assists immensely with staff motivation. The working conditions and physical appearance affect the way an employee view the workplace. A positive environment motivates employees and improves work conditions. How employees are socially accepted by their colleagues and the brotherhood felt by the employee. Effective communication amongst peers with clear lines of authority and who is accountable for what creates a sense of belonging. Job satisfaction (how satisfied the employee is with their job) and the opportunities presented to demonstrate their skills and abilities. Personalised training and skills development make staff more confident, increase productivity and enhance job satisfaction (Halawi & Haydar 2018:34).

Hopkins (1995:26) states that employee morale can be boosted by social gatherings, as downtime, and can create a feeling of caring. It will give employees a sense of belonging, which they will carry to their workplace and ultimately boost morale. Employee recognition can probably be classified as the most critical part of boosting staff morale, but managers are often too busy solving problems that they often neglect this. He states, "Nothing can be more rewarding than to receive an award". However, the type of reward is not necessarily as important as recognising the employee.

Education as an investment in the employees and the business future improves their work performance and boosts their morale by increasing their knowledge base. Employee meetings for complaints and discussion forums to share ideas and concerns relating to business needs show employees that the managers care. The output from these meetings can help improve or streamline businesses and make employees feel part of the business. Empowerment—The more involved employees are in decision-making, the more they will take ownership and abide by rules and regulations. This empowerment can significantly boost employee morale as they are part of the key decision-makers.

2.5 CULTURE

Chang & Lin (2015:436) describes organisational culture as implicit assumptions or shared values that a group takes for granted about how they perceive or react to the environment around them. The author further states that groups are not aware of their culture unless they encounter a different culture. Chang & Lin (2015:434) differentiate between results-orientated culture and Process-orientated culture. The author states that results-oriented culture embraces changes, is more comfortable with unfamiliar situations, and encourages any kind of adventure as long as the task is done as their focus is on individuals reaching their goals. On the contrary, process-oriented cultures are risk-averse and avoid innovative methods to resolve problems as they are focused on the method or how the individuals accomplish their tasks and not the actual results.

Rizescu & Tileaga (2017:137) argues that organisational culture can be viewed as the invisible force or energy in an organisation that cause them to act.

Oosthuizen et al. (2011:325) state that project management in Africa is unique, and global best practices and principles must be altered to meet the needs of the diverse local cultures. The author states that some of these unique cultural aspects include having up to 13 different languages in the work environment, with English often serving as a second or third language to most employees. Meals are often shared in some African cultures, which differ from the Caucasian culture of eating alone. Funerals in African cultures are often held in their tribal home or birthplace, affecting Friday and Monday work priorities. Time management in Africa is less important than spending time in the company of others. The authors argue that these cultural differences are unique to Africa and can become a challenge to the work environment if not understood or managed.

Onyango (2014:205) postulates that culture and change management are two critical factors that Human Resource managers must consider when executing any viable activity to minimise resistance to change. Culture can be seen as the glue that binds the organisation together and affects the sense of belonging of the employee. The author echoes the words of Hopkins (1995:27-28) and Mallik, Mallik, & Keerthi (2019:3289) and ties the link between the importance of morale in the workplace and culture when an organisation goes through a change process. Furthermore, organisational culture is key to the employee with respect to the passion of their work and,

ultimately, the quality of their work. Therefore, to increase the quality of an employee's work, the organisation's cultural aspect must be managed.

According to Shayah & Zehou (2019:465), for an organisation to survive in a century driven by innovation and change, as part of its strategy, it must develop cultures that drive innovation and change to strengthen its competitive advantage. The authors argue that a person cannot become creative without learning what others know but at the same time has to become dissatisfied with that knowledge and seek better ways of doing it. This very principle is that underpins the effect of leadership in an ever-changing landscape. Leaders must understand and modify organisational cultures to survive the constant need to change and evolve and find better ways of operating. Leaders must use appropriate leadership styles to drive the change required in the organisation as leadership style must understand how to lead or modify the appropriate culture as this understanding has a direct impact on the morale of the staff, which in turn can contribute to the success or failure of a good change management plan. If we can cultivate the right culture, we can cultivate the right organisation.

2.6   GLOBALISATION

Okafor (2007:161-162) defines globalisation simplistically as the removal of barriers in order for the world to trade as one village by interconnecting individuals, groups and countries. The author lists the following changes as a result of globalisation:

- Technological changes

This change relates to new production techniques, including tools and equipment for higher efficiency, which sometimes replaces human labour with machines to increase profits, resulting in job losses. However, the converse is also true, meaning additional jobs are being created.

- Structural changes

This refers to organisations altering organisation structures and working hours to support international clients and different cultures. With this request come different types of skills required to support the cross-border clients.

- Market changes

Market changes refer to new rules and regulations resulting in organisational changes. In order for enterprises to become successful, they have to focus on international markets. Thus, we are in a

transition from a domestic market to an international market mindset (Rizescu & Tileaga 2017:136).

- Environmental changes

This refers to mergers, acquisitions, political interferences, and cultural and legal matters that force organisations to change to prevent extinction. These changes could force organisations to restructure, downsize, upsize or remove or add worker benefits.

According to Rizescu & Tileaga (2017:135), in order for organisations to be successful, they must shift their focus from competition to cooperation to serve the world, they must recognise the positions of individuals in organisations in the structure, they must seek to identify the needs of consumers and realise that the success of the business depends on the manager's global vision.

Deaconu (2007:77-82) states that globalisation is tearing down of previous barriers and forces organisations through change, but often these changes fail due to the following factors:

- the change champion is non-existent in the organisation, or the person is too junior in the organisation.
- not sufficient support from executives or senior management.
- the organisation lacks project management skills.
- the organisation relies on a one-dimensional solution for effective change.
- the objectives of the organisation are poorly defined.
- the change team is focused on other projects.

Deaconu (2020:77-82) posits that the factors above burn out employees creates anxiety in managers to manage the change.

2.7   LEADERSHIP AND CHANGE

Leadership can be defined as a skill that an individual or group possess that can influence or guide an individual, group or organisation towards a common goal (Chin 2015:199-216).

According to Takala (2004:46), leadership can be seen as a process of coordinating efforts to form one body and move as a group. Kotter (2007:5) argues that many change efforts in organisations fail due to paralysed executives, which is a direct result of having too many managers and few

leaders. To understand the impact of leadership on change, the researcher reviewed the common types of leadership. This is to place in context that different leadership styles will yield different results in different situations. Since organisations require different kinds of transformation or change, no single leadership style will work in all organisations. The essence is to understand the different leadership styles and use what is appropriate in the organisation or department. Various researchers such as (10 Common Leadership Styles, 2020) (Kaleem, Asad, & Khan 2016:1-4), (Keith Miller 2020) agree that the following are the most common type of leadership styles.

- **Autocratic leadership style**

This is also called the authoritarian leadership style. These leaders focus almost entirely on efficiency and are results-driven. They are almost militant in behaviour and generally make decisions alone or with a small group of trusted employees. This leadership style is often used in environments where subordinates have little experience and require significant supervision or in organisations where high compliance is required. Although these leaders can achieve results quickly, the drawback of this leadership style is that it kills creativity and often makes employees feel confined. According to Kaleem, Asad, & Khan (2016:1), this often results in high absenteeism and high staff turnover. The author further states that the new generation is more independent and less tolerant of this leadership style.

- **Democratic Leadership**

Democratic leaders almost act as mediators and ask for input from the team, consider it and then make a final decision. The leader values the specialised ability of the team members and settles on the ideal choice. This leadership style is participative as decisions are based on inputs from the team members. The employees often feel that their opinion is valued, the manager is interested in them, and the power is decentralised; therefore, employees engage more freely in solutions. This leadership style drives creativity and innovation, which leads to a higher degree of workplace satisfaction. This leadership style enhances employee participation in execution and increases morale and inspiration in the workplace, which minimises grievances. As a result, democratic leaders experience less absenteeism and labour turnover problems.

- **Laissez-faire (Free rein) Leadership**

This leadership style involves very little time managing the team, meaning the leader can focus on other projects or ventures. Free rein leadership can be used when employees have high morale, are

inspired and well experienced, require little oversight and are knowledgeable about the task at hand. However, this leadership style can cause a dip in productivity if team members are confused about their goals or the leader's expectations. Since not all employees are the same, the leader must exercise caution and be aware of members who need constant motivation and boundaries. On the other hand, this leadership allows for growth in employees as they will also be free to participate in projects outside their domain as long as they achieve a goal that has been agreed upon between team members.

- **Bureaucratic Leadership**

This leadership is rigid, almost similar to autocratic, but employees must follow procedures precisely as written. There is absolutely no room for creativity as employees only follow routine assignments. This leadership is often used in work where there are genuine dangers or large amounts of money involved. According to Kaleem, Asad, & Khan (2016:2), this leadership style is less appropriate or unsuccessful where adaptability, creativity or advancement is required. This leadership is often used in government, healthcare and the financial sector. This leadership removes favouritism and create impersonal bonds. The organisation can have confidence in predicted outcomes generated by such a leader as every member only performs a specific task and often becomes the specialist in his/her task. Bureaucratic leadership often cause members to become uninspired as it is based on quotas, meaning if a member has reached the quota, the member has done his/her job, and if the member does not reach the quota, the member has not done his/her job and can face disciplinary action. This leadership style is challenging to adapt to change as it is based on what worked yesterday will work today; therefore, is a significant challenge to organisations that need to keep up with an ever-changing landscape in this competitive market.

- **The Coaching Style Leadership**

This leader identifies the strengths and weaknesses of employees and focuses on individual improvement. Coaching style leadership is often present in leaders that have a remarkable ability to train and develop people. They assist employees to set SMART goals, motivate them and give regular feedback. This leader set clear goals for employees, inspire them and often see reduced absenteeism. The coach leadership style is one of the most beneficial for an organisation and the employee but is often the most underutilised style as it requires significant effort from the manager.

- **Transformational Leadership**

This leadership is similar to the coaching leadership style but focuses his energy on meeting organisational objectives. It is one of the most implemented leadership styles and focuses on clear goals and clear communication. They support, motivate and often reward employees for good work. These leaders have high integrity, are trusted by others and can motivate employees. The primary focuses of these leaders are to drive organisational changes.

- **Charismatic Leadership**

According to the Oxford dictionary, charisma is defined as "influential, a special quality that makes a person popular". This leadership is very similar to transformational leadership, with the significant difference being that charismatic leaders focus on making existing affairs better and transformational leadership focus on making organisations better. Examples of such leaders are Martin Luther King and Nelson Mandela. According to Takala (2004:50), charismatic leaders transform the needs and values of followers and their individual needs as collective interests and are willing to make sacrifices for the purpose. He argues further that charismatic leaders are not being followed by the power given to the leaders, authority, or their experience or knowledge. It is more based on the personal traits of the leader and their genuine concern for the well-being of the people. This trait causes followers to trust and seek inspiration from this type of leader. These leaders are not seen as individuals in charge of followers; they are seen as part of the people who share the same values and beliefs. Charismatic leadership is most effective when leaders' actions are guided by selfless concern and the genuine well-being of others.

- **Transactional Leadership**

The Transactional leader is focused on performance and set clear goals for the employees. This leader set predetermined incentives for reaching targets and remedial action for non-compliance. In addition, they provide training and mentorship to assist employees to meet their targets. Although this leadership style is excellent for reaching targets, they are not best suited in environments where creativity is required. Transactional leadership also tends to result in high labour turnover, meaning skills retention often becomes challenging.

- **Visionary Leadership**

According to Dhammika (2014:2), visionary leadership can be defined as leadership that focuses on what we seek to do instead of who we are. The author states that this leadership inspires by bringing a vision of a better future or a view of the desired state. They clarify the current state and "paint" a clear vision of a future state and give a high degree of commitment, resulting in high commitment from the followers. Visionary leaders earn the trust of people then inspire them towards a common goal. They work from a principled foundation to shape and form the future, envisioning the future. They look at the future state of the organisation and drive change towards it. According to Van der Voet & Steijn (2020:1279) and AlAjami (2021:4793), visionary leaders empower people, take risks, build images, supports employees, and stimulate them intellectually. The author further states that visionary leaders have insight into the followers' needs and values and build those into a shared vision.

CHAPTER 3

CHANGE, CHANGE MANAGEMENT AND GENERIC CHANGE MODELS

3.1   INTRODUCTION

This chapter reviews change, change management and generic change models and the theory behind them. First, it examines what change management is and how it relates to leadership in the workplace. Then, two change management models are reviewed, defining the different stages, what to expect, and how to deal with them.

It reviews the current theory and the legislation that governs organisations' decisions about the research topic. Legislation is the framework for conducting business not just for government parastatals but also for the private sector. The literature review is essential to understand what literature exists to prevent duplication and build on existing literature.

3.2   CHANGE MANAGEMENT

According to Nguyen & Robinson (2015:195), change is extremely difficult to implement without leadership. Therefore, leaders must be willing to alter their leadership styles to accommodate their environments' growing or changing demands as no leadership style suits all.

Change management can be defined as implementing new technologies and processes to realign the organisation with an ever-changing environment to guide and manage human emotions to minimise the drop-in productivity associated with change (Markovic 2008:3-11).

Kotter & Cohen (2002:7) and Alsher (2015:2) state, "…there is no change unless people change their behaviour." The author defines change as a behaviour gap between the current state and future state, which pivots around the following questions:

What is changing? This aspect looks at the difference between the current state and the future state. It defines the objectives and what success may look like for the organisation to understand when they have reached success. This objective must be unambiguous and easy to measure or see.

Why are you changing? This looks at the business reason for change. This looks at all tiers that will be affected by the change: the workers would want to know what is in it for them, whether their jobs are still secure, and how it will affect their job. Top management will want to know what

benefits they get from the change and how will it affect the organisation, what advantages will the new change bring, and what are they sacrificing for this change?

What will the consequences be if the organisation does not implement the change? This states the risks if the organisation does not implement the change. It looks at the impact or possible consequences on the business and the staff if the organisation does not implement the change timeously.

How will success be measured? First, a detailed plan must be formulated to be able to monitor and measure success. This plan should detail milestones and timeframes.

The author recommends the following checklist to increase chances of success for the change:

- the business case is clear and answers the four questions above (what, why, the consequences and the success measurement);
- has the change or business case been clearly communicated to all stakeholders that will be affected by the change?;
- does everyone know where to get additional clarification or questions answered?;
- has the behavioural objectives been communicated and understood;
- has the measurement for success been clearly defined and communicated;
- do all leaders agree with the change as they need to drive it?

Moran & Brightman (2000:66) define change management as a process of continually renewing a business capability and all aspects associated with it to serve customers' needs in this ever-changing landscape. They further emphasise that change management is about managing the people. Managing people is about managing the three most important drivers of work behaviour: purpose, identity, and mastery.

- People are driven by their purpose, desires, and values; therefore, if they feel the change violates any of these three attributes, they will resist the change.
- Identity refers to who the person sees they are in the organisation and the core attributes of their professional identity.
- Mastery refers to the person's ability to survive in their environment. For example, the person might feel a change threatens their ability to survive and resist the change with all their power.

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In order to manage the change successfully, the people must be managed with utmost care; this is evident if considering the above items. This very same principle is echoed by Oosthuizen et al. (2011:336) when they defined change management as a process that focuses on management's behaviour or influence rather than the change itself.

3.3 CHANGE MANAGEMENT MODELS

Over time different change management models were developed to try and explain and facilitate this complex but an inevitable phenomenon. In this research study two models were selected to try and identify the alignment or gaps in the change management process followed in the organisation in which the study was conducted. A model can be chosen or combined to suit the organisation's need to enhance effective change management as not all models might apply to all organisations.

Lewin's Change Management Model and Kotter's Change Management Theory were reviewed and discussed as a guideline to place the process in perspective:

3.3.1 Lewin's Change Management Model
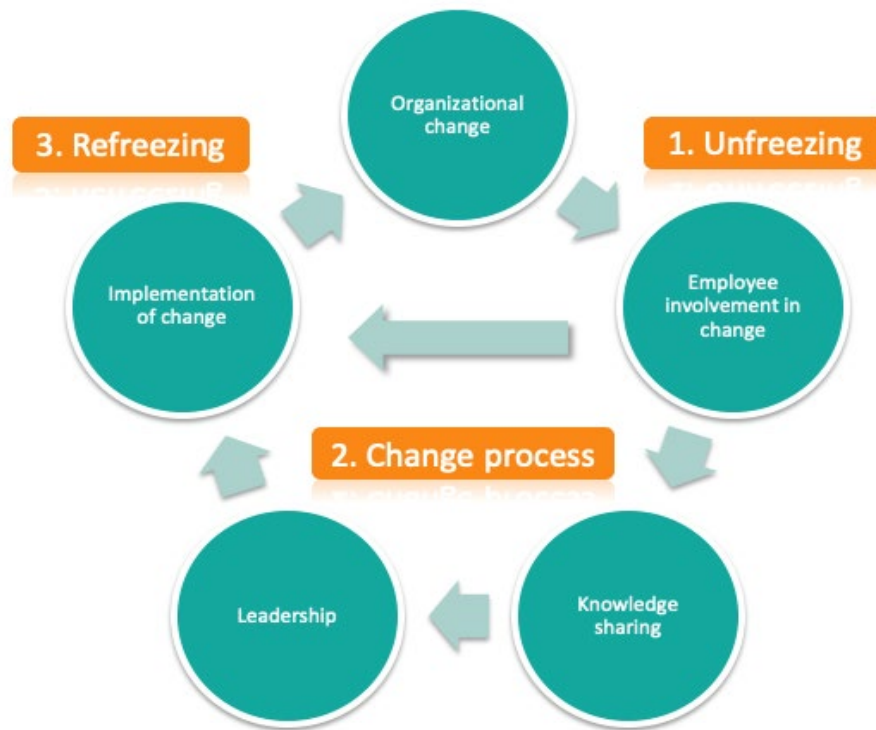
Figure 3.3.1 Lewin's Change Management Model
Source: Raza (2019:3)

Lewin's Change Management Model has three critical stages: Unfreezing, Change process, and Refreezing. To simplify the concept, it can be compared to a square ice cube that he needs to change to a cylindrical one. The logical approach will be to melt the ice cube (Unfreezing), then place the water in a cylindrical shape (Change process) mould and freeze the water again (Refreezing). This is a simplistic view of change; taking something from a known state to a desired state (Hussain et al. 2018:123).

● **Unfreezing Stage**

According to Raza (2019:3), the "unfreezing stage" in an organisational context refers to breaking down the existing status quo. First, the need for change must be well understood and supported with evidence such as customer satisfaction surveys, poor financial performance data, product failures, and declining market shares. The unfreezing stage is where the scene is set for the change (Wojciechowski, Pearsall, Murphy, & French 2016:2). Once the need for change in the organisation has been demonstrated, the norms, beliefs, behaviours and obstructive forces to the change must be "melted" (Aziz, Shaladdin, Yusri, & Rohana 2017:111). Next, the problem must be examined and questioned until the root cause of the problem is fully understood. Since questioning the values and beliefs of an organisation that currently defines it might mean challenging something to which some people have attached personal values and beliefs. This might result in people strongly opposing the change-making this phase the most challenging part of this model; however, this phase is crucial to the process as it can create a controlled crisis (Moran & Brightman 2001:66).

● **The Changing/Moving Stage**

According to Wojciechowski, Pearsall, Murphy, & French (2016:3), during the change process, role models to the change, leading by example of management, and coaching of staff occurs. Employee engagement and brainstorming of ideas is crucial during this stage as the staff is part of the change; it is more likely that the change will be successful and resistance to the change be significantly lower. According to Aziz, Shaladdin, Yusri, & Rohana (2017:112), the moving stage is where the organisation moves towards the change and the needs the organisation must be equipped with the resources and technology for the change to ensure changes are executed efficiently and effectively. This is the phase where the change becomes real, and for most people,

fear settles in as they struggle to face the new reality. Therefore, the organisation needs to focus on the change; having good communication and support structures for employees are crucial. Employees must be reminded of how the change will benefit them once completed and the reasons for the change. According to Raza (2019:2) no matter how well your change is planned, it does not guarantee predictable results. Therefore, there must be various change options in the plan and, as they are executed, evaluate what worked, what did not and what met the most resistance. The author further states that the organisation must communicate benefits, clarify misunderstandings, promote and empower action and involve others as much as possible. One of the oldest and most effective strategies for overcoming resistance in planning, formulating and implementing change involves employees (Hussain et al. 2018:124). Positive leadership combined with employee involvement will eventually transform the behaviour and culture of the organisation.

- **Refreezing Stage**

This is the final stage in Lewin's Change Model and involves solidifying the new stage after the change. This means the organisation has changed from the current state to the desired state. People are no longer resisting the change.

During the re-freeze stage, the processes are updated, and structures are fixed to the new norm and status quo (Hussain et al. 2018:123). This step is critical to ensure that people do not revert to their old ways of doing things.

Wojciechowski, Pearsall, Murphy, & French (2016:3) emphasise that the organisation realises the benefits, retrain staff, and re-measures data, targets, and goals during this phase.

According to Raza (2019:6), organisations must promote ways to sustain the change long-term by establishing a feedback process, offering support and training formally and informally and finally, promoting success.

3.3.2 John Kotter's 8-Step change management theory

<table>
<tr><td colspan="3">JOHN KOTTER'S 8-STEP CHANGE MANAGEMENT THEORY</td></tr>
<tr><td rowspan="4">1. UNFREEZING OF EXISTING CULTURE</td></tr>
<tr><td colspan="2">1. Establishing a Sense of urgency</td></tr>
<tr><td colspan="2">2. Forming a Powerful Guiding Coalition</td></tr>
<tr><td colspan="2">3. Creating a Vision for Change
4. Communicate the Change Vision</td></tr>
<tr><td rowspan="3">2. CHANGE PROCESS</td><td colspan="2">5. Empowering Others to Act on a Vision</td></tr>
<tr><td colspan="2">6. Planning For and Creating Short-Term Wins</td></tr>
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<tr><td>3. RE-FREEZING OF NEW CULTURE</td><td colspan="2">8. Institutionalizing New Approaches</td></tr>
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Figure 3.3.2 John Kotter's 8-Step Change Model

John Kotter's developed an 8-step change model that is built on Kurt Lewin's Change Management Model (Kotter 2007:5-11). His model is discussed below:

Step one: Establishing a Sense of urgency.

For organisations to grow and develop and stay competitive, it is essential to go through changes. He states that successful changes begin when companies examine their market situation, their financial performance, what is happening in technological trends and their competitiveness in the market. Then, they communicate information regarding the crisis and potential crisis and communicate this information dramatically to all stakeholders, as people will not help, and efforts

will be fruitless without motivation for the change. Kotter (2007:5-6) states that over 50% of companies he examined fail in this phase as executives underestimate how difficult it is to drive people out of their comfort zone or lack patience and want to get on with the change as soon as possible. Change demands leadership and change in an organisation typically goes nowhere unless real leaders are placed in the correct positions (senior-level jobs). He argues that all significant changes start with potentially unpleasant facts regarding profit margins, declining market shares and competitiveness as these facts drive the necessary sense of urgency required for a successful change. However, since there is a tendency to shoot the bearer of bad news, companies tend to use outsiders or consultants to bring the unwanted information.

Conner (2012:2) states the urgency for change is crucial, and sometimes leaders must intentionally manipulate information to create that sense of urgency for the change and create the dying commitment for change. Kotter states that approximately 75% of management must genuinely support the change in order for it to be successful.

Step 2: Forming a Powerful Guiding Coalition.

According to Kotter, although most changes start with just one or two people, successful transformation happens when there are powerful coalitions. In his experience, not all senior executives form part of this coalition as some people just will not buy in at first. He posits that three-quarters of management must be supporting the change, illustrating that a coalition must be formed as it is challenging to lead a change as a single individual. The coalition must have different skills and experiences that support the change to help direct, steer the change, support employees, answer questions and clarify issues. The coalition forms a team that complement and drive each other. The coalition is vital to inspire employees and spread messages and information throughout the organisation, ultimately resulting in a higher probability for a successful change. A high sense of urgency is critical in the coalition and can be strengthened by having off-site retreats with the managerial team. Companies that fail in step 2 fail to understand the importance of a powerful coalition. Kotter argues that no matter how strong or dedicated the staff is, head groups without strong line leadership will never achieve the objectives and will only make apparent progress for a while before the opposition gathers and stop the change.

Step 3: Creating a Vision for Change

Kotter states, "In failed transformations, you often find plenty of plans and programs, but no vision".

Step 2 is crucial as the guiding coalition is responsible for creating the vision of the desired state that is attractive to all stakeholders. Although the first draft vision comes from a single person, the final vision comes from the coalition through tough analytical thinking. If the vision is not sensible, it could take the company in the wrong direction or nowhere and result in confusion or senseless projects. On the other hand, sometimes management has a good sense of direction, but the vision is too complicated or blurry to be helpful. According to Kotter, a good rule of thumb is that if the vision of the change cannot be stated in five minutes or less, this phase is not completed.

Step 4: Communicate the Change Vision

An excellent clear vision means nothing if the relevant stakeholders are not aware of it. The vision clarifies the desired state for the organisation. The vision must be communicated through all communication platforms possible, and executives must not behave antithetical to the vision. According to Kotter, these managers refuse to change and make antithetical demands, meaning managers or leaders must walk the talk. Kotter states that plenty of credible communication must be communicated to capture the hearts and minds of the employees. Although this step is crucial in successful change management, it can become challenging if the short-term gains involve job losses; therefore, a good vision will include growth to give hope to the people who might be losing their jobs in the near future. Good communication should include how well proposed solutions work or not, how employee behaviour affects the vision, and regular surveys to feed the outputs into the renewal plan. For successful change management, individuals' behaviour must be consistent with their words.

Step5: Empowering Others to Act on a Vision.

During this step, the guiding coalition empowers employees to act on the vision. Transformation involves large numbers of people, and the only constraint should be that innovation, new ideas and action should be consistent with the desired state where the organisation wants to be. This step requires removing obstacles blocking the change, which often involves processes, organisational structures and narrow job categories. Risk-taking and non-traditional ideas should be encouraged.

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Performance appraisal systems often help with people choosing between their own self-interest and the new vision. Obstacles must be removed to prevent employees from feeling that management lied about their commitment to change. It is impossible to remove all stumbling blocks, but the big ones must be removed, especially if it is a person; they must be dealt with fairly to support the new vision.

Step 6: Planning for and Creating Short-Term Wins

Short term wins are essential to prevent the change from losing momentum, as most employees give up or grow tired if there are no short-term goals to meet and celebrate. People can grow despondent and join the people that have been resisting the change. The change leaders must plan visible reward systems, which can include promotions or money. What is vital in this step is that the company *plan* for short-term wins and not just *hope* for short term wins. When reality settles, and people realise that a significant change takes time, people can become despondent, and urgency levels can reduce; therefore, short-term wins can help keep the urgency levels up. After every milestone, there will be a sense of satisfaction to the employees who will help them keep the momentum up to accomplish the next short-term goal.

Step 7: Consolidating Improvements and Producing Still More Change

This step involves changing structures to fit the new vision and updating policies to fit the new vision. Now that the change is happening, it is time to hire and promote employees and send employees on courses that support the vision to build credibility to the change system. During this period, the organisation can reinvigorate the process with new projects. Although it is good to celebrate small wins, companies must be careful not to celebrate victory too early as change takes time to root itself in an organisation; therefore, the first success does not mean the job is done and might even remove the sense of urgency.

Step 8: Institutionalizing New Approaches

Once the change has been successfully implemented, the next step is to institutionalise the new approaches or anchor the changes into the corporation's culture. Kotter postulates that the one way is to communicate and show people how all their efforts and individual changes have improved the organisational changes, how people's behaviours and attitudes contributed towards the overall success of the change or transformation. This is to prevent people from making incorrect links,

such as thinking the entire change was because of one person or leader and not because of everyone's combined efforts.

If the change is not entrenched in top management, people will slowly start reverting to their old ways. However, poor succession planning, especially in top management, can result in people moving back to their old ways if a senior manager leaves the organisation or retires.

According to Rizescu & Tileaga (2017:140), organisational change must be regarded as a natural process in order for an organisation to remain competitive within its environment.

3.4 LEGISLATIVE OVERVIEW

South Africa has a young democracy, and legislation was developed to cater for the unique conditions that South Africa experienced during the Apartheid regime. The researcher deemed the role of legislation in a change management process as important as it might influence the change management process. The purpose of the legislative review is not to conduct an in-depth study of all legislation in South Africa but merely to consider the four bastions of the labour legislative framework.

Venter, Levy, Bendeman, & Dworzanowski-Venter (2014:74) outline three social engineering aspects that shaped the history of South Africa and the importance of The Labour Relations Act. These are:

- Colonialism: Coerce control of the "native" population and appropriation of natural and human resources by an external nation
- Apartheid: To allow separate development of people along racial lines
- Democratisation: Considering human rights to allow more equitable distribution of resources.

Based on the three factors above, the following bastions of the South African labour legislative framework were formed:

- Labour Relations Act 66 of 1995
- Basic Conditions of Employment Act 75 of 1997
- Employment Equity Act 55 of 1998
- Skills Development Act of 1997

As per the Armscor annual report 2004–2005, it was announced that Naval Dockyard Simonstown assets would be transferred to Armscor in 2003 but could not happen because transfer agreements with Unions were not concluded yet, and permission was required from the Minister of Public service and Administration (which was not granted at the time the report was generated after the end of the fiscal year, 31 March 2015).

The effective transfer of assets from the Department of Defence effectively occurred on 1 April 2010. This points out the effect of legislation on change management in an organisation and how it significantly impacts management and the labour force.

The literature review of this study focused on the impact of how legislation and theory-guided or constrained organisations achieve maximum efficiency and effectiveness during organisational change.

3.4.1   THE LABOUR RELATIONS ACT 66 OF 1995 (LRA)

The purpose of the Act is to advance and foster economic development, aid with social justice, and create peace with labour forces, meaning a framework for trade unions to orderly bargain and negotiate wages, find resolutions to disputes in the workplace, and create employee participation in the workplace.

From a societal point of view, the Act allows for a broader range of leaders to be developed from different races and cultures. However, on the other hand, from a young democracy's point of view, it means that people from previously advantaged backgrounds with relevant experience can find themselves excluded from positions that require the expertise necessary for effective change. However, the countermeasure for this can be employers negotiating with labour unions to allow the necessary staff to do the job on condition that a previously disadvantaged worker can get the necessary training to ensure a suitable candidate for the future.

3.4.2   Unfair Dismissal and Unfair Labour Practice, Section 189

Chapter VII states that:

> An employer must consult a collective agreement, or if there is no collective agreement, a workplace forum or a registered trade union (if their members are affected) if an employer intends to dismiss one or more members based on the employer's operational requirements. If there is no trade union, the employees may nominate a representative to represent them.

According to Jalagat (2015:1236), Incompetence of Change Agents occurs when new managers or leaders in an organisation lack the knowledge to implement changes and promote self-interest resulting in failures and often leading to a misunderstanding between management and the employees. The Act stated above allows a framework to minimise or prevent this phenomenon during a change process. The Act allows for engagement between employer and employee regarding changes and can help place employees' minds at ease that might have feared losing their jobs due to the intended change. However, early engagement could result in employees going on a protected strike which might significantly impact the change process.

3.4.3   Skills Development Act 97 of 1998

The purpose of this Act is to develop skills in South Africa's workforce, to attract more investment in training and education to improve the productiveness of the workforce, to help people become self-employed, which will create space for new entrants into the workplace to gain experience and simultaneously improve the quality of life of the employees. This will encourage employers to gain new skills and use the workplace as a training ground. In addition, the Act encourages people to participate in learnership programmes to redress previously disadvantaged people.

This Act speaks directly to the growing demand for new and additional skills in organisations that the country and the economy needs to ensure that South Africa can compete competently in the global market. According to Handley, Higgins, Sharma, Bird, & Cammack (2009:13), a more equitable education distribution reduces inequality, faster economic growth and reduced economic poverty.

From a change management and leadership perspective, the Act supports organisations sharpening their leadership and management skills to prepare and deal with the three most significant change drivers in organisations identified by Champy & Nohria (1996:107-108):

- Technology
- Government
- Globalisation.

The Act acknowledges that skills development comes at a cost and therefore brought the National Skills Development Fund to life as stated in Chapter 7, para 27 of the Skills Development Act 97 Of 1998.

The Act caters for development of management and leaders and redress previously disadvantaged people by unfair discrimination. From a legislative point of view, much has been done to ensure that organisations can strategically plan and train their staff from all ethnicities and backgrounds to ensure that staff is adequately trained for management and leadership roles when change is required within organisations.

According to Field, Hoeckel, Kis, & Kuczera (2010:51), most companies believe that staff training results in higher productivity, a more flexible workforce, capital and material savings costs, increased motivation in the workforce and improved production quality.

The author further argues that better-trained managers' results in better supervision and a better recruitment selection process. Thus, the benefits to the organisation are almost endless.

Chapter 3 of the Act mentions the establishment of the Sector Education Training Authority (SETA), whose function is to train the workforce via learnership programmes to upskill them to the required standard. In addition, SETA makes funds available for the interested staff to alleviate the financial burden on the organisations.

Legislation supports the development of competent managers and leaders in the workforce. Not just does it support the management, it also supports the workforce to become better educated to understand the decision from a management or leadership point of view.

In February 2004, United Kingdom Prime Minister Tony Blair established a commission for Africa that comprises 17 members, of which nine members are from Africa (Handley, Higgins, Sharma, Bird, & Cammack 2009:31). A comprehensive plan was set with recommendations to double aid in Africa, 100% debt-service cancellation for Sub-Saharan Africa countries, and halt harmful export subsidies. This shows the exciting front for Sub-Saharan Africa but will require educated leaders. A project such as this requires exceptional change management and leadership skills to lead industries into the future. This is only but one example that points out the importance of leadership skills to improve the country and why the legislation is in full support of training the workforce for the greater benefit of the country.

3.4.4   Basic Conditions of Employment Act 75 of 1997

Israelstam (2018) points out in terms of Section 77(3) of the Basic Conditions of Employment Act (BCEA) that an employee can ask the civil courts or the Labour Court to determine any matter

regarding an employment contract, whether it is in writing or verbal. He points out this is a problem for an employer as often operational requirements create a need for employers to change the employment conditions of an employee.

The author further states that modern-day pressures for change lead to senior managers forcing them down to line management, who force it down to the labour force. This creates complications in the workplace as the labour law severely restricts employers from making changes without the employee's consent. This condition can cause severe problems for an organisation that needs to execute fast and effective changes if management is not suitably trained or qualified.

3.5   EMPLOYMENT EQUITY ACT, NO. 55 OF 1998 (AMMENDED IN 2004)

Definitions

"Black people" – According to the Employment Equity Act (55 of 1998) refers to people of African, Coloured and Indians ethnicity.

"Designated groups" – According to the Employment Equity Act (55 of 1998) refers to black people, women and people with disabilities.

The purpose of the Act is to achieve equality in the workplace by eliminating discrimination, promoting fairness in employment to promote equal opportunities, implementing affirmative action measures to redress disadvantages in employment that designated groups previously experienced, and ensuring equitable representation in all levels of the workforce.

According to Selby & Sutherland (2006:43), affirmative action strategies were adopted to level the playing field. However, very few businesses have linked this to getting a competitive advantage and business survival. The author further states that workplace transformation to redress employment equity must be viewed in the same light as a significant change initiative in an organisation.

The Act is explicit in pointing out that affirmative action measures must be followed by businesses to redress the previously disadvantaged groups. Since workplace transformation can be seen as a major change initiative in an organisation, the Act indirectly applies pressure on businesses to undergo change initiatives. Change management has become a pivotal point in organisations

gaining competitive advantages in the industry (Selby & Sutherland 2006:43). The employment equity act is, therefore, a significant proponent for change or change management.

According to Booysen (2007:47), the lack of communication and understanding of Employment Equity is a major barrier to retaining black employees and implementing employment equity effectively. She states that in South Africa, most organisations hire black employees to fill quotas which means the uniqueness of the individuals is not taken into consideration and only provide superficial training. This can create significant challenges in an organisation as the training might not be adequate for effective management and leadership.

Table 3.5.1 Thomas and Ely's Diversity Paradigms as applied in South Africa

	Discrimination-Fairness	**Access-Legitimacy**	**Learning-Effectiveness**
Focus	Creating equal opportunity, assuring fair treatment, and compliance with state equal opportunity laws	Match internal employee demographics to customer and marketplace served	Incorporate diversity into the heart and fabric of the mission, work and culture of the organisation
HR practices	Recruitment of black people. Mentoring and career development programs for black people	Recruitment of diverse set of employees KSA's to match external demands. Rewards	Redesigned and transformed to enhance performance of all employees
Effectiveness Measures	Recruitment numbers. Retention Rates of black people	Niche markets captured. Degree of diversity among employees	All employees feel respected, valued and included.
Weakness/ Strengths	Does not capitalise on diversity of all employees. Emphasis on assimilation	Does not affect mainstream of company business; diversity confined to specific market segments	All employees respected, valued and included.

Source: Booysen (2007:52)

From the table above, the Employment Equity Act can be seen as the guideline for discrimination fairness (column 2). Access-Legitimacy (column 3) can be seen as the goals of the actions from the organisations to ensure that the Employment Equity policy is implemented as intended.

Thomas & Ely (1996:79-90) argue that Learning-Effectiveness (column 4) is the perspective that will yield organisations the greatest perspective. The table above captures the essence of the bastions of the Labour Law, which indicates that diverse managers, with relevant education, valued, treated with respect and fairly can be developed into leaders that can transform organisations. This is the essence of the legislation discussed above and indicates that legislation supports leaders and management development required for change management.

CHAPTER 4

RESEARCH DESIGN, RESEARCH METHODOLOGY AND DATA COLLECTION

4.1   INTRODUCTION

This chapter details the methodology followed in conducting the study in order to answer the research question. According to Bung (1967:4), research is the systematic approach to finding facts about the known or unknown in order to achieve an objective, which, in this research, the impact of leadership on change management, the researcher decided on a mixed method approach to collect research data to achieve this objective. Furthermore, as per Given (2008:22) definition of qualitative research, the researcher wanted to understand how the participants experienced the phenomena through their understanding.

According to Walliman (2011:8), research can be used to gain new knowledge to be used for the following:

- Categorise: To explain which things belong together and how they belong by forming a topology of objects or concepts.
- Describe: Descriptive research aims to establish the norm and predict what can happen under similar circumstances. This research relies on observation to collect data.
- Explain: This research aims to make sense of the many things involved, such as human, social, cultural and contextual elements. This type of descriptive research goes beyond just finding the facts.
- Evaluate: This research method is used to make judgements based on the quality of objects through comparative analysis or in an absolute sense.
- Compare: The researcher compares cases to better understand them by examining their similarities or differences. This design compares past and present parallels, particularly when a researcher has no control over them.
- Correlate: In this research, the researcher is interested in the relationships between two phenomena and how they influence each other.
- Predict: Here, the researcher is interested in predicting future behaviour based on the strong relationship between past behaviours of certain characteristics.
- Control: Here, the researcher understands the cause-and-effect relationship and can exercise control of the situation. This type of research forms the basis of all technologies.

4.2   RESEARCH OBJECTIVES:

The literature reviewed indicated that change cannot be effected in an organisation unless the human element of the organisation has been addressed. For this reason, the researcher has focussed explicitly on how management and leadership affect the staff in the organisation. The researcher collected data from management and subordinates to understand the needs required for effective change management to get a holistic view. First, the researcher did a theoretical and legislative overview of change management to determine if this is also a barrier in the change process. The research identified the sources of resentment in the organisational system that impacted the change process. Third, leadership competencies and management styles were researched and analysed to identify barriers in the change management process. Finally, the research sought to understand how the subordinates perceived their experiences in the change management process and how it affected their role in the change process.

Present its research findings to the organisation in which the study was based for possible implementation and deliberation that can be used to improve the change management plans; then formulate conclusions and possible recommendations to improve the role of effective leadership in change management.

4.3   RESEARCH METHODOLOGY

In this chapter, the researcher explains the chosen method for the research. Greener (2008:10) refers to research methodology as to how the researcher intends to answer the research questions. This can be seen as the execution plan, tools and techniques, processes and procedures and how the research should be done.

Kothari (2004:8) states that research methodology references the logic behind the methods used in the context of the study and the motivation for the choice of techniques.

Research methodology is a guide to how the research will be conducted. It describes the methods and analysis used during the research, thus forcing the researcher to read and think critically (Igwenagu 2016:5). In addition, detailing how the data will be collected and analysed allows the reader to evaluate the study's validity critically.

In order to approach an enquiry, the researcher must analyse assumptions, principles and procedures, and the theory of how enquiry must proceed is known as the research methodology (Schwandt 2007:202).

Research methodology refers to the procedures or techniques used to identify, select, process, and analyse information about a topic. The research methodology section allows the reader to evaluate a study's overall validity and reliability critically—the methodology details how the data was collected or generated and how the data was analysed. The research method will also detail the design type of the study.

4.4 POPULATION

A population is a group of individuals who share specific characteristics which will be studied (Welman, Kruger, & Mitchell 2008:52). Grove, Burns, & Gray (2013:44) define a population as "the entire aggregation of respondents that meet the designated set of criteria". A population can be seen as the target group for the study from which samples are drawn.

The population identified consists of the management and subordinates from a shipping repair company in the Western Cape. The requirement will be that the subjects must have worked a minimum of two years for the company. To ensure a valid sample, the researcher used samples from all levels in the technical departments in the organisation. According to Conroy (2015:4), a sample size for a population of 500 with a 10% error margin would be approximately 81.

4.5 SAMPLING

Often the population required is too big to include in the study. Therefore, the researcher will draw a representative part of the target population to represent the entire population to be studied. The methodology used for sampling depends on the type of research. Sampling is when a predetermined number of participants are used from a larger population to represent the entire population (Stratton 2021:1).

A stratified random sampling method was used. The participants were split into administrators, supervisors, middle management and others. The participants were grouped according to their years of experience and the number of staff reporting to them. The researcher captured the experiences and viewpoints of people who were in the industry for many years, as they have lived through many changes in organisations and would be able to identify which were successful.

4.6   DATA COLLECTION

Data collection refers to collecting relevant data to conduct the study to answer the research question.

According to ACAPS (2012:10), the key to collecting accurate data is asking the right questions at the right time in the right manner to the right audience. Primary data in the field can be collected in the following ways: direct observation, key informant interviews, focus groups and community group discussions.

To obtain reliable information, the researcher selected participants in all tiers of the organisation that reported to someone higher up in the chain of command, except the Executive manager.

According to Babbie (2014:416), to analyse data, the researcher looks for patterns. The patterns can be searched for in the following manners:

1. The researcher needs to examine frequencies, how often does the phenomenon occur. The researcher must be sensitive to the fact that the phenomenon's frequency could be different from what the participants are willing to tell the researcher.
2. Magnitudes of the phenomenon and how severe they are. If there are different levels, try to classify them into levels.
3. Are there structures, classes or groups that exist and what are they if they do exist?
4. Are there processes or specific orders that get followed for the phenomenon to occur?
5. Causes: What are the causes for this phenomenon to occur, and under what conditions does it occur.
6. Consequences: What are the consequences, or how does it affect the participant.

The researcher must also give careful thought to the interview process to allow the researcher sufficient breaks between interviews, prevent emotional exhaustion, and allow ample time for the data analysis (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi 2014:40).

4.7   DATA COLLECTION INSTRUMENTS

The researcher used a questionnaire to collect the data.

The questionnaire was divided into three sections:

- The first section was the Biography section to identify the eligibility of the participants.
- The second section was a Likert scale that will address all the key concepts. In a nutshell, the participants ranked statements.
- The third section was open-ended questions that placed the research in context and provided a better understand the phenomenon experienced. The participants discussed or explained or clarified any information.
- Where possible, data was collected using survey monkey, google forms and e-mails. Where participants did not have access to the internet, hard copies were printed, delivered, and collected where required.

4.8   DATA ANALYSIS

Data analysis can be defined as evaluating, describing, and illustrating data by systematically applying statistical and logical techniques (Shamoo 2003:69). Data must be categorised, manipulated, summarised and then be described in meaningful terms.

According to Polit & Beck (2004:570), data analysis provides structure and organises data to create meaning from research data. Generally, qualitative research data is analysed as it is collected, whereas, in quantitative research, all data is first collected and then analysed. The researchers generally search for patterns as quantitative data analysis is an interactive process.

4.9   DEFINING QUALITATIVE RESEARCH

Babbie (2014:520) defines qualitative research as non-numerical research data on how participants describe their experience regarding a particular phenomenon according to their view or perception. The researcher gathers and sorts this information and try to make sense of it to explain a particular phenomenon.

Dawson (2002:4) posits that qualitative research attempts to get an in-depth opinion from the participants via interviews or focus groups, and although the participants are less than quantitative research, the contact seems to be significantly longer.

According to Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi (2014:27-28), qualitative research aims to explain, elaborate or clarify different aspects of human life experiences.

Qualitative research is best suited where the researcher wants to understand or explore a problem in depth. In qualitative research, the researcher can use case studies, interviews and other techniques to get to the root of the phenomenon. Qualitative research is also preferred where issues are complicated because of the limited number of variables used in quantitative research. Finally, qualitative research is more suited where the researcher looks for meaning, whereas quantitative research is more suitable for examining cause and effect (Sukamolson 2007:6).

Kothari (2004:3) postulates that qualitative research is more suitable for where the phenomena relate to quality or kind, where the researcher is interested in human behaviour, such as why people do or think certain things. The author further states that attitude or opinion research, also known as qualitative research, is research designed to determine what people feel or think that makes people behave in a particular manner.

According to Babbie (2014:25), qualitative research is a scientific research method that focuses on meaning—making and collecting non-numerical data to explain how or why a particular phenomenon occurs.

Over the years, there has been much debate about which is more scientific and preferable: qualitative or quantitative research. What is evident is that each has its strengths and weaknesses; therefore, different methods are preferred for various social, political, cultural, and historical circumstances.

It is typically used to explore the human element of a given topic to understand how they experience the world through their understanding (Given 2008:22).

Bryman, Bresnan, Bearsworth, & Keil (1988:13-29) argue that qualitative research in the study of leadership improves this area of research as it allows for a broader range of contextual variables. It allows the researcher to be grounded by people's experiences which form the very basis of leadership.

4.9.1   Qualitative Research Methodologies – Action Research

According to Dawson (2002:16), action research is not a research method but rather a research methodology. In this research, the researcher collaborates with the population group to become part of the research. The researcher acts as a facilitator to improve a particular situation. The author thus argues that the researcher does not do research on the people. This type of research is typically done in organisations, community development, or education since the researcher needs to understand group dynamics and have group management skills. The research must be done on willing participants with a common goal to change something together as not all people in an organisation want to participate in research. Therefore, the research will be on smaller groups within a population that is open to new ideas and willing to go through the stages (planning, acting, observing, and reflecting) numerous times until the desired results are achieved in the best possible way. To achieve the desired outcomes, various research methods may be used, such as questionnaires, interviews and focus groups to get opinions from the participants.

4.9.2   Qualitative Research Methodologies – Ethnography

Ethnography emphasises describing or interpreting cultural behaviour, which was specifically popular during the turn of the century. This research emanates from anthropology. For ethnographers to understand cultural behaviour, they would live with these cultural groups for extended periods. The fieldwork involves the researcher participating in the cultural activities and at the same time recording the cultural behaviour, conducting interviews, reflecting and analysing.

4.9.3   Qualitative Research Methodologies – Feminist Research

There is a difference in opinion whether feminist research is a methodology or epistemology. However, Dawson (2002:18) argues it is both: methodology guides the research and epistemology is the study of the nature of knowledge, what we know, and from where the knowledge has come.

Greener (2008:80) postulates qualitative research allows the researcher to get the viewpoint of the participants and to get a contextual understanding of the participant's view of how they experienced the role of leadership during the change process in their organisation. Therefore, the researcher chose a questionnaire containing open-ended questions and was used as a guideline during the unstructured interviews.

4.10 MIXED METHOD RESEARCH

According to Creswell & Plano Clark (2007:3), mixed-method research at its fundamental level means using qualitative and quantitative methods to collect or analyse the data in a single study. They state that this method is mainly used where a combination of the two methods allows the researcher to understand the research problem better.

Research is not restricted by traditional approaches to data collection but is guided by a foundation of enquiry that underlies the research activity. Buckley & Lawlor (2017:426) argues that the enquiry of data collection will guide the research as opposed to traditional data collection methods.

Tashakkori & Creswell (2007:4) define mixed method research as a method in which the researcher uses qualitative and quantitative approaches to collect data and then integrates the findings to draw inferences in a single study. The author further states that difficulties often arise when the researcher articulates how the two elements relate.

The researcher employed different research methodologies for this study as it would allow the researcher to dig deeper and encourage participants to engage and elaborate on their responses. The researcher explored the effect of leadership on change management from participants' perspectives and how they experienced it. The study was done in an organisation in Cape Town in the Western Cape. Since the organisation is undergoing a major transformation, the research was able to retrieve current information and determine what the workforce required for the changes currently being implemented. Since the participants are directly affected by leadership and change, it will be first-hand information.

4.11 DATA ANALYSIS

4.11.1 Content Analysis

According to Walliman (2011:132), the first step in analysing data is reducing data, then displaying data and then verifying or drawing conclusions.

Content analysis can be seen as a tool researchers use to determine the presence of certain words or concepts in collected data. The researcher determines the relationships and meanings of the words to make inferences about the messages in the data. Content analysis can be defined as a research technique or scientific tool to make valid and replicable inferences from texts or data to

the context of its use (Krippendorf 2018:389). The technique increases the researchers understanding of a particular phenomenon.

Once all questionnaires were collected, they were brought together. Then the forms were cleaned and edited. Finally, the coded information were entered into SPSS, Excel spreadsheet to convert the data into tables, graphs, histograms or charts that allowed the researcher to compare the variables.

Neuendorf (2017:17) defines content analysis as a technique to yield unbiased results that can be verified or reproduced by other qualified researchers by extracting information from a source objectively by identifying the specified characteristics.

4.11.2 Data Reduction

Data reduction should be continuous and structured while fresh in the mind to identify gaps. One-page summaries should be made to identify main issues, interesting issues, new questions, and summarise contents from documents.

As data accumulate, the data should be organised by building typologies (classification according to general type) and taxonomies (classification of data by types, properties, or creating subgroups within categories). The researcher should note the differences between respondents that might help organise the data.

The next stage of analysis involves coding, which are labels or tags used on piles of data to help conceptualise and prevent data overload. This process allows revision, selection and summarisation of data without distorting of information. Codes must be discrete and unambiguous to ensure that they can be used to differentiate between relationships, meanings and types of acts and that text fragments can only fit into one group. The nest stage is Pattern Coding which is used to identify patterns and themes or how they occur.

4.11.3 Data Display

Data displays are categorised in matrices and networks.

Matrices are data arranged in rows and columns, which can be two-dimensional or three-dimensional, to record variables.

Networks are nodes that are connected by links to determine relationships between independent and dependent variables. The complexity of these nodes depends on the amount of information available.

Some different type of displays includes the following:

Time-ordered displays: This records the sequence of events relative to names, times, critical events, stages and experiences etc., of which the precision scale can be tailored to suit the subject.

Conceptually ordered displays: This display concentrates on abstract concepts such as motives, attitudes, barriers, expertise or coping strategies etc., to illustrate relationships, cause and effect or influence.

Role ordered displays: People with different roles, e.g., mother, worker, managers, tend to see things differently; therefore, defining their role could define their standing or expectations. This display will determine if people with similar roles share a unified view or systematically display differences.

Partially ordered displays: This display is used to analyse a "messy" situation to help the researcher declutter or understand why a particular action was taken by looking at influences and pressures around a particular situation.

Case ordered displays: Case ordered displays are used to display and arrange data according to an important variable pertaining to the study. This allows the researcher to compare different case studies according to their order and appearance.

Meta Displays: This display is done by arranging matrices next to each other in a chosen order to allow data comparison across matrices. This process allows the researcher to contrast and amalgamate data from different cases.

4.12 ANALYSIS OF TEXT AND DISCOURSE

Interrogative Insertion: Here, the researcher uncovers logic or the illogical discourse by inserting implied questions into the text for which the text provides answers. This method is customarily used to communicate a particular message to a particular audience.

Problem–Solution Discourse: As most statements can have more than one implication, this discourse investigates the implications of statements more closely and aim to uncover the sequence of events. With this method, the researcher examines the situation, looks at the problem, then the response and then the result of the evaluation. Another way of getting the same result is by using a decision tree that traces the problem, followed by possible solutions and then the implications.

Membership Categorisation: This technique focuses on commonly held views or the "norm" in societal situations. The researcher examines the relationships between subjects such as different social classes, parents and children etc. These assumptions are not stated explicitly but merely highlighted for the reader to understand assumptions, pre-judgements of typical characterisation.

Rhetorical Analysis: This analysis is aimed at convincing the reader to believe the author. This analysis often undermines the confidence of others as it tries to justify the rightness of the author and the wrongness of others, such as extreme right-wing believes or to justify racism.

Narrative Analysis: This type of analysis is generally aural, and information is collected via unstructured interviews, participant observation or any other undirected methods to explain the past, present of people or interpretation of events. The researcher highlights the interaction with the subject, how the storyteller reacted, and what is said rather than how to reveal the simple story's undercurrents.

Semiotics: This analysis can be referred to as the science of signs. A vital distinction is made between what we perceive (denotation) and what we read into (connotation) relative to the context used when analysing a sign, such as a red traffic light means one must stop in certain countries.

Discourse Analysis: Language shapes our identities and our perception of the world and contributes to our values; therefore, language cannot be considered a neutral communication medium. Discourse analysis studies how people communicate in a social setting, such as power relations between two speakers because of age or seniority.

4.13 ETHICAL CONSIDERATIONS

According to Saunders, Lewis, Thornhill, & Bristow (2019:134), axiology refers to studying value and ethics during the research process. It is a philosophical study of goodness and incorporates how researchers deal with their own values and the values of research participants.

Ethical considerations are a critical part of the research, and dissertations are doomed to fail if no considerations to ethics are stated or considered.

According to Bryman & Bell (2007:133), the researcher must ensure that the subjects are not subjected to any harm whatsoever, and priority must be given to the respect and dignity of the participants.

Prior to conducting the study, the researcher must ensure full consent is obtained from the participants. Fleming & Karsten (2018:210) refer to 'informed consent' as the cornerstone in ethical research. The researcher must ensure that the participants' privacy is protected and an adequate level of confidentiality of research data. The researcher must avoid deception and exaggeration about the aims and objectives of research data and declare affiliations or funding in any form or possible conflicts of interest. Primary data findings must not be presented misleadingly, and misleading information must be avoided. Communication regarding the research must be with honesty and transparency.

According to Fleming & Karsten (2018:210), the focus on ethical conduct concerning personal actions and professional behaviour during research has significantly increased. Thus, at most institutions, for a researcher to collect data without ethical approval would place the researcher outside the institute's regulations and the Human Research Ethics regulation. The authors further state that informed consent forms the cornerstone of ethical research, and by "informed" the author means the participant should be clear on who the researcher is, his/her intent, what data will be collected, the commitment of the participant required, how the researcher intend to report the data and how it will be used.

The researcher must give special attention to anonymity, confidentiality, and risk of harm to participants by protecting names and avoiding using self-identifying statements and information. Confidentiality refers to when the identity of the researcher is known but the researcher de-identified the data. Anonymity refers to when the researcher does not know who the participant is, according to (Fleming & Karsten 2018:211).

The autonomy of participants is critical. Therefore, the researcher must do everything possible not to intrude on the autonomy of the participants. Informed consent is crucial in research ethics. Therefore, the researcher must get informed consent from participants who have been briefed

regarding the research objective, nature of the study, the identity of the researcher, who finances the research and how the results will be used or published. Furthermore, researchers must clarify to participants that the research can benefit the research area. In qualitative research, the researcher and the participant often form a relationship that can be ethically challenging, particularly in situations where the researcher has to deal with contradicting issues between participants, researchers, researchers' discipline, and the research sponsor (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi 2014:19-20).

Ethics can be defined as the moral compass that guides a person's behaviour in a situation. Fouka & Mantzorou (2011:12) state that ethical issues and conflicting values might arise during the research process so that the researcher will discuss ethical considerations for research and the considerations taken during this research.

The researcher did everything possible to protect the confidentiality of the participants. Before conducting the interviews, the process was explained to the participants, and they were informed of their rights. The researcher obtained consent from the organisation in which the study is based prior to conducting the research.

The participants were informed that their consent:

- Was voluntary.
- Could be withdrawn at any time.
- Allowed participants to withdraw their data.

Participants were allowed to withdraw at any time during the process. The researcher behaved professionally and ethically before, during and after the process. The researcher undertook to respect the participants' autonomy, meaning they could choose without interference. The researcher undertook to be concerned for the welfare of the participants and not expose them to unnecessary risks. All participants were treated with justice, meaning fairly and equitably. If Ethnocultural groups previously treated unfairly in research were identified, the researcher undertook to give special attention if required.

The researcher was guided by the rules and regulations stipulated by the Ethics Committee of Cape Peninsula University of Technology Ethics Committee:

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- Will you describe the main experimental procedures to participants in advance so that they are informed about what to expect?

The researcher explained to the participants the purpose of the research and what the researcher intends to achieve with the research in order for the participants to understand what to expect.

- Will you tell participants that their participation is voluntary?

The researcher informed the participants that their participation was voluntary and under no obligation to participate.

- Will you obtain written consent for participation?

The researcher obtained written confirmation from the institution at which the research is conducted. A copy of the written consent is submitted with the dissertation.

- Will you tell participants that they may withdraw from the research at any time and for any reason?

Prior to the start of the interview, the researcher informed the participants that they could withdraw at any time for whatsoever reason. Furthermore, the participant was also informed that they could withdraw after the interview as well.

- If the research is observational, will you ask participants for their consent to be observed?

The research is done via interviews and not via observation; therefore, no consent is required for observation.

- Will you tell participants that they may withdraw from the research at any time and for any reason?

The researcher informed the participants that they could withdraw at any time during the research for whatsoever reason.

- With questionnaires, will you give participants the option of omitting questions they do not want to answer?

The questions were answered during the interview, and the participant could get clarity regarding a question or decide not to answer the question if the participant chose to do so.

- Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?

  The participants were informed that their data will be treated with the utmost confidentiality and that when published, the data will not be identifiable as their data.

- Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study?

  At the end of the interview, the researcher gave the participants a brief explanation of the study. Then the participant was informed again that they could withdraw from the study if they chose to do so and that their participation was voluntary and would be treated with confidentiality.

- Will your project involve deliberately misleading participants in any way?

  The research was based on verbal interviews and was focused on getting information from the participants on how they experienced a particular phenomenon. There was no need to mislead participants in any way to extract information. The researcher can state unambiguously that the research did not involve misleading participants in any way.

- Is there any real risk of participants or researchers experiencing either physical or psychological distress or discomfort?

  There was no risk of the participants experiencing psychological distress or discomfort.

CHAPTER 5

DATA ANALYSIS AND ILLUSTRATION

5.1 INTRODUCTION

This section deals with the illustration of data after it has been cleaned. The questionnaires were distributed via email, hard copies and interviews and other electronic formats. The questionnaires received back were all printed. The questionnaires were quickly scanned for above 80% completion in the quantitative analysis section. All questions answered in the Likert section were entered into the data analysis tool. The data was then illustrated utilising graphs, bar charts, pie charts and histograms. The Qualitative section was entered into a spreadsheet. The data was then scanned for repetitive answers, frequency of occurrence and patterns and relationships between statements.

5.2 SECTION A: BIOGRAPHY

STATEMENT A1: What is your position in the organisation?

RESPONSE: The intent here was to ensure that all layers in the organisation are represented to ensure the study can be generalised. As expected, the management layer would be significantly less than the functional layers as per the organisation's organogram.
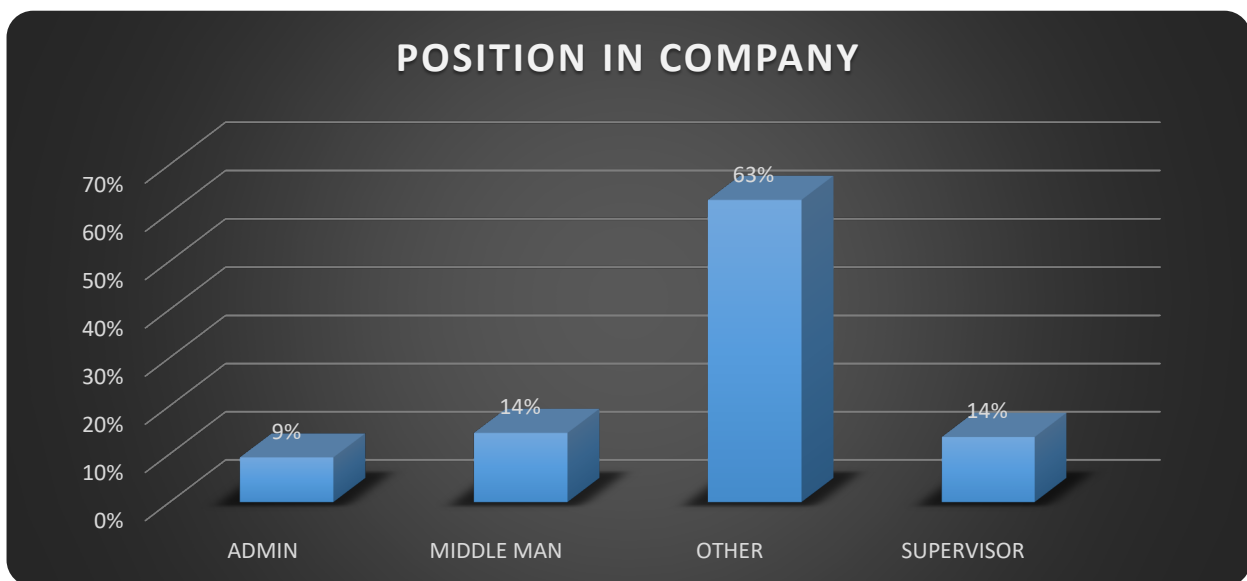

Figure 5.2.1 Position in organisation

Source: Own Construction

63% of the participant labelled under "other" represents unskilled, semi-skilled and skilled employees, generally falling under cleaning staff, handymen, artisans and technicians.

Administrative staff had the least responses totalling 9%, and the response rate of middle managers were 14%. The total responses of supervisors amounted to 14%. Based on the responses above, it can be concluded that the population is sufficiently represented at all levels.

STATEMENT A2: Number of years' service at the organisation.

RESPONSE: The intent was to ensure that employees with different years of experience were represented in the study.
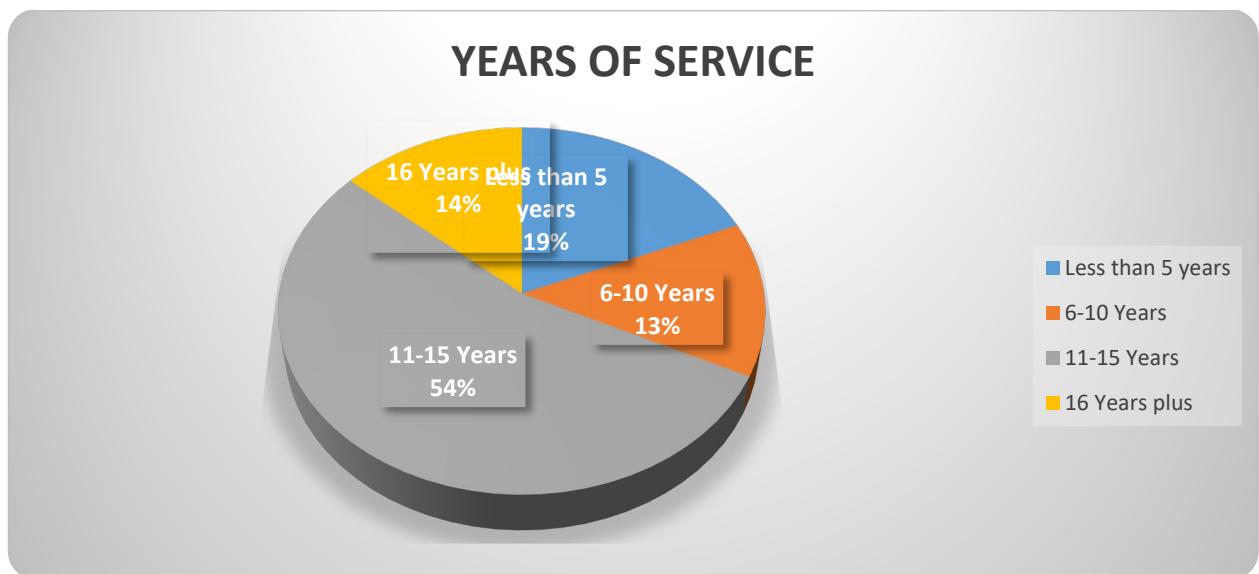
Figure 5.2.2 Years of service

Source: Own Construction

The researcher considered this vital information to understand the population and their years of experience in the industry relative to what they expect from change management. The fact that an overwhelming amount of 71% of responses (13% 6-10 years, 54% 11-15 years, 14% 16 years plus) were from experienced employees is positive; their data is a good representation of experience in the organisation over an extended period. If a similar study was done previously or to be conducted in the future, after the intervention, it could indicate the patterns of management over time. There was also a good representative of the possibly younger Staff or Staff employed under five years.

Since all layers in the organisation are represented, and most responses are from well-experienced employees, the study can be generalised.

STATEMENT A3: Number of subordinates reporting to you.
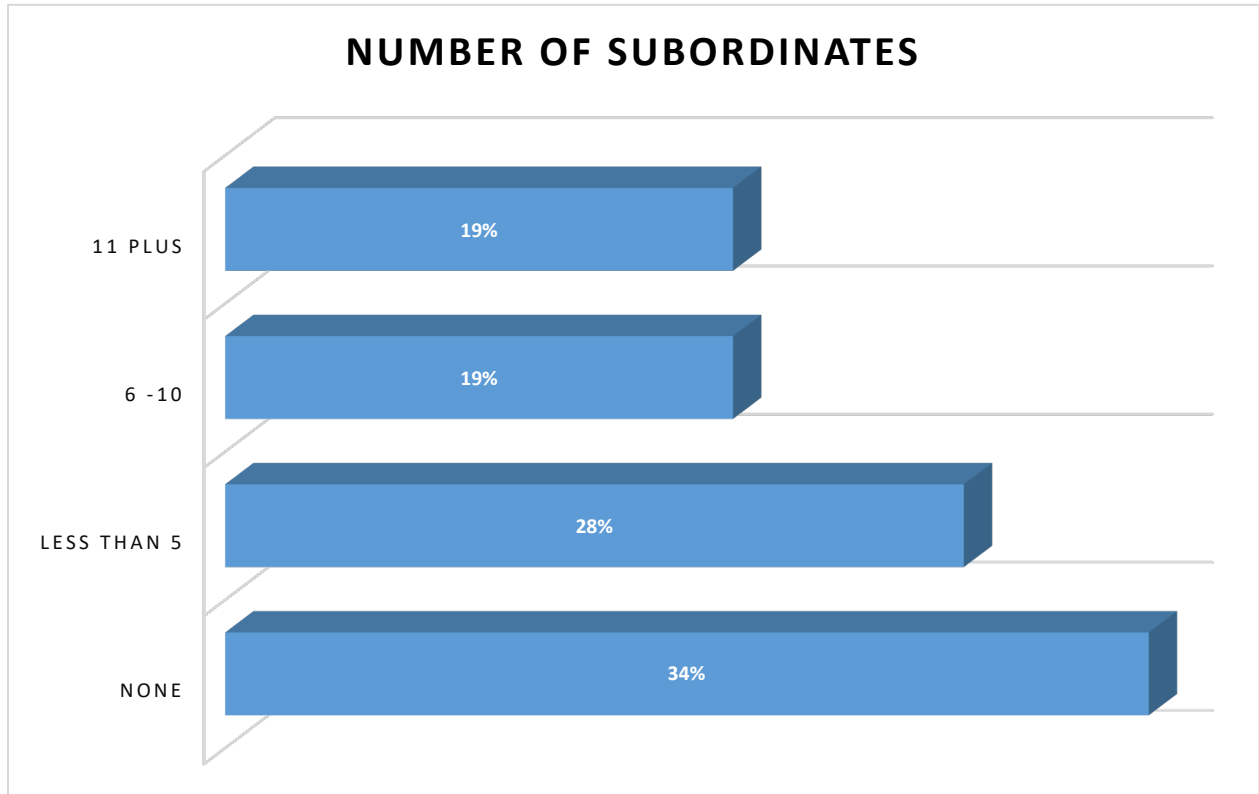
Figure 5.2.3 Number of subordinates

Source: Own Construction

RESPONSE: The intent was to ensure that all Staff was represented (34% with no subordinates reporting to them, 28% with less than 5 subordinates reporting to them, 19% with 6-10 subordinates reporting to them and 19% with more than 11 subordinates reporting to them) in the study meaning that participants with and without subordinates were represented. Since this is the general layout of most organisations, it means the study can be generalised.

STATEMENT A4: Level of education.

RESPONSE: This question was intended to verify that all levels of education were included in the study.
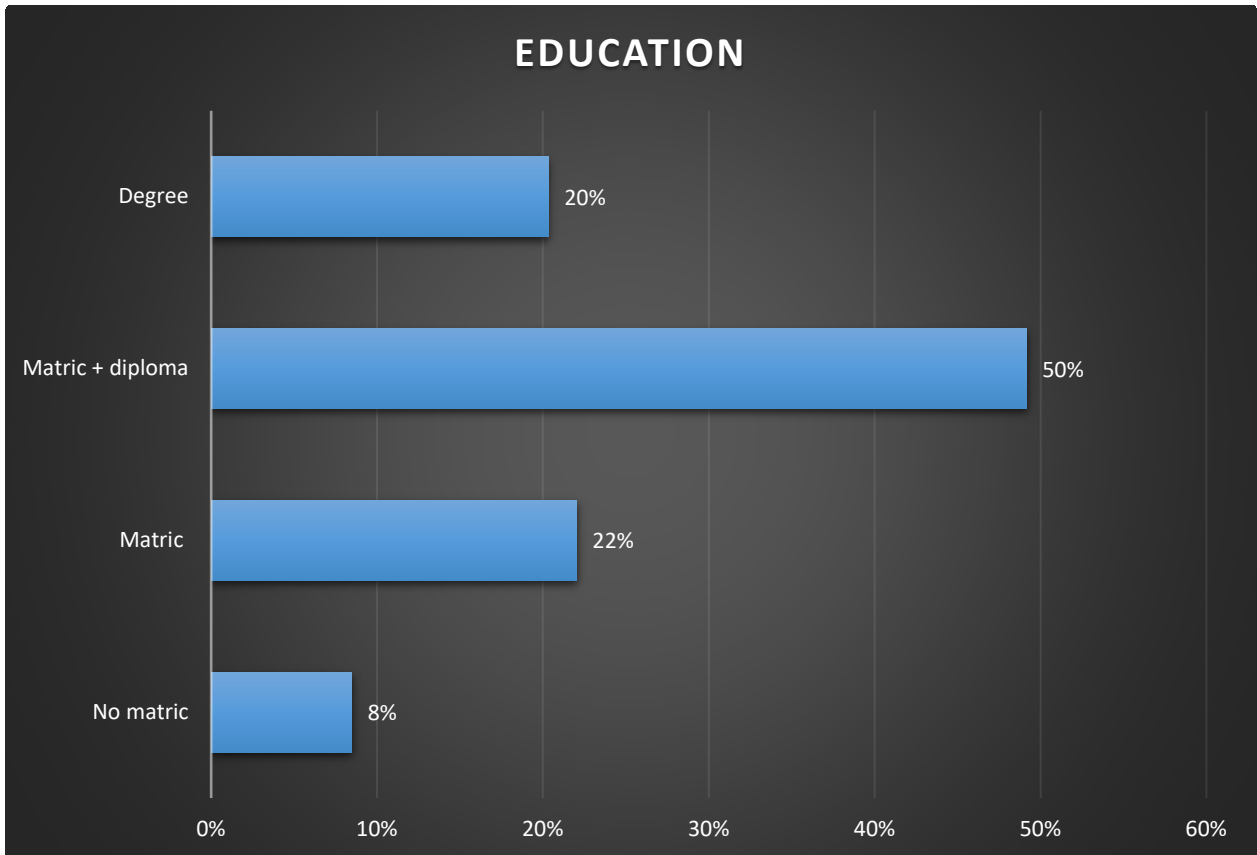
Figure 5.2.4 Education level

Source: Own Construction

From the responses, 8% have no matric, 22% have matric, 50% have a matric plus a diploma, and 20% have a degree. It is particularly interesting to see the large number of participants with matric plus diplomas that responded, meaning that the participants are literate and could complete the questionnaire without any assistance. The researcher has noted that some of the participants requested to fill in the questionnaire, that he suspects did not have matric, was not interested in filling in the questionnaire. This could be a contributing factor to the low number of participants without matric. Based on the responses, the study can be generalised for all levels of education.

STATEMENT A5: Have you ever been on training for change management?

RESPONSE: The intent was to understand how many participants were on training for change management or had knowledge of change management.

Figure 5.2.5 Training for change management

Source: Own Construction

From the responses, 0% were scheduled for training, 47% were never on any training, 22% were just in meetings regarding change management, and 31% were on formal training for change management. This is interesting as such a large percentage has never been on training and might have subordinates reporting to them, meaning that they might not be adequately equipped to deal with the change management process, which could directly impact successful change management. This response also highlights that the management team must be skilled in change management to lead a team with such a large percentage of participants who have never been on formal training.

STATEMENT A6: Were you ever involved in a change process in the organisation?

RESPONSE: The intent here was to understand if the participants were ever involved in a change management process in the organisation as this could be meaningful to compare previous change management experience with the last change management experience.
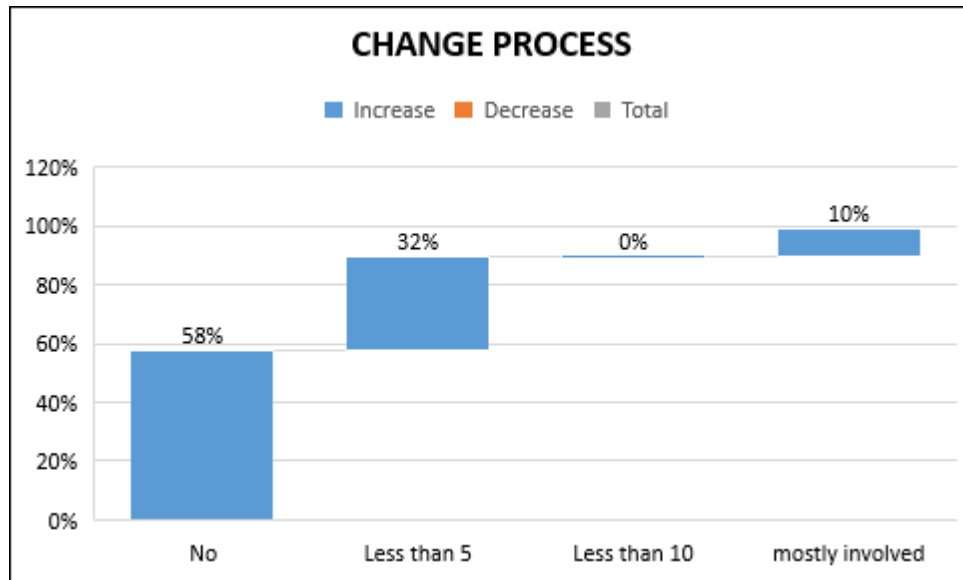
Figure 5.2.6 Involvement in the change process

Source: Own Construction

From the responses, 58% were never involved in the change management process, 32% were involved less than five times, 0% were involved less than ten times, and 10% were mostly involved during the change management process. It is interesting to see that almost 60% of Staff were not involved during the change management process, as one of the cornerstones for change management is to involve Staff as much as possible to ensure buy-in and reduce resistance from the workforce. This response could also be influenced by the fact that 69% (as per the Training graph above) of the Staff have never been on formal training in change management, and therefore, could lead to the low involvement or resistance of the Staff in the change process.

STATEMENT A7: What are your promotional prospects like in the organisation culture?

RESPONSE: This question intended to ascertain what the culture was regarding promotional prospects.
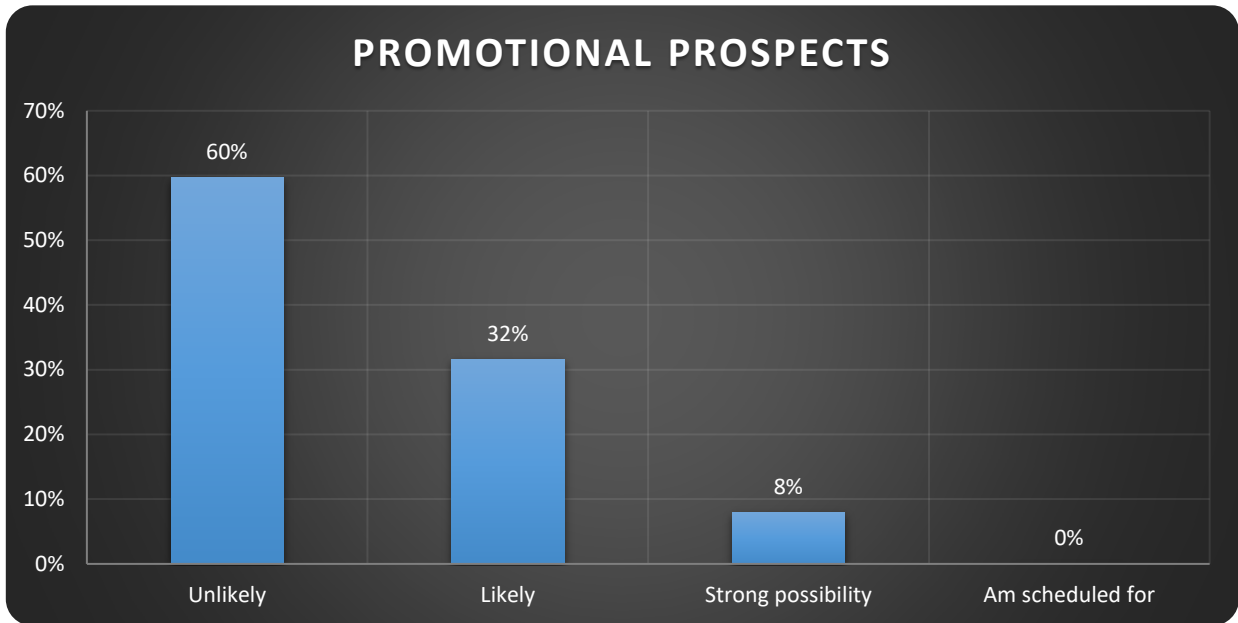
Figure 5.2.7 Possibility of promotion

Source: Own Construction

Staff promotion could be an indication of staff recognition, increase motivation, ambition, morale and loyalty, and will probably assist with the change management process as it creates coherence in an organisation. From the responses, 60% of the participants felt that promotion was unlikely, 32% of Staff felt they would likely be promoted, 8% felt there was a strong possibility of being promoted, and 0% of Staff were scheduled for promotion. Interestingly, almost two-thirds of the participants feel it is unlikely to be promoted, which ties closely to the 63% of Staff in non-management and admin positions. However, promotion is often a source of motivation, and if that prospect is lacking, it could be that motivation in the workforce is also lacking.

STATEMENT A8: Do you have regular meetings on change management in the organisation?

RESPONSE: The intent was to understand if regular meetings were held explaining the change management process or the changes that affect the participants.
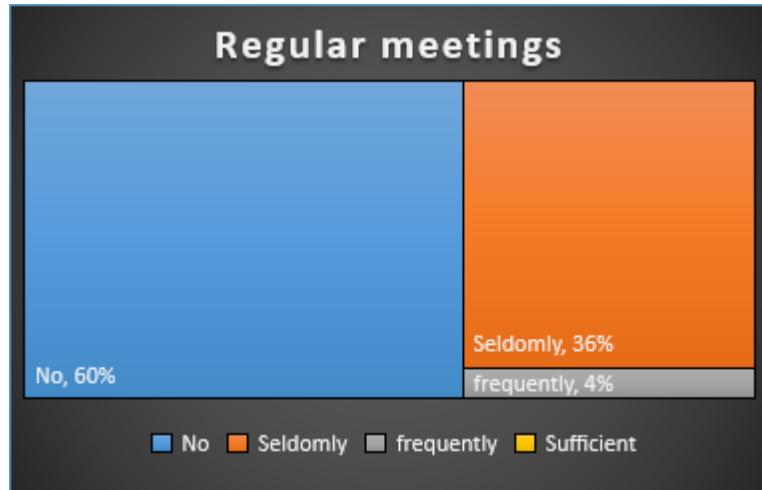
Figure 5.2.8 Change management meetings

Source: Own Construction

From the responses, 60% indicated no meetings were held, 36% indicated meetings were held seldom, 4% indicated meetings were held frequently, and 0% indicated that sufficient meetings were held. This is interesting as 69% of participants have never been on formal training in change management (Figure 4.10 5) meaning that the meetings would be crucial to their understanding of the change management process. This appears like an area that must be improved and can also highlight the absence of knowledge of Staff or leaders with change management skills. This 60% of participants that stated there are no meetings regarding change management correlates with the 60% that felt there is no promotional aspect for them, the 58% that were never involved in the change process and the 63% in non-management positions. These statistics make it appear as if approximately 60% of the workforce were not fully immobilised or did not give their full support to the change process. It has to be noted that although the sample represents the entire population, it could mean that some departments are having meetings (4%) and other departments are not having sufficient meetings.

5.3   SECTION B: KNOWLEDGE OF CHANGE MANAGEMENT

STATEMENT B1: The manager clearly communicates the need for change.

The intention here was to evaluate the extent to which management communicates their intentions and plans to operational Staff, who are themselves impacted directly by the change process. The illustration below (figure 5.3.1) is in response to that assertion.
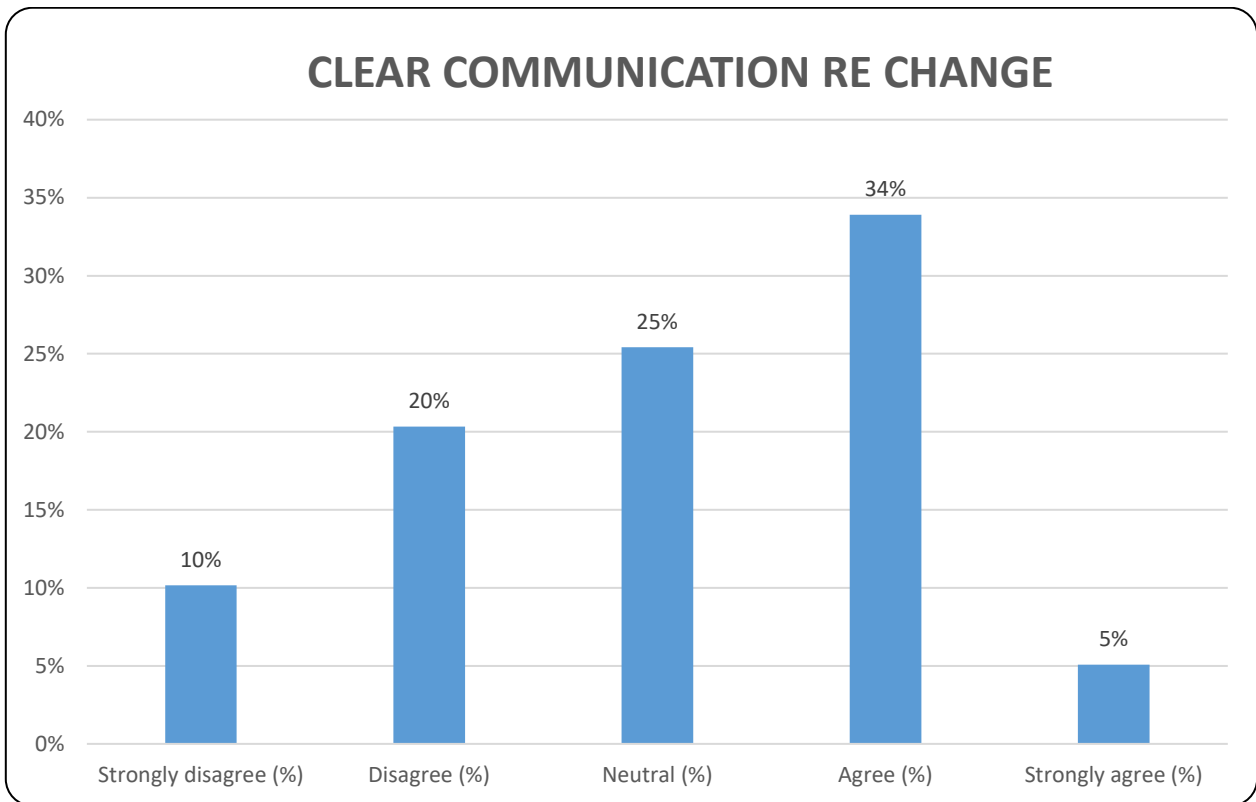
Figure 5.3.1 Communication of the need for change by the managers

Source: Own Construction

RESPONSE: The percentage of those neutral (25%) is relatively high for such a statement as this should be simple knowledge from the interaction between the subordinates and the manager. Contrary to expectation, those disagreeing (strongly disagreeing 10% and disagreeing 20%) total 30%, just above ambivalent, with the remainder (agreeing 34% and strongly agreeing 5%) giving a total of 39%. No generalisation can be made, but it shows that management does not effectively communicate their processes.

STATEMENT B2: Communications to stakeholders is critical for effective change management.

RESPONSE: This was, in a sense, a follow up to measure the extent to which managers should communicate and with whom they should communicate. This helped to understand the subordinates' thinking about who is important in this communication for change management. The response is reported in figure 5.3.2 below.
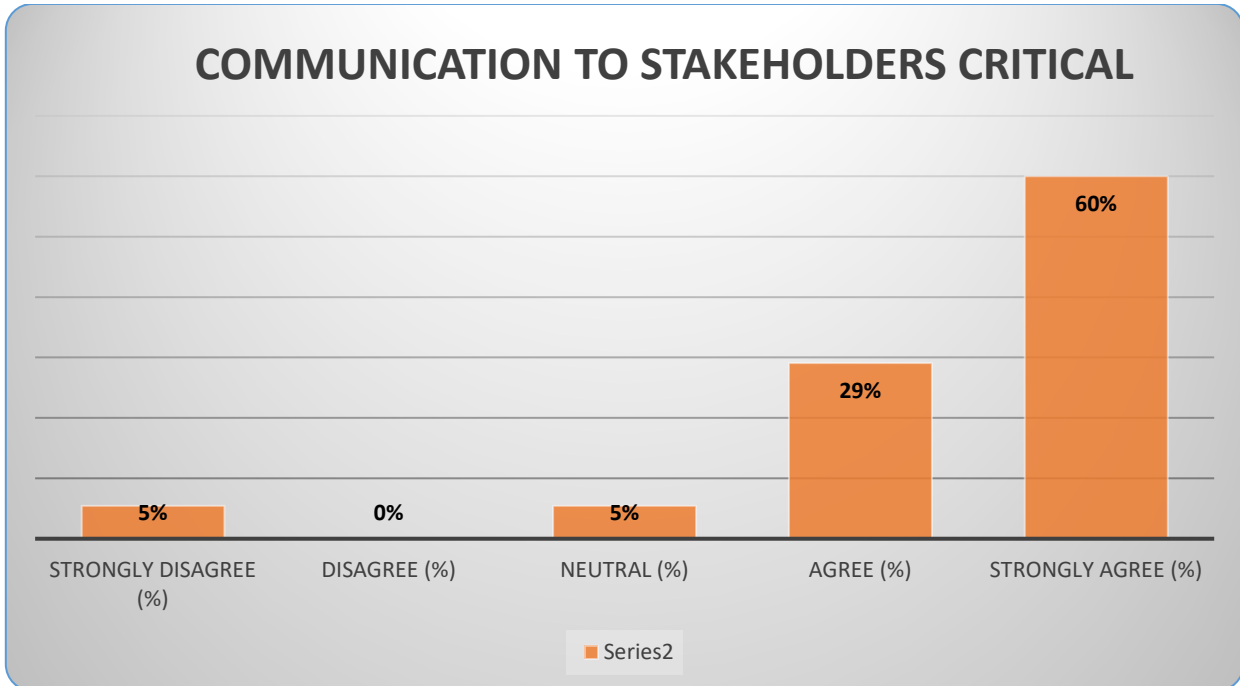
Figure 5.3.2. Importance of communicating to stakeholders

Source: Own Construction

Of particular interest is the percentage of the neutral at 5%, with those disagreeing totalling 5%, tying with the ambivalent. Nevertheless, those agreeing with the statement are at 29% agreeing and 60% strongly agreeing, giving an overwhelming majority of 89%. It can be generalised that the subordinates consider communicating with stakeholders as a critical component of effective change management. Contrasted with the findings in figure 5.3.2, it would appear that managers do not communicate despite the subordinates feeling that need.

STATEMENT B3: The organisation has the resources and technology for the change.

Once communication and the need for change have been clearly understood, it will filter down to technology and resources required for the change. The knowledge of change management will be evident if justice is not done to this aspect as this is a crucial enabler for the required changes and often varies in organisations.

RESPONSE: The responses evaluate if management and the workforce opine that the organisation has the required tools for the change. The response is reported in figure 5.3.3 below.
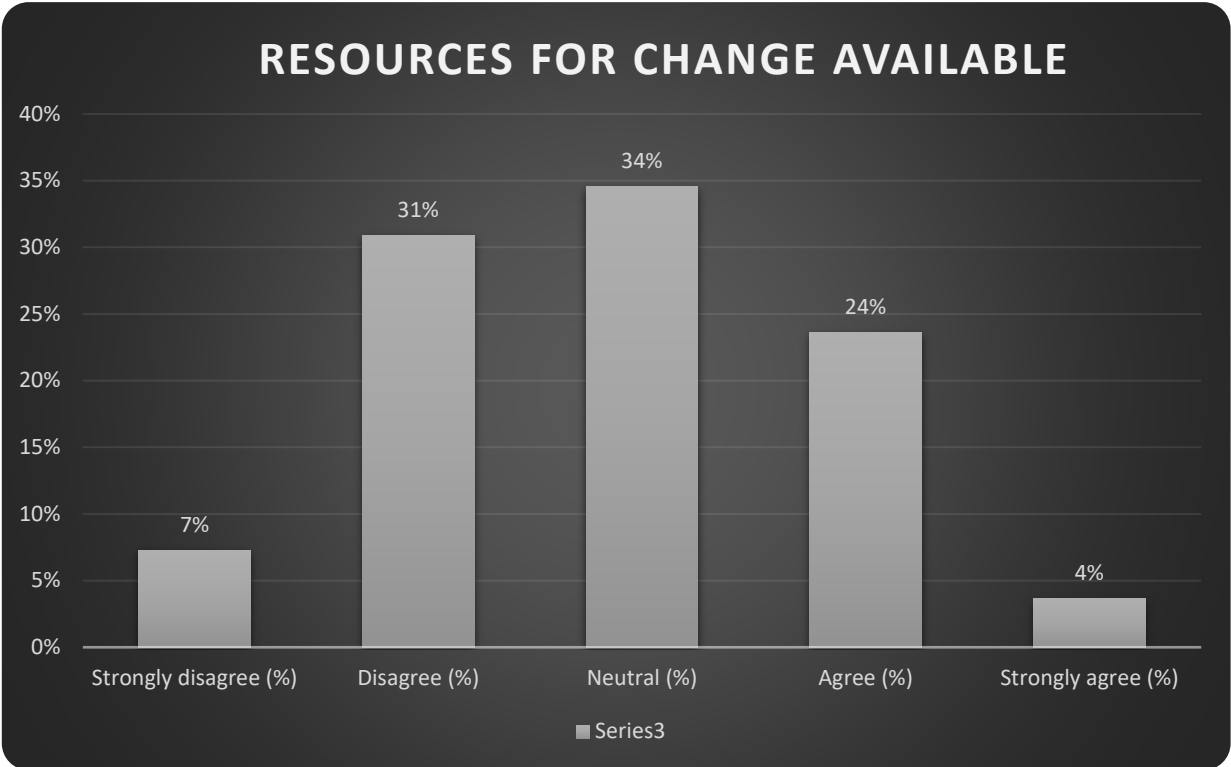
Figure 5.3.3. Technology for the change

Source: Own Construction

The graph is skewed towards the respondents disagreeing—38% (31% disagree and 7% strongly disagree)—that the organisation has the necessary resources and technology for the change. Of all respondents, 28% (24% agree and 4% strongly agree) feels the change can be implemented with existing resources. The remaining 34% remains neutral regarding whether the organisation has the

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necessary tools and technology for the change, highlighting whether the need for change has been clearly understood or if the communication was not clearly understood.

STATEMENT B4: Change management focuses on management behaviour rather than the process itself.

RESPONSE: The assertion was trying to understand the subordinates' knowledge regarding change management and what is recorded in theory. Management theory confirms a relationship between the personality of a leader/manager and the way they lead or manage people. The response is reported in figure 5.3.4 below.
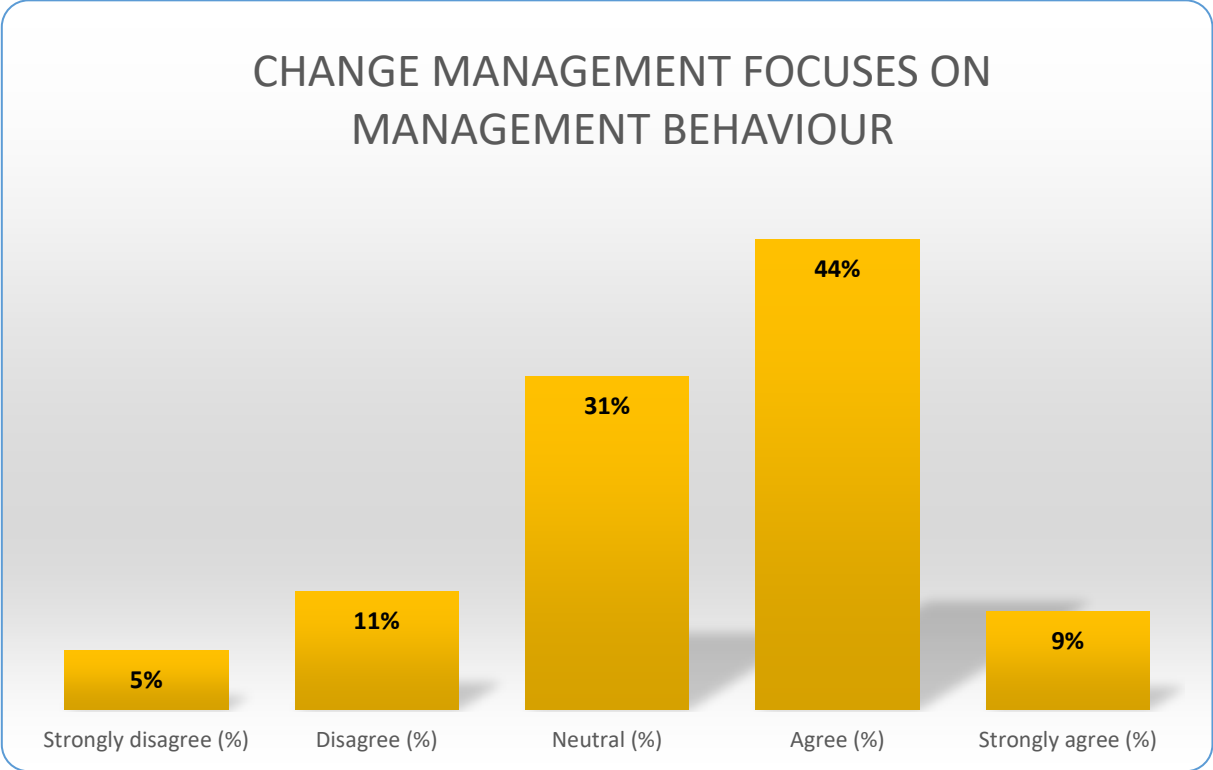
Figure 5.3.4. Change management focuses on management behaviour rather than the process itself.

Source: Own Construction

31% of the respondents were ambivalent about this statement, with 16% (5% strongly disagree and 11 disagree) in disagreement. The majority of responses, 53% (44% agreeing and 9% strongly

agreeing), agree with the affirmation. It can be generalised that the respondents agree that change management focuses on management behaviour rather than the process itself.

STATEMENT B5: Employees must be involved in the change management planning process.

The preceding literature review states that Staff must be part of the change management process to ensure alignment in the organisation and get buy-in from Staff. This question intended to determine if the workers of this specific organisation agreed with existing literature or that they expect to be part of the change management process.

RESPONSE:
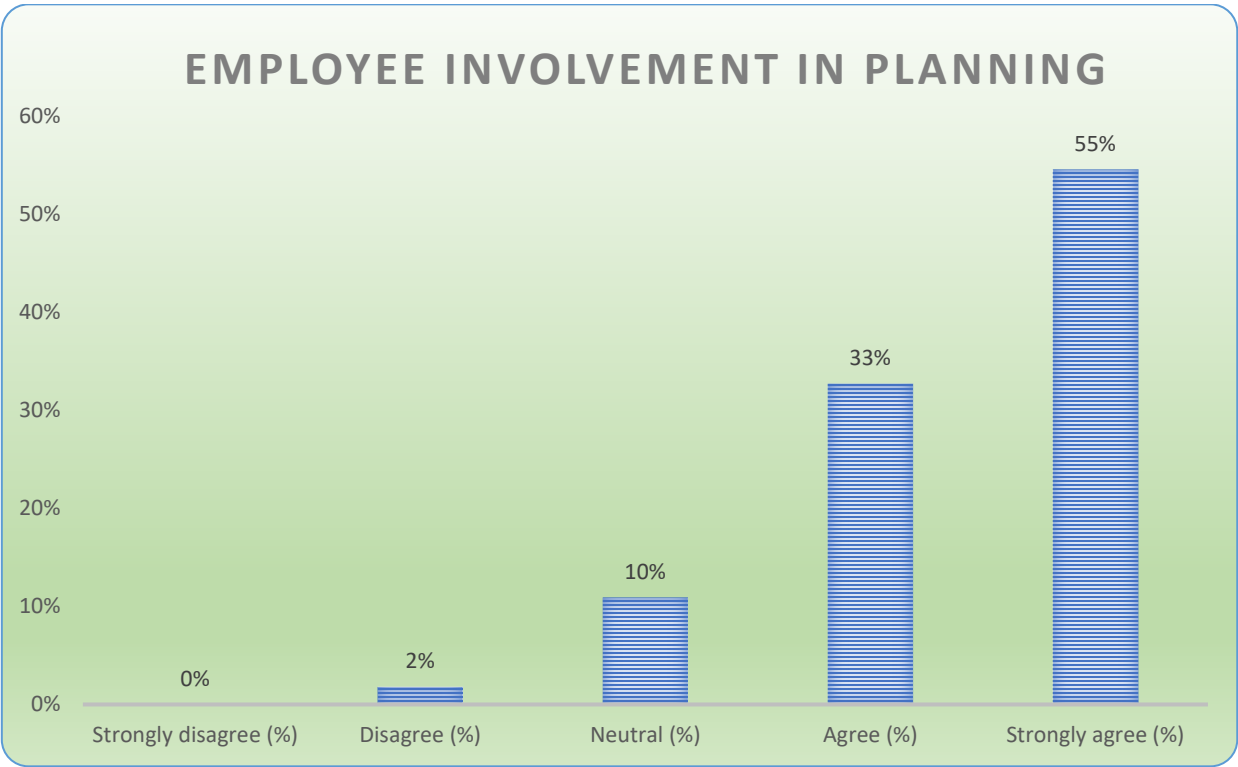
Figure 5.3.5. Employee involvement in change management planning

Source: Own Construction

The overwhelming majority strongly agree, 88% (33% agree and 55% strongly agree) that employees must be involved in the changes, only 2% disagree, and 11% remain undecided. The ambivalent and the amount that disagree is almost negligent compared to the number of participants

that feel they should be part of the change. Based on the results above, it can be generalised that employees are aware that they should be part of change processes.

STATEMENT B6: Management must make all the decisions.

Getting buy-in from Staff is a pertinent point regarding change management as this affects employee morale and can directly impact the success of the change process. This assertion was trying to guide management towards achieving that objective.

RESPONSES: Since change management involves all stakeholders, this question aimed to determine if the participants believed management should make all the decisions.
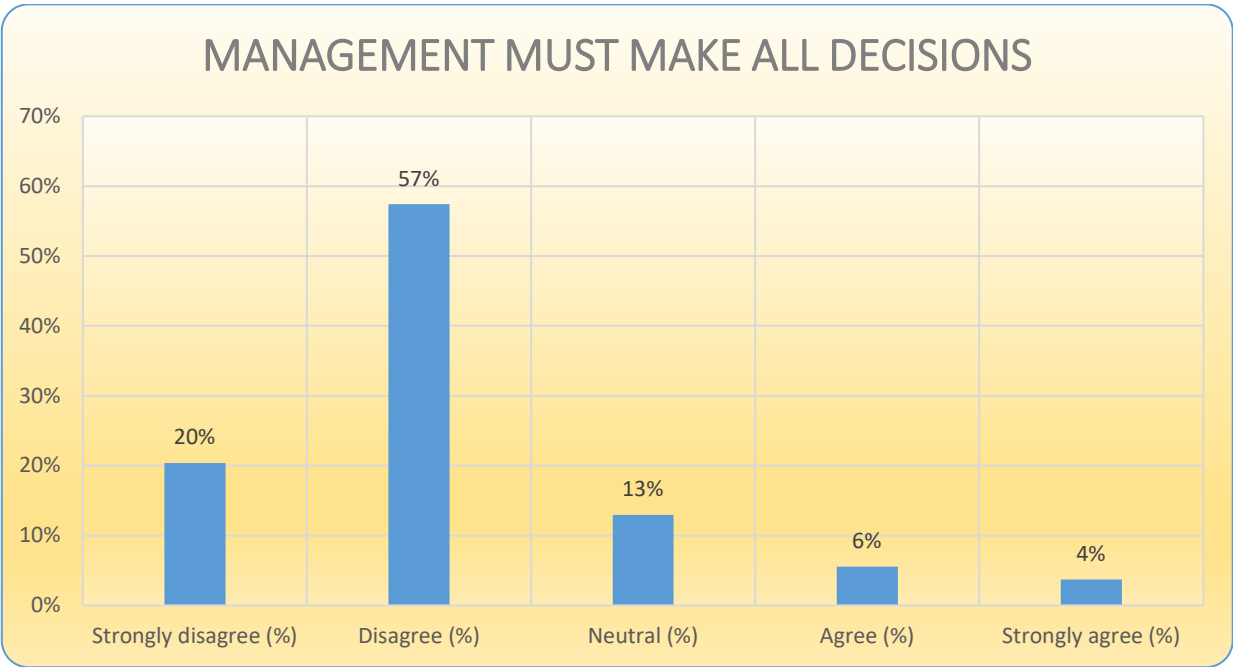
Figure 5.3.6. Management must make all the decisions

Source: Own Construction

The figure above shows that 77% (57% disagree and 20% strongly disagree) of the respondents disagree or strongly disagree with the statement that management must make all the decisions, while 10% (6% agree and 4% strongly agree) feel that management must make all the decisions. The remaining 13% chose to remain neutral on this statement. Therefore, it can be generalised that Staff believes that they must be involved in the decision-making process.

5.4   SECTION C: SUBORDINATE EXPECTATIONS

STATEMENT C1: You are proud to work for the organisation.

Staff morale affects how Staff perform in an organisation. If people are proud to work for an organisation, they feel a sense of belonging and do not mind spending more hours at work to achieve certain outcomes. This question aimed to determine if Staff still feel proud to work for the organisation amidst all the changes happening in the organisation.
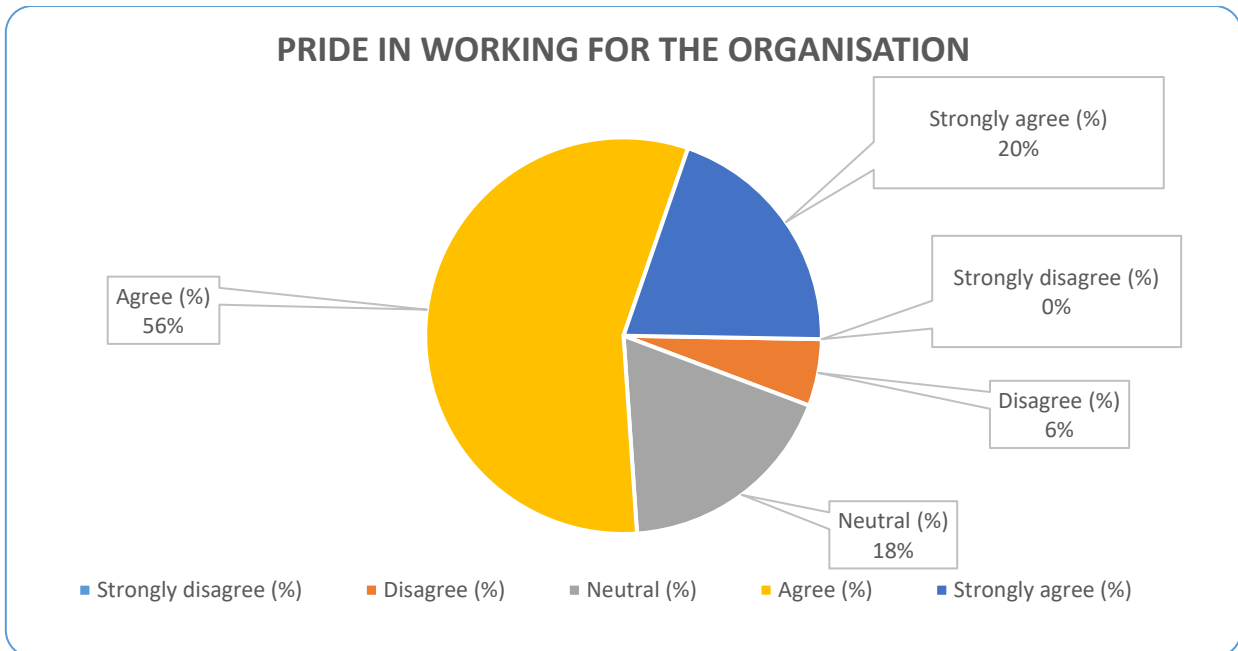
Figure 5.4.1. Pride in working for the organisation

Source: Own Construction

RESPONSES:

The majority of respondents, 76% (56% agree and 20% strongly agree), are proud to work for the organisation compared to the 6% who disagree with the statement, and the remaining 18% remains neutral. With such a large percentage of responses agreeing vs the small number of responses disagreeing, although 18% remains ambivalent, it can be seen that the majority of Staff feels proud to work for the organisation. It can be generalised that most of the respondents are still proud to

work for the organisation. Amongst the challenges, this presents much hope for the organisation to execute change successfully.

STATEMENT C2: You are employed in the right position.

Staff employed in the wrong positions affect morale and productivity and become a barrier in a change management process.
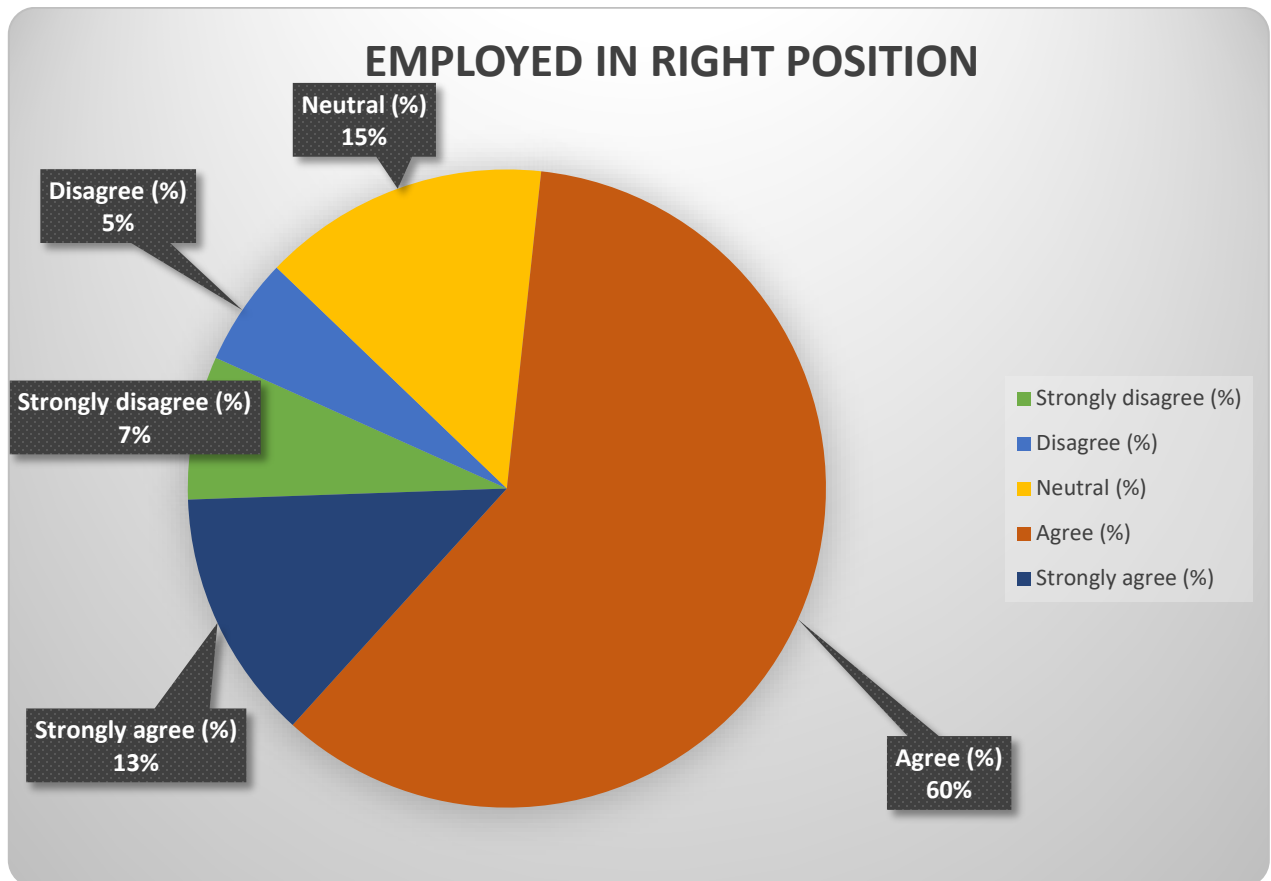
Figure 5.4.2. Employed in the right position

Source: Own Construction

RESPONSES: The majority of respondents, 73% (60% agree and 13% strongly agree), feels they are employed in the right position compared to the 12% (5% disagree and 7% strongly disagree) that disagree with the statement, and the remaining 15% remains neutral. It is interesting to see that most staff feel that they are employed in the right position, which could explain the previous assertion responses that 77% of participants felt proud to work for the organisation. Whether done

by design or accident, this organisation has most of the staff in the right positions. Therefore, it can be generalised that the majority of the staff are employed in the right positions.

STATEMENT C3 Your manager cares about you.

When employees feel that their manager cares about them, they become more creative, leading to a higher degree of workplace satisfaction and less absenteeism. Employees will also engage more freely in finding solutions and reducing labour turnover problems. This assertion was to probe the leadership qualities of management to create willing and committed followers.
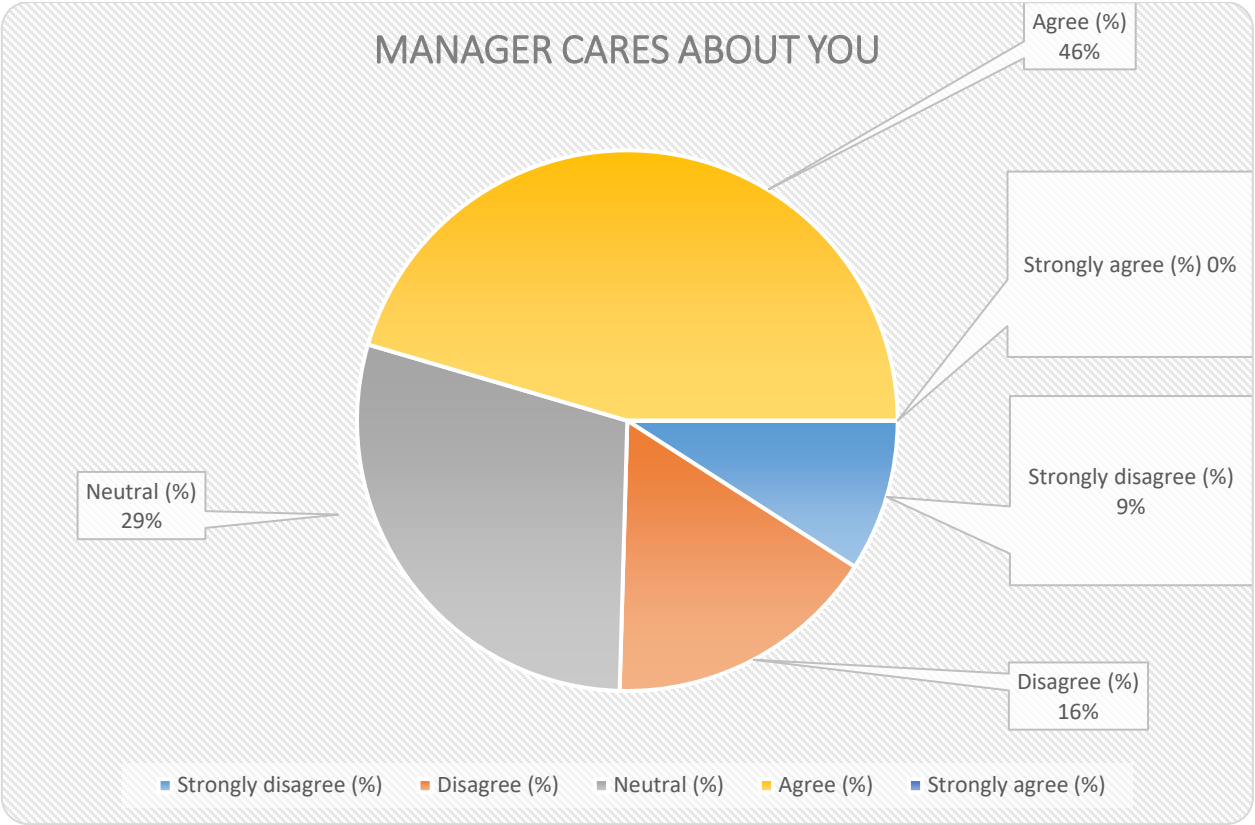
Figure 5.4.3. The manager cares for the employee

Source: Own Construction

RESPONSES: The graph is skewed towards respondents who agree that their manager cares about them (46%). From the remaining responses, 25% (16% disagree and 9% strongly disagree) disagree with the statement, and 29% remain neutral. The ambivalence is too significant to ignore as less

than half of the participants felt that their manager cared about them. According to Bohoris & Vorria (2008), as per the literature review, if Staff feels that their managers do not care about them, they will not go the extra mile for the business, which is often required during a change process.

STATEMENT C4: You understand what is expected of you.

In order to drive successful change management, leadership must drive a clear vision and communicate on all platforms (Kotter, 2007). In addition, to execute changes optimally, people need to understand what is expected from them.

RESPONSES: This statement is intended to evaluate if the employees know what is expected from them.

UNDERSTAND WHAT IS EXPECTED

Strongly agree (%) 25%

Strongly disagree (%) 4%

Agree (%) 63%

Disagree (%) 4%

Neutral (%) 4%

■ Strongly disagree (%)   ■ Disagree (%)   ■ Neutral (%)   ■ Agree (%)   ■ Strongly agree (%)
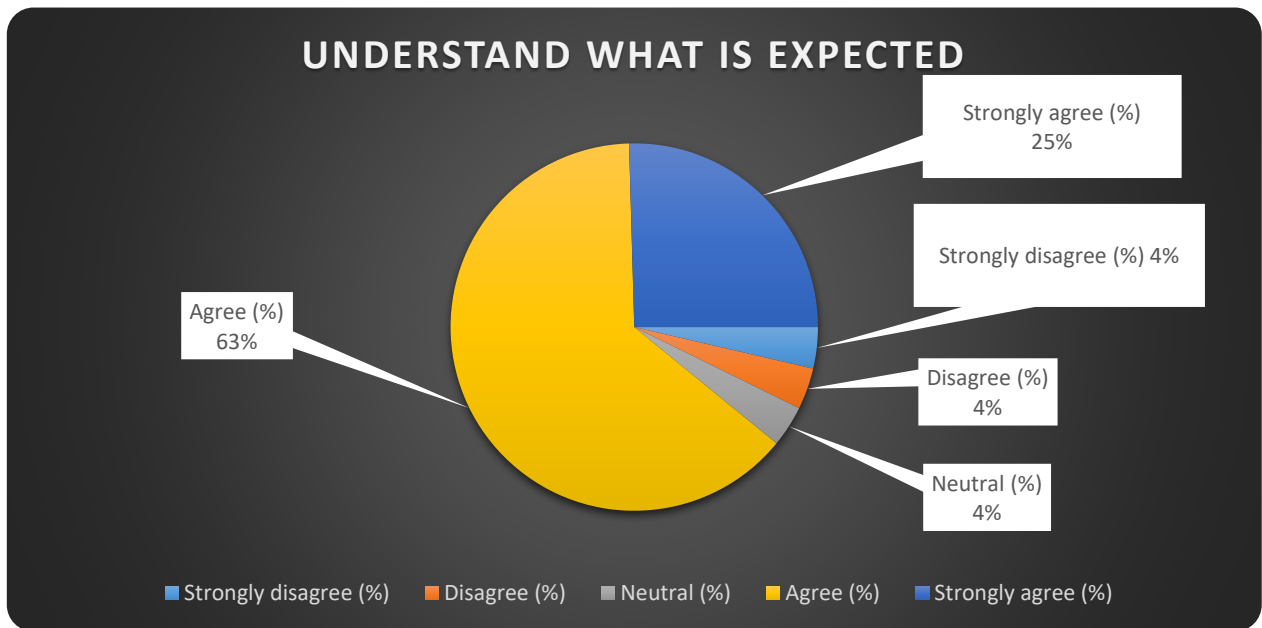
Figure 5.4.4. You understand what is expected of you.

Source: Own Construction

From the graph above, the overwhelming majority of respondents, 88% (63% agree and 25% strongly agree), agree or strongly agree with the statement that they understand what is expected of them compared to the 8% (4% disagree and 4% strongly disagree) who disagree or strongly disagree with the statement and 4% who remained neutral. Therefore, it can be generalised that participants understand what is expected from them. However, taking *"Section A, STATEMENT 7:*

Do you have regular meetings on change management in the organisation?" where 96% of respondents indicated that not sufficient meetings were held, there could be a misalignment of what the Staff believe is expected from them and what management believes.

STATEMENT C5: You are sufficiently empowered for your job.

For an employee to execute an instruction, the individual must be sufficiently empowered to do the job. Step 5 of Kotter's 8-Step change management theory indicates that leaders must empower others to act on the vision. Not having sufficient power to execute the job can significantly affect the staff morale.

RESPONSES: The purpose of this question was to establish if lack of empowerment is one of the barriers in change management.
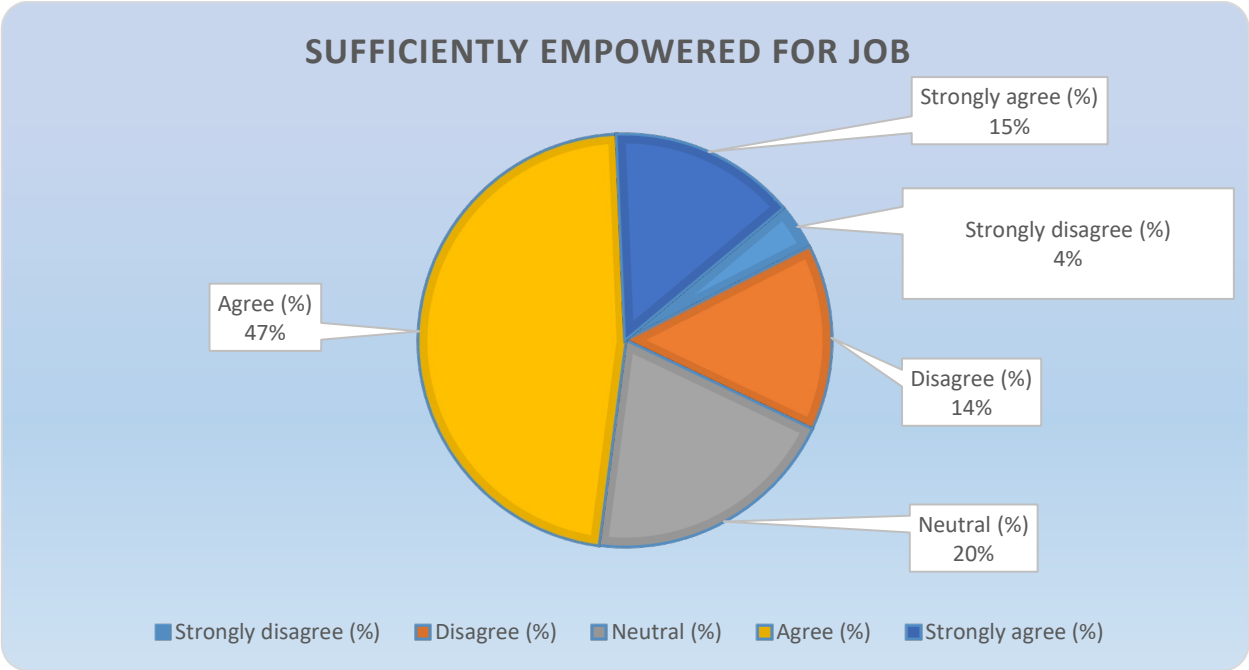
Figure 5.4.5 Participants are sufficiently empowered

Source: Own Construction

From the graph above, the majority of respondents, 62% (47% agree and 15% strongly agree,) agree with the statement that they are sufficiently empowered for their job compared to the 18% (14% disagree and 4% strongly disagree) who disagree or strongly disagree with the statement and

20% who remained neutral. Therefore, it can be generalised that people are sufficiently empowered to do their job. However, it must be highlighted that it might represent a significant challenge if the participants that disagree are employed in key positions relative to the change.

STATEMENT C6: You are confused about your leader's goals and expectations of you.

Being empowered to do a job and not being confused about what you must do are two different things. This statement looks at what the worker is experiencing internally and can impact efficiency and morale.

RESPONSES: This statement looks at effective communication and the leader's ability to set clear goals.
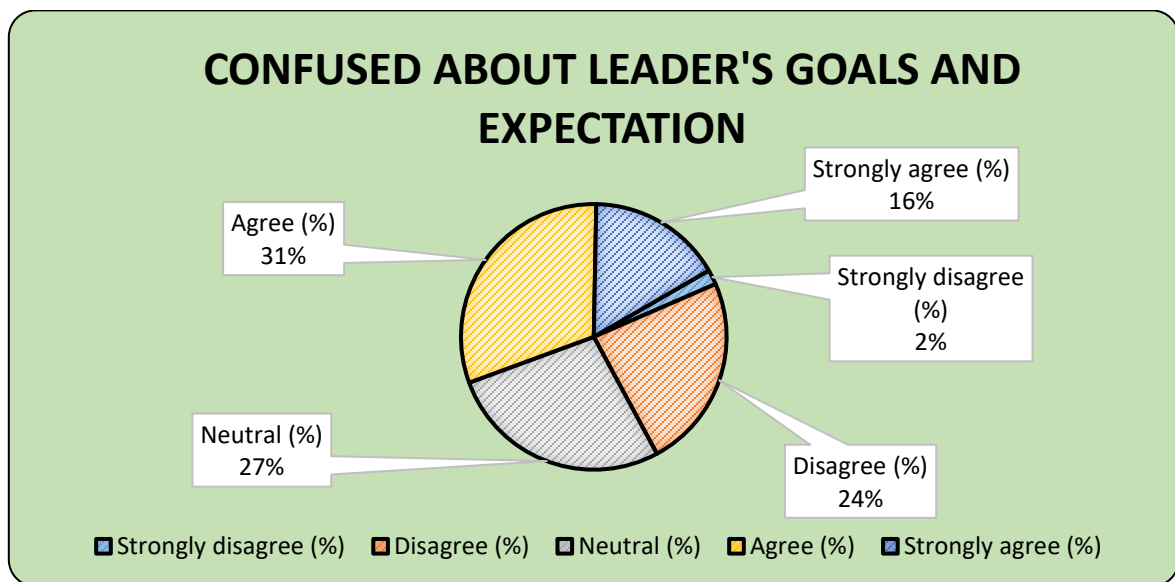
Figure 5.4.6. Respondents are confused about their leader's goals and expectations of them.

Source: Own Construction

From the graph above, 47% (31% agree and 16% strongly agree) of respondents agree or strongly agree with the statement that they are confused about their leaders' expectations of them compared to the 26% (24% disagree and 2% strongly disagree) who disagree or strongly disagree with the statement and 27% who remained undecided. The ambivalent seems high for such a simple question. Not only does this allude to a breakdown in communication, but it could also point towards almost half of the staff being possibly counterproductive and could be seen as resistance

to change or lack of skills to execute the vision. Only 26% of the workforce are sure about their leaders' expectations. This response is particularly interesting and appears contradictory to *Statement 10, "You understand what is expected of you"*, which means some leaders struggle with clear goal-setting and vision.

5.5   SECTION D: LEADER COMPETENCIES

STATEMENT D1: Leaders make decisions alone. (Autocratic leader).

Different leaderships are required during different phases of leadership, and each leadership style will have a specific set of outcomes. Regardless of the leadership style implemented, each leadership style will impact the end goal. Autocratic leadership is an almost militant behaviour, and a common trait of this leadership is that it often kills creativity and only focus on short term gains in organisations.

RESULTS: The purpose of this statement was to evaluate if leaders are behaving militantly to achieve the change process.
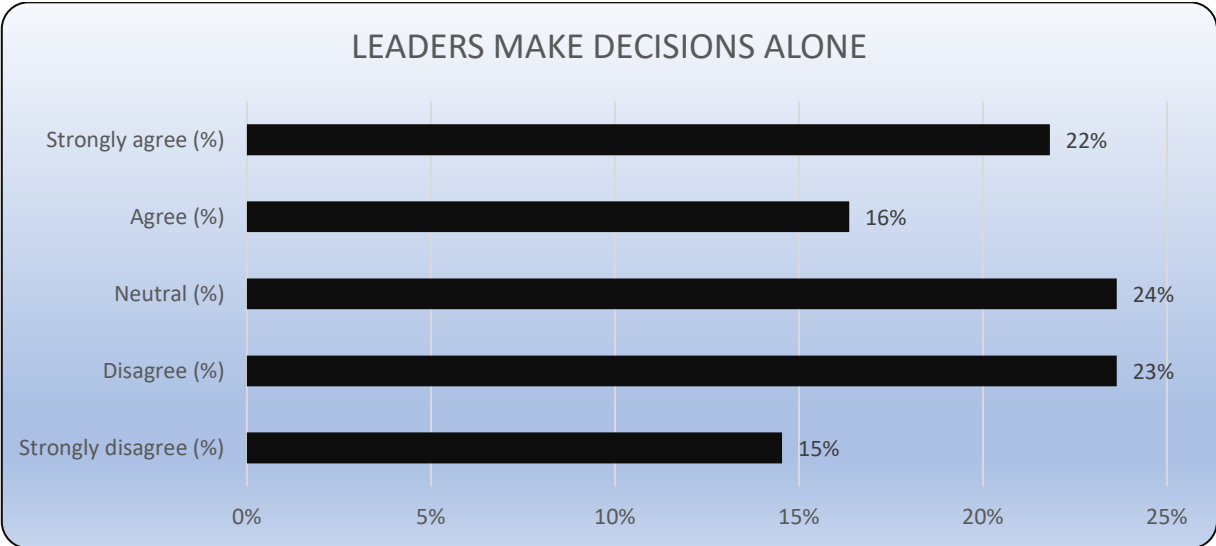
Figure 5.5.1. Leaders make decisions alone.

Source: Own Construction

From the graph above, 38% (16% agree and 22% strongly agree) of respondents agree or strongly agree with the statement that leaders that make decisions alone compared to the 38% (23% disagree

and 15% strongly disagree) who disagree or strongly disagree with the statement and 24% who remained undecided. The graph shows that the number of respondents that feel management is autocratic is almost equal to the responses that oppose that viewpoint. These extreme opposites could probably explain the significant ambivalent responses or indicate that different Staff reporting to different managers experience different management styles. However, the responses are too divided to generalise on this management style.

STATEMENT D2: Leader involves you in most decisions, and your opinion is valued (Democratic Leadership).

Democratic leaders often draw on the strength of the team and create the most creativity and team dynamics. Unfortunately, although this leadership style seems to be ideal, it is not always practical to implement.

RESPONSES: The purpose of this question is to evaluate what degree the leaders are using Democratic leadership.
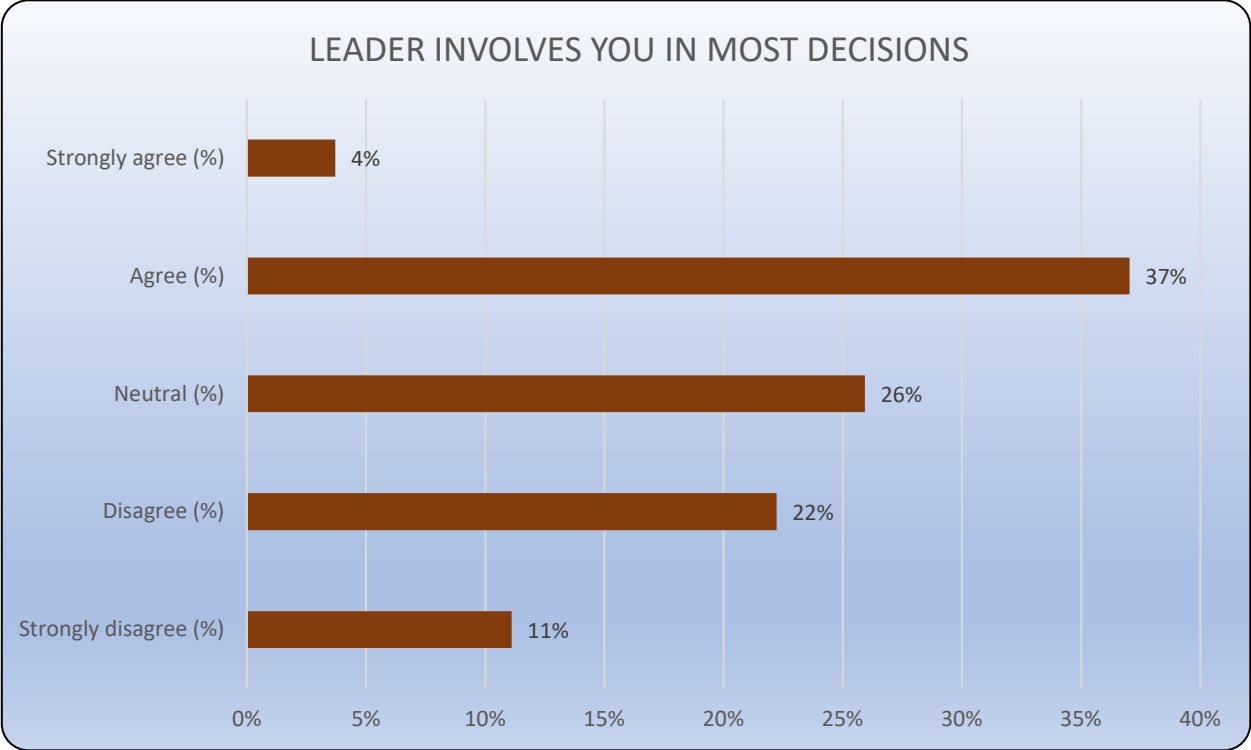
Figure 5.5.2. The leader involves you in decision making and values your opinion

Source: Own Construction

From the graph above, 41% (37% agree and 4% strongly agree) of respondents agree or strongly agree with the statement that leaders involve them in most decisions and their opinion is valued compared to the 33% (22% who disagree and 11% strongly disagree) with the statement and 26% who remained neutral. Over 40% feel their leader takes a democratic leadership approach, which is a bit low to get buy-in during a change management process. The responses are too closely matched to generalise.

STATEMENT D3: The leader is too focused on other issues and does not manage the changes.

Organisational changes can be a daunting process for all employees because they go from the known to the unknown. In addition, during changes, the team need more support from their manager to make sense of all the changes.

RESPONSES: The purpose of this question was to understand if the manager is focusing on the right place to ensure successful changes.
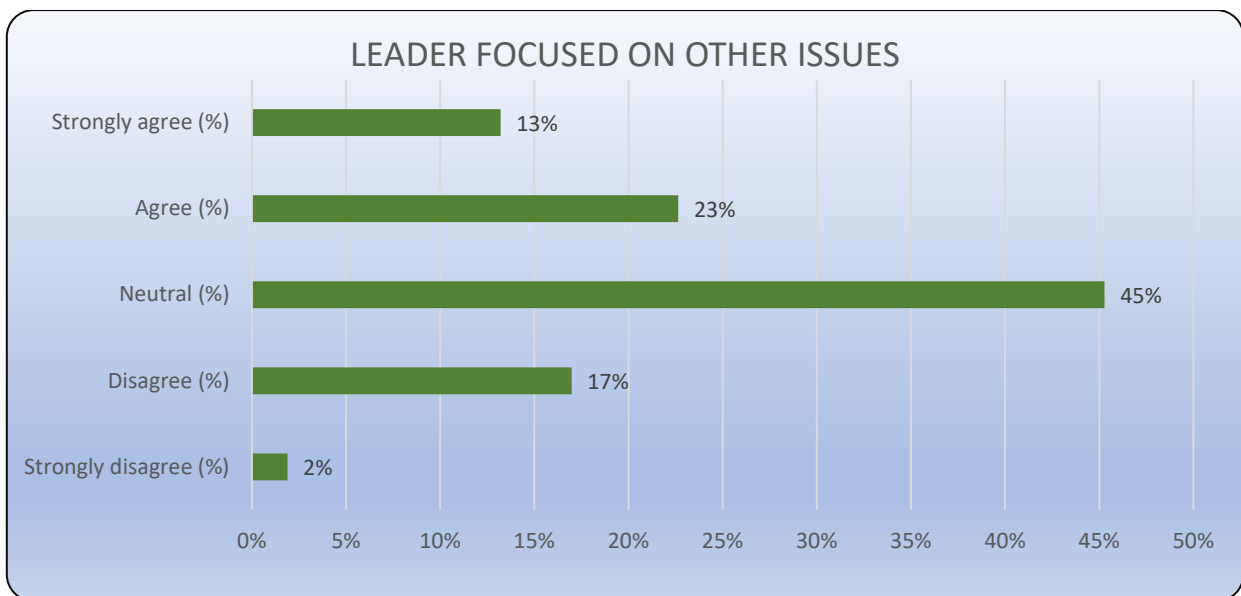
Figure 5.5.3. Are leaders struggling to manage the change process?

Source: Own Construction

From the graph above, 36% (23% agree and 13% strongly agree) of respondents agree or strongly agree with the statement that leaders are too focussed on other issues and do not manage the

changes compared to the 19% (17% disagree and 2% strongly disagree) who disagree or strongly disagree with the statement and 45% who remained undecided. Interestingly, the ambivalent of this assertion (45%) is so close to the 47% of participants that have never been on change management training and probably is not sure what to expect from the process. The graph is skewed towards participants feeling that their managers are busy with other issues, which could be a concern for successful change management but not sufficient to generalise that leaders are focused on other issues.

STATEMENT D4: You must follow procedures, and there is no room for creativity. (Bureaucratic Leadership).

Bureaucratic Leadership kills creativity and is extremely difficult to adapt to change, making it a significant barrier when an organisation undergoes transformation.

RESPONSES: The purpose of this question was to evaluate the degree of Bureaucratic Leadership present during the change.

Figure 5.5.4. Bureaucratic Leadership

Source: Own Construction

From the graph above, 48% (35% agree and 13% strongly agree) of respondents agree or strongly agree with the statement that a bureaucratic leadership style is adopted, and they must follow

procedure. There is no room for improvement compared to the 17% (15% disagree and 2% strongly disagree) who disagree or strongly disagree with the statement and 35% who remained undecided. This leadership style is a common trait of government and government parastatals. It is very uncomfortable that 48% of participants feel their leader takes on a bureaucratic leadership style, especially during a change process, as this will impact employee buy-in and support, ultimately affecting the change cycle. Although this result is leaning towards Bureaucratic Leadership, it is not sufficient to generalise this statement.

STATEMENT D5: Your leader coaches you and focuses on your improvement. (Coaching Style Leadership)

Not all Staff can adapt to change readily and often need to be guided through the changes, especially where there are additional responsibilities. During changes, staff are often required to do things differently, and managers are often required to guide or coach their staff.

RESPONSES: The purpose of this question was to evaluate if managers guide and coach their Staff during the change process.
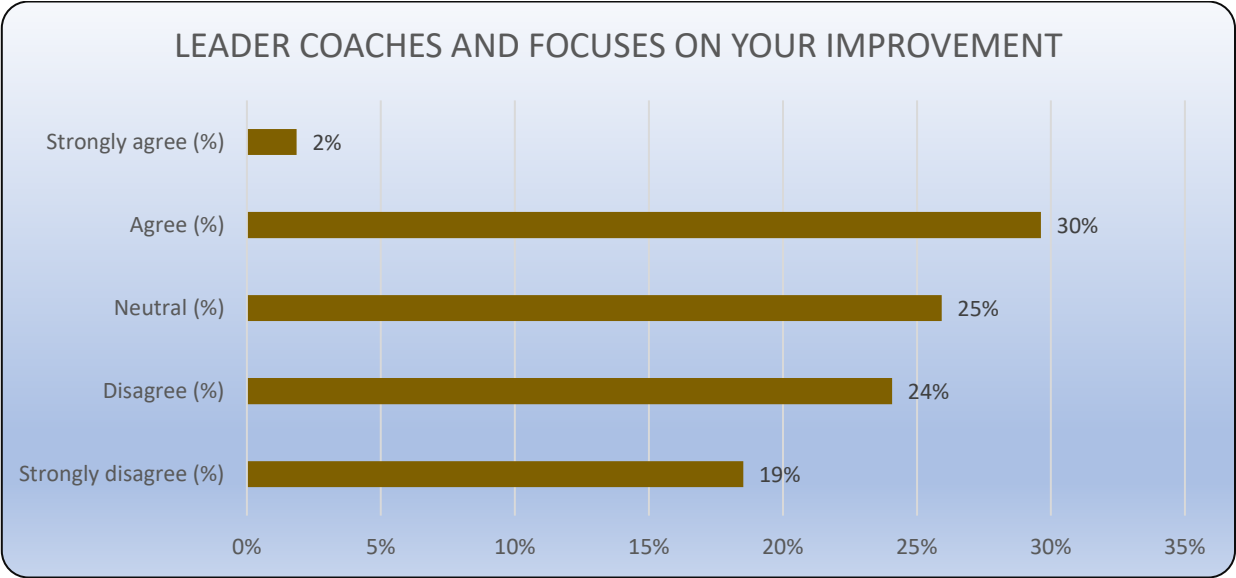
Figure 5.5.5. Coaching Style Leadership

Source: Own Construction

From the graph above, 32% (30% agree and 2% strongly agree) of respondents agree or strongly agree with the statement that Coaching style leadership is adopted, meaning their leader coaches them and focus on their improvement compared to the majority of respondents 43% (24% disagree and 19% strongly disagree) who disagree or strongly disagree with the statement and 25% who remained undecided. It is comforting to see that approximately a third of the participants are exposed to a Coaching leadership style. However, almost half of the participants were not being guided or coached through the change process, which is alarmingly high as 47% (Figure 4.12-6) of participants felt confused about their manager's expectations from them. The data is not sufficient to generalise the responses.

STATEMENT D6: Your leader has high integrity and set clear goals and communication (Transformational Leadership).

Transformation needs leadership with high integrity and clear goals to be able to motivate and support team members. Since transformational leadership is focused on meeting organisational objectives, this leadership is one of the most implemented styles.

RESPONSES: Since Transformational leadership focuses on organisational objectives, this question aimed to evaluate to what degree the leaders are implementing this leadership style.
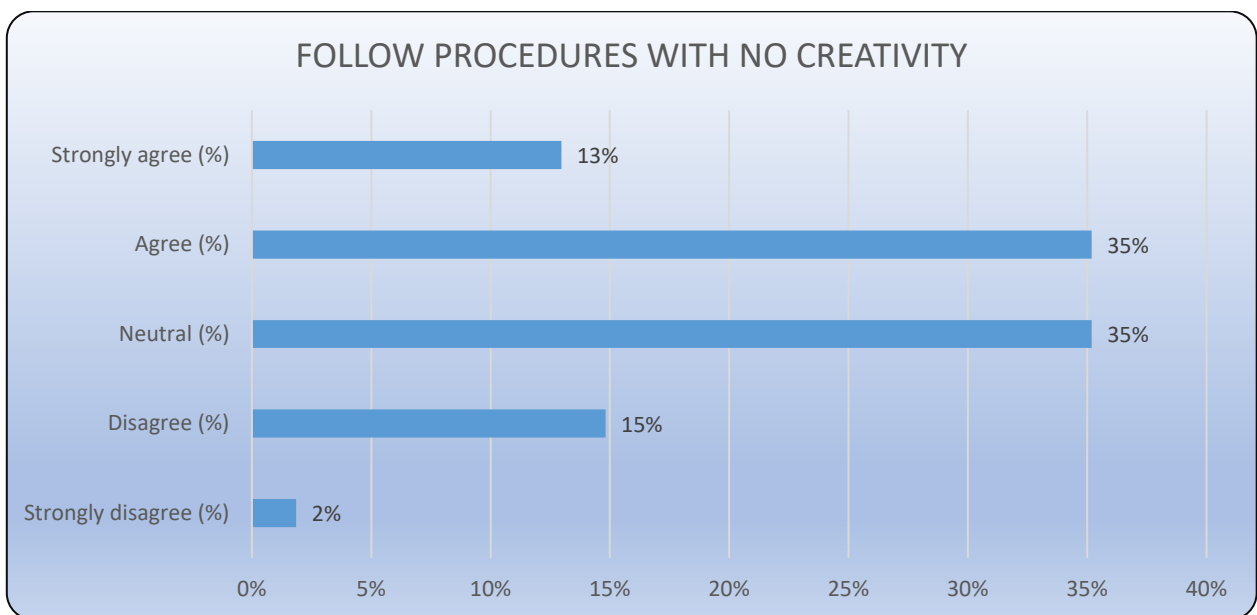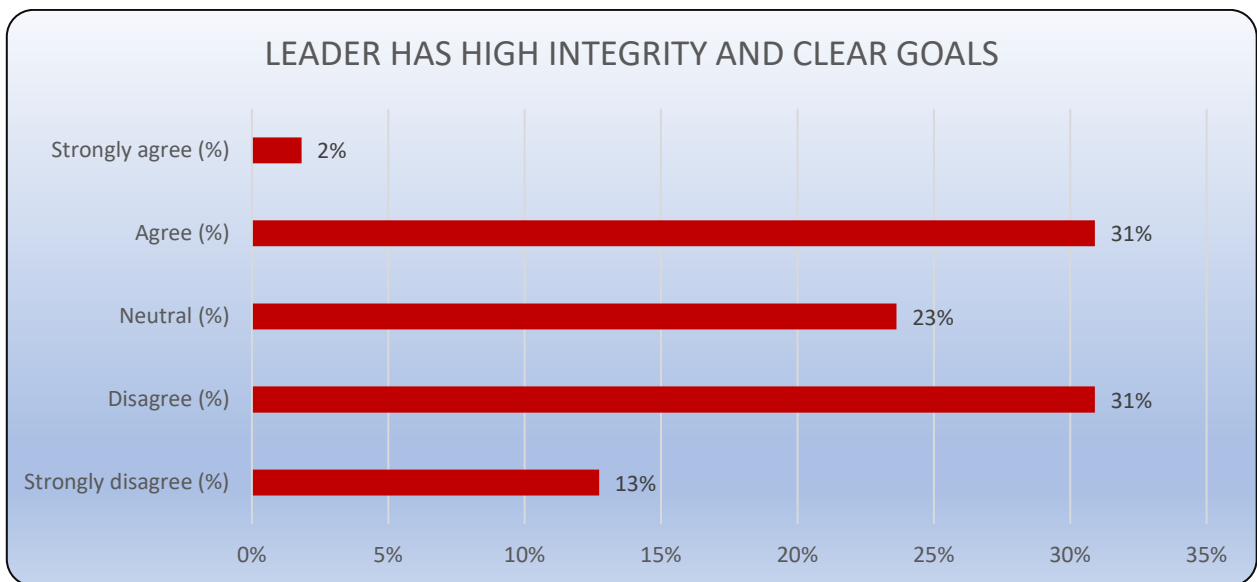

Figure 5.5.6. Transformational Leadership

Source: Own Construction

From the graph above, 33% (31% agree and 2% strongly agree) of respondents agree or strongly agree that a Transformational leadership style is adopted and that their leader has high integrity and set clear goals and communication compared to the majority respondents of 44% (31% disagree and 13% strongly disagree) who disagree or strongly disagree with the statement and 23% who remained undecided. Attention must be drawn to the fact that 44% of respondents questions their leader's integrity and feels that their leader does not set clear goals. This assertion speaks directly to the bond of trust between a leader and their subordinates, and with the ambivalence so high, only a third of the respondents feel they can trust their leader. The responses do not suffice to be able to generalise.

STATEMENT D7: You trust and are inspired by your leader (Charismatic Leadership).

Charisma is a unique quality that makes leaders popular and focuses on making things better and can be instrumental in leading people to a brighter future; thus, it can significantly impact transformation.

RESPONSES: This question intends to determine how dominant this leadership style is or how charismatic leaders drive the change.
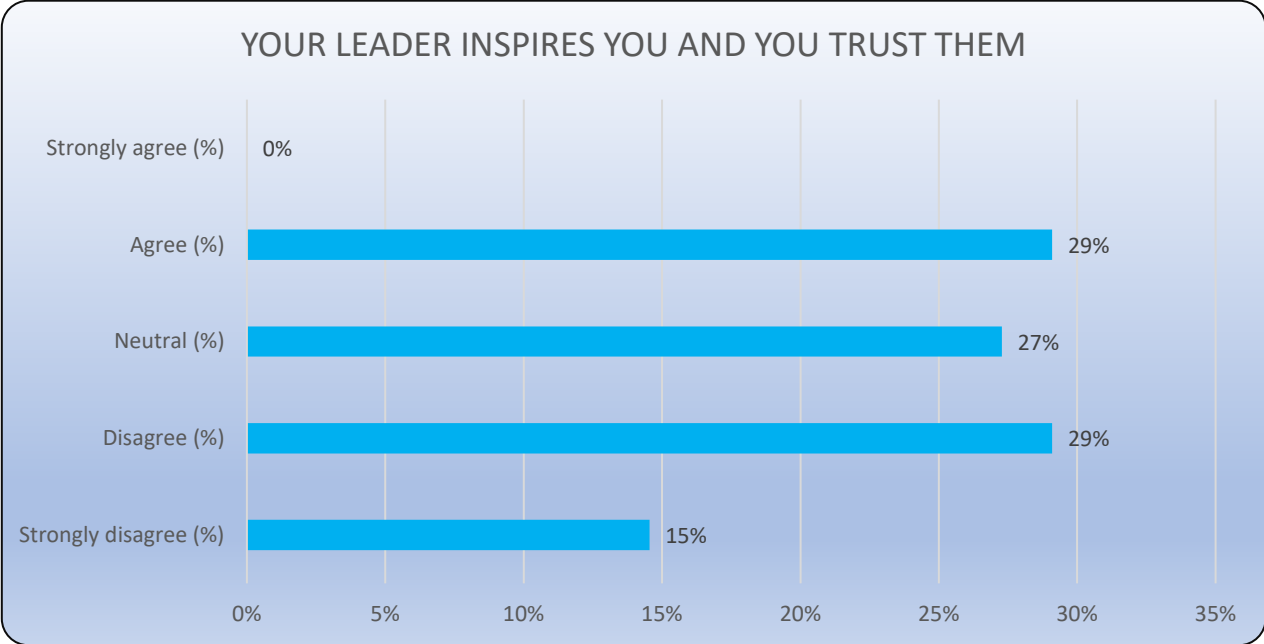
Figure 5.5.7. Charismatic Leadership

Source: Own Construction

From the graph above, 29% of respondents agree with the statement that a Charismatic leadership style is adopted (they trust and is inspired by their leaders) compared to the 44% (29% disagree and 15% strongly disagree) who disagree or strongly disagree with the statement and 27% who remained undecided. This question emphasises the assertion in Figure 4.13-7 that only a third of the respondents feel that they can trust their manager. The responses are too divided to generalise.

STATEMENT D8: Your leader provides training and mentorship, rewards for reaching goals and applies remedial action for non-compliance. (Transactional leadership)

For organisations to survive, they are often target driven, and managers focus on targets that often inspire a lower degree of creativity.

RESPONSES: This question is intended to evaluate to what degree Transactional Leadership is implemented in this organisation.
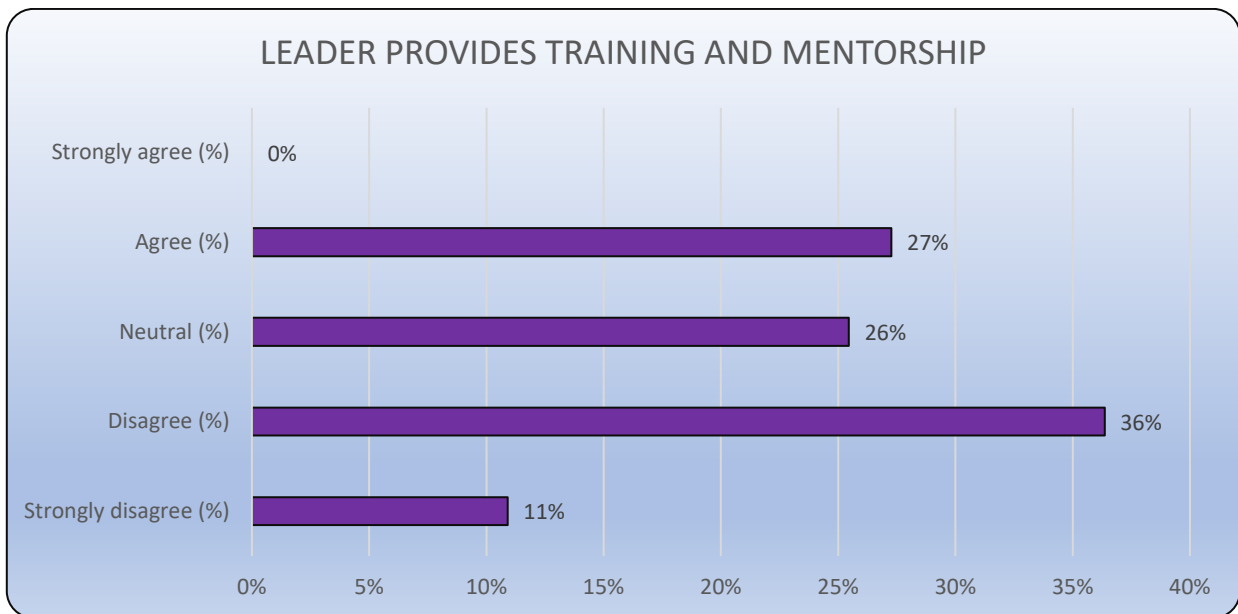
Figure 5.5.8. Transactional leadership

Source: Own Construction

From the graph above, 27% of respondents agree with the statement that their leaders provide training and mentorship, provide rewards for reaching goals and applies remedial action for non-compliance compared to the 47% (36% disagree and 11% strongly disagree) who disagree or strongly disagree with the statement and 26% who remained neutral. This graph is skewed towards

management not using transactional leadership as a predominant leadership style. Based on Lewin's change management model, during the changing phase, coaching of Staff must occur, which is crucial for successful change management (Wojciechowski, Pearsall, Murphy, & French 2016:3). However, the responses are not sufficient to generalise.

STATEMENT D10: Your leader clarifies the current state and paints a clear picture of the future state.

At the very heart of every transformation lies a vision generally set by the most senior person or group in the organisation. This vision must be filtered through all tiers in the organisation and converted into measurable objectives to ensure a shared vision is achieved by the organisation.

RESPONSES: This question is intended to evaluate if a clear picture of the future state was painted and how well it was filtered through to the different tiers in the organisation.
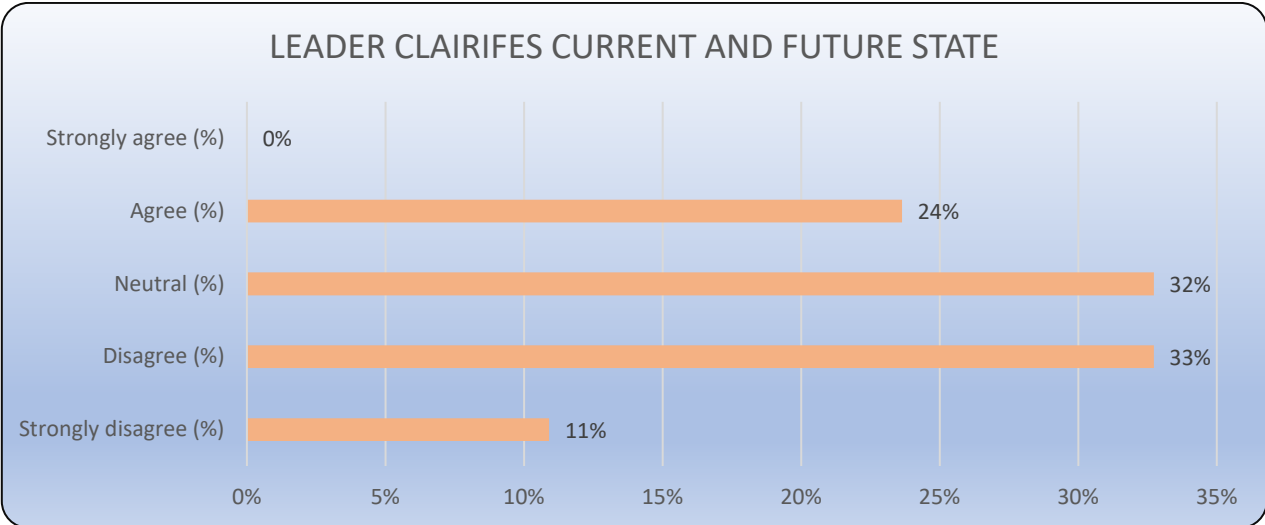
Figure 5.5.9. Leader's ability to clarify the current state and paint a clear picture of the future state.

Source: Own Construction

From the graph above, 24% agree with the statement that their leader clarifies the current state and paint a clear picture of the future state compared to the 44% (33% disagree and 11% strongly disagree) who disagree or strongly disagree with the statement and 32% who remained undecided.

It is interesting to see that such a fundamental question has such a significant degree of uncertainty or undecided participants. With only 24% of participants agreeing that their leaders paint a clear picture of the future is a cause for concern for a successful change process. It is evident that there are managers/leaders that do drive the vision in the organisation. Although the graph is skewed towards leaders not setting a clear picture of the future, it is still not sufficient to generalise.

5.6 SECTION E: TRAINING FOR CHANGE MANAGEMENT

STATEMENT E1: Your manager manages the changes well.

In order to transform successfully, change management needs to be present in the organisation. This involves listening to employees and working through the changes, which can often seem challenging at times. This involves managing Maslow's hierarchy of needs and understanding the cycle of human behaviour during change.

RESPONSES: The intent of this question was to determine how workers perceive their manager's ability to manage the changes in the organisation.
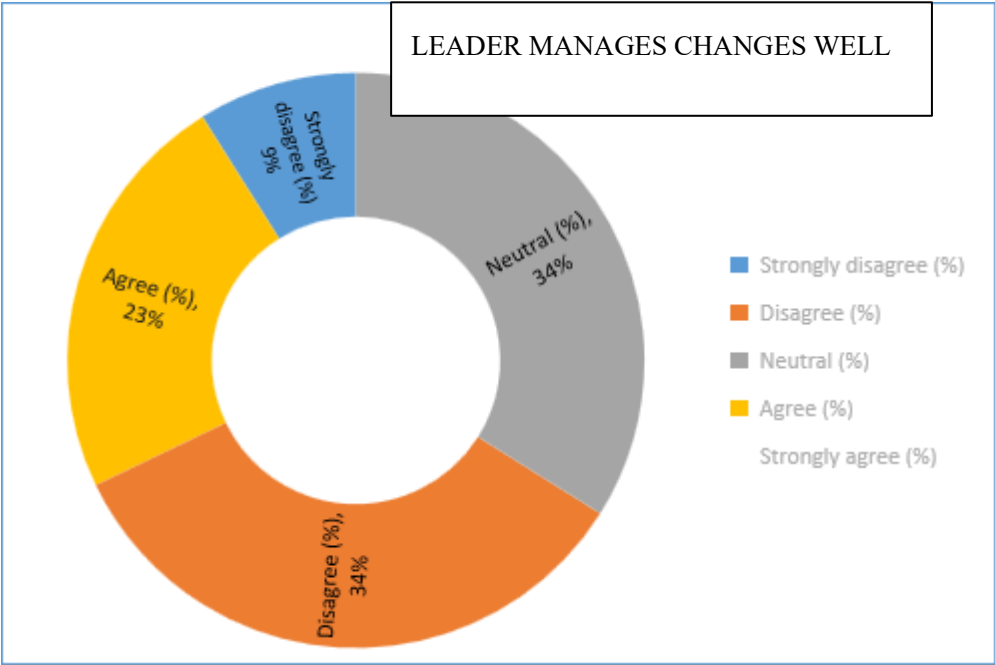
Figure 5.6.1. The manager manages the changes well.

Source: Own Construction

From the graph above, 23% of respondents agree with the statement that their manager manages the changes well compared to the 43% (34% disagree and 9% strongly disagree) who disagree or strongly disagree with the statement and 34% who remained undecided. It is concerning to see that the number of participants that feels their manager does not manage the changes well are almost double the number that feels managers manages changes well. The high number of neutral responses can possibly be ascribed to the result of untrained Staff that is not aware of what to expect from a manager during a change process. No generalisation can be made but does raise the alarm as the change management process pivots around how managers handle changes.

STATEMENT E2: Your manager communicates well.

Communication happens when a sender has communicated in a medium that the receiver understands, and there is positive confirmation that the receiver has understood what was transmitted by the sender. Communication is a cornerstone for effective change management, as alluded to in the preceding literature review.

RESPONSES: The intent of this question was to evaluate if management communicates sufficiently during this organisational change or if training is required to aid the manager.
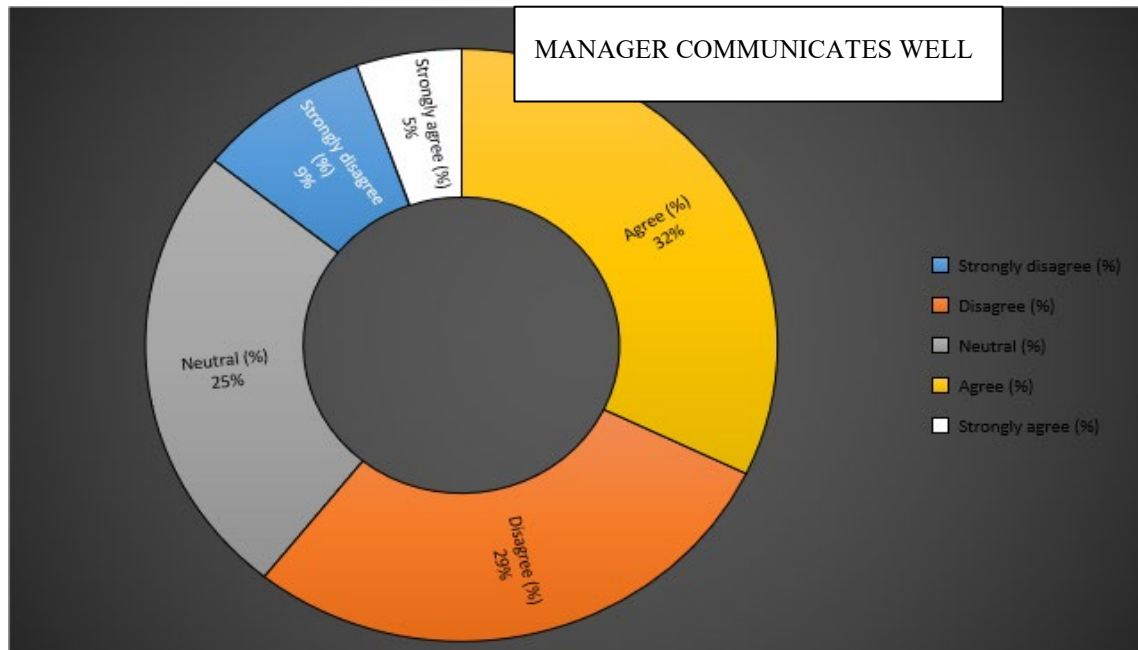
Figure 5.6.2. Your manager communicates well

Source: Own Construction

90

From the graph above, only 37% (32% agree and 5% strongly agree) of respondents agree that their manager communicates well, which points to a communication deficiency. The 38% (29% disagree and 9% strongly disagree) who disagree with the statement further accentuate this point. The remaining 25% who remained undecided highlights the need for additional training in this aspect in order to get a more definitive response.

STATEMENT E3: Measurements of success for changes has been clearly identified.

Change management involves managing changes during the transformation, clearly defining measurement for success and how it will be measured.
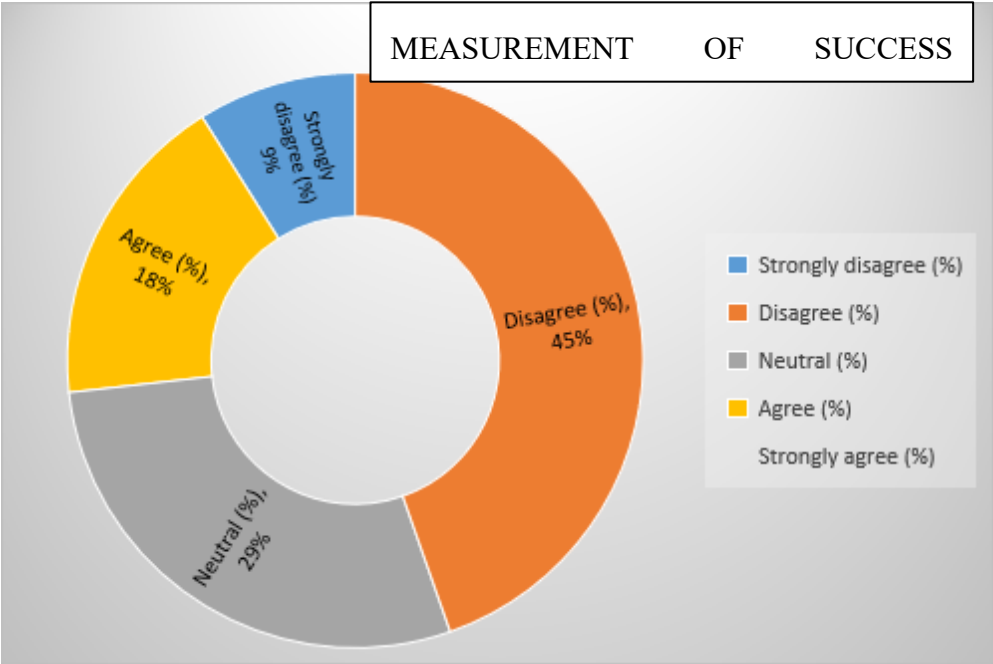
Figure 5.6.3. Measurements of success have been clearly identified

Source: Own Construction

From the graph above, only 18% of participants agree that measurements of success for changes have been clearly identified, compared to the 54% (45% disagree and 9% strongly disagree) who disagree and the 29% who remained undecided. The graph is skewed towards participants feeling that measurements for success have not been clearly identified.

STATEMENT E4: Organisation deals well with cultural differences.

Every organisation has a culture, and groups are not aware of it unless they meet different cultures. Since culture and change management are pivotal in resistance to change, managers must be equipped to understand and deal with cultural differences.

The purpose of this question is to evaluate if management deals with cultural differences and if it affects the resistance to the changes in the organisation.

Figure 5.6.4. Organisation deals with cultural differences

Source: Own Construction

From the graph above, 30% (23% agree and 7% strongly agree) of respondents agree or strongly agree with the statement that organisation deals well with cultural differences, compared to the 27% (25% disagree and 2% strongly disagree) who disagree or strongly disagree with the statement and 43% who remained neutral. Here the graph is skewed towards participants feeling that their managers deal well with cultural differences. The neutral response is relatively high and might need a bit more investigation to understand it. It must be noted that in the qualitative section, there were no problems recorded that relate to this topic.

STATEMENT E5: Management needs additional training.

Management is required to guide, lead and manage employees, and during change management, these skills become essential. They must be able to drive the sense of urgency, form coalitions, create visions, communicate well, empower, plan, consolidate improvements and institutionalise changes.

RESPONSE: The intent of this question was to evaluate if participants feel that management requires training in change management to assist the process.
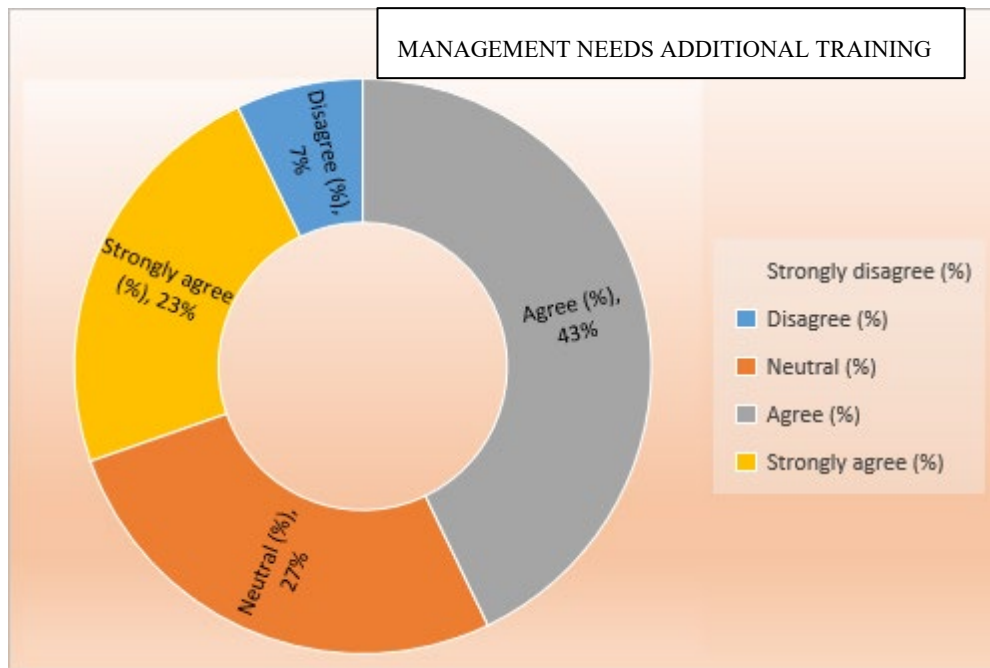
Figure 5.6.5. Management needs additional training

Source: Own Construction

From the graph above, 66% (43% agree and 23% strongly agree) of respondents agree or strongly agree with the statement that management needs additional training compared to the 7% that disagree with the statement and 27% who remained undecided. Based on the responses, it can be generalised that management requires additional training.

STATEMENT E6: Staff needs additional training.

Skills and training go hand in hand; therefore, it is important to establish if there is a need for additional training.

RESPONSES: The purpose of this question was to evaluate if Staff acknowledges their shortcomings and is willing to improve them to support a successful transformation and not just blame management for shortcomings.
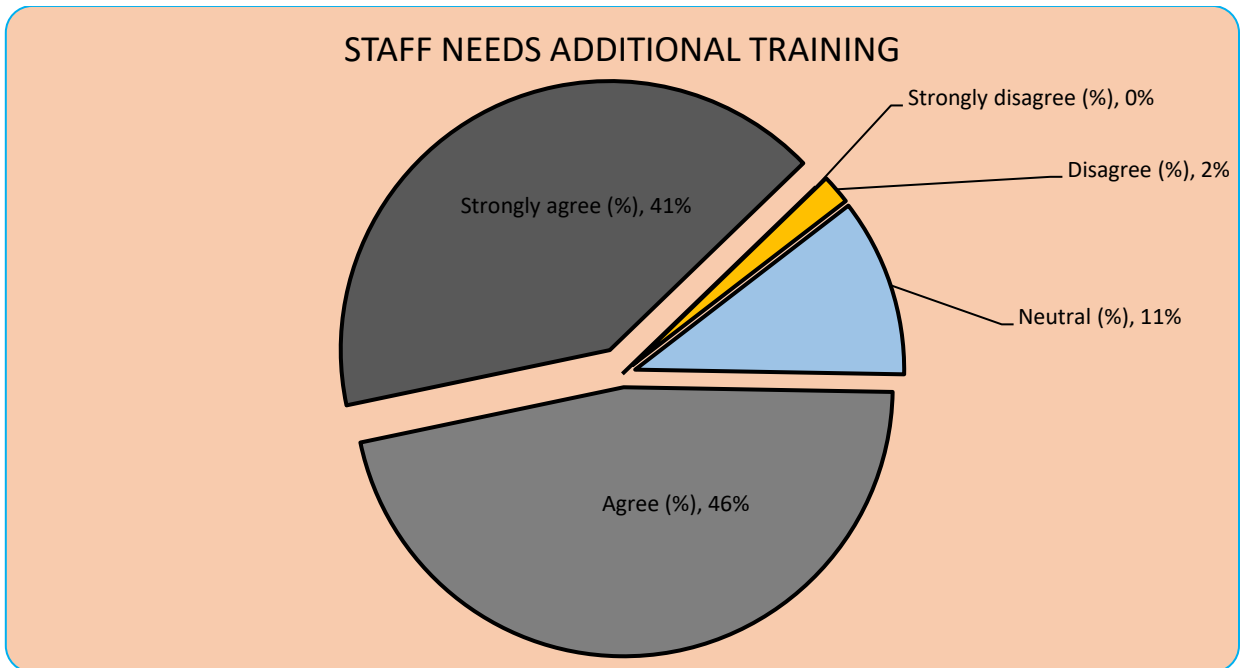
Figure 5.6.6 Staff needs additional training

Source: Own Construction

From the graph above, 87% (46% agree and 41% strongly agree) of respondents agree or strongly agree with the statement that Staff needs additional training compared to the 2% who disagree with the statement and 11% who remained undecided. Based on the responses it can be generalised that Staff needs additional training.

5.7   SECTION F: MOTIVATION DURING CHANGE MANAGEMENT

STATEMENT F1: The need for change has been clearly understood.

Since this company has gone through a major transformation, the organisational leader must have found a compelling reason to transform. This reason or reason had to be communicated through all tiers in the organisation to increase the probability of success.

RESPONSE: The intent of this question was to understand if the need for this change has been communicated through all tiers in the organisation.
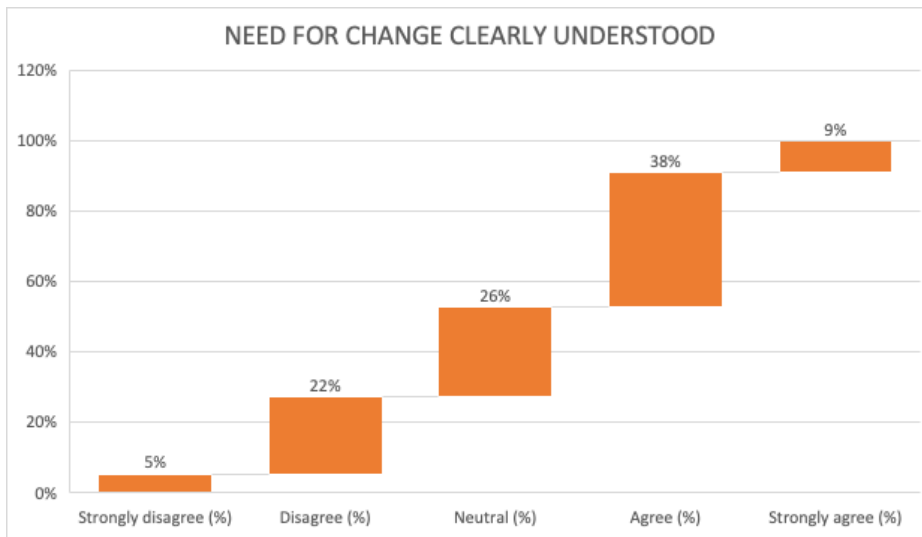
Figure 5.7.1. Has the need for change been clearly understood?

Source: Own Construction

From the graph above, 47% (38% agree and 9% strongly agree) of respondents agree or strongly agree with the statement that the need for change has been clearly understood compared to the 27% (22% disagree and 5% strongly disagree) who disagree or strongly disagree with the statement and 26% who remained neutral. Although the ambivalent and the disagree responses almost equal each other, the graph is skewed towards participants agreeing that the need for change has been clearly understood. It cannot be generalised that the need for change has been clearly communicated.

STATEMENT F2: Everyone knows where to get additional clarification if required.

During organisational changes, the organisation is moving from a current state to a future state, meaning not all changes or processes are clearly documented. The morale and motivation of Staff can be significantly affected if they are unable to get additional clarification regarding the change when needed.

RESPONSES: The purpose of this question was to evaluate if access to information pertaining to the change could be a possible barrier during the change process.
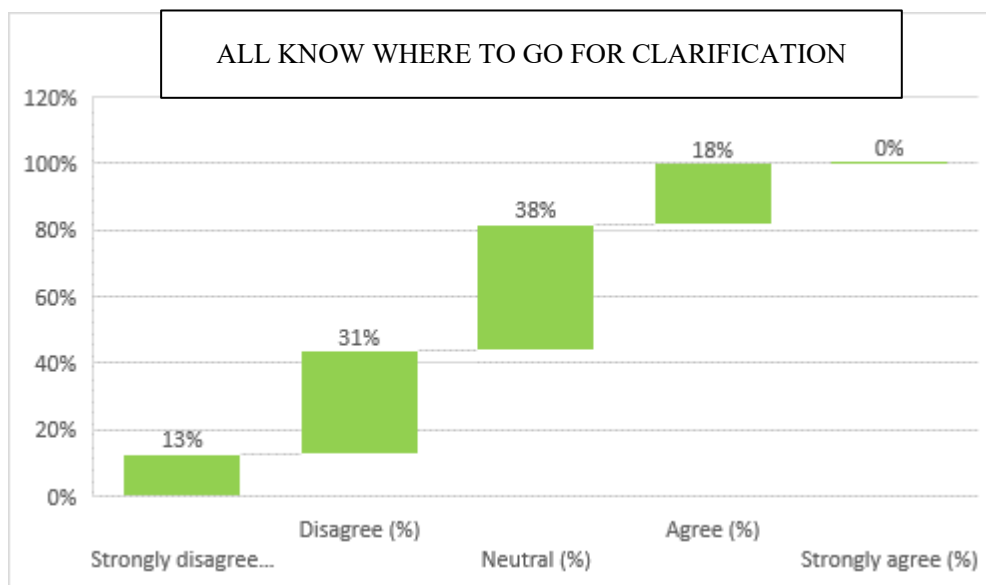
Figure 5.7.2. Is additional information regarding change readily available?

Source: Own Construction

From the graph above, 18% agree of respondents agree with the statement that everyone knows where to get additional clarification if required compared to the 44% (31% disagree and 13% strongly disagree) who disagree or strongly disagree with the statement and 38% who remained undecided. The graph leans towards participants not knowing where to get additional information if required. The number of participants that remains undecided is very high could point to a weakness in the change management process. It cannot be generalised that information regarding

the change is readily available, which could possibly be a contributing factor for the high ambivalent responses in this study.

STATEMENT F3: Behavioural objectives are clearly understood.

During organisational changes, people not only need to do things differently but there also need to be sufficient motivation to ensure a different outcome. People need to understand what this modified behaviour is that will lead to successful change.

RESPONSES: The purpose of this question was to evaluate if participants understood the behaviour expected in order to realise the future state.
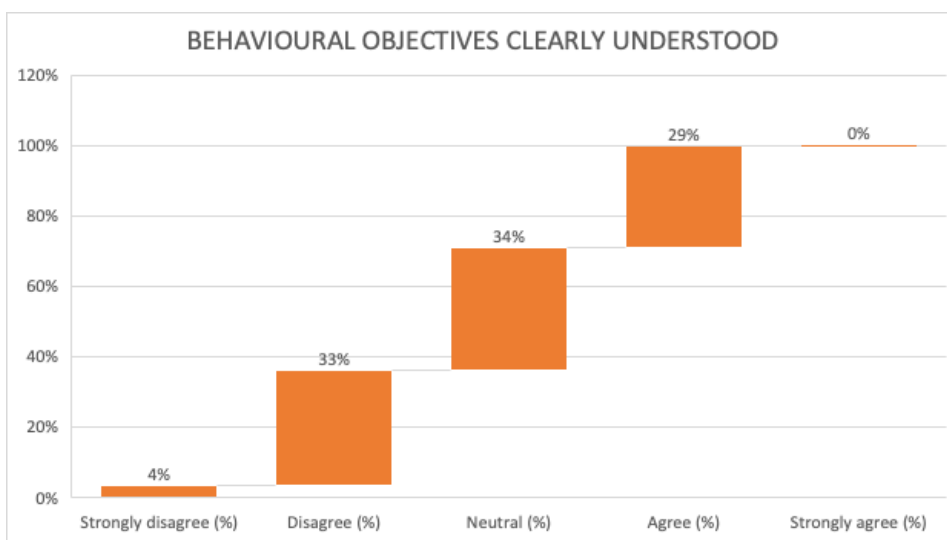
Figure 5.7.3. Behavioural objectives clearly understood.

Source: Own Construction

From the results above, the 29% of respondents that agree with the statement that behavioural objectives are clearly understood is low compared to the 37% (33% disagree and 4% strongly disagree) who disagree or strongly disagree with the statement and 34% who remained undecided. Although the ambivalent responses are quite high, the graph remains skewed towards participants feeling that the behavioural objects are not clearly understood. This could mean unintentional inappropriate behaviour from a large percentage of the participants, could also be misinterpreted as resistance to change.

STATEMENT F4: The organisation is interested in your well-being.

Once the need for change and behavioural objectives has been understood, motivating factors are crucial for support and alignment. The more people feel they can benefit from the change, the more powerful coalitions can be forged.

RESPONSES: The intent of this statement was to evaluate if participants felt valued and their well-being were also considered during the change to gain maximum support.
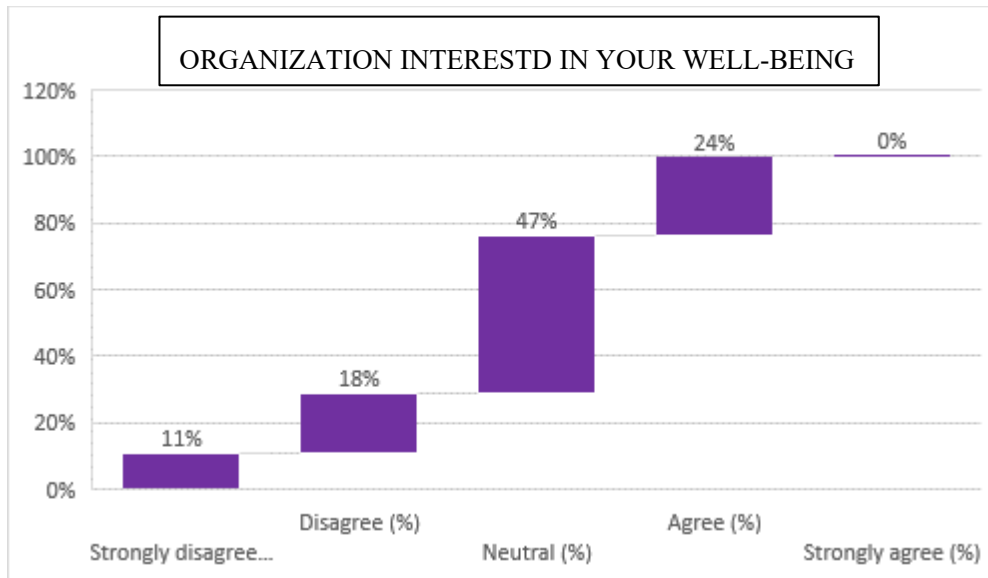
Figure 5.7.4. The organisation is interested in your well-being.

Source: Own Construction

From the graph above, 24% agree of respondents agree with the statement that the organisation is interested in their well-being compared to 29% (18% disagree and 11% strongly disagree) who disagree or strongly disagree with the statement and 47% who remained undecided. The ambivalence is too high for comfort, and this could possibly boil down to how individual managers treat their Staff. Although the result is not biased enough to generalise, the graph leans towards participants feeling that the organisation is not interested in their well-being, highlighting the need for improvement in this aspect.

STATEMENT F5: Your work is aligned with the company objectives.

If there is no alignment in the organisation, the change is doomed to fail as people can be busy all day but not contribute to the ultimate goal. If the respondent's work is aligned to the company objectives, it increases motivation, and the probability of success is much greater.

RESPONSES: This assertion was to evaluate if participants felt their work is contributing to the ultimate success of the change process, which should, in essence, be a motivating factor.
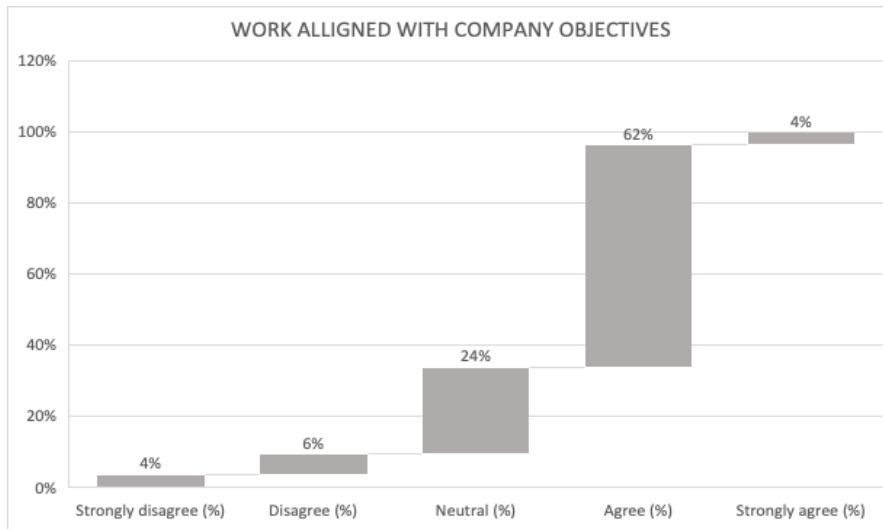
Figure 5.7.5. Alignment of employees work to company objectives.

Source: Own Construction

From the graph above, 66% (62% agree and 4% strongly agree) of respondents agree or strongly agree with the statement that their work is aligned to the company objectives compared to the 10% (6% disagree and 4% strongly disagree) who disagree or strongly disagree with the statement and 24% who remained undecided. Based on the graphs above, it can be generalised that the respondents believed their work is aligned to the company's objectives, and therefore, is not considered as a barrier in the change management process.

STATEMENT F6: You are sufficiently compensated for your work.

Compensation for work performed might not necessarily affect the output but might affect the morale of the employee. Although this is by no means the only motivating factor required, it is undoubtedly a factor that cannot be ignored.

RESPONSES: The intent of this statement was to understand if insufficient compensation was affecting motivation in the workplace.
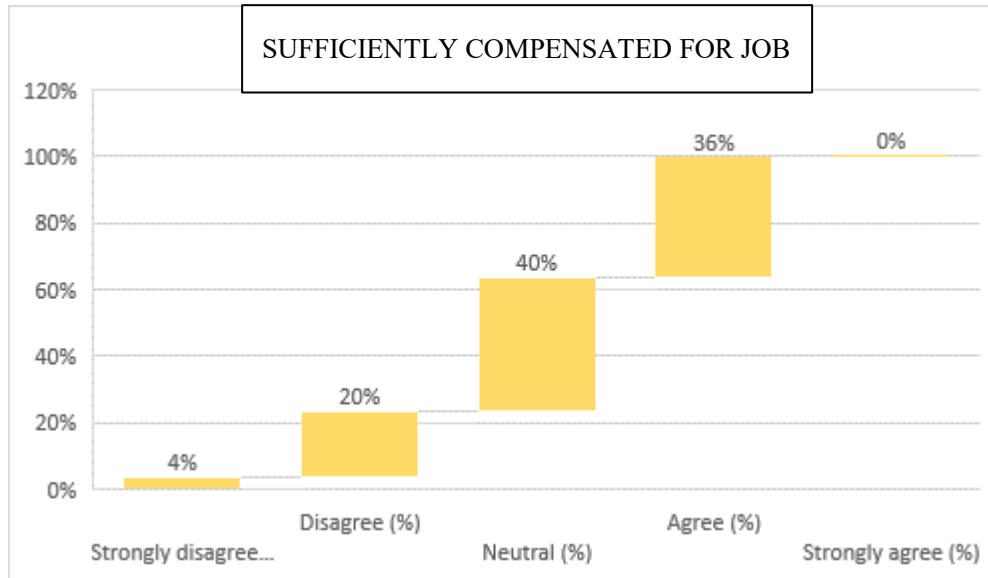
Figure 5.7.6. You are sufficiently compensated for your work

Source: Own Construction

From the graph above, 36% of respondents agree with the statement that they are sufficiently compensated for their work compared to the 24% (20% disagree and 4% strongly disagree) who disagree or strongly disagree with the statement and 40% who remained undecided. Although the ambivalence is relatively high, it is interesting to note that there are more participants that feel that they are sufficiently compensated than the ones that feel they are not sufficiently compensated. No generalisation can be made.

5.8   SECTION G: ACCEPTABLE REASONS FOR CHANGE

STATEMENT G1: The root cause for the change has been fully understood.

When an organisation goes through a transformation process, it is imperative that the root cause for the change has been fully understood as employees might have attached personal values and beliefs to the current values of the organisation and could result in employees strongly opposing it. This becomes even more important in organisations with process-oriented cultures.

RESPONSE: The intent of this statement was to evaluate if participants agree if the root cause for the change has been fully understood.
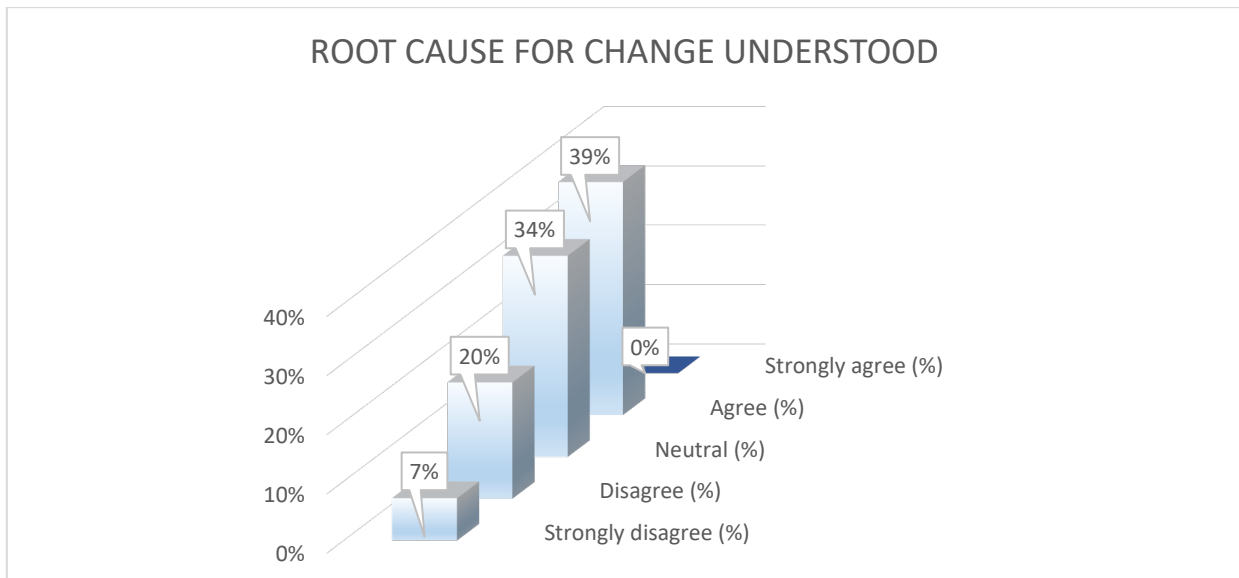
Figure 5.8.1. The root cause for the change has been fully understood

Source: Own Construction

From the graph above, 39% of respondents agree with the statement that the root cause for the change has been fully understood compared to the 27% (20% disagree and 7% strongly disagree) who disagree or strongly disagree with the statement and 34% who remained undecided. Once again, the ambivalence is relatively high, but the majority of participants agree that the root cause for the change has been clearly understood. It is interesting to see that 37% of Staff agreed with statement 24: *"You manager communicates well"* correlates with this statement which could possibly allude to a communication gap or lack of employee participation.

STATEMENT G2: The organisation's technology is making them less competent in the market.

Globalisation has changed the technological front and has brought changes to most, if not all, sectors, which has given some companies advantages and other companies disadvantages. For some companies to become competitive in the market, it is often necessary to change current technologies.

RESPONSE: The intent of this statement was to understand if participants perceive that the current technology makes them less competent.
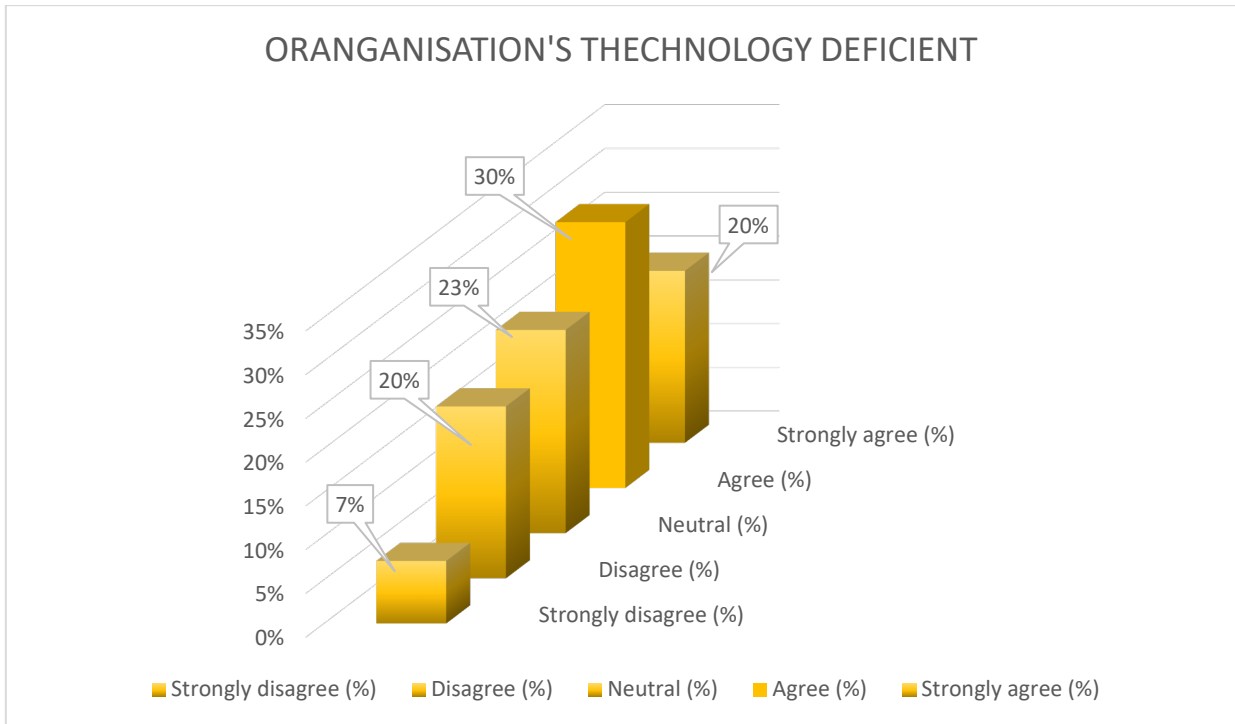
Figure 5.8.2. The organisation's technology is making them less competent in the market

Source: Own Construction

From the graph above, the 27% (20% disagree and 7% strongly disagree) who disagree or strongly disagree that the organisation's technology is making them less competent in the market is significantly less than the 50% (30% agree and 20% strongly agree) of respondents that agree with the statement and the 23% who remained undecided. Although the result leans towards a technology upgrade as being an acceptable reason for change, no generalisation can be made

STATEMENT G3 You satisfy the business needs of your client.

Client satisfaction is the reason why we are in business and often becomes a driving factor for changes in an organisation. If clients are not satisfied with the current way we do business, it could result in constant conflict between the client and the interface to the client and ultimately increase resistance to the change.

RESPONSE: The intent of this question was to evaluate if respondents genuinely felt that they were satisfying the needs of the clients.
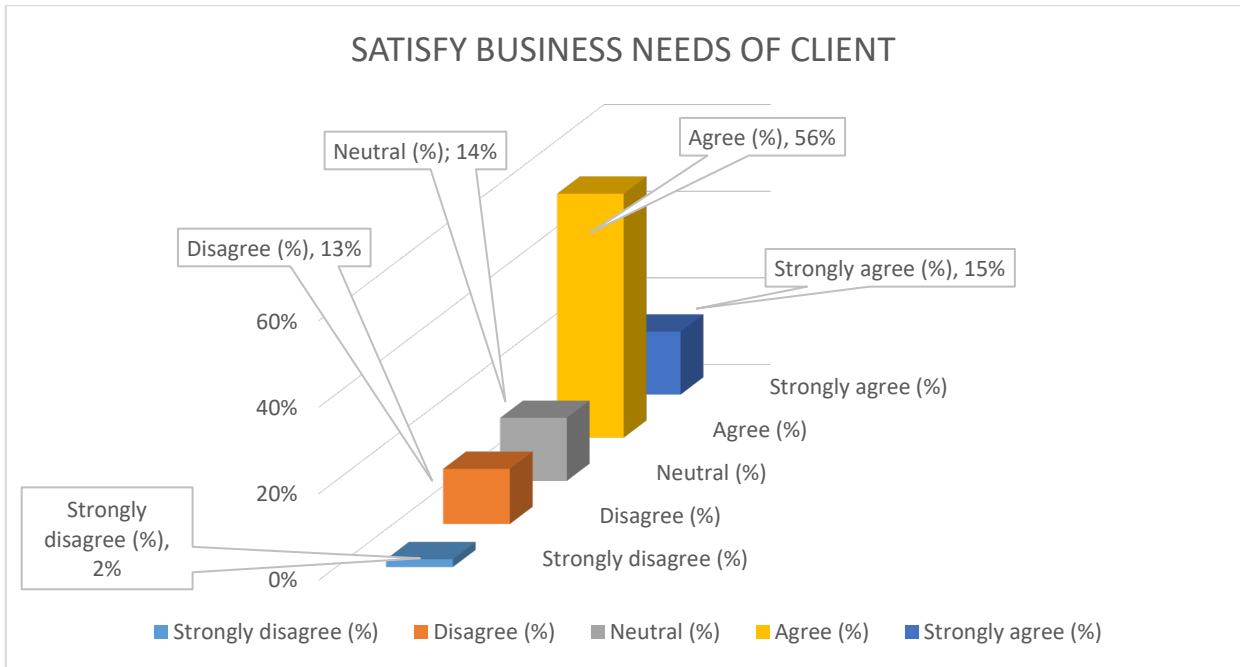
Figure 5.8.3. The needs of the client are satisfied

Source: Own Construction

From the graph above, 71% (56% agree and 15% strongly agree) of respondents concur with the statement that they satisfy the business needs of their client, which is sufficient to generalise. However, it must be noted that the client perspective was not considered in the data collection to understand strategic needs. The small percentage—15% (13% disagree and 2% that strongly disagree)—that disagree is much less than the overall perception. The majority response could possibly flag a resistance to change or that the organisation or management not communicating dissatisfaction feedback from the client. The remaining 14% remained undecided.

STATEMENT G4: Due to changes in technology, your organisation must change.

Technology often drive changes in organisations and can impact revenue, time to respond or service and often the quality of the end product. These are cornerstones in project management and must be considered for any change in an organisation.

RESPONSES: The purpose of this statement was to evaluate if respondents agree that technological changes are forcing the organisation to change or to remain relevant.
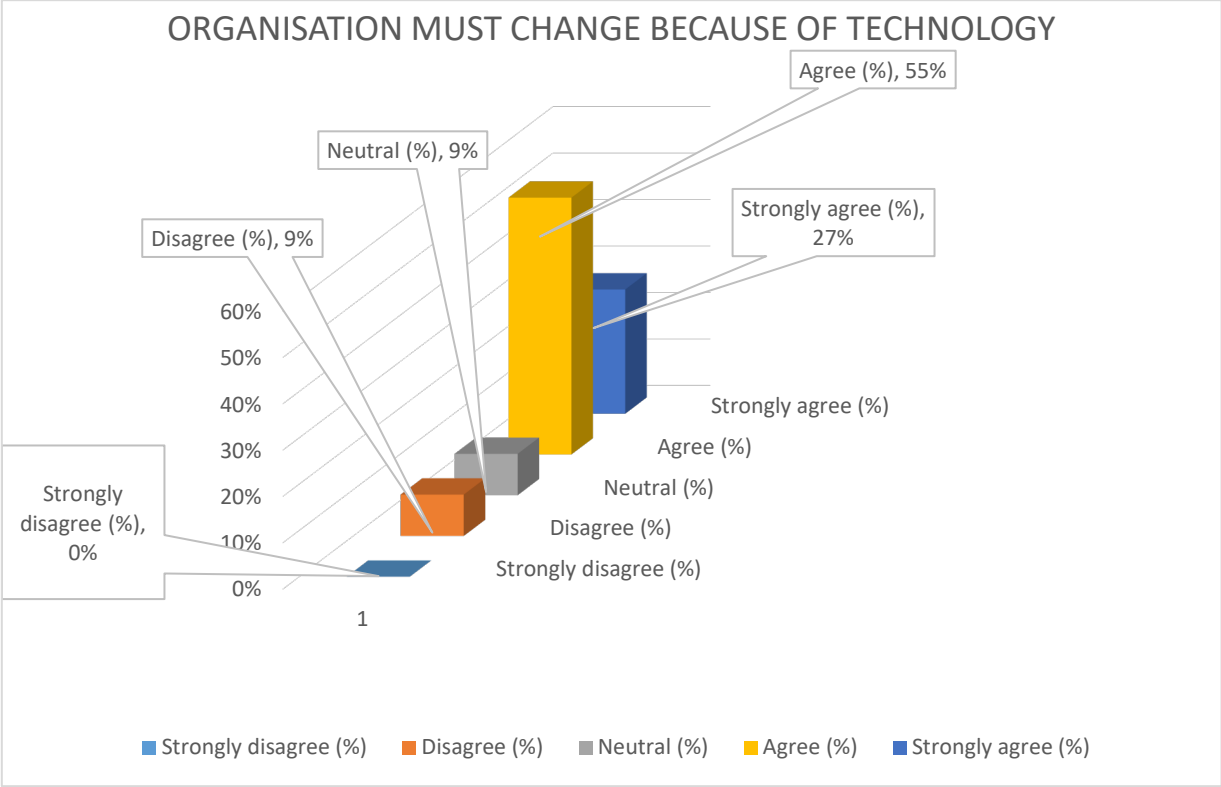
Figure 5.8.4. Due to changes in technology, your organisation must change

Source: Own Construction

From the graph above, 82% (55% agree and 27% strongly agree) of respondents agree or strongly agree that due to changes in technology, the organisation must change compared to the 9% who disagree with the statement and 9% who remain undecided. Although it can be generalised that due to changes in technology, the organisation must change, this response seems to contradict statement 39 *(You satisfy the business needs of your client).* This appears to be a need as it is interesting to note that ambivalent is significantly lower as opposed to the majority of the previous statements.

STATEMENT G5: The business needs of your client has changed.

If the business needs of a major client have changed and you wish to remain in business with that client, and the scope of the change is within reach of the organisation, it becomes imperative for

the organisation to review its current model and structures. Participants constantly interfacing with the client often experience this phenomenon first-hand and will often detect or experience it first.

RESOPNSE: The intent of this statement was to evaluate if participants perceived that the business needs for the client had changed.
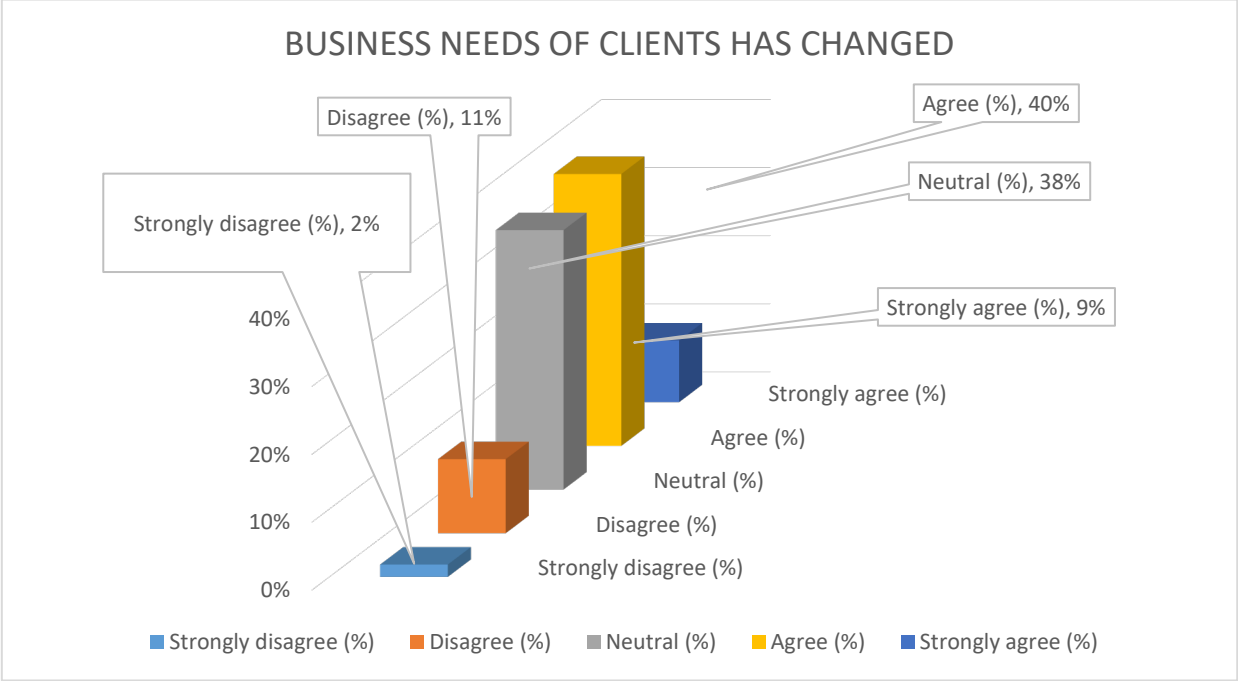
Figure 5.8.5. The business needs for your client has changed.

Source: Own Construction

From the graph above, 49% (40% agree and 9% strongly agree) of respondents agree or strongly agree that the business needs for the client have changed. The 38% that remains undecided is relatively high but could be a reflection that their scope of work has not been impacted significant enough to be decisive about the statement. The remaining 13% (11% disagree and 2% strongly disagree) disagree that the business needs for the client have changed. Although the responses are not strong enough to generalise that the client's needs have changed, it certainly shows that this could be an acceptable reason for change.

STATEMENT G6: If your organisation does not change, the organisation will fail on its mandate.

This assertion is to establish if there were responses from the client that is giving the participants the impression that the organisation is busy failing or going to fail on its mandate, which might also serve as a reason to support the change.

RESPONSE: The intent of this question is to evaluate if the organisation will fail in its mandate based on its experience and interface with the client.
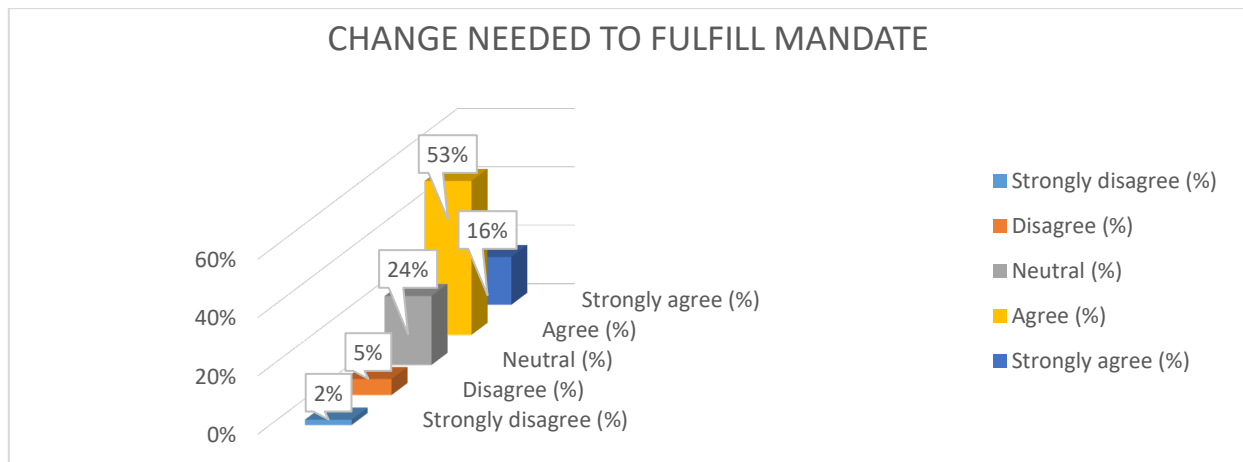
Figure 5.8.6. The organisation needs to change

Source: Own Construction

From the graph above, 69% (53% agree and 16% strongly agree) of respondents agree or strongly agree with the assertion that the organisation must change; otherwise, it will fail its mandate. Compared to the 7% (5% disagree and 2% strongly disagree) who disagree or strongly disagree, it can be generalised that that is the perception of the majority of respondents. The 24% who remained undecided is quite high but not significant enough to skew the graph in the other direction. Once again, this statement contradicts statement G3 *(You satisfy the business needs of your client)* but seems to align with statement G4 *(Due to changes in technology, your organisation must change).* This response seems to bring a question to the change management process as the respondents remain decisive that the organisation needs to change but seems divided whether the root cause for the change is fully understood (Statement G1).

5.9   SECTION H: READINESS FOR CHANGE

STATEMENT H1: All objectives for the change has been clearly defined.

In order for a company to follow its vision and mission, company objectives need to be set, and these objectives must be filtered down to each and every employee to ensure a common goal. When an organisation goes through a major change or transformation, these objectives often change significantly, and strong management and leadership is required to define and drive these objectives and create short term wins and keep momentum during the change process.

The purpose of this statement was to evaluate if management has clearly defined the objectives to minimise or prevent confusion during the transformation. This step is crucial during the change management process.
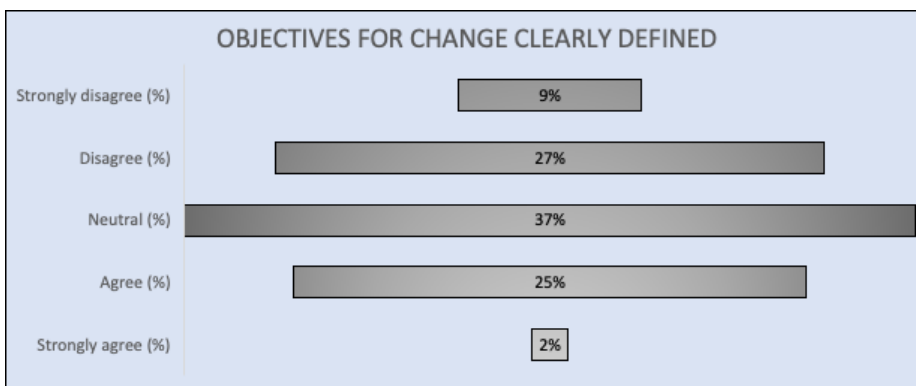
Figure 5.9.1. The objectives for the change have been clearly identified.

Source: Own Construction

From the graph above, 27% (25% agree and 2% strongly agree) of respondents agree or strongly agree with the statement that all objectives for the change have been clearly defined. The 36% (27% disagree and 9% strongly disagree) who disagree or strongly disagree with the statement gives the impression that the organisation is not yet ready for the change implementation. With such a high degree of neutrality, 37% who remained undecided is too high for comfort and confirms that those objectives have not been clearly communicated (if it was clearly defined). The responses are too divided to generalise but could also be a result of a communication barrier.

STATEMENT H2: Organisation has all the necessary skills for organisational changes.

The Change management models used in this research emphasize that the required skills are available to execute and drive the changes. *"Knowing what to do and knowing how to do it"* are two completely different things and must be evaluated separately to ensure that Staff who might not know how to perform a task is not perceived as being resistant to change. This statement remains valid for all tiers in the organisation.

RESPONSE: The purpose of this statement was to evaluate if the respondents are confident that the organisation is ready with the necessary skills to transform the organisation.
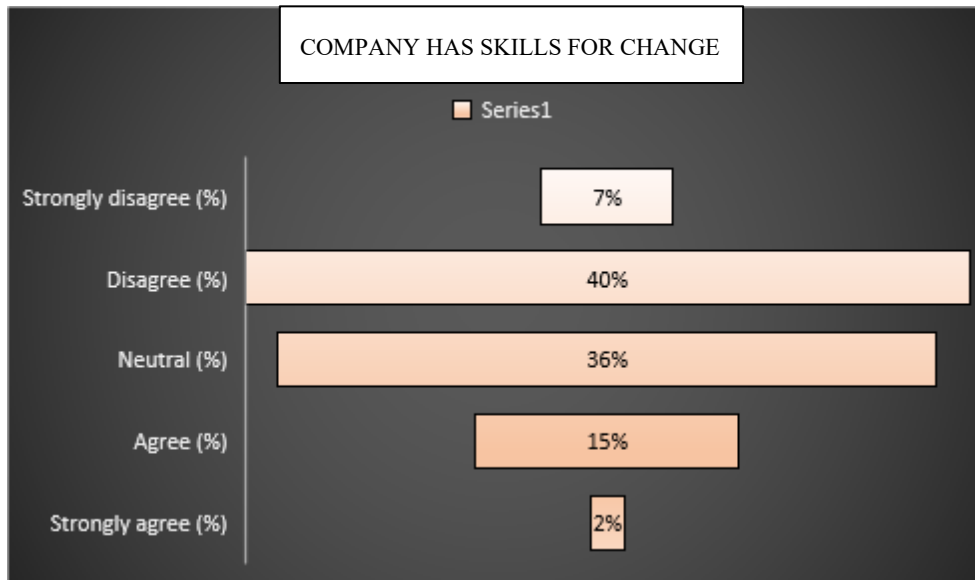
Figure 5.9.2. The organisation has the necessary skills for change

Source: Own Construction

From the graph above, only 17% (15% agree and 2% strongly agree) of respondents agree the organisation has the necessary skills required to transform. The 47% (40% disagree and 7% strongly disagree) who disagree with the statement feels that the organisation does not have the necessary skills makes one think the organisation was not ready to execute the changes. The 36% who remained undecided is relatively high and could be as a result of other factors such as timing, confidence in management, outdated skills, communication or not clearly understanding the objectives. Although the graph is skewed significantly towards the organisation not having the

necessary skills for the change and could possibly be a probe to investigate, it is still not possible to make a generalisation.

STATEMENT H3: There is a dedicated change team to give assistance if required.

When an organisation is in the changing or moving phase, role models are required, coaching of Staff is crucial to define grey lines, and Staff need to know where to go as they are struggling with the new reality, as no matter how well a change is planned things will go wrong. A dedicated change team or change champions can significantly assist in this phase.

RESPONSE: The intent of this question is to evaluate if the organisation has implemented a dedicated change team that are there to guide and direct employees during the change, indicating readiness for change.
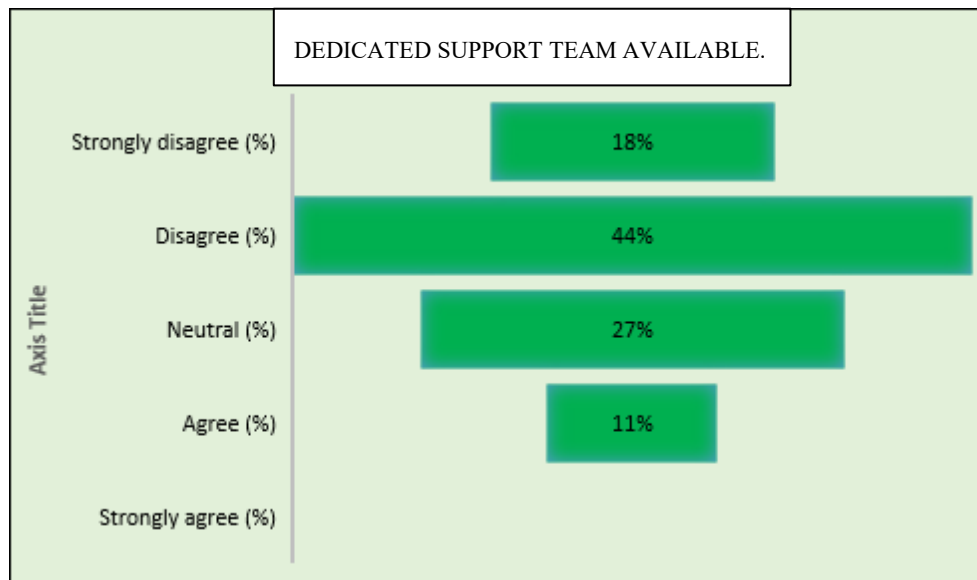
Figure 5.9.3. There is a dedicated change team to assist

Source: Own Construction

From the graph above, 11% of respondents agree that there is a dedicated change team to give assistance, and 62% (44% disagree and 18% strongly disagree) disagree. The 27% who remained undecided is relatively high for such a simple question. The graph is strongly skewed towards not having a dedicated change team, but the high ambivalent makes the generalisation borderline. It

must be noted that if this response is reviewed next to the graph of statement 44 *(All objectives for the change has been clearly identified),* it necessitates the need for a dedicated change team.

STATEMENT H4: We have the right leader for a change.

According to Kotter (2007:5), change demands leadership, and change in an organisation will go nowhere unless real leaders are placed in the correct positions. Leaders must be willing to alter their leadership styles to accommodate the changing demands. People follow leaders that genuinely care about them.

RESPONSE: The purpose of this statement was to determine if the participants believed that they had the right leader for transformation.
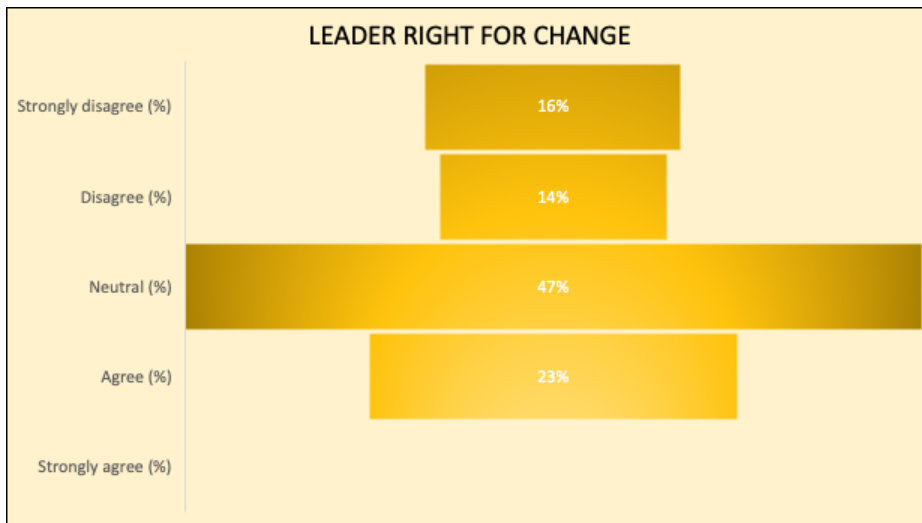
Figure 5.9.4. We have the right leader for change.

Source: Own Construction

From the graph above, 23% of respondents agree with the statement that they have the right leader for a change compared to the 30% (14% disagree and 16% strongly disagree) who disagree or strongly disagree with the statement and 47% who remained undecided. The neutral responses are quite high but not surprising as different people require different traits from a leader, but it is quite interesting to see that the agree and disagree is closely matched. It is also interesting to note that

the 30% that disagree and strongly disagree match very closely to the 33% that disagreed with Statement D6 *(Your leader has high integrity and set clear goals and communication).*

STATEMENT H5: Legislation supports the company changes.

Since South Africa still have a young democracy, the workforce has a diverse culture that has started to enter the job market and are present in all tiers in the organisation. Although the legislation does not guarantee an optimum performance solution, it ensures that Staff is treated fairly as far as possible. Legislation governs the manner in which organisations do business legally. People have various opinions on how legislation affects leadership and management.

Response: The purpose of this question was to determine if the participants perceived legislation to be a barrier to change management or affects the readiness for change.
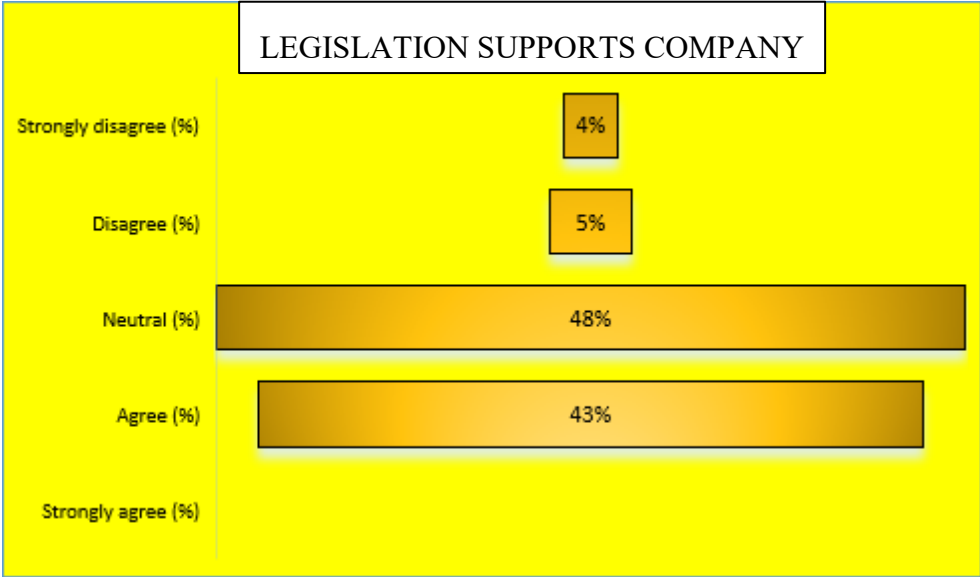
Figure 5.9.5. Legislation supports the company changes

Source: Own Construction

From the graph above, 43% of respondents agree with the statement that legislation supports the company changes compared to 9% (5% disagree and 4% strongly disagree) who disagree or strongly disagree with the statement. The 48% who remained undecided could possibly be due to a lack of knowledge of legislation or that they never needed to acquire the legislation to defend

their human rights. This could be an indication that the company do their utmost best to abide by the legislation.

5.10   OPEN-ENDED QUESTIONS

This section of the research was designed to allow the researcher to place statements in context and to try and pick up pertinent issues that the researcher might have missed, regardless of how thorough the planning was. In this section, the participant is allowed to state the pro's and con's and even recommend what they would do differently to ensure a smoother change transition. The responses were ranked in the frequency of occurrence during the data analysis.

QUESTION 1

Please identify management behaviour during the change management process in your organisation that you were not comfortable with.

NO	PARICIPANTS RESPONSES
1	Communication was lacking, and management must be honest and transparent.
2	Leadership skills from managers were lacking, and change management was absent, creating uncertainty amongst Staff and resistance to changes.
3	Management is autocratic and uses dictator leadership to drive changes.
4	Employees were not involved with finding solutions to problems; therefore, there was minimal employee buy-in.
5	Managers did not set clear objectives.

QUESTION 2

Please identify management behaviour during change management process that you were impressed by / you liked.

NO	PARICIPANTS RESPONSES
1	Reason for change was clearly defined.
2	Managers that did not listen to Staff were dealt with.
3	The fishing day was introduced at the workplace.
4	Doing commercial work to generate income

QUESTION 3

Please tell us what you would do if you were the manager in charge of change management.

NO	PARICIPANTS RESPONSES
1	Improve communication and be more open, honest and direct with the employees.
2	Involve employees in finding solutions and getting employee buy-in.
3	Set clear goals and clearly define objectives and help Staff accomplish them.
4	Provide training to management to lead and manage better and training and support to Staff to deal with the change process.
5	Listen to the client and understand their needs.

CHAPTER 6

FINDINGS, CONCLUSION, RECOMMENDATIONS,

LIMITATIONS TO THE STUDY, AND FUTURE STUDY

6.1 STUDY CONCLUSIONS AND RECOMMENDATIONS

6.1.1 Introduction

This is the final chapter of the dissertation, which concludes the study and make recommendations based on the findings of the results.

This chapter summarises the research done in the previous chapters and what the researcher concludes based on the researcher's findings. The primary purpose of this research was to determine the effect of leadership in an organisation in an ever-changing environment.

In the problem statement, the researcher identified that most organisations fail in executing changes or going through transformations to survive or stay relevant. Up to 70% of change management initiatives failed globally due to the absence or incorrect implantation of change management. The researcher set out a quest to understand what employees expect when the organisation goes through a transformation. The research was based on a shipbuilding industry in a South African context, more specifically, in the Western Cape.

The study achieved its primary objectives to:

- Determine and evaluate subordinate expectations;
- Determine the leadership competencies used in the organisation;
- Evaluate if a need for change management training is required;
- Determine if there is sufficient motivation in the workforce for the changes

Chapter One

The research area was briefly outlined with a preliminary literature review. Next, the problem statement was identified with research questions and research objectives. Next, the researcher discussed the research methodology, population, sample size data collection, and analysis. Finally, the researcher defined and discussed the ethics associated with the research.

Chapter Two

In this chapter, the researcher compared leadership vs management and how they influence the following:

- Vision in the organisation,
- Resource management in the organisation
- Execution of the vision in the organisation

The researcher discussed the factors affecting staff morale, organisational culture, globalisation, and leadership regarding change.

Chapter 3:

The researcher discussed Change Management and the following change management models:

- Lewin's Change Management model
- John Kotter's 8-Step change management model

An overview of legislation was done to determine the impact of legislation on change management. The researcher discussed the following Acts to determine if it is a barrier to change management:

- The Labour Relations Act 66 of 1995 (LRA)
- Unfair Dismissal and Unfair Labour Practice
- Skills Development Act 97 of 1998
- Basic Conditions of Employment Act 75 of 1997
- Employment Equity Act 55of 1998 (Amended in 2004))

Chapter Four

The research methodology, objectives, and what the researcher wanted to accomplish were discussed in detail. The type of research was discussed, along with the population and sample size. The data collection method, data analysis and display were detailed in this chapter.

Chapter Five

In this chapter, the data collected from the 118 participants in the surveys were graphically displayed in bar charts, pie charts and other data display forms to enable the researcher to analyse and discuss the findings.

Chapter Six

This is the final chapter and is a summary of the finding from the previous chapters. The researcher discussed the conclusions and made recommendations to improve the change management process in the organisation.

6.2   STUDY REVIEW AND CONCLUSIONS

6.2.1   Knowledge of Change Management

KNOWLEDGE OF CHANGE MANAGEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The need for change has been properly communicated.	10%	20%	25%	34%	5%
Communications to all stakeholders are important during change management.	5%	0%	5%	29%	60%
The organisation has the resources and technology for the change.	7%	31%	35%	24%	4%
Change management focuses on management behaviour rather than the process itself.	5%	11%	31%	44%	9%
Employees must be involved in the change management planning process.	0%	2%	11%	33%	55%
Management must make all the decisions	20%	57%	13%	6%	4%

In this section, the researcher established the basic understanding of change management in the organisation.

Less than half of the staff feel that the need for change has been properly communicated. Two-way communication is important to ensure that employees and employer know that their objectives tie in to company objectives. From the literature review, the need for change is the pillar upon which

the rest of the change process rests. Since 39% of the staff feels the need for change has been properly communicated, this is indicative that the need for change has been communicated but not necessarily in the most effective manner. Alternatively, this did not filter through to all stakeholders. This could also be that certain sections in the organisation show better change management and communication skills than other sections. This number is too low for effective change management and must be corrected. It is recommended during change management processes that surveys be done to check and correct this where necessary. In the qualitative section of the research, it can be seen that communication is highlighted as the number one shortcoming during the change process. Almost 90% of the staff indicated that communication to all stakeholders is important. This ties in with literature stating that the best of plans will fail if not communicated properly. The outcome regarding if employees agree that they have the necessary technology for the required change was almost split equally into three groups, agreeing, neutral and disagreeing, and ties with the first statement to establish if the need for change has been communicated properly. This could mean the staff are not sure what is expected from them, resulting in them not knowing what is required to execute the required changes. This uncertainty can be incorrectly diagnosed as respondents resisting the change.

Only half of the staff knew that the literature states that change management focuses on management behaviour rather than the process itself. This could present a problem if there is a problem in the change management process as staff or management will not be able to identify it soon enough to correct the problem. The problem might only be identified when it is almost too late or when objectives are not met.

From the data obtained, 88% of employees feel that they should be involved in the change management process and if this does not happen or the communication is lacking, it could severely affect the morale and behaviour of the change process. This large consensus means the majority expected to be involved in the change management process and could have created resentment if it was absent. In addition, the data collection indicates that staff feel that management must not make all the decisions, which could be a possible reason for resistance to the change process or making alignment of the organisation difficult.

6.2.2 Subordinate Expectations

SUBORDINATE EXPECTATIONS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
You are proud to work for the organisation.	0%	6%	18%	56%	20%
You are employed in the right position.	7%	5%	15%	60%	13%
Your manager cares about you.	9%	16%	29%	46%	0%
You understand what is expected of you.	4%	4%	4%	63%	25%
You are sufficiently empowered for your job.	4%	14%	20%	47%	15%
You are confused about your leader's goals and expectations of you.	2%	24%	27%	31%	16%

Three-quarters of the participants are proud to work for the organisation, which can be generalised. The factors that influence employee morale are an organisation's reputation, the nature of work an employee is performing, personal attributes, supervision and feedback, work-life balance, and culture. Approximately three-quarters of the participants feel they are employed in the correct position, which correlates with the number of participants that are proud to work for the organisation and gives them a sense of belonging and can therefore be generalised. However, less than half of the participants feel that their manager cares about them, resulting from a lack of communication in certain parts of the organisation, meaning employees are not being heard. As a result, employees will be hesitant to give their opinion freely and will inhibit creatively solving problems and getting to optimal solutions. This statement ties in with the qualitative section where employees indicated that they were impressed with the most senior manager when he dealt with top management first, early in the change management process, which could mean the leader

listened to the workforce and might have gained buy-in from respondents. Staff needs to feel that their manager cares about them to increase workplace satisfaction, reduce absenteeism and assist with finding the best solution. This will also assist with buy-in into the change management process. As per the literature review, workers want to know the following about the change:

- What is in it for them
- Are their jobs still secure?
- How it will affect their job.

In order to implement changes successfully, subordinates need to understand what is expected of them. An overwhelming 88% of participants responded by stating they understand what is expected from them, sufficient to generalise this response. In this section, the organisation is doing well; however, of the 8% that does not understand what is expected of them could be in key positions that could affect the instructions they give to their subordinates or communication to the client. Over 60% of participants feel that they are sufficiently empowered to do their job, which means the remaining 34% are not sure or disagree that they are empowered to do their job; this means that almost 40% of participants are not performing optimally or underperforming in their positions. A total of 47% of participants stated they were confused with their leaders' goals end expectations, and 27% remained neutral. This could be a problem as this large percentage of participants could be resisting the changes or perceived as resisting changes or not being optimally productive at the very least, where, in reality, they are not sure what the end goal is of the tasks that they perform. It could also mean that the objectives are unclear as to what individuals or the organisation want to accomplish. This gives the impression that the changes were task-driven and not vision-driven.

The research demonstrates that only 18% of the participants indicate that success indicators have been identified, highlighting a need for training in this area. For example, in change management, 'mastery' refers to the person's ability to survive in an environment, and if this is threatened, the person will resist changes. Therefore, employees must improve their education and skills levels—either through their own initiative or skills development programmes initiated by the employee—and leaders need to coach and guide staff through change processes to ensure that they feel they will survive in the environment.

SUBORDINATE EXPECTATIONS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
You are proud to work for the organisation.	0%	6%	18%	56%	20%
You are employed in the right position.	7%	5%	15%	60%	13%
Your manager cares about you.	9%	16%	29%	46%	0%
You understand what is expected of you.	4%	4%	4%	63%	25%
You are sufficiently empowered for your job.	4%	14%	20%	47%	15%
You are not confused about your leader's goals and expectations of you.	16%	31%	27%	24%	2%
TOTAL	19,33%		18,83%	61,83%	

By rephrasing the questions to ensure that an *Agree* and *Strongly agree* aligns with the literature review allows for additional analysis of the statements in the questionnaire. Contrasting survey results with literature, it can be seen that the organisation is approximately 62% aligned with what the literature review describes as the ideal position. Although the organisation seems not to be doing too badly with respect to subordinate expectations, there is room for improvement in this aspect. The most significant deviation from the literature review in this group seems to be confusion of the leader's goals and expectations.

6.2.3 Leadership Competencies

LEADER COMPETENCIES	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Leaders make decisions alone. Autocratic leader.	15%	24%	24%	16%	22%
Leader involves you in most decisions, and your opinion is valued.	11%	22%	26%	37%	4%
Leader is too focused on other issues and does not manage the changes.	2%	17%	45%	23%	13%
You must follow procedures, and there is no room for creativity. (Bureaucratic Leadership)	2%	15%	35%	35%	13%
Your leader coaches you and focuses on your improvement. (Coaching Style Leadership)	19%	24%	26%	30%	2%
Your leader has high integrity and set clear goals and communication (Transformational Leadership).	13%	31%	24%	31%	2%
You trust and is inspired by your leader (Charismatic Leadership).	15%	29%	27%	29%	0%
Your leader provides training and mentorship, provides rewards for reaching goals and applies remedial action for non-compliance.	11%	36%	25%	27%	0%
Your leader clarifies the current state and paints a clear picture of the future state.	11%	33%	33%	24%	0%

During organisational transformation, staff are faced with uncertainty; therefore, strong leadership skills are required to clarify the current state, paint a clear picture of the future state, align the organisation towards a shared vision, communicate clearly, guide and coach their staff and set clear goals and rewards if possible. Management skills are required to break down the vision into smaller manageable chunks that can be measured. These tasks include:

- planning

- budgeting
- reorganising structures
- assigning resources
- explaining responsibilities
- clarifying roles and levels of accountability
- monitoring results
- identifying and correcting problems during the transformation process.

As referred to in Chapter 1 (Leadership vs Management), leaders focus on innovation, lead people towards change, are responsible for communication and motivation, and managers are required to take care of the structure, the system, and maintain the status quo. Although 41% of participants stated that leaders involve them in decisions, 38% also indicated that leaders make decisions alone and that there is no room for creativity. When participants were asked what they were uncomfortable with during the change management process, the third-highest response was that management was autocratic and used dictator leadership. Other issues highlighted were lack of communication, poor leadership, not involving employees in finding solutions and not setting clear objectives. When participants were asked their approach if they were placed in charge of change management, they indicated their focus would be on improving communication, involving employees in finding solutions, setting clear goals and objectives, helping staff facilitate the change, and providing management with training to better lead and manage their staff. From the initial literature review, these traits must be present in leaders for successful change management. The response can be summarised as leadership styles must be modified to improve the change management process and get better buy-in from staff.

LEADER COMPETENCIES	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Leaders make decisions alone.	15%	24%	24%	16%	22%

Leader does not involve you in most decisions, and your opinion is not valued.	4%	37%	26%	22%	11%
Leader is too focused on other issues and does not manage the changes.	2%	17%	45%	23%	13%
You must follow procedures, and there is no room for creativity.	2%	15%	35%	35%	13%
Your leader does not coach you and does not focus on your improvement.	2%	30%	26%	24%	19%
Your leader has no integrity and does not set clear goals and communication	2%	31%	24%	31%	13%
You cannot trust and is not inspired by your leader.	15%	29%	27%	29%	0%
Your leader does not provide training and mentorship, no rewards for reaching goals and does not apply remedial action for non-compliance.	0%	27%	25%	36%	11%
Your leader does not clarify the current state and paints a clear picture of the future state.	0%	24%	33%	33%	11%
TOTAL	31%		29%	40%	

Rephrasing the questions to make the *Disagree and Strongly disagree* align with the literature review to get a summarised view of leadership competencies shows that this area needs significant work. Only 31% of the leadership competencies align with the expected qualities required as per the literature review. The deviation from the literature review is 40% which is higher than the 31% alignment with the literature review. The 29% *Neutral* responses give the impression that there is a high degree of confusion communicated from the leaders. The most significant misalignment to the literature review are the following three points:

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- Leaders make decisions alone.
- Leader does not involve you in most decisions, and your opinion is not valued.
- You cannot trust and is not inspired by your leader.

Unfortunately, these points are instrumental in authentic leadership and required even more during a change management process. It can be seen that leadership competencies require significant improvement.

6.2.4   Training for Change Management

TRAINING FOR CHANGE MANAGEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Your manager manages the changes well.	9%	34%	34%	23%	0%
Your manager communicates well.	9%	29%	25%	32%	5%
Measurements of success for changes have been clearly identified.	9%	45%	29%	18%	0%
Organisation deals well with cultural differences.	2%	25%	43%	23%	7%
Management needs additional training.	0%	7%	27%	43%	23%
Staff need additional training.	0%	2%	11%	46%	41%

In this section, the researcher intended to establish the need for change management training. Managing changes are integral to change management, and 43% of the staff said their manager does not manage the changes well, and 34% remained neutral. During change management, this is the area where managers need to be strong and give staff assurance that they can deal with changes. If a manager struggles to manage changes, it will impact on the communication to the subordinates, which reflects in the following statement where only 37% of participants felt that their leader communicates well. This number is too low during times of change to ensure success. The fact that

18% of participants agree that *"the measurements for success were not clearly defined"* could mean that management is unclear on what needs to be accomplished or they do not have the necessary skills to define it in a manner for subordinates to understand. As per Mallik, Mallik, & Keerthi (2019:3289), staff commitment is significantly higher when individual objectives are linked to organisational objectives. The responses show that the organisation needs to invest in change management training or facilitation as 66% of the participants agreed management needs additional training and 87% of participants agreed employees needed change management training, making this convincing evidence to generalise. From the responses, the research could establish that change management training or facilitation is required to assist the organisation through transformation processes. This problem is amplified in the following statement where only 18% of participants knew where to get additional information regarding the changes if required. This means staff can be divided and remain divided as they will not know where to get clarification to unite their opinions or get clear direction in times of uncertainty. As organisations must continuously evolve to remain relevant, managers need to be transformed into more competent leaders or change managers to guide and facilitate staff through changes until the organisation's culture has been transformed to a culture that embraces changes. As per Graetz (2000:550-564), one of the primary management tasks today has become organisational change leadership. Often, staff are promoted based on academics or technical experience but do not necessarily have management experience or academic training to lead staff operationally or through changes. This should be seen as additional training required for managers to acquire to optimise the change management process in organisations. Training could assist in bridging the gap where staff indicated that they are confused about their leaders' goals and expectations, making staff more confident and increasing productivity.

TRAINING FOR CHANGE MANAGEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Your manager does not manage the changes well.	0%	23%	34%	34%	9%

Your manager does not communicate well.	5%	32%	25%	29%	9%
Measurements of success for changes have not been clearly identified.	0%	18%	29%	45%	9%
Organisation does not deal well with cultural differences.	7%	23%	43%	25%	2%
Management needs additional training.	0%	7%	27%	43%	23%
Staff needs additional training.	0%	2%	11%	46%	41%
TOTAL	19,50%		28,17%		52,50%

Once again, contrasting the questionnaire against the literature review *Strongly disagree* and *Disagree* correspond with the literature review. *Management needs additional training,* and *staff needs additional training* questions appears to be the dominant shortcoming in the Training for Change Management section. With only 19,5% aligning with the literature, significant improvement is required in this aspect.

6.2.5 Motivation During Change Management

MOTIVATION DURING CHANGE MANAGEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The need for change has been clearly understood.	5%	22%	25%	38%	9%
Everyone knows where to get additional clarification if required.	13%	31%	38%	18%	0%
Behavioural objectives are clearly understood.	4%	33%	35%	29%	0%
The organisation is interested in your well-being.	11%	18%	47%	24%	0%
Your work is aligned with the company objectives.	4%	6%	25%	62%	4%
You are sufficiently compensated for your work.	4%	20%	40%	36%	0%

As per Markovic (2008:3-11), change management can be defined as realignment of the organisation and managing human emotions to minimise the drop in productivity. Only 47% of participants indicated that the need for change had been clearly understood. This means management was unsuccessful with communicating the need for change (communication being defined as transmitting information from the speaker and being understood by the receptor). If people do not understand the need for change, the buy-in and motivation will be significantly lower, creating more resistance to the change. Less than a third of respondents agreed that the behavioural objectives were clearly understood, meaning that the behaviour must either be policed or enforced with remedial action. As per Lewin's change management model, during the unfreezing stage, the

old beliefs must be broken down, and new behavioural objectives must be clearly defined as this sets the scene for the change. Kotter (2007:4-11) states that over 50% of organisations fail in this phase to understand how difficult it is to drive people out of their comfort zone. This is an area where the organisation should improve, as this is the basis for the actual changes. Less than a quarter of the participants agreed that the organisation is interested in their well-being. During the Changing/Moving stage, employees must feel that the organisation is interested in their well-being, and they must be reminded how the changes will benefit them; their opinions must be considered to make them feel valued to gain alliances and increase motivation. The organisation should try to drive results-orientated culture more than a process-driven culture as research proves that results-orientated culture organisations embrace changes easier.

MOTIVATION DURING CHANGE MANAGEMENT	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The need for change has been clearly understood.	5%	22%	25%	38%	9%
Everyone knows where to get additional clarification if required.	13%	31%	38%	18%	0%
Behavioural objectives are clearly understood.	4%	33%	35%	29%	0%
The organisation is interested in your well-being.	11%	18%	47%	24%	0%
Your work is aligned with the company objectives.	4%	6%	25%	62%	4%
You are sufficiently compensated for your work.	4%	20%	40%	36%	0%
TOTAL	28,50%		35,00%	36,67%	

By contrasting the questions against the literature review, the *Agree* and *Strongly agree* totals represent alignment with the literature review. Here it can be seen that the workforce is split three ways in their responses. With *"Everyone knows where to get additional clarification if required"* being the most prominent factor opposing the literature, it could result in staff feeling confused about what is expected and can affect the motivation during change management. The totals above could also result from a lack of understanding from participants as they are not adequately trained in the change management process.

6.2.6 Acceptable Reasons for Change

ACCEPTABLE REASONS FOR CHANGE	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The root cause for the change has been fully understood.	7%	20%	34%	39%	0%
The organisation technology is making them less competent in the market.	7%	20%	23%	30%	20%
You satisfy the business needs of your client.	2%	13%	15%	56%	15%
Due to changes in technology, your organisation must change.	0%	9%	9%	55%	27%
The business needs for your client has changed.	2%	11%	38%	40%	9%
If your organisation does not change the organisation will fail on its mandate.	2%	5%	24%	53%	16%

The researcher was trying to ascertain if the participants believed that reason for the changes was justifiable, and approximately 40% of the participants were convinced that the root cause for the change had been fully understood, which will impact the buy-in from staff. Half of the participants

felt that the technology makes them less competent in the market, and 23% remained neutral. Although 50% of the participants agreed that the organisation technology makes them less competent in the market, over 70% of participants believe they satisfy the client's needs. The overwhelming majority (82%) of participants stated that the organisation must change due to changes in technology, and this is a sound basis for alignment to drive changes in the organisation. Leadership and communication must be optimised to take advantage of this need. Almost half of the participants believed the business needs for the client had changed, and 69% of participants believed the organisation must change or it would fail in its mandate. Analysing the results shows that most participants feel, need, and know that the organisation must change but are not convinced that the changes will address the root cause. This could be due to poor communication, not being sufficiently involved during the change process, or the leaders failing to drive a shared vision. This section proves that there were acceptable reasons for change. It also highlights the lack of change management and the appropriate leadership styles and communication when required.

ACCEPTABLE REASONS FOR CHANGE	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The root cause for the change has been fully understood.	9%	27%	36%	25%	2%
The organisation technology is making them less competent in the market.	7%	40%	36%	15%	2%
You satisfy the business needs of your client.	18%	44%	27%	11%	0%
Due to changes in technology, your organisation must change.	16%	14%	46%	23%	0%
The business needs for your client has changed.	4%	5%	48%	43%	0%
If your organisation does not change the organisation will fail on its mandate.	4%	52%	27%	18%	0%
TOTAL	27,00%		34,00%	39,00%	

In this table, *Agreement* aligns with the literature review. However, looking at the total, there is a variation of 12% between the *Agree* group (*Agree* and *Strongly agree*), *Neutral* and the *Disagree* group (*Disagree* and *Strongly disagree*). The difference is not significant. This could be due to a lack of training or knowledge and leadership styles being implemented. It could also highlight that some leaders are dealing better with changes than other leaders. Whichever way you look at it, the spread is too close to guarantee a successful change process or alignment in the organisation.

6.2.7 Readiness for Change

READINESS FOR CHANGE	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
All objectives for the change have been clearly defined.	9%	27%	36%	25%	2%
Organisation has all the necessary skills for organisational changes.	7%	40%	36%	15%	2%
There is a dedicated change team to assist if required.	18%	44%	27%	11%	0%
We have the right leader for a change.	16%	14%	46%	23%	0%
Legislation supports the company changes.	4%	5%	48%	43%	0%

In this section, the researcher sought to establish if the participants believed the organisation was ready for change. Approximately a quarter of the participants indicated that the objectives for the change have been identified but that management or leadership skills are lacking. Only 17% of the participants believe that organisation has the necessary skills for the organisational changes. As highlighted in the preceding literature review, relevant training gives workers confidence, boosts morale, and increases productivity. It will assist with the skills gap required for the organisational changes. The organisation does not have a dedicated change team to aid with the change

management to resolve issues or to give clarification when required. Only 23% of the participants believed the organisation had the right leader for change, and half of the respondents chose to be neutral regarding the leader. This could be a result of communication failures or leadership style. It can be concluded that legislation support company changes; therefore, it is not a barrier in the change management process.

READINESS FOR CHANGE	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
All objectives for the change have been clearly defined.	9%	27%	36%	25%	2%
Organisation has all the necessary skills for organisational changes.	7%	40%	36%	15%	2%
There is a dedicated change team to assist if required.	18%	44%	27%	11%	0%
We have the right leader for a change.	16%	14%	46%	23%	0%
Legislation supports the company changes.	4%	5%	48%	43%	0%
People are sufficiently skilled for the changes.	4%	52%	27%	18%	0%
TOTAL	40,02%		36,90%	23,08%	

By contrasting the questions against the literature review, the *Agree* and *Strongly agree* totals represent alignment with the literature review. With the total just over 23% agreement, it gives the perception that the organisation was not ready for the change process and could mean a difficult road ahead for management and subordinates alike. In this scenario, it means the change implementers would need significant support and guidance from their leaders. The large degree of disagreement and neutrality could manifest itself as resistance to change.

6.3 CONCLUSIONS – OPEN-ENDED QUESTIONS:

The study shows that technological changes, globalisation, client changing needs, and external and internal factors make organisational changes unavoidable. However, these changes must be managed to improve the probability of successful transformation. Unmanaged changes contribute significantly to the high failure rate in implementing changes, low staff morale, anxiety, unproductive staff, costly mistakes, absenteeism and labour disputes.

Subordinates lie at the root of the changes required in organisations, meaning they will execute the physical changes required to transform the organisation: management steer, guide, and direct these changes similar to how a project manager manages a project. As a project is a unique one-time venture with a definitive start and end date with a fixed cost, organisational changes can be viewed similarly.

6.3.1 Determine and evaluate subordinate expectations

Change management can be viewed as managing a project, meaning the subordinates have similar expectations as stakeholders on a project. From the open-ended questions, the researcher could obtain more details to support the Likert scale responses.

Subordinates are stakeholders in a change program which makes it evident that they require honest, clear and transparent communication from management. As the project needs a champion or leader, the subordinates expect a change agent/leader to guide and direct. The leader requires strong leadership and management skills as this person is taking the organisation from the known to the unknown and must guide and assist subordinates during times of change or uncertainty. Leaders must try to refrain as far as possible from using autocratic leadership styles as these only create short term wins. Appointed leaders must understand the different leadership styles and use the appropriate leadership style when required. It does not make sense to hire smart people and tell them precisely what to do; they want and must be involved in finding the solutions to the problems to maximise buy-in from the staff. Subordinates expect management to set clear objectives in the workplace and inform them how they are doing against these objectives, and if necessary, give them the necessary support when required. Since the change will often take the organisation off from a known course into the unknown, subordinates appreciated that the reasons for change were clearly defined by management. Subordinates expected and appreciated that the leaders disciplined managers that transgressed showing that the most senior leader listened to the staff in the beginning.

Respondents appreciated the fishing day that was introduced (although removed later) as fishing is deeply entrenched in the roots of the staff, which assisted with joining cultures and created a sense of caring from management towards the staff. Although this was one initiative, it was quite a successful attempt, and similar events or recreational activities should be considered going forward. Subordinates appreciate recreational/team building days in the workplace.

6.3.2 Determine the leadership competencies used in the organisation

In the qualitative section, respondents stated that leaders were autocratic or had a dictator management style. Mapping this response on the Likert scale section that evaluated the different management styles, it is clear that autocratic leadership styles are not employed in all sections of the organisation. It is very difficult to try and isolate the leaders in the section with the autocratic leader/s and maintain the anonymity of the respondents. The respondents who experienced this leadership style struggled to get buy-in from employees, creating uncertainty and resentment towards changes. Although the good traits of some leaders were not highlighted in the qualitative section, there is evidence that there are leaders that also use other leadership styles.

6.3.3 Evaluate if a need for change management training is required

Training and education assist with understanding and is an integral part of change management. Based on the participants' responses, it can be generalised that there is a need for training required in change management and for day to day activities for all staff to assist with the areas where shortcomings were highlighted.

6.3.4 Motivation during change management

This study indicates that although there were sufficient reasons for the changes, the participants' motivation was negatively impacted by the autocratic leadership style, not being involved in the changes and poor communication. The recreational fishing day was an excellent morale booster for the staff to relax and release some of the everyday pressure at the workplace. The remedial action against senior management that appeared arrogant (at the beginning of the change process) gave the participants the impression that the executive manager had considered the workforce opinions, which created a new sense of hope amongst workers. The lack of clear objectives from management and not involving staff in the problem solving or solutions to organisational changes

affected the motivation during the change process as some respondents felt they had better solutions to common problems.

6.4 RECOMMENDATIONS:

Based on the data gathered, the researcher recommends the following:

1. That organisation communication mediums be reviewed to ensure all staff have access to information regarding the changes in the organisation.

2. Employees must be involved as far as possible, as early as possible, and as frequently as possible in the change management process to ensure organisational alignment and employee buy-in. This can be done via workshops, meetings, surveys, e-mails and conference calls.

3. Managers need to facilitate 'moan-and-groan' sessions/meetings so that they are aware of what the staff is experiencing and allow them to state their opinions without fear of being victimised. Then, once the issues are on the table, involve the employees in finding solutions to the problems that are being presented.

4. As staff are involved in finding solutions, possible change champions can emerge from the group. If change champions do not emerge, change champions must be appointed.

5. Managers must have a departmental plan, present it to their subordinates, and allow feedback and discussions to optimise solutions.

6. Departmental problems are to be resolved using workshops involving experts if required.

7. Managers should take organisational objectives and break them down into departmental objectives, section objectives, and individual objectives. Staff must be able to discuss these objectives until mutual agreement is reached. A facilitator must be appointed or consulted if consensus cannot be reached to bridge the communication gap or find an amicable solution.

8. Leaders and managers must understand all leadership styles and use the different leadership styles to set the vision and transform and inspire employees during a change process. Democratic leadership also allows for more free communication and should be the norm instead of Autocratic leadership to prevent burn-out of employees and anxiety in managers.

9. Frequent communication between management and subordinates needs to take place, with staff having greater involvement in the decision-making process to ensure subordinates follow leaders willingly instead of being forced by autocratic leadership.

10. Management must identify struggling subordinates and then coach and support them during change process.

11. Social gatherings/activities are to be encouraged to assist with team building.

12. Since most of the participants indicated that training for change management is required, this is an area that needs improvement for managers and their subordinates. It is recommended that all employees attend change management courses and workshops in order for them to understand and make sense of what they are experiencing. This can also assist the organisation in modifying the culture to embrace changes or shift towards a global mindset. If possible, an external facilitator or change management expert should be appointed during change processes to bridge the current gap experienced by some managers.

13. It is recommended that managers attend management and leadership courses to aid with goal and vision setting followed by coaching their subordinates towards that vision.

14. Employees must be encouraged to pursue further relevant academic programmes, with the possible improvement in employment prospects explained to them. An educational and skills development plan needs to be initiated that ties in with career pathing to assist with driving the workforce in achieving the company's strategic vision. A skills matrix must be mapped for the current workforce and be discussed with individuals, with the necessary training provided.

15. Satisfying the business need for the client can also be corrected by engaging the client via workshops, meetings, surveys, e-mails and conference calls. The staff interfacing with the client directly must also be included in these sessions or workshops. Once the business need for the primary client has been established, the organisation must review the business vision and adjust it if required if this is the market the organisation intend to develop or serve.

16. The organisation technology is to be reviewed to ensure alignment with client needs, business vision and objectives.

17. Possible solutions to problems that the organisation experience must be workshopped with the organisation's employees and decisions to be communicated. Not all staff are public speakers or feel free to speak up and meetings and might have to be engaged individually to seek solutions to daily problems.

18. To prepare the organisation for change the change management training will be required and upskilling of employees. In addition, the organisation must consider appointing a dedicated change team that solely focus on change management issues or a facilitator to manage them.

19. Where legislation impacts specific tasks or workgroups, additional training in legislation must be arranged and reviewed on a case-by-case basis.

20. Employees must be briefed and consistently reminded of what is expected during the change process by engaging employees and getting feedback. Often organisations are challenged to go through a transformation due to financial pressure, but organisations need to consider if the required skills and staff are available for the much-needed changes. It sometimes requires an upfront investment in staff training, hiring consultants, and additional resources to increase the probability of success and maintain optimum morale and momentum.

6.5   SUMMARY

Change management is not an upfront process prior to executing changes, but a fluid, dynamic, constantly changing process that needs constant attention and modification as changes realise and shortcomings in the initial plan is discovered. Change management remains crucial to managing an ever-changing landscape just to ensure organisations stay relevant. Often, current employees in an organisation going through a business transformation struggle to adapt to the new changes, overloaded with learning new skills and still expected to do additional tasks required, which negatively affects the morale and motivation of the employee. Therefore, change management should be treated as a business project with all the relevant dedicated resources required assigned to the project, as under normal circumstances, most employees are stretched with their typical day to day tasks to serve the client's needs. Hamel & Breen (2007:231) argue there is a deeper reason for management innovation than a historic opportunity to build an organisation that is fit for the future, and that is to build an organisation that is fit for human beings. This analogy speaks to humanity, making us aware that organisations are more than a mechanical movement to generate

profits, and the root revolves around making sure the human aspect in organisations is accommodated. This, in essence, is change management—taking care of people while transforming for the future.

6.6 LIMITATIONS TO THE RESEARCH

Although the study could identify the most pertinent issues in the organisation, the research highlighted a significant number of unskilled or semi-skilled workers who refused to fill in the questionnaires as they were afraid of being victimised by the research outcome. This created a limitation to the research to identify the sections struggling the most during the workplace transformation. It also created a limitation to determine which tier in the organisation needed the most attention to modify their behaviour and which managers or leaders were doing exceptionally well to increase success during future change management processes. It was not possible to try and isolate the leaders or sections that must modify their behaviour urgently and still maintain the anonymity of the respondents. The researcher understood that the significant number of ambivalent responses in the questionnaires could result from workers trying to protect their anonymity, making it difficult to generalise some of the assertions. Future research should target focus groups and engage in workshops to break down the problems in the different tiers in the organisation.

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**Cape Peninsula
University of Technology**

<u>Declaration</u>

The researcher commits to uphold high ethical standards and adhere stern confidentiality. Research participants anonymity will be protected and participants are able to retract their participation at any time of the study.

....

QUESTIONNAIRE

TITLE: MANAGING ORGANIZATIONAL CHANGES IN A COMPANY IN THE WESTERN CAPE TO SURVIVE THE CHANGING LANDSCAPE
Dear respondent; this is an academic exercise to identify competencies presumed ideal by subordinates in effectively managing change in a culturally diverse organisation. Participation is voluntary, **you are free to withdraw** anytime or skip / omit **questions** you are not comfortable with. No information will be given to any authorities and your participation is strictly confidential.

SECTION A: BIOGRAPHY

1. **What is your position in the organisation?**

Admin	Supervisor	Middle manager	Other

If other please specify in provided space

2. **How long have you been in this organisation?**

Less than 5 years	6-10 years	11-15 years	16 plus years

3. **How many subordinates report to you?**

None	Less than 5	6-10 subordinates	11 plus subordinates

4. **What is your level of education?**

No Matric	Matric only	Matric + diploma	Degree

5. **Have you ever been on training for change management?**

No	No just meetings	Yes, done training	Am scheduled to

6. **Where you ever involved in a change process in an organisation?**

No	Less than 5 times	Yes, Less than 10 times	Mostly involved

7. **What are your promotional prospects like in the organisation culture?**

Unlikely	Likely	Strong possibility	Am scheduled for

8. **Do you have regular meetings on change management in the organisation?**

No	Seldomely	Frequently	Sufficient

SECTION B: LIKERT SCALE

The Likert scale is used to measure attitudes, perceptions and beliefs that people have about phenomenon of other issues. Essential the respondent is expected to rank on the scale the extent to which they agree, disagree or they may be indifferent about an issue. This is measure on a scale of 1-5; 1=strongly disagree, 2=disagree, 3= neutral, 4= agree and 5 = strongly agree.

You are requested to rank these statements [based on literature reviewed]to the best of your ability

		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
	KNOWLEDGE OF CHANGE MANAGEMENT					
1	The need for change has been properly communicated.	1	2	3	4	5
2	Communications to all stakeholders are important during change management.	1	2	3	4	5
3	The organisation has the resources and technology for the change.	1	2	3	4	5
4	Change management focus on management behaviour rather than the process itself.	1	2	3	4	5
5	Employees must be involved in the change management planning process.	1	2	3	4	5
6	Management must make all the decisions	1	2	3	4	5
	SUBORDINATE EXPECTATIONS					
7	You proud to work for the organisation.	1	2	3	4	5
8	You in employed in the right position.	1	2	3	4	5
9	Your manager cares about you.	1	2	3	4	5
10	You understand what is expected of you.	1	2	3	4	5
11	You are sufficiently empowered for your job.	1	2	3	4	5
12	You are confused about your leader's goals and expectations of you.	1	2	3	4	5
	LEADER COMPETENCIES					
13	Leaders make decisions alone. Autocratic leader.	1	2	3	4	5

		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
14	Leader involves you in most decisions and your opinion is valued.	1	2	3	4	5
15	Leader is too focussed on other issues and does not manageing the changes.	1	2	3	4	5
16	You must follow procedures and there is no room for creativity. (Bureaucratic Leadership)	1	2	3	4	5
17	Your leader coach you and focus on your improvement. (Coaching Style Leadership)	1	2	3	4	5
18	Your leader has high integrity and set clear goals and communication (Transformational Leadership).	1	2	3	4	5
19	You trust and is inspired by your leader (Charismatic Leadership).	1	2	3	4	5
20	Your leader provides training and mentorship, provides rewards for reaching goals and applies remedial action for non-compliance.	1	2	3	4	5
21	Your leader clarify current state and paint a clear picture of the future state.	1	2	3	4	5
22	**TRAINING FOR CHANGE MANAGEMENT**					
23	Your manager manage the changes well.	1	2	3	4	5
24	Your manager communicate well.	1	2	3	4	5
25	Measurements of success for changes been clearly identified.	1	2	3	4	5

		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
26	Organisation deals well with cultural differences.	1	2	3	4	5
27	Management need additional training.	1	2	3	4	5
28	Staff need additional training.	1	2	3	4	5
29	**MOTIVATION DURING CHANGE MANAGEMENT**					
30	The need for change has been clearly understood.	1	2	3	4	5
31	Everyone knows where to get additional clarification if required.	1	2	3	4	5
32	Behavioural objectives are clearly understood.	1	2	3	4	5
33	The organisation is interested in your well-being.	1	2	3	4	5
34	Your work is aligned to the company objectives.	1	2	3	4	5
35	You are sufficiently compensated for your work.	1	2	3	4	5
36	**ACCEPTABLE REASONS FOR CHANGE**					
37	The root cause for the change has been fully understood.	1	2	3	4	5

		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
38	The organisation technology is making them less competent in the market.	1	2	3	4	5
39	You satisfy the business needs of your client.	1	2	3	4	5
40	Due to changes in technology your organisation must change.	1	2	3	4	5
41	The business needs for your client has changed.	1	2	3	4	5
42	If your organisation doesn't change will the organisation will fail on its mandate.	1	2	3	4	5
43	**READINESS FOR CHANGE**					
44	All objectives for the change has been clearly defined.	1	2	3	4	5
45	Organisation has all the necessary skills for organisational changes.	1	2	3	4	5
46	There is a dedicated change team to give assistance if required.	1	2	3	4	5
47	We have the right leader for a change.	1	2	3	4	5
48	Legislation support the company changes.	1	2	3	4	5
49	People are sufficiently skilled for the changes.	1	2	3	4	5

SECTION C: OPEN ENDED QUESTIONS

You are requested to participate in this section by supplying the information required in your own words.

Please list the five most important points in ascending order, as requested in the 3 questions below.

1. **REQUEST**= Please identify management behaviour during the change management process in your organisation, that you were not comfortable with.

2. **REQUEST**= Please identify management behaviour, during change management process, that you were impressed by / you liked.

3. **REQUEST** = please tell us what you would do if you were the manager in charge of change management.

Thank you for participating in this research

ANNEXURE B

Cape Peninsula
University of Technology

P.O. Box 1906 | Bellville 7535
Symphony Road Bellville 7535
South Africa
Tel: +27 21 4603291
Email: fbmsethics@cput.ac.za

Office of the Chairperson Research Ethics Committee	**FACULTY: BUSINESS AND MANAGEMENT SCIENCES**

The Faculty's Research Ethics Committee (FREC) on **15 June 2021**, ethics **APPROVAL** was granted to **Shaheed Adams (201088843)** for a research activity for **MTech: Business Administration in Project Management** at Cape Peninsula University of Technology.

Title of dissertation / thesis / project:	MANAGING ORGANIZATIONAL CHANGES IN A COMPANY IN THE WESTERN CAPE TO SURVIVE THE CHANGING LANDSCAPE Lead Supervisor (s): Dr L Jowah

Decision: APPROVED

	15 June 2021
Signed: Chairperson: Research Ethics Committee	**Date**

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2021_FBMSREC 032

9

ANNEXURE C

<div align="center">

PERMISSION TO CONDUCT RESEARCH

</div>

<div align="center">

APPLICATION FOR AUTHORISATION IN RESEARCH: MASTERS BUSINESS ADMINISTRATION IN PROJECT MANAGEMENT: CAPE PENINSULA UNIVERSITY OF TECHNOLOGY 2021

</div>

Dear Dr H Van Rensburg

My name is Shaheed Adams and I am a Project Management student at the Cape Peninsula University of Technology, as well as an employee of the Armscor Dockyard

A requirement for the completion of my studies is that I write a dissertation on a particular topic related to the field of Project management.

I have identified Change Management as an area that I would like to research. The research I wish to conduct for my Master's dissertation is related to change management.

Research Topic

THE EFFECT OF LEADERSHIP AND CHANGE MANAGEMENT IN AN ORGANISATION IN THE WESTERN CAPE

Research Objective

Primary research objective;

- Identify the critical competencies required of a manager during change management in an organisation.
- Establish the problems encountered by employees when the organisation is going through operational changes.
- Establish the expectations of the employees when the organisation goes through operational changes.
- Establish the nature of fears that employees experience when the organisation goes through operational changes.
- Establish how the employees think it should be done when the organisation goes through change.

The research study will be conducted under the supervision of Dr L. E Jowah lecturer at Cape Peninsula University of Technology.

Before I can commence with the study it is required that I obtain the relevant ethical clearance and therefore request that you sign this letter indicating that you have given me the relevant permission to do so.

The findings of my dissertation are purely for academic purposes.

The dissertation will also be available to your unit upon completion and the findings could be used for improvements if applicable.

Should you require any further information, please do not hesitate to contact me on 084 460 6209 or alternatively sadams.shamillprop@gamil.com

Thank you for taking the time to read this letter and considering this matter.

Kind Regards

Shaheed Adams

3r MAr 2021
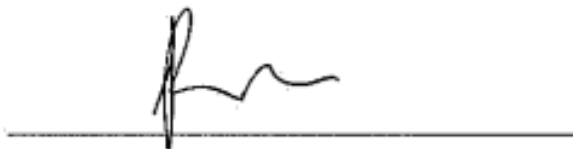
I ....HL J vRensby.............................. , hereby acknowledge the above and give Shaheed Adams permission to conduct the above research.

[X] APPROVED   [ ] NOT APPROVED

Signature:

Designation: Executive Manager Dockyard

Date: 1/6/2021

ANNEXURE D

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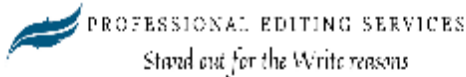
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I am a member of the Professional Editors' Guild (member number DUP015) and commit to the following codes of practice (among others):

- *I have completed the work independently and did not sub-contract it out*
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Gerald T du Preez, PhD

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ANNEXURE E

Managing organizational changes in a company in the Western Cape to survive the changing landscape

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