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THE INFLUENCE OF CHANGE IN ORGINASATIONAL STRUCTURE ON EMPLOYEE PERFORMANCE AT A PRIVATE SECTOR ORGANISATION IN CAPE TOWN

by

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DECLARATION

I Richelle Morkel declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

August 2022

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ABSTRACT

Organisations are constantly changing to match the demands and challenges of the internal and external business environment. Changes to an organisational structure exposes its vulnerabilities and impact on both organisational and employee performance. While there are several studies on organisational change and performance, it is still unclear how change in an organisational structure affects employee performance.

The research question for this study was: "What are the factors that affect employee performance when institutional structural changes are implemented in an organisation in Cape Town?"

To answer the research question, the aim of this study was to explore the factors that affect employee performance when structural change occurs in an organisation. The focus areas were change management, communication, organisational culture, and decision-making processes.

The research followed a subjective ontological and interpretivist epistemological design and an abductive approach. Data collection included both a semi-structured face-to-face interviews comprising of open-ended questions and a survey comprising of closed questions. Participants were made aware that their participation was strictly confidential and voluntary, and that they could withdraw from the study at any time without obligation. Data analysis methods of summarising, categorising, and thematic analysis were followed, guided by a theoretical framework.The data from the surveys were extracted, converted to numbers and presented through infographic tools which enabled further discussion of the findings. For this research, six headline findings were identified. Based on the findings, it was concluded that the organisation in this study should carefully consider the factors that increase resistance to change. The research found many opportunities for this organisation to improve their change management process. For immediate impact, there is an opportunity for the management to address current issues such as change management, commununication and the organisational culture.

The contribution of the study is improving understanding of the effects of change management, communication and organisational culture on organisational performance and its relationship to organisational change.

Keywords: Change management, change strategy, organisational structure, organisational culture .

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CLARIFICATION OF BASIC TERMS AND CONCEPTS

Change management: "Helps prepare, support, and help individuals, teams, and organisations make organisational change" (Sensuse et al., 2020:250).

Employee performance: "The behavior exhibited by an employee while performing a particular task assigned by the employer" (Kalogiannidis, 2020:2).

Employee engagement: "The employee's emotional and intellectual engagement in their organisation" (Novitasari et al., 2020:96).

Organisational structure: "A system that determines how tasks are formally structured and coordinated within a group that is intentionally organised to accomplish a common goal" (Nene & Pillay, 2019:11).

Organisational culture: "The system of shared assumptions, values, and beliefs that govern how an organisation interacts both with internal and external environments" (Arokodare et al., 2019:4).

CHAPTER 1: INTRODUCTION
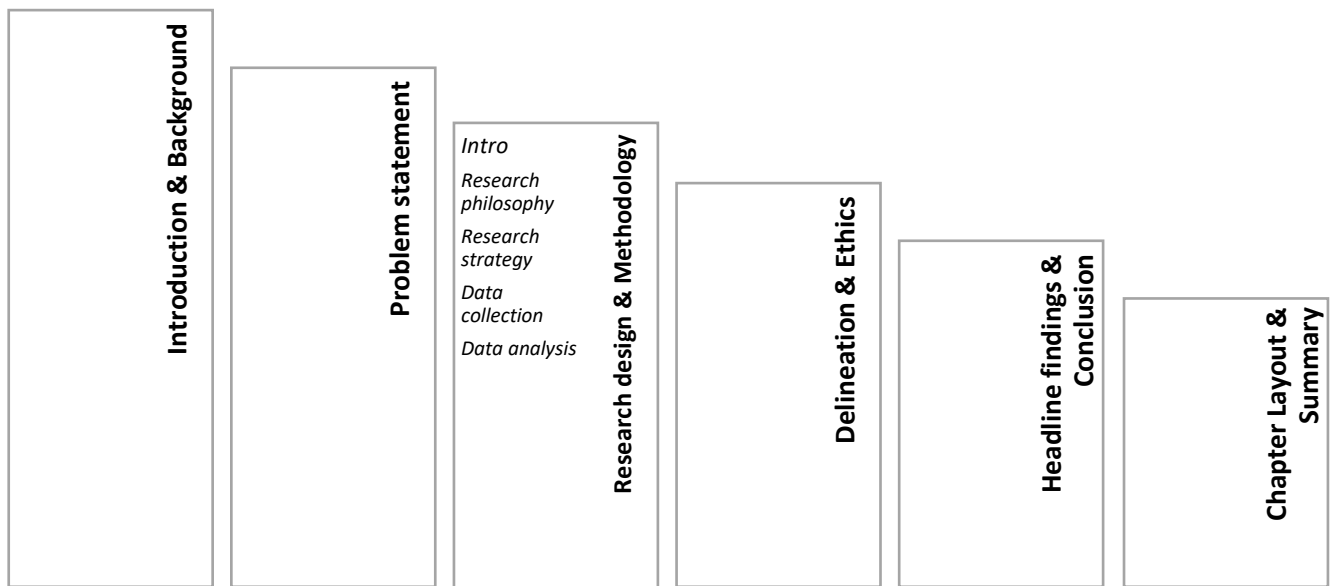
Figure 1.1: Layout of Chapter 1

1.1 Introduction and background

There are several institutional factors affecting the goals and objectives of an organisation. For example, employee performance is the most important factor towards achieving organisational success (Limakrisna, Noor, & Hapzi, 2016). For an organisation to succeed, change is an essential element. Once an organisation becomes more complex and exposed to regular changes, it becomes imperative to change elements of the existing structure (Paraschiv et al., 2019). As such, change comprises different dimensions and can be a result of many factors. These factors can be categorised as either internal or external factors. Internal factors include technologies, processes, human resources, and policies, among others, while external factors include competition, globalisation, political and other factors. Internal conditions relating to human resources often impact on employee performance and ultimately affect the organisations' performance (Pawirosumarto et al., 2017).

Organisational restructuring, considered a strategic change, is a widely accepted intervention which contributes considerably towards attitude changes among employees, employee loyalty, productivity, and morale (Methode et al., 2019). Restructuring is an arrangement of internal administrative structures and a crucial method to redesign and reconfigure the organisation (Arham et al., 2018). Organisations are observing change occurrences at an increased pace. These change occurrences call for alteration and managing strategies at all levels relating to employees and/or the business itself (Köper et al., 2013; Methode et al., 2019). This implies that organisations are required to constantly adapt, as high velocity is a key characteristic of environmental dynamism (Kimiti & Kilika, 2018). This enables them to become more

competitive and grow in contemporary markets. Hence, it is necessary for organisations to restructure the way they are organised due to continuous improvements within the economic, technological and social factors (Krasniqi et al., 2022).

Organisational Change (OC) has also been necessitated by the new patterns of mergers, acquisitions, globalisation and corporate restructuring (Methode et al., 2019). Yusnita (2022:93) states that change "is driven by influences from the external environment and by the desires of those on the internally and therefore altering the structure of the business is by no means a simple task". Change itself is often associated with an alteration in labour demand, work intensification and higher level of stress. Any OC that is not managed well can face resistance from the employees who believe that the new systems go against their norms, culture and beliefs. If these resistances are not managed accordingly, they will cause more problems in the later stages of OC, thereby posing a substantial threat to the achievement of organisational goals.

Researchers such as Saleem and Naveed (2017) highlighted that factors affecting employee performance may be regarded as internal if they emanate from the employee's personal background and experiences. External factors are those that result from the institutional and socio-economic environment in which organisations are embedded (Bechter et al., 2022). Employee performance is key to the realisation of organisational goals in this dynamic business environment. According to Daniel (2019), the current business environment demands employees to go beyond the scope of their job. As such, OC that leads to downsizing, innovations, restructuring and mergers normally decrease the performance of the employees. The work life of the employees might change as a result of increased task quality and quantity, change of work location, and time constraints. Therefore, organisations can address poor employee performance by applying effective leadership, employee development, organisational culture and motivation (Pawirosumarto et al., 2017).

Organisational culture can be both a blessing and a curse to the OC process; however, culture can be used as a power tool for emerging changes (Zada, 2022). Organisational culture comprises of norms, beliefs and values shared by the organisational members (Isa et al., 2022:358). Organisational culture provides the employees with a sense of identity and belonging as it is the underlying set of beliefs and assumptions held by them (Paais & Pattiruhu, 2020). When change threatens the identity of the employees, it could result in a resistance to change and therefore it's important for that culture to change in accordance with new changes (Krasniqi et al., 2022). Martin (2013) advises that successful implementation of change must use organisational culture to their advantage. Ahmady et al. (2016) posited that organisational structure facilitates decision-making, proper reaction to environment and conflict resolution between the units. Thus, management must develop an organisational structure that

supports OC. To ensure that the change strategies are managed easily, management must ensure that change strategies are appropriate with organisational structure (Krasniqi et al., 2022).

According to Maduenyi et al. (2015), organisational structures are rendered meaningless unless it is sufficiently supported by an appropriate system or a well-conceived organisational culture. According to Kamau and Wanyoike (2019), there is a strong positive correlation between organisational culture and organisational performance. A strong organisational culture is needed in order to enhance performance and enable teamwork (Methode et al., 2019). This may suggest that when there is no alignment between organisational strategies and organisational culture, change interventions are then needed at all levels.

Krasniqi et al. (2022) opine that employees should be empowered with enough information regarding the need for change. This would reduce confusion and uncertainty and promote transparency along with participation in decision-making. Adequate employee consultation and engagement is needed in order to agree on key factors that address the new strategy.

The purpose of this study was to explore the internal factors that influence employee performance resulting from a change in organizational structure.

1.2   Problem statement

A poorly executed change in the organisational structure results in uncertainty, employee resistance, and a shift in organisational culture, which ultimately affects employee performance (Justice-Amadi & Orokor, 2022). The lack of practical emphasis on total involvement may affect practical implementation, with organisational culture being one of the most important variables (Mtongana & Musundire, 2020). While employees may generally resist change, organisations may resist change for fear that it can disrupt the organisational cultural equilibrium (Marcus & Van Dam, 2020). The implementation of strategic change requires timely and dynamic management of employee performance aligned with the restructuring strategy (Miura et al., 2020). There is also a need to consider the relations and interactions between the factors that hinder change implementation, as execution barriers have a direct impact on the achievement of strategic goals and an indirect impact on revenue dynamics (Radomska & Kozyra, 2020). The role of comprehensive strategies in the implementation of change management processes for improved employee performance is still unknown (Dash & Dash, 2020; Mtongana & Musundire, 2020). Despite research on organisational change and performance, the results are mixed (Methode et al, 2019; Dash & Dash, 2020; Justice-Amadi & Orokor, 2022) and it is still unclear how organisational structural changes affect employee performance.

1.3   Research question, research sub-questions and objectives

The research questions and research sub-questions used to explore the problem statement of the research is presented in Table 1.1. The objective of each question is presented and aligned with the methodologies used to answer the questions.

Table 1.1: Research and research sub-questions, objectives and methodology

Research Question	What are the factors that affect employee performance when institutional structural changes are implemented in the organisation in Cape Town?		
	Question	**Objective**	**Methodology**
RSQ 1.1	What are the challenges faced by organisations with employee performance when organisational structure changes are implemented?	To determine how organisational structural changes affect employee performance.	Interviews and survey
RSQ 1.2	How can employees be involved in organisational structural changes to keep them motivated?	To investigate the level of participation needed to keep employees motivated when change is implemented.	Interviews and survey
RSQ 1.3	How does change in an organisational structure affect employee performance?	To ascertain the perceptions of change by employees and how it influences resistance and performance.	Interviews and survey

*RSQ – research sub-question

1.4   Research design and methodology

1.4.1   Introduction

The research design and methodology followed are discussed in detail in Chapter 3 and addresses the research design and methodology applied in this study. This research was viewed through the two main philosophical approaches of ontology and epistemology.

1.4.2   Research philosophy

1.4.2.1 Ontology

Ontology is a section of philosophy that studies the nature of reality, and the two main perspectives are subjectivism and objectivism. The subjectivist research philosophy guides the interpretation of the subject based on perceptions and consequent actions.

1.4.2.2 Epistemology

An Interpretivist approach was followed based on the theoretical perspective that the emphasis was on the details of reality and motivations.

1.4.3   Research approach

An abductive approach was preferred given the research objective and the information at hand. This approach addressed the weaknesses which are often associated with both deductive and inductive approaches.

1.4.4 Research strategy

1.4.4.1 Introduction

According to Saunders et al. (2009) and Rutberg and Bouikidis (2018), there is no strategy inherently superior or inferior to any other strategy as each one can be used for exploratory, descriptive or explanatory research. For this research, both quantitative and qualitative strategies were used.

1.4.4.2 Strategies

This research followed two data collection methods, namely a survey and a case study. The survey consisted of a paper-based questionnaire with closed questions covering factors impacting on performance. The case study consisted of a group of people (4) in leadership roles within the organisation that had insight into, and an understanding of the problem. The purpose was to explore and gain perspective on the problem, which became more apparent by the end of the process.

The use of mixed methods (quantitative and qualitative) research provides answers for better evaluation. Quantitative research examined the relationship among variables, while qualitative research explored the behavioural aspect. One is able to access more information by using both methods versus the use of a single standalone method, thus providing a deeper understanding of the research problem. The inclusion of both methods provided an opportunity of discovering new knowledge.

1.4.4.3 Unit of analysis

The change management process within the organisation was identified as the unit of analysis. The process included the challenges, level of involvement, and performance outcomes after change had been implemented.

1.4.4.4 Unit of observation

For the interviews, four (4) change facilitators were identified as the unit of observation as they were responsible for the majority of the population within the organisation and their leadership has a direct impact on the organisational culture. The unit of observation for the survey was the broader population within the organisation across the Cape Town branches. These are staff members who were most impacted by changes within the organisation.

1.4.4.5 Sampling

In total, 83 staff members within the organisation particpipated in the survey. The sample population consisted of operational, administration, finance, and maintenance staff. For the survey, the process of probability sampling was used, which is commonly associated with

survey-based research. Purposive and convenient sampling techniques were primarily used for the qualitative part of the study.

1.4.5 Data collection

The qualitative method used in this research consisted of a semi-structured face-to-face interview comprising open-ended questions for the purpose of gathering information on the change implementation and the effects thereof (Appendix A). The quantitative method used for data collection was a survey comprising of closed questions (Appendix B).

1.4.6 Data analysis

1.4.6.1 Survey analysis

For the data analysis of the survey, the data from the questionnaires were extracted and converted to infographics using Microsoft Excel. The numbers were presented through graphs, charts, tables and frequency tables to present the outcome that enabled further discussions of the findings.

1.4.6.2 Case study analysis

The case study research comprised a detailed investigation of key concepts and a theoretical framework that guided the analysis and interpretation. The interviews were transcribed, validated and analysed. Analysis was done through coding, summarising and categorising the data, where after themes were developed.

1.5 Delineation

The constraints or challenges experienced during the research are referred to as the limitations of the research. This research focused on employees in Cape Town only. Limitations of this research included lack of accessibility to the ex-employees who might have been able to add value to this study. The research was delimited to one division of a multinational organisation, specifically targeting sites in the Western Cape. The results of this research were therefore limited to the input of staff at the Cape Town branches of the organisation. The external population, such as ex-employees and external stakeholders, was not part of the sample population. The research also did not include other organisations for a comparative analysis. Results were based solely on the reference of the organisation in this study.

1.6 Ethics

Consent to conduct the research was sought and granted by the organisation, where after a clearance certificate was issued by the institution (section 3.8). As part of the ethical considerations, the participants had a choice to participate, decline or withdraw at any time from the research. The objectives of the research were explained, and the confidentiality and anonymity of each participant were assured.

1.7 Headline findings

During the research process, sixty-one (61) findings (section 4.3, Table 4.3, Table 4.4, Table 4.5, section 4.5, Table 4.16) were formulated from both the survey and the interviews in Chapter 4.

From these findings, six headline findings have been identified:

i) There is a decline in performance after change has been implemented.

ii) A lack of specialised change facilitators limits new opportunities and insights into the business.

iii) Employees were not involved in the decision-making process.

iv) The viewpoints of the staff are not recognised by management.

v) Gossip as a main form of communication.

vi) Good performance is not always acknowledged or rewarded at the organisation and profits and procedures take preference over people.

1.8 Conclusion

In view of this research, findings were made and conclusions were drawn that the organisational change in structure impacted on organisational performance. The factors influencing change should be carefully considered before implementation. Due to the increasing demands of the internal and external environments, the management of the organisation should be more cognisant of the gaps and challenges that exist. These gaps and challenges exist within change processes, communication processes, decision-making processes and the organisational culture.

1.9 Contribution

This research may improve the understanding of the effect of change management, communication and organisational culture on organisation performance and its relationship to organisational change. These are the factors that should be considered when companies are planning and implementing an organisational strategy.

1.10 Chapter layout

Chapter 1 introduces this study and outlines the research problem, purpose, objectives, and research questions as well as an overview of the research methodology of the study.

Chapter 2 deals with the literature review from previously published literature of South African and international research in respect of factors influencing employee performance in a restructured environment, thus providing a theoretical foundation to the research done in this study.

Chapter 3 presents the research design, data collection, data analysis and validity, and justifies the methodology used to achieve the objectives of the study. This chapter further elaborates on the ethical considerations, significance, and delineation of the research, as well as the strengths and limitations of this study in a simplified and logical manner.

Chapter 4 covers the results, findings, categories and themes developed.

Chapter 5 discusses the results, which are linked to the literature and research questions.

Chapter 6 presents the conclusions, recommendations, future research and self-reflection.

1.11 Summary

Organisations are constantly under pressure to change and keep up with the constant demands of their internal and external environment. A change to the organisational structure exposed the vulnerability within the organisation selected for this study and the effect it had had on employee and organisational performance. An overview of the research problem was given, which included the relation and interaction of the factors hindering change implementation and impacting on employee performance. Change within this organisation happened in the form of organisational restructuring.

The research question was formulated as follows: "What are factors that affect employee performance when institutional structural changes are implemented in an organisation in Cape Town". The sub-questions delved into: i) the challenges organisations face with employee performance when organisational changes are implemented; ii) how employees can be involved in organisational structural changes to keep them motivated; and iii) how the change in organisational structure affects employee performance. This is in line with the aim of this study, which was to explore the factors that affect employee and organisational performance when structural changes within the organisation are implemented.

For this study, an abductive approach was chosen. Data collection included both a semi-structured face-to-face interview comprising open-ended questions and a survey comprising closed questions. This was followed by the data analysis methods of summarising, categorising, and thematic analysis, guided by the theoretical framework presented in Chapter 2. The six headline findings are presented in this chapter, followed by the ethical consideration, delineation, and contribution of the study.

Chapter 2 presents the literature review.

CHAPTER 2: LITERATURE REVIEW
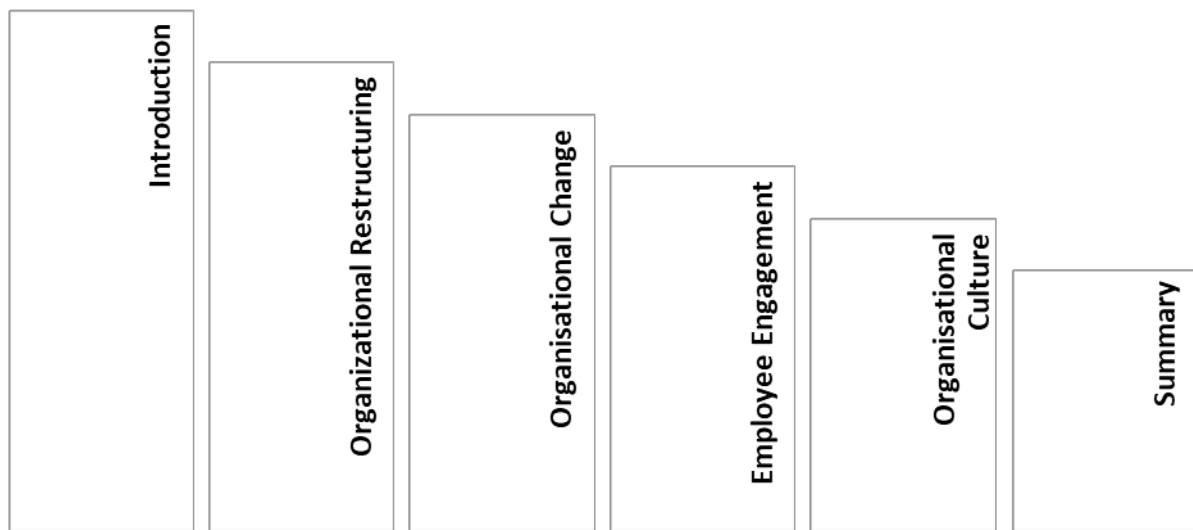
Figure 2.1: Layout of Chapter 2

2.1 Introduction

Organisations often implement structural changes to adapt to changing environments. The aim of this study was to explore factors that may affect employee performance when changes to the structure occur. This section gives an overview of the literature on structural institutional changes and employee performance. For the literature review, keywords and concepts were used to conduct an online literature search using CPUT's databases such as Google scholar, Scopus and Emerald to search for relevant articles. Key words were derived from the research title, problem statement, research questions and aim of the study as well as relevant key words from the articles.

The literature review chapter is presented as follows: i) organisational restructuring; ii) centralisation, decentralisation and formalisation; iii) organisational factors and commitment; iv) organisational change; v) employee engagement; vi) participation in decision-making and employee engagement; vii) job satisfaction; viii) organisational culture; ix) the relationship between organisational culture, job satisfaction and performance; and x) summary.

2.2 Organisational restructuring

When an organisation is faced with challenges in the business environment, change plays a critical role in addressing the problems and reinforcing organisational objectives. An organisation is generally referred to as a group of people whose preferences, information, and interests differ, yet work collectively to achieve a common goal with the measurement of performance being the execution and outcome of management decisions (Maduenyi et al., 2015; Iranmanesh et al., 2020).

Revenue and sales are generally unpredictable during the current economic climate in South Africa and organisations are engaging more and more in cost-saving initiatives. For an organisation to gain a competitive advantage, its ability to adapt, start or implement change will depend largely on the human resources, skills, and attitudes they hold to keep up with surmounting pressures from both the internal and external environment (Van Graan & Ukpere, 2012; Paraschiv et al., 2019).

Organisational structure refers to the relationship and interaction of positions, duties and accountabilities for the process and sub-process deliverables as well as the intent to meet the targets and objectives of a firm (Maduenyi et al., 2015; Gupta et al., 2020). Various studies refer to organisational restructuring as a term that comprises a range of activities such as downsizing, merging, delayering of the organisation in order to enhance operational and financial performance (Olukayode, 2013; Mavlutova et al., 2021). For the restructuring process to be successfully executed it should be conducted as a project and managers should not deviate from the processes until the predetermined changes are realised (Van Graan & Ukpere, 2012; Mokrova et al., 2021). Clear structures increase performance by dividing tasks and addressing several business and human realities (Maduenyi et al., 2015). However, Lundmark et al. (2021) highlight restructuring as a possible threat to the employee's work-related well-being due to increased work-related demands. The organisation referred to in this study has embarked on a restructuring process to maximise efficiency, cut costs and increase performance. In this research, organisational performance is solely measured on employee performance. According to Khan, Khan and Khan (2011) Organisational performance depends of the employee performance because the human resource capital of an organisation is pivotal to it's growth. This case study determined whether the current organisational structure had an influence on employee performance.

2.3   Centralisation, decentralisation and formalisation

2.3.1   Centralisation

Organisations opt for the centralisation of key administrative functions to streamline processes while retaining maximum control. Many researchers agree that centralisation is the degree of decision-making where authorities are concentrated at higher tiers of the organisational structure (Teixeira et al., 2012; Demirci, 2013; Jonsson et al., 2013; Nwizia & Okachi-Okereke, 2020). While this may lead to an increase in operational performance, it can also cause obstacles during the implementation phase. Auh and Menguc (2007), Teixeira et al. (2012) and Nwizia and Okachi-Okereke (2020) state that centralisation involves various dimensional concepts, some of which is composed of locus of authority and participation.

Centralisation results in less support and sponsorship and fosters more resistance to innovation and change as it provides managers with more managerial control (Yang et al.,

2014; Kaufmann et al., 2019). When management in centralised firms considers the opinion of employees, they seldom have trouble gaining participation, and employees are generally more reciprocal to change as the access of information strengthens a culture of trust (Nwizia & Okachi-Okereke, 2020).

Centralisation can streamline processes and accelerate decision making. However, it potentially ignores diverse cognitive resources in human capital and largely influences employee empowerment because powers and authorities are not shared (Auh & Menguc, 2007; Nwizia & Okachi-Okereke, 2020). Hierarchical institutions rely heavily on bureaucratic systems to achieve control and compliance and, as such, run a greater risk of manager over-control (Isa, 2016; Kaufmann et al., 2019). Although the "ruled by desks" theory highlights the impersonal character of bureaucracy, it does ensure the cohesion of thousands of people working together to achieve organisational objectives. There are merits in this type of organisational structure, such as maximum control over the entire organisation and ensuring cost-efficiency in administration by the prevention of duplication of work, but certain functions may result in delay of attaining action, overburdens central offices and create administrative inflexibility and has a negative effect on psychological empowerment of individuals (Marume & Jubenkanda, 2016; Nwizia & Okachi-Okereke, 2020).

2.3.2   Decentralisation

Decentralisation is also referred to as a flat structure that relies on shared goals for control and horizontal coordination (Teixeira et al., 2012; Iranmanesh et al., 2020). Various researchers over time have viewed decentralisation as the transfer of authority of planning, decision-making, and managing functions to a lower tier of the organisation (Rondinelli, 1981; Odoom, 2016; Nwizia & Okachi-Okereke, 2020). Where the issue of accountability in decentralisation is significantly important, it is suggested that administrators should be held accountable for action and inaction (Odoom, 2016). A decentralised structure promotes psychological employee ownership and empowerment, which results in strong organisational commitment (Yang et al., 2014; Iranmanesh et al., 2020).

Delegation is the term used to describe the transfer of a specific power but does not include the powers of decision-making as these will be reserved at the top level of the organisation (Odoom, 2016; Nwizia & Okachi-Okereke, 2020). This suggests that any autonomy in decision-making is partial to certain activities and remains under the central control (Iranmanesh et al., 2020). There would be a great deal of discretion in decision making by these types of organisations and the delegated tiers would be recipients of delegated power and resources (Nwizia & Okachi-Okereke, 2020). Teixeira et al. (2012) and Muallimin et al. (2019) claim that organisations with lower levels of hierarchy are characterised by increased efficiency and effective flow of information and decision making.

Marume and Jubenkanda (2016) and Nwizia and Okachi-Okereke (2020) offered the following merits in decentralisation: an increase in administrative efficiency, limiting bureaucracy, and a reduction in the workload which enables the top tiers to focus on other organisational issues. Administration is more responsive and acts with relative knowledge that facilitates employee participation and reinforces democracy at the lower levels (Odoom, 2016; Iranmanesh et al., 2020).

In view of the above, it may be surmisd that a decentralised organisational structure gives the employee a sense of autonomy. As observed in this case study, moving from a decentralised to a centralised structure may lead to employee dissatisfaction, thereby impacting professional relationships and performance levels.

2.3.3 Formalisation

Formalisation is an important dimension of the organisational structure, which refers to the level of employee adherence to rules and standards authority and procedures, consequently seen as a behavioural control tool in which employees do not deviate from the organisational goals (Auh & Menguc, 2007; Nedović & Božinović, 2013; Iranmanesh et al., 2020). Similarly, Al-Qatawneh (2014) and Kaufman et al. (2019) refer to formalisation as a control mechanism to which the job is defined and governed by regulations and procedures, ensuring that employee behaviours are aligned to organisational goals.

In some studies, centralisation formalisation is categorised as a control organisation. It can expect lower performance as it enables rigidity and an autocratic environment and hinders employee involvement as participation is concentrated on the higher tiers of the organisation. A decentralisation formalisation control organisation can expect higher performance and brings about a positive atmosphere as it provides autonomy to the employee without losing managerial control through structures and guidance (Auh & Menguc, 2007; Wahab et al., 2019; Gupta, 2020).

In the performance implications of formalisation, Albers et al. (2013) and Gupta et al. (2020) observed the potential benefits of increased clarity about responsibilities and processes and the threat of rigidity and bureaucratic hindrance. Formalisation prompts rigidity and conformism and may be unfavourable to newer employees or employees who are not used to it. This can consequentially create a source of demotivation and employee dissatisfaction (Auh & Menguc, 2007; Gupta et al., 2020). Given the aforegoing, it is clear that organisational structures, even when mature, pose numerous challenges to performance and participation. This also gives a clear indication that the implementation of these types of structures would affect underlining issues such as internal communication, organisational culture, employee participation in decision-making processes as well as employee perceptions.

2.4 Organisational factors and commitment

Employee enthusiasm towards the organisation is a representation of organisational commitment. Jameel et al. (2020:2) describe organisation commitment as "individuals who identify and interact with the organisation with no intention to exit it". According to Sarhan et al. (2020), the level of employee enthusiasm and adherence to core values signifies the level of organisational commitment. With the understanding of organisational commitment, management can anticipate the effect of a policy or procedure on the organisation (Jameel et al., 2020). The management of human capital is the balance between meeting strategic objectives and satisfying objectives of the employee (Okyere-Kwakye & Otibu, 2016; Sarhana et al., 2020).

To understand what makes the employee feel more committed to the organisation, Clinebell et al. (2013) and Okyere-Kwakye and Otibu (2016) deal with general factors, using previous literature as summarise in Table 2.1.

Table 2.1: General factors associated with organisational commitment

Authors	General factors associated with organisational commitment
Okyere-Kwakye and Otibu (2016)	**Affiliated commitment** The interests and values of the organisation and employees are perfectly aligned, and employees feel acknowledged and part of the social settings of the organisation. Employees want to continue being a part of this organisation and are reluctant to leave.
Okyere-Kwakye and Otibu (2016)	**Associated commitment** The employee feels proud to be associated with the organisation, thereby boosting his or her self-esteem. The employee would not want to leave the organisation.
Clinebell et al. (2013) Okyere-Kwakye and Otibu (2016)	**Moral commitment** Moral commitment, referred to in some literature as normative commitment, is the commitment employees feel towards the organisation. There is a sense of mutual obligation and responsibility towards each other.
Clinebell et al. (2013) Okyere-Kwakye and Otibu (2016)	**Affective commitment** The employee gets satisfaction from their peers and work environment. It is the most beneficial type of commitment to the organisation as employees display high levels of commitment that go beyond the call of duty.
Clinebell et al. (2013) Okyere-Kwakye and Otibu (2016)	**Structural commitment** Structural commitment is also referred to in some literature as continuance commitment. This is a mutually beneficial commitment between employee and organisation, as there are enticements to enter into, or remain in a relationship with one another.

The organisation should consider assessing the types of commitment as illustrated in the table above to build organisational commitment.

2.5 Organisational change and change management

In the current business environment, continuous and purposeful organisational change is necessary for organisations to survive and thrive. Organisational change cannot be separated from organisational strategy and therefore requires a highly skilled organisational team to manage change (Hornstein, 2015; Paraschiv et al., 2019; Avdeeva et al., 2021). In order for employees to cope, organisations selectively retain effective elements of the employees' performance routines and integrate with new and more effective ones. This often results in the employees experiencing difficulties in maintaining normal levels of performance while adapting to the new job requirements (Carter et al., 2013; Paraschiv et al., 2019). Similarly, Belias and Koustelios (2014) and Paraschiv et al. (2019) opine that management should understand the effects of change on the individual and although the change management process is extremely dynamic, it needs to be adaptive.

Ratana et al. (2020) reviewed research of change management, emergent and contemporary theories. They found that Lewin's (1947) planned type approach was relevant at a time when there was an absence of technology and change was static and predictable. The study concluded that technology makes change unpredictable and a planned approach was no longer applicable in an emergent approach. Contemporary theory largely resorts under the emergent approach; however, it does not rule out a planned approach to managing change.

Changes require employees to adapt to both work routines and social practices. Many researches (Hornstein, 2015; Ratana et al., 2020) still refer to Lewin's (1947) Theory of Planned Change in Organisational Development (OD). Planned change includes four components: field theory, group dynamics, action research and the three-step model of change (unfreeze, move, and refreeze):

i) **Unfreeze** is accomplished by introducing new information that highlights the insufficiencies in the current state of the organisation, and unlearning old behaviour.

ii) **Move** involves the development of new values, attitudes or change in organisational structure. The degree of change will determine the number of participants involved.

iii) **Refreeze** involves stabilising change, which can usually be accomplished through changes in organisational culture, policy and structure.

Appropriate leadership behaviours from management are called upon to ensure a smooth transition, since change management is seen as a continuous renewal of the organisation's strategy serving the ever-changing environment. Organisational change and organisational strategy cannot be separated; it is therefore important for an organisation to be able to identify its strategic vision and manage the changes to get there (Hornstein, 2015; Avdeeva et al., 2021).

The success of organisational strategy depends on the success of change management. According to Al-haddad and Kotnour (2015) and Avdeeva et al. (2021), the rapid response by leaders towards a continuously changing business environment and the right decisions at the appropriate time align the organisation and motivate staff whilst implementing the changes. Al-haddad and Kotnour (2015:239) further state that,

> "Change leaders are people with vision who are able to anticipate the new reality and lead towards it, how their employees perceive change and then ensure they are ready and accepting of it. In essence, change is the attempt to transform vision, structure and competence in the organisation in order to improve with an ever-changing environment".

Over time, the focus has moved towards the individuals experiencing the change, and the effect the change had on their well-being (Lundmark et al., 2021). New processes are easily implemented when accepted by employees. According to Al-haddad and Kotnour (2015) and Paraschiv et al. (2019), an organisation should have an integrated method to incorporate systematic and constructive change by lessening the obstacles of change and using reinforcement in order to sustain change.

Many methods of change management have been proposed, yet organisations are still reporting a high failure rate of change initiatives and various articles suggests that the failure rate has not improved over time (Grover, 1999; Balogun & Hope-Hailey, 2004; Jansson, 2013; Rouse & Serban, 2011; Al-haddad & Kotnour, 2015; Mirvis, 2020).

2.6 Change agents

Change agents play a vital role in change management. Organisations depend on change agents to relay change in the most effective way without adding to current frustrations and confusion of the change recipient. Mathar and Gaur (2019:3) describe a change agent as "leaders in their own spheres and who undertakes the initiating and managing of change in an organisation". Stefanova (2019) characterises the roles and characteristics of successful change agents by different authors as presented in Table 2.2.

Table 2.2: Roles and characteristics of successful change agents (Stefanova, 2019:315)

Authors	Characteristics and Roles
Anderson (2011) De Bruijn (2011) Jain (2011) Lindegaard (2011) McCabe (2011)	*Hemophily*: Similarities between the agents and employees are likely to result in acceptance and understanding between the two parties. *Empathy:* The understanding of feelings of the employees leads to improved communication and general understanding. *Linkage:* The collaboration between agents and employees will lead to successful change implementation. *Proximity:* The physical and psychological closeness between agents and employees will lead to collaborative linkages. Proximity assists in the development of empathy between the two parties and creates an open-door policy.

Authors	Characteristics and Roles
	Structuring: The ability to plan and organise activities regarding change effort.
	Capacity: A characteristic of the organisation that refers to the provision of relevant resources needed to expedite successful change.
	Openness: The inclination of the change agent to listen, respond and influence and be influenced by the employee.
	Reward: Change initiatives should be designed so that the employees should be rewarded for changing.
	Energy: The extent of change agents' physical and psychological efforts that they are willing to use in the change effort.
	Synergy: Positive reinforcement and interaction of the preceding factors.
Lunenburg (2010) Vey et al. (2017)	*Consulting:* Generating data from within the organisation to find solutions and help employees.
	Training: Using data effectively by deriving possible implications for action from current data; providing employees with a new set of skills such as retrieving, translating and interpreting new data for future problems.

Organisations rely on change agents to communicate and endorse change initiatives. One needs to understand the dynamics of communication and, more specifically, the change recipients' response to this (Ahmad et al., 2019). Recipients verbalise their thoughts and express their uncertainty towards change, and uncertainty is an expression of their conflicting attitudes towards change. The interaction process between agent and recipient can be observed to identify and provide valuable information in responding to resistance to change (Oreg, 2003; Ford et al., 2008; Klonek et al., 2014; Ahmad et al., 2019).

2.7   Implementation of planned changes

Onyusheva et al. (2020:393) state that in order to facilitate organisational change successfully, the following points must be considered:

i)   Anticipating resistance and planning for change

Change is not a quick and straightforward process and should be well-planned and adaptable. Management should anticipate resistance to change initiatives while ensuring that their actions and behaviours are consistent with the change initiatives (Al-Haddad & Kotnour, 2015; Onyusheva et al., 2020).

ii)   Communicating and addressing individuals' concerns

Communication is significant for implementing change initiatives. Organisations that do not communicate create uncertainty and ambiguity; therefore, clear and ample communication will ensure understanding and clear expectations from change initiatives (Onyusheva et al., 2020).

2.8   Change resistance

Change resistance is a natural part of change. Zafar and Naveed (2014) and Alhezzani (2020) agree that all businesses benefit from change that is instigated by people and not technology.

Ironically, companies are still not addressing the impact change has on its employees. Most people are inclined to resist change, and although it is difficult to identify the reasons, the resistance to change takes on various forms (Zafar & Naveed, 2014; Alhezzani, 2020). Some employees exhibit high levels of resistance, while some resist changes that are not in harmony with their own interests (Hon et al., 2014; Alhezzani, 2020).

According to Hanif et al. (2014) and Paulikas et al. (2020), resistance can be reduced by setting a direction, clarifying the objectives through communication, participation, training, and regulation of the organisational culture and responding appropriately to the resistance, with mutual cooperation between management and employees being the common denominator. Klonek et al. (2014) focus their research on the interaction process between change agents and recipients to explore the idea that change agents themselves can trigger resistance. Tiongco and Benedicto (2020) and Paulikas et al. (2020) found that the recipient's resistance to change provokes specific verbal reactions by change agents, and elimination strategies range from negotiation to coercion.

In summary, when an individual resists change, his or her mindset changes; the individual questions the status quo while adjusting to new processes, resulting in a loss in performance. The success of implementing changes in the organisation relies significantly on change strategy and change agents. Hence, one needs to establish how effective change interventions are in the organisation.

2.9   Overcoming change resistance with change readiness and change leadership

While recent research suggests a more proactive view of this concept, earlier theories focused on change readiness, where it is considered a managerial reaction to minimise employee resistance to organisational change (Shahrasbi & Paré, 2014; Paulikas et al., 2020; Tiongco & Benedicto, 2020). The change readiness process operates at the level of the individuals' cognition. Stevens (2013) and Deng et al. (2021) state that the consequence of readiness is an outcome of a cognitive process. Deng et al. (2021) support an integrated view in which management strategies and employees' change perceptions shape change readiness.

A plethora of researchers opine that the higher the quality is of information about change initiatives, the lower the resistance is to change (Paulikas et al., 2020; Tiongco & Benedicto, 2020; Deng et al., 2021). Employees' understanding and perception of change have a direct effect on how change management strategies chosen by organisation impact on employees' readiness for organisational change (Deng et al., 2021).

2.10 Change frequency

Studies by Carter et al. (2013) and Van Gilst et al. (2020) on change frequency found that a high change frequency is perceived by employees as indiscrete separate events becoming one, and continuous change hinders modifications, thereby resulting in employee resistance due to the psychological contract. The employees' psychological contracts include expectations based on their past experiences (Van Gilst et al., 2020).

2.11 Communication in a changing environment

The literature reaffirms the importance of communication, and it is clear that organisational management should not disregard the importance of informal discussions with employees. These discussions should be held in the preferred language of the employee as there needs to be an understanding of future changes and processes. This would be an opportunity for employees to raise questions and genuine concerns that management has not considered. Communication is the cornerstone of any organisation and assists with building effective organisational relationships, implementing change and maintaining performance levels. Communication is generally defined in its most basic form as a two-way exchange of information. Purwanto et al. (2020:306) explain that it "is the interaction carried out by the limitation to subordinates to express suggestions and opinions in solving problems encountered". Internal communication is described as "a process of exchanging information between employees and managers within an organisation, which reflects management's capability of building relationships between all levels within an organisation and is essential for attaining organisational objectives" (Ali et al., 2021:17).

Internal communication encourages employee engagement, which is the level at which employees are focused and engrossed in their role performance. Teixeira et al. (2012) and Memon et al. (2021) allude to the idea that an organisational structure could stimulate or inhibit communication flow by developing mechanisms to inspire participation and information sharing. Ayatse and Ikyanyon (2012) and Ali et al. (2021) mention the formal and informal channels of communication that exist in every organisation, of which formal communication is recognised as the original form of communication that follows the formal structure of the organisation. According to Carter et al. (2013) and Ali et al. (2021), at a strategic level, communication is directed at a broad audience and is usually relayed in a formal and scripted manner. However, when smaller changes are implemented, managers are likely to implement them informally, which in turn rouses employee interaction.

Informal communication in the form of grapevines and gossip often fills the gaps that formal communication fails to address and serves to the benefit of the employees' private purposes (Ayatse & Ikyanyon, 2012; Srivastava et al., 2021). These types of interactions lead to

simultaneous participation, and through participation, employees become motivated to appreciate the change. Similarly, it was found that a communication strategy which includes informal communication and coaching, promotes higher employee engagement and trust (Memon et al., 2021; Ali et al., 2021). Hence, employee engagement is a key factor in change management and is discussed later in this chapter. Petrou et al. (2017) and Purwanto et al. (2020) allude to communication being a tool that organisations should use to mobilise and encourage employees to embrace change. The relationship between organisational structure and communication improves communication, ensuing integration on different levels (Teixeira et al., 2012; Memon et al., 2021). These authors further opine that organisational structures strongly influence communication and facilitate the flow and processing of information. Consultative communication and transparency are part of a well-executed change initiative that equips and empowers employees with the relevant knowledge and objectives of the change and also encourages participation (Van Graan & Ukpere, 2012; Purwanto et al., 2020; Ali et al., 2021).

Bell and Roebuck (2015) refer to the hidden hierarchy (informal networks) of the organisation and top structure management should be connected to these networks to avoid communication on this level from corrupting the entire organisation through poor choices and moral judgements. This simply means that leaders are the facilitators of change, and dialogue and communication are tools for strategic change. According to Mishra et al. (2014) and Ali et al. (2021), it is critical to establish effective communication with staff members early on to assist them in developing new skills, offer feedback, and pay attention to their concerns and challenges.

The strength of the selected organisation's internal communication was closely explored, and based on the preceding literature, one is able to deduct that good internal communication assists in change management while poor internal communication will have the opposite effect, fostering uncertainty and increasing employees' resistance to change.

2.12 Providing support and training

Employees should understand the need for change to prepare them for the change initiative. They need to develop a new skill set through training to carry out new tasks in order to deliver the desired outcomes (Onyusheva et al., 2020). According to the aforementioned study, there is a general consensus among researchers that one of the main contributors to successful organisational change is when employees participate in the decision making process as well as the planning and implementation of the change initiatives.

2.13 Leadership

Hon et al. (2014) and Tiongco and Benedicto (2020) posit that quality leadership from empowering leaders have a significant impact on employees. Their research suggests that an empowering leader plays an important role in combating change resistance by fostering power-sharing relationships. As such, these characteristics transform concerns and overcome resistance. Hon et al. (2014) and Tiongco and Benedicto (2020) also found that empowered employees are likely to feel encouraged to accept new ways of performing and become more engaged in creative and innovative ways of working. Carter et al. (2013), Islam et al. (2020) and Purwanto et al. (2020) propose that transformational leadership acts as a precursor to change. This leadership enables the improvement of relationships between the leader and the employee. To win over hearts and minds, an aspect that motivates change is communicating the "what's in it for me" (WIIFM) aspect (Pulakos et al., 2017). These concepts stand to reason that while a convincing business case is critical for engaging leaders, it is the personal motivation of individuals that activates passion.

The classification of leadership styles is mainly transformational and transactional (Carter et al. 2013; Mafini, 2015; Abubakar, 2016; Jalal, 2017; Islam et al., 2020; Purwanto et al., 2020). Mafini (2015) and Islam et al. (2020) allude to transformational leadership as a type of leadership that creates positive change and inspires performance through motivation and morale. According to Carter et al. (2013) and Islam et al. (2020), transformational leaders are able to tactically communicate a strong vision of growth, engaging the team in a positive and critical thought process about change initiatives while improving their confidence in dealing with change. Unlike transactional leaders who use manipulative methods to satisfy their demands, the transformational leaders act in the interest of the team and uses motivation and moral to boost performance (Mafini, 2015; Purwanto et al., 2020). Similarly, Belias and Koustelios (2014) and Islam et al. (2020) believe that to make collective efforts possible, transformational leaders must act from a moral and ethical background with a good understanding of the complexities that exist in the organisation.

For leaders to realise strategic outcomes, it is critical that they understand the organisational culture and how to transform it. Belias and Koustelios (2014) and Tiongco and Benedicto (2020) infer that actions, words and behaviours need to be imbedded within the organisational culture as it will influence how change is managed. According to Abubakar (2016) and Purwanto et al. (2020), transactional leadership considers the relationship between employees and the organisation based on the transactional history between them and does not consider the human factor. Therefore, it can be reasoned that transactional leaders believe more in their ability rather than in a team or a shared vision. Based on the literature, change recipients need a sense of involvement and personal benefit from any change implemented in the organisation.

2.14 Developing effective leadership

Leaders who encourage collaboration and focus on facts and logic can reduce resistance to change by influencing the employees' attitudes towards learning and adaptation (Appelbaum et al., 2015). For organisations to achieve the desired change outcomes, they need to develop adequate and competent leadership skills and abilities to communicate, motivate, reward and build teams (Onyusheva et al., 2020).

2.15 The relationship between communication, change and employee performance

Communication improves employee performance. Bell and Roebuck (2015) and Kalogiannidis (2020) describe coaching as a managerial skill that showcases effective characteristics through openly communicating teamwork, valuing employees over tasks, and accommodating uncertainty in the immediate environment for the purpose of developing employees and enhancing work performance.

Studies done by Kalogiannidis (2020:3) discuss the effects of downward, upward and lateral communication:

i) **Downward** communication is usually relayed to the employee in a clear and understandable manner, making employees more receptive to receiving instructions and enhancing their performance. This type of communication is associated with messages being transmitted from superiors to the different subordinates in the organisation.

ii) **Upward** communication allows the flow of information from lower tiers to the higher tiers of the organisational structure. This information is usually based on feedback, discussions and complaints, thereby also improving performance. This is described as a mode of communication that involves the transfer of information from subordinates to their managers or superiors in an organisation.

iii) **Lateral** communication happens between peers (same level in the organisation), promoting coordination and teamwork, thereby also improving on work performance. *Lateral* communication is also described as horizontal communication and associated with the exchange of information or ideas across the same level or departmental unit in an organisation.

Withholding information can severely damage communication flow within the organisation, and while this may be recommended by top structure management or human resources (HR), employees often consider this as secretive and to some extent dishonest (Ali et al., 2021). Performance is affected by change frequency. Continuous change disturbs the attempted modification of the employee and increases apprehension about procedures and social norms (Carter et al., 2013; Van Gilst et al., 2020). With continuous change, relationships are harder to maintain and previous shared work responsibilities are disrupted. It is therefore important

for management to engage in quality interactive behaviours through providing resources and adequate information, as employees will then be more likely to reciprocate by applying extra effort to adjust to the change and keep performance levels optimal (Petrou et al., 2018; Van Gilst et al., 2020). Low frequency organisational changes provide stability and change is then perceived as less imposing, resulting in employees being more comfortable and confident in performing tasks, which, in turn, reduces the need for support from management (Carter et al., 2013). In other words, performance levels can be optimised during high or low frequency changes; however, change management interventions are the key towards achieving this.

2.16 Employee engagement

Employee engagement is a key factor to organisational change. According to Swarnalatha and Prasanna (2013), the concept of employee engagement is relatively new and can be theorised by way of the increased interest of engagement being attributed to the changes in global markets during the 1980s and 1990s. Employee engagement is referred to as the ability to connect an employee's personal enthusiasm to their role at work and a high degree of engagement that will lead to a higher degree of performance; thus, if an employee notices great support from management, they respond by becoming more engaged in their jobs (Swarnalatha & Prasanna, 2013; Mishra et al., 2014; Memon et al., 2021).

Due to their position, authority, and privileged access to the organisational strategy, leaders play a significant role in the development of communication processes. As a result, they should take the time to interact with employees at all levels of the hierarchy (Memon et al., 2021). Through empowerment, managers are able to reinforce the employees' perception of personal responsibility for individual decisions (Bell & Roebuck, 2015). Managers who seek input from employees empower those employees to speak up more. Bell and Roebuck (2015) and Chinomona et al. (2017) infer that involving lower-level employees in the decision-making process is another form of empowerment that is both motivating and inclusive. Employee empowerment involves autonomy, sharing of power, and giving credit to employees where it is due, which can further be improved by the delegation of duties, an ethical climate, and a participative environment where the organisation focuses on hearing and solving employee grievances (Chinomona et al., 2017).

Physical, emotional, and mental energy are at play when an employee is engaged in his or her work (Ali et al., 2017). Based on the literature, employee engagement facilitates leadership styles with effective communication. William Kahn's (1990) theory is generally accepted by researchers as a multidimensional framework that reflects the fundamentals of the willingness to engage employees (Gruman & Saks, 2011; Ariani, 2014; Shuck & Reio Jr, 2014; Albrecht et al., 2015; Akob, Arianty & Putra, 2020; Choudhary et al., 2021). The engagement occurs on the following three levels:

i) **Cognitive engagement:** This derives from the employee appraisal of their immediate workplace environment (safety and resources) and the tasks they are involved in (Akob et al., 2020). Depending on their assessment, the employee determines the levels of positive or negative effect, which directly influences their behaviour. Cognitive engagement is how employees assess their working climate and related tasks, and whether it has a positive or negative effect on them (Gruman & Saks, 2011; Ariani, 2014; Shuck & Reio Jr, 2014; Albrecht et al., 2015; Akob et al., 2020). The outcome of this assessment will in turn influence behaviour.

ii) **Emotional engagement:** This derives from the employees' role and emotional investment (pride, trust and knowledge) in the organisation (Akob et al., 2020). A positive personal emotional investment has a positive effect on performance and how the employee views the organisation (Choudhary et al., 2021). The emotions harboured by the employee during the emotional engagement process will influence and direct energy toward task completion.

iii) **Behavioural engagement:** This is the increased level of effort from the employee, focused on organisational goals. It is the expansion of available resources through an increase in individual effort (Akob et al., 2020). According to Shuck and Reio Jr (2014), behavioural engagement is the physical manifestation of cognitive and emotional engagement whereby efforts are directed towards organisational goals. Employees who are behaviourally engaged in the organisation will respond positively towards their roles and performance.

Ariani (2014) and Albrecht et al. (2015) claim that employee engagement is the sustainable workload associated with a positive state of mind, attitude and perception towards the organisation, which allows employees to increase their performance, see the bigger picture, and act beyond what is required of them. Albrecht et al. (2015) further note some commonalities between William Kahn's theory (1990) and Schaufeli (2013) despite both having different standpoints, physical-vigour, emotional dedication, and cognitive perception. The general theme around employee engagement can be summarised as follows: employee involvement results in employee engagement, which leads to higher employee performance. Employee engagement can be considered a strategic tool in obtaining employee "buy-in" for any change implemented in the organisation. It is not always realistic or easy to involve all employees in the decision-making processes; however, there are ways and methods for organisational management to gain input and expert knowledge from all employees (Gruman & Saks, 2011; Ariani, 2014; Shuck & Reio Jr, 2014; Albrecht et al., 2015; Akob et al., 2020; Choudhary et al., 2021). This study aimed to determine the extent of employees' perception on their engagement in past and future changes in this organisation

2.17 Forms of employee participation

Abdulai and Shafiwu (2014:3) conceptualised six dominant types of participation:

i) **Participation in work decisions (process):** Employees formally partake in organisational decision making, yielding a high positive impact through this type of participation (Abdulai & Shafiwu, 2014; Abildgaard Nielsen & Sverke, 2018; Hamid et al., 2020).

ii) **Employee ownership:** Employees are part of the financial owners through equity shares, which leads to enhanced commitment and increased productivity (Weber et al., 2020).

iii) **Representative participation:** Employees are represented in certain forums and all concerns are addressed through a representative (usually unions) (Abdulai & Shafiwu, 2014; Abildgaard et al., 2018).

iv) **Consultative participation:** A group of employees comprising all levels (part of a quality circle), meeting and discussing problems usually relating to production (Hamid et al., 2020).

v) **Informal participation:** An interpersonal relationship between subordinate and supervisor. Not formally organised but has a positive effect on the relationship and trust between supervisor and subordinate (Abdulai & Shafiwu, 2014).

vi) **Short term participation:** A form of informal participation, not often used but indicates positive results and employee satisfaction (Abdulai & Shafiwu, 2014).

2.18 Participation in decision making and employee engagement

Being part of the picture is as important as the picture is itself. Employees participating in decision-making processes often lead to a positive attitude and commitment towards the job and the organisation. This results in satisfied employees and an increase in productivity and profit (Abdulai & Shafiwu, 2014; Zubair et al., 2015; Abildgaard et al., 2018; Hamid et al., 2020).

Various researchers agree that decision making is one of the most critical core functions of a managers' role, and all efforts should be directed towards a successful implementation of every decision made (Al-Tarawneh, 2012; Nooraie, 2012; Vlačić & González-Loureiro, 2016; Abildgaard et al., 2018; Hamid et al., 2020). By knowing how to implement a decision, the manager is able to allocate the relevant resources to reach the objective. However, challenges develop when the manager realises that the chosen decision is also the most impractical one (Al-Tarawneh, 2012; Abildgaard et al., 2018; Hamid et al., 2020). Zubair et al. (2015) argue that participative decision making creates a positive work environment, thereby enabling a climate of creativity.

Nooraie (2012) and Nwizia and Okachi-Okereke (2020) similarly refer to the organisational structure as a point of formalisation, centralisation and integration, which has both a positive

and negative relationship with the decision-making process. Decentralised structures are likely to achieve what are unattainable outcomes of traditional top-down structures; however, to some, participation can also lead to indecisiveness, inefficiency and incompetence (Abdulai & Shafiwu, 2014; Nwizia & Okachi-Okereke, 2020). Consequently, employees working in a centralised organisation defer decision making upward in the organisation, while a decentralised organisation pushes decision-making power downward in the organisation (Kaufmann, et al., 2019). Different decision-making team members bring about diverse viewpoints to the decision-making processes, which could lead to struggling of team refinements (Jalal, 2017). Glaser et al. (2016) argue that freedom and support encourage initiative; however, the same conditions that promote personal initiative may not be the same that enhance performance. Glaser et al. (2016) further suggest that individuals' general tendency to show initiative may not always stimulate the same behavioural patterns, but rather inspire the general prospect of individual proactivity.

The literature on decision making and engagement suggests that the real power lies with the decision makers and in decision-making processes. Strategic decision-making processes are often actions that enhance senior managements' power to influence a decision, thus appearing as a political process and often perceived as a covert operation within the organisation (Al-Tarawneh, 2012; Abildgaard et al., 2018; Hamid et al., 2020). Abdulai and Shafiwu (2014) and James and Helen (2019) mention that the implementation of participative management is necessary to satisfy basic human needs such as autonomy, achievement, and interpersonal contact.

Abdulai and Shafiwu (2014) and Dunmade (2021) suggest that for decisions to be effective and efficient, management should provide employees with relevant training and development, information and knowledge sharing programmes in order to maximise participation. The level of participation in this study needed to be properly investigated to enhance the understanding of employee engagement.

2.19 Job satisfaction

Businesses fail to understand the importance of job satisfaction. Job satisfaction is a general emotional reaction the employee has towards their job and job components combined with the employee's evaluation on the work in the organisation (Eslami & Gharakhani, 2012; Thuy et al., 2020). Studies found a positive correlation between job satisfaction and organisational commitment (Suma & Lesha, 2013; Thuy et al., 2020). The findings show that the greater the satisfaction towards the job, the greater the commitment towards the organisation will be. When employees are unsatisfied with assigned work tasks, they are usually uncertain about working conditions and not considered in decision-making processes (Raziq & Maulabakhsh, 2015). This results in low morale, which reflects in employee performance.

Below are some factors that influence job satisfaction levels. These factors were considered in the case study:

i) **Communication:** An important process that stimulates and aligns employees towards organisational objectives. A lack in communication from superiors undermines all positive efforts in attaining organisational goals, resulting in low morale, and ultimately affects employee performance (Kalogiannidis, 2020).

ii) **Culture:** The shared beliefs, attitudes and values of the employees in an organisation, including internal and external interaction within the workforce. Management must determine the type of culture that exists within the organisation to implement the type of culture conducive and correlated to organisational objectives (Thuy et al., 2020).

iii) **Leadership:** The ability to motivate and influence employees towards organisational objectives. Employees are satisfied when they have good leaders (Tiongco & Benedicto, 2020). Therefore, leaders should be skilled in recognising completion of tasks and acknowledging a job well done.

iv) **Working conditions:** Not limited to the physical workplace only. A cooperative workplace that includes the participation, conflict resolution, respect, feedback, planning, shared information, and training is essential for job satisfaction (Gori & Topino, 2020).

v) **Delegation:** The authority of delegation involves effective communication, motivation of staff and goal setting (Shah & Kazmi, 2020). This suggests that an employee finds satisfaction in recognition, responsibility and autonomy.

vi) **Rewards:** Employees are satisfied when they are being paid fairly and according to job demands and skill sets. Not every employee seeks money; however, the perception of fairness in terms of reward will lead to job satisfaction (Shah & Kazmi, 2020).

The above factors influence satisfaction, and therefore management should always strive to improve on current satisfaction levels. The literature on job satisfaction suggests a correlation between these factors and employee performance. However, despite this, there may also be underlying issues to the challenges of change management within the organisation.

2.20 Organisational culture

Organisational culture is defined as a set of important assumptions that members of an organisation share in common (Alomuna & Chima, 2016). Belias and Koustelios (2014) describe organisational culture as the representation of norms in the organisation, which is the main determinant of the work climate. Although every organisation has its own culture, the two major assumptions are beliefs and values. While beliefs are derived from personal experience, values are notions about an ideal future. Alomuna and Chima (2016) further differentiate organisational culture from organisational structure in that structure focuses on the relationship

between individuals in an organisation. Abubakar (2016) associates a strong and positive culture with economic performance, which is a key element contributing to the success of any organisation, but also acknowledges that cultural dimensions are guided by cultural issues.

Participative and transformational leadership maintains a supportive environment for employees by considering both organisational and cultural dimensions. According to Abubakar (2016), an analytical model approach, which includes culture-influencing factors such as structure, motivation and compensation systems, among others, together with environmental culture influencing variables (technology industry structure, competitive characteristics, economic, social), proves that there is no one ideal type of organisational culture that exists or can be formulated. Management systems should be specifically relevant to the environment and relationships to optimise effectiveness (Abubakar, 2016). Alomuna and Chima (2016) state that where there is no unison among employees, conflict will hinder growth and adaption to environmental changes. Belias and Koustelios (2014) report that organisational culture has consistently emerged as a key variable in determining the success of efforts in introducing change into the organisation. The authors further argue that organisational culture is the most challenging aspect of change management interventions, as it comprises both formal and informal structural components that change over time, and even more so with drastic changes. Therefore, understanding the organisational culture in this case study gives an idea of the underlining issues that affect morale and performance levels.

2.21 Identifying the types of organisational cultures

Jalal (2017) posits that even during ordinary times and circumstances, communication is complicated, and the ideologies underlining culture—such as perceptions, beliefs, and feelings—generate the main culture, thus producing cultural preferences with employees who are shaped within the culture. Dada Augustina et al. (2017), Cacciattolo (2014) and Nasaireh et al. (2019) found a direct link between organisational culture—which includes power, roles, tasks, and persons—and organisational performance.

2.21.1 Power culture

Power culture is referred to as the centre of culture control of the organisation, whereby power influences the organisational behaviour and controls employees through the rules and the division of labour, and respecting authorities (Dada Augustina et al., 2017; Alapo, 2018). The authorities are surrounded by subordinates who depend on their direction and the focus is on decisiveness (Nasaireh et al., 2019). Quick decision making reduces disagreement and uncertainty, and respect for the knowledge and ability of leaders leads to low formalisation and high centralisation in power organisations (Dada Augustina et al., 2017).

2.21.2 Role culture

Role culture refers to subordinates who have authorities delegated to them, and the focus of this culture is on job specialisation and description. Dada Augustina et al. (2017) opine that these types of organisations have hierarchical bureaucracies and power that are the result of the position and not of the individual's competencies. The strength of role culture organisations depends on their roles and areas of competence. High centralisation and high formalisation exist as the mode of operations in these types of organisations (Cacciattolo, 2014; Karamushka, Tereshchenko et al., 2019). Organisational changes are usually delayed in a role culture organisation mainly as a means of retaining power. Role power allows subordinates an opportunity to climb the hierarchical ladder, thereby linking culture to performance (Dada Augustina et al., 2017). Employees follow the rules even if they disagree with business requirements (Nasaireh et al., 2019).

2.21.3 Task culture

In a task-oriented culture, the main objective is teamwork, and the emphasis is on expertise and not position. Resources are distributed appropriately, all contributing to the energy of getting the job done (Dada Augustina et al., 2017). Cacciattolo (2014) and Karamushka et al. (2019) refer to this type of organisation as a highly compliant one and therefore the mode of operation is high formalisation and low centralisation; thus, all activities are organised around the team and not the individual. One of the major weaknesses identified in a task culture is that individual efforts are not recognised, which affects the relationship between culture and performance (Dada Augustina et al., 2017). The main focus of task culture is on success, growth and excellence (Nasaireh, et al., 2019).

2.21.4 Persons culture

Dada Augustina et al. (2017) describes a persons culture as rare because individuals determine the organisational goals and objectives. The environment is centred on individuals' mutual trust, and management decisions are based on the impact of actions on people. Cacciattolo (2014) and Karamushka et al. (2019) infer that control systems and hierarchical rigidity may not be practical in this type of organisation as it makes this a type of culture hard to manage. With a persons culture, employees are rewarded equally regardless of achievement (Nasaireh, et al., 2019).

Osibanjo and Adeniji (2013), Cacciattolo (2014), and Nasaireh et al. (2019) infer that culture and performance are interrelated, and that the competitive edge is accomplished through an established culture. The type of culture within the organisation should be communicated to the employees so they may understand and comply with the mode of operation; this reinforces organisational commitment and enhances performance (Dada Augustina et al., 2017). An employee who thrives in one type of organisational culture, might not do well in another

(Cacciattolo, 2014; Karamushka et al., 2019). It is therefore up to executive management to be able to handle all types of organisational culture, to identify and integrate within. Based on the preceding literature, one could deduce that evaluating an organisational culture may help in implementing both structural and technological changes, and identifying standards, assumptions and beliefs shared among employees. Management is then able to establish the deficit in the current state of the culture versus the desired culture.

2.22 Relationship between organisational culture, job satisfaction and performance

Strong culture leads to strong performance. Nikpour (2017:66) describes organisational performance as "the sum of accomplishments achieves by all businesses and part of an organisational goal within a certain time period". Organisational culture aligns with organisational and employee performance and therefore has a direct and positive impact on the level of performance of employees (Bell & Roebuck, 2015; Soomro & Shah, 2019). In a study by Soomro and Shah (2019), organisational culture is described as having a positive and significant impact on job satisfaction, while job satisfaction has a positive and significant impact on employee performance.

2.23 Summary

The literature in this chapter covered organisational restructuring and delved into three types of structures, namely: centralisation, decentralisation and formalisation. Each structure type benefits the organisation to some degree. However, challenges in performance and participation still exist even in a mature state. Furthermore, organisational factors, commitment and organisational change were addressed and although many suggestions have been proposed in previous research, the high failure rate in change initiatives has not improved over time.

Employee engagement and participation in decision making is likely to increase employee performance; however, decision making is still perceived as a political tool that management holds on to in order to their retain power at the top. A link has been established between job satisfaction, employee commitment and performance. When employees find job satisfaction, it increases staff morale, which translates and contributes positively to employee performance. More so, the types of organisational culture that exist within the organisation dictate the beliefs and values of the employees, which are based on past experiences as well as future ideals. Organisational culture encompasses all the factors that affect employee performance, from dealing with change to employee commitment and engagement.

The research questions are:

RSQ 1.1 What are the challenges faced by organisations with employee performance when organisational structure changes are implemented?

RSQ 1.2 How can employees be involved in organisational structural changes to keep them motivated?

RSQ 1.3 How does change in an organisational structure affect employee performance?

These questions were asked with aim of exploring the factors that affect employee performance when structural change in an organisation occurs. In answering these questions, key concepts and definitions were discussed in this chapter.

The next chapter (3) presents the research methodology.

CHAPTER 3: RESEARCH METHODOLOGY
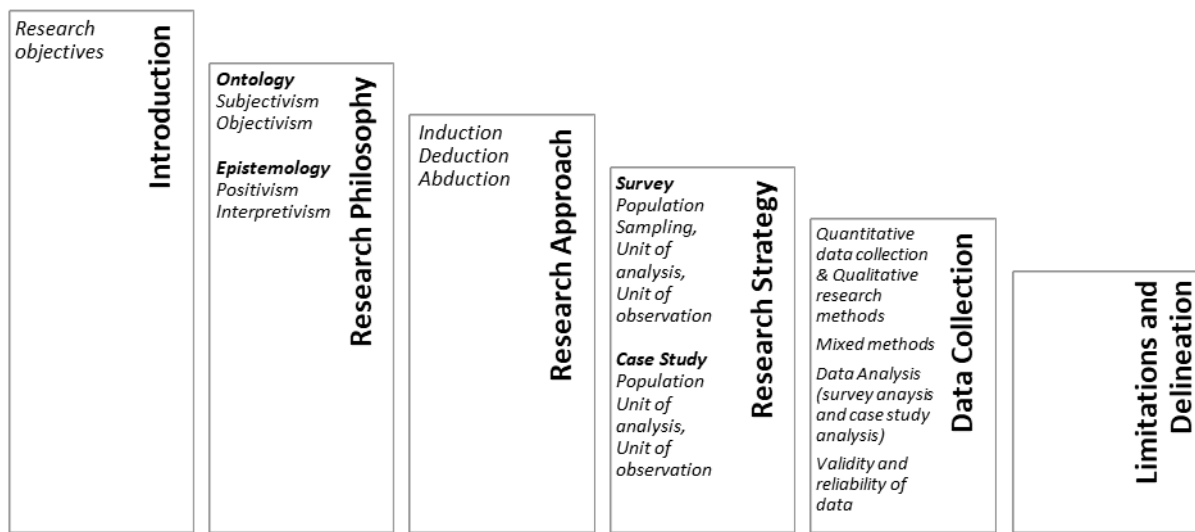
Figure 3.1: Layout of Chapter 3

3.1 Introduction

This chapter addresses the research design and methodology applied in the study, including the sample from which data were collected, the data collection tools, and the administration thereof. The aim of the study was to explore the factors that affect employee performance when structural change in an organisation occurs.

The research objectives were formulated as follows:

i) To determine how organisational structural changes affect employee performance.

ii) To investigate the level of participation needed to keep employees motivated when change is implemented.

iii) To ascertain the perceptions of change by employees and how it influences resistance and performance.

To explore the aim and objectives, a mixed research methodology was applied. Qualitative research was conducted in the form of interviews (Appendix A), and quantitative research was performed using a questionnaire (Appendix B). Both methods were deemed appropriate to address the aim and objectives. Carminati (2018) describes the difference between qualitative and quantitative research designs as the difference in philosophical perspectives. Mehrad and Zangeneh (2019:2) state that quantitative research "regulates the connotation between an independent variable and a dependent or consequence variable in a population". Qualitative research designs are to understand, explain and explore feelings, perceptions and attitudes in depth, while quantitative research designs are specific, structured and tested for validity and

reliability (Apuke, 2017; Queirós et al., 2017; Basias & Pollalis, 2018; Carminati, 2018; Rutberg & Bouikidis, 2018).

The research methodology chapter is presented as follows: i) research philosophy; ii) research strategy; iii) data collection; iv) data analysis; v) limitations; vi) delineation; vii) ethical considerations; and viii) summary.

3.2 Research philosophy

3.2.1 Introduction

A common starting point in research is to ascertain the philosophical stance using a research paradigm, which is imperative because it shapes the researcher's methodological approach in exploring the research question (Ragab & Arisha, 2018:2). The two main pillars of research philosophy are the ontological and epistemological stance of the researcher.

3.2.2 Ontology

Ontology is explained as a section of philosophy that studies the nature of reality and the essence of its existence. Ontology comprises two main perspectives: subjectivism and objectivism (Ragab & Arisha, 2018:2).

i) **Subjectivism** refers to an outcome that is not ascribed to the object, meaning the object itself makes no contribution to the meaning imposed on the object by the subject based on perceptions and consequent actions (Al-Ababneh, 2020:79).

ii) **Objectivism** in social sciences explains social phenomena as independent from the mind and the agent (Al-Ababneh, 2020:70). This means objectivism views the social phenomena as a structure that exists separately from people's actions and beliefs.

This research followed a subjectivist approach to uncover and understand the experiences of the participants.

3.2.3 Epistemology

Epistemology as a phenomenology "explains the study of the nature of knowledge, how it is acquired and presents a similar two-fold debate between positivism and interpretivism" (Ragab & Arisha, 2018).

i) **Positivism** assumes dualism and objectivism in accordance with epistemological assumptions, therefore it is possible to continue the attitude of an external observer and eliminate the influence of values and opinions (Jemielniak & Ciesielska, 2018:21). The focus is on connection and generalisation.

ii) **Interpretivism** is a theoretical perspective that emerged in contradistinction to positivism to understand and explain human and social reality and look for the

culturally-derived and historically-situated interpretations thereof (Al-Ababneh, 2020:80). The emphasis is on the detail and motivation of reality.

This study adopted an interpretivist stance to gain insight into perceptions and behaviours.

3.2.2 Research approach

3.2.2.1 Induction

With induction, making observations or forming concepts and theories involves moving from the particular to the general (Woiceshyn & Daellenbach, 2018:6). This means induction is a reasoning method that seeks truth to the closest proximity. This approach is the "reasoning of a series of specific observations that leads the researcher to reach a general conclusion that may be true" (Mitchell, 2018:104). Inductive research is mostly used with qualitative research methods such as case studies and ethnography, which allow the answering of 'how' and 'why' questions and detecting patterns over time (Woiceshyn & Daellenbach, 2018:3). If there exist a pattern, there is some correlation, and induction methods recognise correlations (Vo, 2022:8).

In summary, the inductive approach starts with collecting data through interviews. The data are analysed to formulate a theory that requires confirming and/or disproving it through further research.

3.2.2.2 Deduction

Generally, deductive research involves quantitative methods through numerical interpretation processes, followed by validation and generalisation to determine its appropriateness for testing and demonstrating a theory or model (Park et al., 2020). Deduction entails moving from the general to the particular, which starts with a theory, deriving hypotheses from this theory, testing the hypotheses, and then revising the theory (Woiceshyn & Daellenbach, 2018). The deductive approach is informally referred to as a "top-down" approach, moving from theory to data that are narrowed to specific hypotheses ehich can be tested (Mitchell, 2018:104).

3.2.2.3 Abduction

Abduction, referred to as the abductive approach, addresses the weakness associated with both deductive and inductive approaches (Mitchell, 2018:105). Symons and Holton (2020:11) simplified the approaches to:

   i)   If … then (deduction)
   ii) Finding patterns (induction)
   iii) Detecting (abduction)

The comparison between the inductive, deductive and abductive approaches is tabulated in Table 3.1.

Table 3.1: The contrast between the inductive, deductive and abductive approaches (adopted from Mitchell, 2018:105)

	Induction	**Deduction**	**Abduction**
Logic	Known premises are used to generate untested conclusions.	When the premises are true, the conclusions must also be true.	Known premises are used to generate testable conclusions.
Generalisation	From the specific to the general.	From the general to the specific.	From the interactions between the specific and the general.
Use of data	Data collection is used to explore a phenomenon, identify themes and patterns, and create a conceptual framework.	Data collection is used to evaluate propositions or hypotheses related to an existing theory.	Data collection is used to explore a phenomenon, recognise themes and patterns, locate these in a conceptual framework and test this through subsequent data collection.
Theory	Theory generation and building.	Theory falsification or verification.	Theory generation or modification; incorporating existing theory where appropriate, building new theory or modify existing theory.

The abduction approach uses the data to explore a phenomenon, identify themes and patterns to create and/or modify existing theory (Mitchell, 2018:104). This approach is a combination of qualitative and quantitative research. For this reason, an abductive approach was followed.

3.3   Research strategy

No strategy is inherently superior or inferior to any other, and each strategy can be used for exploratory, descriptive or explanatory research (Saunders et al., 2009; Rutberg & Bouikidis, 2018). For this research, a mixed method strategy (section 3.4.5) was followed, using a survey and case study as strategies.

3.3.1   Survey

3.3.1.1 Introduction

A survey provides a numeric description of trends, attitudes and opinions of the targeted population by studying a sample of that population (Creswell, 2014; Queirós et al., 2017). In this research, a survey was conducted consisting of 57 questions (Appendix B).

3.3.1.2 Population

The respondents were drawn from three depots in the Western Cape. The only selection criterion was that the participants had to be permanent staff members. A total of 120 paper-based questionnaires were distributed by hand to the participants. The total number of questionnaires distributed was based on the premise that 120 was a good representation of the population in the Western Cape (40 permanent staff members across 3 depots). A total of 83 questionnaires were returned. Each questionnaire was returned by hand to a person in the administration office who was assisting with the distribution and collection of the questionnaires. The return rate of 69% of the overall questionnaires distributed attests to the

success of the data collection. The respondents included administrative personnel, as well as managerial and operational staff.

3.3.1.3 Sampling

A purposive and probability sampling technique was used for the survey to select staff members that possess appropriate knowledge and experience on the subject. The research sample comprised administrative, management and operational staff. In addition, one of the reasons for adopting purposive sampling was based on the sample size chosen for the study.

3.3.1.4 Unit of analysis

The unit of analysis for the case study was the change management process within the organisation under study.

3.3.1.5 Unit of observation

Morin et al. (2021:302) define the unit of observation as "the element on which variables are measured, that is, which data is collected". The unit of observation in this study was the population (200) affected by all organisational changes that took place. The outcome of organisational change—whether it was success or failure—had a major impact on the future roles, responsibilities and personal development of staff within the organisation. According to Azer et al. (2021:10), the data gathered through surveys should demonstrate a correlating or contrasting view based on the literature; however, at the abduction stage, the goal is to explore the data and identify patterns.

3.3.2 Case study
3.3.2.1 Introduction

The case study is a logistics company comprising approximately 200 permanent employees (section 4.1). This organisation underwent a structural change whereby certain functions were centralised to increase efficiencies and standardise workflow as a cost-saving initiative. The company was formed in 1971 and gradually expanded nationwide, with seven depots functioning independently from one another. Three years prior to the commencement of this research, the company took a decision to centralise various functions to standardise processes, increase efficiency, and reduce costs. The organisational change in structure resulted in a dip in performance, relocation of staff, high staff turnover, and major inefficiencies. HR reports suggested low staff morale, a high absenteeism rate, and an increase in disciplinary cases, while the Customer Service department reported a continuous high trend in customer complaints, customer claims and overall low service ratings.

3.3.2.2 Sampling

Purposive (non-random) sampling techniques were applied since participants had the knowledge and characteristics necessary to address this study's objectives (Etikan et al., 2016; Andrade, 2021). Convenience sampling, where individuals are available and willing to provide the necessary information for the research, was also employed as a strategy (Mweshi & Sakyi, 2020). According to Mweshi and Sakyi (2020), non-random sampling is associated with smaller sample sizes, and the results of a study are meaningful when interpreted appropriately and used in conjunction with statistical theories.

3.3.2.3 Unit of analysis

The unit of analysis for the case study was identified as the change management process within the organisation. The process included the challenges, level of involvement, and performance outcomes after the change was implemented.

3.3.2.4 Unit of observation

The unit of observation was the change facilitators. Twelve (12) change managers were approached, but only four agreed to participate. Participants were reluctant to participate in the interviews as there were some concerns around the purpose of the study, one being that the outcome of the study could lead to criticism of their leadership styles. However, leadership styles did not form the basis of this research and the interviews were simply to explore the attitudes towards change and communication during this time (section 4.4). The change facilitators comprised a large portion of the population as their actions and methods impact on organisational culture.

3.4   Data collection
3.4.1   Introduction

This section describes the i) qualitative research methods, ii) quantitative data collection, iii) data collection processes within qualitative research methods, and iv) mixed methods research.

3.4.2   Qualitative research methods

This study applied the qualitative research approach, as the aim was to explore and gain the perspective from a selected group of people (change facilitators). This approach made it possible for collecting data through observation to support both the data and the theoretical ideas in the literature.

Qualitative research focuses on aspects of reality that cannot be quantified, and the understanding and explanation of the dynamics of social relations (Queirós et al., 2017). Qualitative research offers advantages such as a holistic view and a deepened understanding

of the research (Basias & Pollalis, 2018). Qualitative data are based on meanings expressed through words, the collection of results in non-standardised data, and the analysis conducted using conceptualisation (Saunders et al., 2009; Carminati, 2018). Creswell (2014) and Bazen et al. (2021) convey various characteristics of qualitative research in Table 3.2.

Table 3.2: Characteristics, description and purpose of qualitative research (Creswell 2014;162; Bazen et al., 2021:245)

Characteristics	Description and purpose
1) Natural setting	Gathering information by talking to the participants and observing them within their context with face-to-face interaction.
2) Researcher as key instrument	The researcher collects data through examining documents, observing behaviour and conducting interviews.
3) Multiple sources of data	Gathering data from multiple sources through interviews, observations, documents and audio-visual information.
4) Inductive and deductive data analysis	The researcher builds his or her patterns, categories and themes from the bottom up by organising the data and at a later stage looking back and determining if more evidence can support each theme or if more information is needed.
5) Participant meanings	Focus is on learning the meaning(s) that the participant holds and not any preconceived meanings that may be expressed in the literature.
6) Emergent design	The initial plan cannot be firmly prescribed, and processes and phases may be adjusted as the research progresses.
7) Reflexivity	Reflecting on how the inquirers' background, culture and experiences hold potential for shaping their interpretations.
8) Holistic account	Developing a complex picture of the problem or issue by reporting multiple perspectives and identifying the many factors involved in a situation.

3.4.3   Quantitative data collection

A survey (Appendix B) was used data collection method, with a questionnaire as the instrument. Saunders et al. (2009), Queirós et al. (2017) and Basias and Pollalis (2018:96) suggest that questionnaires are influenced by a variety of factors, such as:

   i)   Characteristics of the respondents
   ii)   Importance of reaching the targeted respondent
   iii)   Uncontaminated and undistorted answers
   iv)   The sample size and response rate
   v)   The type of questions
   vi)   The number of questions

All these factors were considered to develop the questionnaire.

Before distributing the questionnaire, a pilot study was conducted with a small group of participants (7) within the administration office to ensure the understandability of the questions. Some suggestions regarding the questions were considered and included in the final questionnaire. The hardcopy of the survey were then distributed to the population (section

3.3.1.3) within the various administration offices (3) at the various depots only in the Western Cape region. A notice (Appendix C) was sent to the staff advising on the questionnaire, and participants were given the option to participate at their own discretion. A private space was provided to complete the questionnaire and confidentiality was assured. The questionnaires were distributed to employees on different levels and departments within the organisational structure to determine their perceptions, experiences and expectations about how change is communicated and implemented, and how it personally affects their immediate environment and performance. The selection of administrative staff was for convenience and minimal disruptions of the other departments.

Probability sampling eliminates bias and participants were allowed adequate time to complete the questionnaires. Of the population of 120 staff members (Western Cape region), 83 employees completed the questionnaires. This relates to 69% of the targeted population.

3.4.4 Qualitative data collection

In this research, qualitative data were collected using a semi-structured face-to-face interview comprising open-ended questions (Appendix A). The interview assisted with collating valuable and reliable data relevant to the study's research objectives. Interviews on change management were conducted with managers who acted as change facilitators (4) (section 4.4) to gather information on change implementation and the effects thereof in the organisation. The semi-structured interviews allowed for probing questions and answers that afforded the participants the opportunity to provide more information and clarify their answers and opinions. Participants were non-randomly, purposively and conveniently selected.

The one-on-one interview with each participant lasted about 20 to 30 minutes. The interview questions were designed for change facilitators and included three sections covering three fundamental topics emanating from the literature review. The format of the interview discussion guide included open-ended questions (Appendix A).

A brief outline of the main issues were summarised and discussed with each participant. Although cognisant of the time constraints, the setting and pace of the interviews left ample time to record responses after each question. The responses were manually recorded. One of the participants raised the concern that these types of interviews are viewed as an interrogation of their management style, alluding to the lack of response to the call for interviews and participation in the research. Verbal reassurance was given to the participants that all information would be protected and treated confidentially.

3.4.5 Mixed methods

A mixed method approach was used since there were two distinct methods of data collection (survey and case study), resulting in both qualitative and quantitative data being collected. Mixed methods using interviews (interpretivism) and a survey (positivism) reside in the middle of the quantitative–qualitative continuum because it incorporates elements of both methods (Creswell, 2014; Apuke, 2017; Queirós et al., 2017; Basias & Pollalis, 2018; Carminati, 2018; Rutberg & Bouikidis, 2018). Creswell (2014) explains that mixed methods research involves the collation of both quantitative and qualitative data, integrating the two forms of data and includes philosophical assumptions and theoretical frameworks. Queirós et al. (2017) and Rutberg and Bouikidis (2018) describe it as complimentary and collaborative. The use of mixed methods provides better opportunities for answering questions and enables better evaluation to the extent to which the research findings can be trusted and inferences can be made (Saunders et al., 2009; Basias & Pollalis, 2018; Carminati, 2018). Quantitative research tests objective theories by examining the relationship among variables, while qualitative research explores and understands the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014; Apuke, 2017; Queirós et al., 2017; Basias & Pollalis, 2018; Carminati, 2018; Rutberg & Bouikidis, 2018). Some of the reasons for using mixed method designs are tabulated below (Table 4.3):

Table 3.3: Reason for using mixed methods as research strategy

Reason	Explanation
Triangulation	The use of two or more independent sources of data or data collection methods to validate research findings within a study (Saunders et al., 2009; Rutberg & Bouikidis, 2018).
Complementary	The use of two or more research strategies so that different aspects of an investigation can be merged (Saunders et al., 2009; Carminati, 2018).
Study of different aspects	Quantitative to look at macro aspects and qualitative to look at micro aspects (Saunders et al., 2009; Basias & Pollalis, 2018).

A set of core characteristics of mixed methods research is described by Basias and Pollalis (2018:97) as follows:

   i)   The inclusion of both qualitative (open-ended) and quantitative (closed) data in response to the research questions.

   ii)   The analysis of both forms of data.

   iii)   Procedures for data collection and analysis of both research methods should be conducted thoroughly.

   iv)   The integration of the two forms of data in the design analysis through merging, connecting and embedding the data.

v) The procedures incorporated in the design include the timing of the collection as well as the emphasis for each database.

vi) These procedures can be informed by a philosophical worldview or a theory.

The mixed methods approach proved to be beneficial as it resulted in more comprehensive evidence and provided strength to offset the weaknesses of both the qualitative and quantitative research methods.

3.5   Data analysis

3.5.1   Introduction

Ashirwadam (2014:1) describes data analysis as a method of using facts and figures to solve the research problem along with interpreting the data to make inferences and draw conclusions. Similarly, Harrison et al. (2020:6) state that data analysis includes the reporting of analysis procedures for both qualitative and quantitative data that ranges from simple to more complex approaches. The connection between perceptions and theories is explored to evaluate trends.

3.5.2   Survey data analysis

The analysis was derived from the results of the survey. Surveys consist of predetermined questions, which are used to "access opinions, thoughts, and feelings to understand behaviour over time" (Ashirwadam, 2014:3). The data from the questionnaires were extracted (Appendix B) and exported to a Microsoft Excel spreadsheet and converted to infographics for interpretation and illustration of the relationships in the data. The infographics included graphs, charts, tables and frequency tables presenting the outcome, which was then used to enable further discussions of the findings.

3.5.3   Case study analysis

According to Rashid et al. (2019:5), case study research consists of a detailed investigation, with empirical data collected over time from a well-defined case to provide an analysis of the context and processes involved in the phenomenon. The qualitative data were gathered from the responses provided by the interviewed participants (section 3.5.3.2). The face-to-face interviews were transcribed, and the data were later validated through participant validation to improve accuracy and credibility. The questions were intended to extract the experience, opinions and thoughts of the change facilitators on organisational change and their respective roles in the process. The responses were coded and summarised using thematic analysis.

3.5.3.1 Coding

According to Rietz and Maedche (2021), coding allows researchers to make sense of the vast amounts of data typically created through interviews, field notes, and other qualitative data

collection techniques. It is the process of reducing the transcribed data without losing the meaning and it starts with assigning labels to important information. In this study, the labels were grouped into categories and then themes were developed and aligned to the research questions (section 4.6, Table 4.16). Interpretation-focused coding describes and makes sense of the data, thereby reflecting on the meaning and matching it to the research questions. Interpretation-focused coding minimises any biases and allows for some forms of meaning to be drawn out. MS Word was employed to categorise and analyse patterns of the encoded data. In addition, general observations in the interviews were considered.

3.5.3.2 Validity and reliability of data

As a rule, studies should be conducted in a valid and logical manner. Zohrabi (2013) mention that the main research instruments using different types of procedures for data collection and/or the collation of information from various sources in a mixed method design can augment the validity and reliability of data as well as the interpretation thereof. Kumar (2018) alludes to the importance of establishing quality results through using questions as the basis of the findings and conclusions. Since inaccuracies can be introduced at any stage of the research, the concept of validity can therefore be applied to part of, or the entire research process.

Rose and Johnson (2020:4) refer to validity as the process of determining the fidelity (accuracy) of the findings from the stance of the researcher. There are several types of validity; however, one should consider the following three in this connection:

i) **Content validity** refers to the extent to which the measuring instrument provides sufficient coverage of the topic (Bushra, 2018).

ii) **Criterion-related validity**, also known as instrumental validity, relates to the researcher's ability to predict an outcome or estimate the existence of some current condition (Kothari, 2004). This criterion should include the following qualities: relevance, freedom from bias, reliability and availability.

iii) **Construct validity** refers to the degree to which scores on a test can be validated by the explanatory constructs of a sound theory (Kothari, 2004; Bushra, 2018).

The nature of this research was exploratory to gain employee opinions on possible improvements of the change management process. Therefore, enabling employees to answer the survey questionnaire honestly and managers to have open interview questions and accurately recording their perceptions would be considered as addressing the issues of validity. The triangulation method was used to ensure validity and credibility through critically scrutiny of the work, verifying implications through the access of journals and sharing the transcriptions to the interviewees for validation of correctness.

Reliability is a measuring concept that allows researchers to estimate errors when assessing qualitative data, while reliability in quantitative research refers to the scores of items on an instrument being internally consistent (consistent across constructs and test-retest correlations) (Creswell, 2014; Bazen et al., 2021). Kothari (2004:75) suggests that reliability can be improved in the following ways: i) standardising the conditions under which the measurement takes place; and (ii) carefully designing the direction for measurement with no variation from group to group. The questionnaire was piloted for errors that needed to be corrected and for obtaining guidance on the construction of the questions to yield valuable, unbiased data. The reliability of the survey responses was tested using Cronbach alpha and SPSS for this study (section 4.3).

3.6 Limitations

This study investigated employee perceptions about the impact of the implementation of change within the organisation.

i)   The semi-structured interviews in this case study had a very small sample size, thus, the exclusion of different insights may have lacked a deeper and comprehensive understanding of change within the organisational environment.

ii) Although the majority of the employees were based in the Western Cape, the input of employees in other regions was not included in the survey, which may have affected the depth of the results.

Due the uniqueness of each company, the findings from this research may not be generalised to all companies dealing with organisational change.

3.7 Delineation

It would have been meaningful to include a larger spectrum of the population in this research, but both time and location were constraints, and the main focus was on sites in the Western Cape Province. Furthermore, this study only focused on current permanent employees and excluded the external population such as ex-employees who exited the business due the organisational change, as well as external stakeholders who were affected by employee performance. The research did not include other organisations for a comparative analysis. Results were based solely on the reference of the organisation in this study.

3.8 Ethical considerations

Ethical concerns were considered in the planning phase and during the research process. Participants were assured of anonymity, confidentiality and the right to withdraw from the process at any time. Saunders et al. (2009) and Arifin (2018) mention that the avoidance of harm (non-maleficence) can be considered the cornerstone of ethical issues for the researcher, because the way in which consent is obtained, confidentiality is preserved, data

collected from participants are used, analysed and reported on all have the capacity to harm the participants. Arifin (2018) opines that participants should have the freedom of choice to accept or decline participation. Participants were made aware that they could at any time withdraw from the research. It was with this mind that the ethical issues of suspicions and mistrust from participants were given the appropriate sensitivity and priority. A consent letter was signed and approved by the Managing Director of this organisation upon consultation and an ethical clearance certificate (Appendix E) was received from the institution concerning the collection of data and proposed questionnaires. Each questionnaire (Appendix C) had a cover letter attached, describing the aims of the study and ensuring anonymity and confidentiality.

The following principles guided this research:
- Respect confidentiality
- Beneficence
- Non-maleficence
- Ethical practice in relation to research colleagues and participants

3.9   Summary

This chapter discussed the research methodology and methods to obtain data. A mixed methodology approach was employed. The chapter covered the research philosophy, research approach, research strategy, and data collection. The research philosophy provided an overview of ontology (subjectivism) and epistemology (interpretivism). The induction, deduction and abduction research approaches were compared to determine the most appropriate approach that would provide a deeper understanding of the phenomenon at hand. An abductive approach was selected.

The chapter further discussed the research strategy (survey and case study) and data collection instruments with the inclusion of both qualitative (open-ended) and quantitative (closed) data in response to the research questions. The population for the survey consisted of approximately 200 employees; however only 120 were targeted in the Western Cape, with a 69% response rate.

The unit of observation was identified as the change facilitators in the case study. Twelve (12) participants were approached but only four (4) change managers agreed to participate. The unit of analysis was the change management process within the organisation. Data collection included a survey with closed questions that targeted the broader population in the organisation. A semi-structured face-to-face interview containing open-ended questions was used to collect data from the change facilitators.

A survey and case study analysis were conducted to interpret the data and draw conclusions. Adherence to ethical principles and considerations were included, and limitations and delineation concluded this chapter.

The next chapter (4) discusses the research results of the study.

CHAPTER 4: DATA ANALYSIS AND FINDINGS
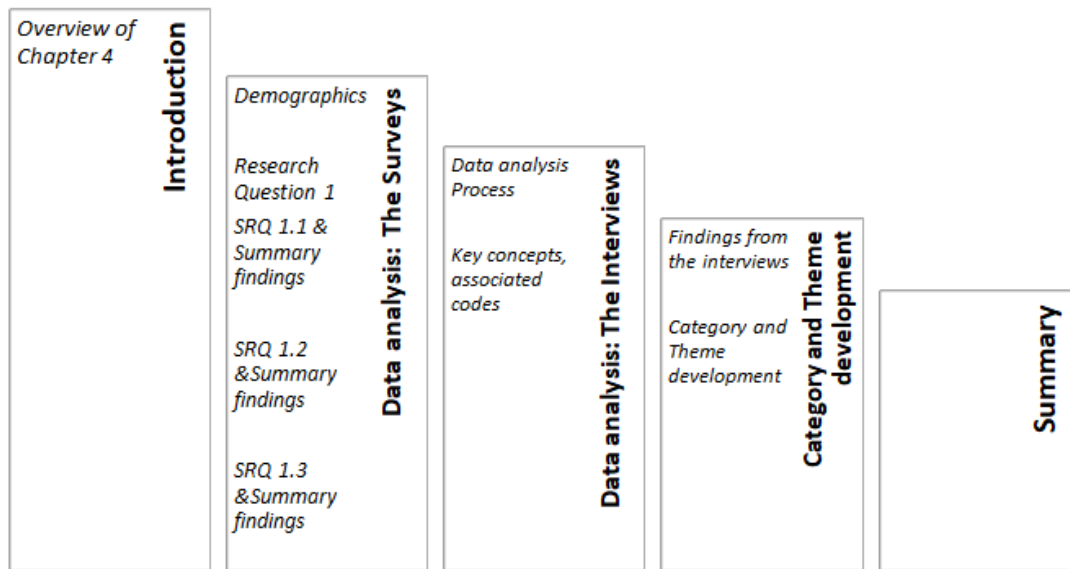
Figure 4.1: Layout of Chapter 4

4.1 Introduction

This chapter presents the data analysis and findings of both the quantitative and qualitative approach. The data were collected from the employees of an organisation that has undergone organisational restructuring. The participants were occupying different positions at different levels within the company (section 3.3.2). The aim of this research was to understand the institutional factors that influence employee performance after a structural change in the organisation has occurred. To achieve the aim, the organisation's change management, existing communication management, organisational culture, and decision-making had to be understood. This chapter is organised as follows: i) data analysis of the survey; ii) results of the survey; iii) interviews results; iv) findings, categories and themes developed from the interviews conducted; v) summary.

4.2 Analysis of survey results

The data analysis section covers the following: i) demographic overview; ii) age categories; iii) job grades; iv) years of service; v) communication channels; and vi) preferred communication channels.

4.2.1 Demographic overview

Demographic information refers to age levels, education, job grade, and years of service to give the reader an idea of the background of the participants. The questions asked in the demographics information section were used to indicate the participant categories.

4.2.1.1 Age

The sample comprised 83 participants in the age range of 18-25 years (9%), 26-35 years (29%), 36-45 years (41%), and 45+ years (21%). Figure 4.2 displays the age categories of the participants.
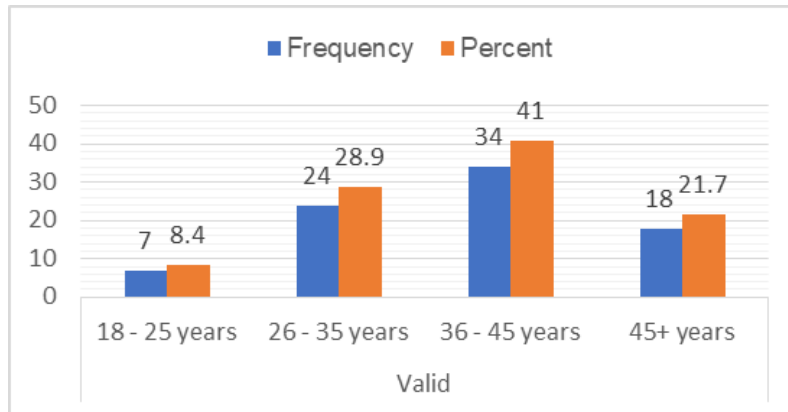
Figure 4.2: Age distribution of participants in the organisation

4.2.1.2 Level of education

The participants' education levels were 36% pre-matric, 42% matric and 22% tertiary education. Figure 4.3 displays the level of education of the participants.
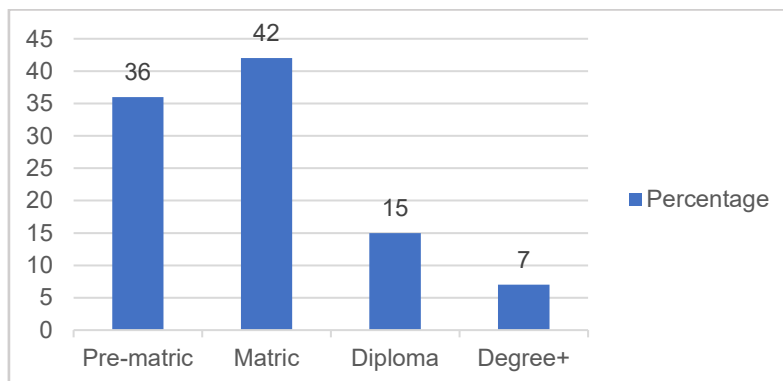
Figure 4.3: Education levels of participants in the organisation

4.2.1.3 Job grade

Grades A and B indicate operational staff, Grade C indicates a supervisory level, and Grade D and above indicate management levels. In total, 90,4% of the respondents were categorised as Grade A and Grade B, while grade C, D and above made up the remaining 9,6%. Table 4.1 displays the job grade categories of the participants.

Table 4.1: Job grade levels of the participants in the organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade A	21	25.3	25.3	25.3
	Grade B	54	65.1	65.1	90.4
	Grade C	6	7.2	7.2	97.6
	Grade D and above	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

*Frequency - is the number of cases that fall into each category of the variable being analysed.

4.2.1.4 Years of service

Years of service in the organisation are divided into 0-5 years, 6-10 years, 15-20 years, and 20+ years. Table 4.2 categorises the participants according to number of years of service.

Table 4.2: The years of service in the organisation by the participants

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	32	38.6	38.6	38.6
	6-10 years	29	34.9	34.9	73.5
	15-20 years	12	14.5	14.5	88.00
	20+ years	10	12.0	12.0	100.0

*Frequency - is the number of cases that fall into each category of the variable being analysed.

Most of the participants (73.5%) have been working less than 10 years for the organisation, with 26.5% of them being long term service employees. Based on the data above, it can be inferred that a substantial number of employees have grown with the organisation or have a fair amount of experience in their positions. They would have experienced many changes in this organisation over a span of 15+ years.

4.2.1.5 Communication channels

As reflected in Figure 4.4, the communication channels in the organisation are meetings, email, posters, and gossip.
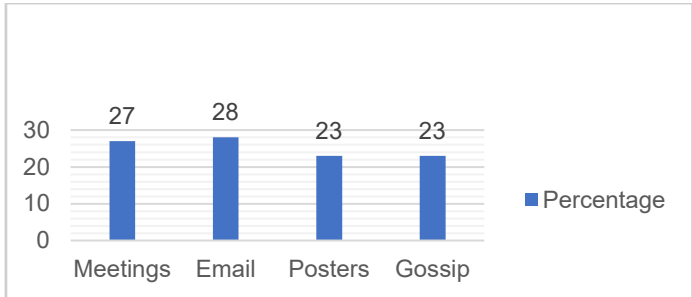
Figure 4.4: Communication channels used by the participants in the organisation

The percentage range on the chart indicates a close outcome on how organisational activities are communicated to the staff, with meetings (27%), emails (28%), posters (23%), and gossip (23%).

4.2.1.6 Preferred communication channels

Figure 4.5 reflectes that the preferred channels of communication are meetings, email, posters, and gossip. Figure 4.5 displays the preferred communication channels by the participants.
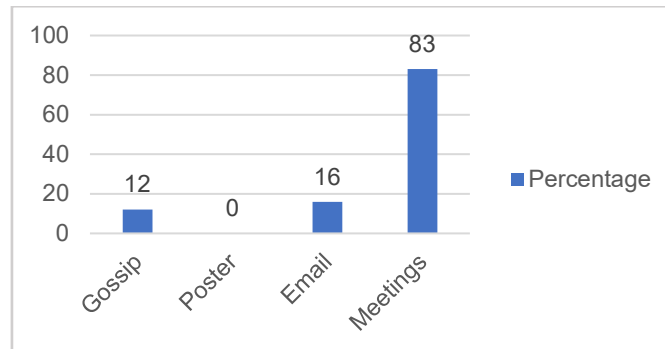
Figure 4.5: Preferred communication channels of the participants

Eighty-three percent (83%) of the participants prefer meetings over any other communication channel. From this, it can be concluded that face-to-face communication still holds value in this organisation.

4.3.1 Results of the survey

This section covers the way the organisation implements change and how it is received by the participants. The questions vary from the effectiveness of change, the understanding of why change occurs, the benefits thereof, and their perceptions. The interview questions (IQs) (Appendix A) were derived from the RQ and RSQs, as shown in Chapter 1, Table 1.1.

4.3.1.1 Research question (RQ)

i)   Research sub-question 1.1

RSQ 1.1:   What are the challenges faced by organisations with employee performance when organisational structure changes are implemented?

Questions A1 to A19 were posed to determine the opinions of the participants about the effect of change on the participants and on the organisation. The results using a Likert Scale are shown in Figure 4.6.

PERCENTILE RESULT OF THE LIKERT SCALE

PERCENTAGES

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Variable	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A1	Change does more good than harm:	14.5%	37%	6.0%	39.8%	2.4%
A2	Change happens frequently in my organization:	22.9%	53%	1.2%	22.9%	0.0%
A3	I am always well informed before changes are implemented...	14.5%	28%	2.4%	43.4%	12.0%
A4	Organizational changes are thoroughly explained to me by...	10.8%	49%	2.4%	33.7%	3.6%
A5	I feel comfortable expressing my concerns regarding change...	8.4%	47%	4.8%	33.7%	6.0%
A6	I understand the need for restructuring at my organization:	8.4%	46%	1.2%	36.1%	8.4%
A7	I am aware that certain administrative functions (IT, HR,...	9.6%	52%	4.8%	32.5%	1.2%
A8	The recent organizational changes has enhanced my current...	4.8%	17%	6.0%	47.0%	25.3%
A9	Change usually provides growth opportunities for me at my...	4.8%	20%	6.0%	44.6%	24.1%
A10	I have benefited from changes in reporting structures and...	2.4%	20%	2.4%	65.1%	9.6%
A11	I always feel empowered when change is implemented:	2.4%	19%	6.0%	65.1%	7.2%
A12	Change in my organization influences my work performance...	4.8%	22%	3.6%	66.3%	3.6%
A13	Change in my organization enhances my personal...	7.2%	24%	12.0%	51.8%	4.8%
A14	Change makes me work more effectively and efficiently:	4.8%	20%	12.0%	57.8%	4.8%
A15	I support any change in my organization:	3.6%	33%	14.5%	42.2%	7.2%
A16	My manager is always positive about change:	8.4%	71%	10.8%	9.6%	0.0%
A17	My colleagues are always positive about change:	1.2%	33%	9.6%	54.2%	2.4%
A18	I am always given the opportunity to provide feedback after...	2.4%	49%	4.8%	36.1%	7.2%
A19	I am positive about future changes in my organization:	6.0%	29%	7.2%	48.2%	9.6%

VARIABLES

■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

Figure 4.6: Effect of change on the organisation

A total of 51,8% of the participants agree to strongly agree versus the 42,2% who disagree to strongly disagree that change does more good than harm (A1) and change happens frequently in this organisation (A2, 75,9%). A total of 55,4% of the participants disagree to strongly disagree that they are well informed of changes before they are implemented in the workplace (A3). However, change is explained by management to the participants. Sixty point two percent (60,2%) of the participants agree to strongly agree that changes are thoroughly explained by the managers (A4). A total of 55,4% of the participants are comfortable expressing their concerns regarding change (A5). Participants agree to strongly agree that there has been a need for restructuring in the organisation (A6), and 61,4% of the participants agree to strongly agree that they are aware of the recent changes in the organisation (A7).

A total of 72,3% of the respondents disagree to strongly disagree that the changes enhanced their role profile (A8). Similarly, 68,7% also disagree to strongly disagree that change provides growth opportunities in the organisation (A9). This is in line with the 74,7% of participants who disagree to strongly disagree that they have benefited from the change in the restructuring

(A10) of the organisation. Participants are of the opinion that the change has not provided them with opportunities. Furthermore, 72,3% of the respondents disagree to strongly disagree that they always feel empowered by change in the organisation (A11). This flows through to the finding that 69,9% disagree to strongly disagree that changes positively influence work performance (A12). A total of 56,6% of the participants disagree to strongly disagree that change in the organisation positively enhances personal development (A13), and 62,7% also disagree to strongly disagree that change makes them work more efficiently (A14). This results in 49,4% of the participants disagree to strongly disagree with supporting change in the organisation (A15).

Seventy-nine point 5 percent (79,5%) of the participants agree to strongly agree that their managers (79,5%) are positive about changes in the organisation (A16), but 56,6% disagree to strongly disagree that their colleagues are positive about change in the organisation (A17). As indicated in the Figure 4.6, 51,8% of the participants agree to strongly agree that they are always given an opportunity to provide feedback after changes has been implemented (A18). A total of 57,8% of the participants disagree to strongly disagree that they are positive of future changes in the organisation (A19). Table 4.3 displays a summary of these findings linked to the RQ, RSQs, categories and themes.

Table 4.3: Summary of findings linked to the RQ, RSQs, categories and themes

No.	Section A: Summary of findings	RQ	RSQ	Category	Themes
1	Change is good	1	1.1	Change implementation	Organisational change
2	Change happens frequently	1	1.1	Change management	Organisational change
3	Staff is not well informed of changes	1	1.2	Communication in a changing environment	Communication
4	Change is thoroughly explained by management	1	1.2	Communication in a changing environment	Communication
5	Staff is comfortable expressing their concerns	1	1.2	Employee engagement	Communication
6	The need for restructuring is understood	1	1.1	Change management	Organisational change
7	Staff is aware of recent changes	1	1.2	Communication in a changing environment	Communication
8	Changes does not enhance their role profile	1	1.1	Change resistance	Organisational change
9	Changes does not provide growth opportunities	1	1.1	Change resistance	Organisational change
10	Staff has not benefited from change in restructuring	1	1.1	Change resistance	Organisational change
11	Staff does not feel empowered by change in the organisation	1	1.1	Change resistance	Organisational change
12	Change does not positively influence performance	1	1.3	Organisational and employee performance	Organisational culture
13	Change in the organisation does not enhance personal development	1	1.1	Change resistance	Organisational change
14	Change does not make staff work more efficiently	1	1.1	Change resistance	Organisational change
15	Staff does not support change at this organisation	1	1.1	Change resistance	Organisational change

*RQ - research question; RSQ - research sub-question

ii) Research sub-question 1.2

RSQ 1.2: How can employees be involved in organisational structural changes to keep them motivated?

Questions B1 to B16 were posed to determine the type of communication flow and its effect on participants' performance within the organisation. The results using a Likert Scale are shown in Figure 4.7.

	Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
B1	I am satisfied with the communication flow at my workplace:	8.4	60.2	9.6	19.3	2.4
B2	I do not experience any language barriers at workplace:	7.2	72.3	3.6	14.5	2.4
B3	All communication in my organization is clear and understandable in my preferred language:	7.2	77.1	4.8	9.6	1.2
B4	I feel comfortable asking questions and expressing my concerns:	10.8	44.6	8.4	32.5	3.6
B5	My questions and concerns are adequately addressed:	4.8	25.3	7.2	59.0	3.6
B6	I feel that there are sufficient mediums (email, meetings, posters etc.) of communication:	7.2	60.2	1.2	30.1	1.2
B7	Gossip is a reliable source of information in my organization:	25.3	63.9	1.2	9.6	0.0
B8	All communication mediums (email, meetings, posters etc.) are being used optimally:	7.2	39.8	8.4	43.4	1.2
B9	Organizational information communicated to me makes me feel empowered:	8.4	27.7	6.0	53.0	4.8
B10	Any relevant feedback received (performance, changes, etc) from management is sufficient:	14.5	48.2	4.8	30.1	2.4
B11	New processes in my department are clearly communicated to me:	10.8	47.0	0.0	38.6	3.6
B12	All organizational changes are communicated to me by my manager:	8.4	66.3	8.4	15.7	1.2
B13	Changes to workflows are communicated to me timeously:	6.0	31.3	7.2	50.6	4.8
B14	I understand what is expected from me:	9.6	84.3	3.6	2.4	0.0
B15	My manager is aware of my expectations:	2.4	65.1	6.0	25.3	1.2
B16	Communication between departments at my organization has improved:	6.0	36.1	8.4	48.2	1.2

Figure 4.7: Communication: Percentile result of the Likert Scale

In total, 68,6% of the respondents agree to strongly agree that the communication flow at the workplace is satisfactory (B1), while 21,7% disagree to strongly disagree with this statement. Seventy-nine point five percent (79,5%) of participants do not experience any language

51

barriers (B2), which is line with 84,5% who agree to strongly agree that all communication is clear and understandable in the preferred language (B3).

A total of 55,2% of the participants agree to strongly agree that they are comfortable asking questions and expressing their concerns (B4), while 8,4% are undecided and 36,1% disagree to strongly disagree. Only 30,1% of the participants agree to strongly agree that their questions and concerns are adequately addressed (B5).

A total of 67,4% of the participants agree to strongly agree that there are sufficient mediums of communication (B6), and a staggering 96% of the participants agree to strongly agree that gossip is a reliable source of information in the organisation (B7). Only 47% of the participants agree to strongly agree that all the communication mediums are optimally used (B8). Fifty-seven point eight percent (57,8%) of the participants disagree to strongly disagree that the organisational information communicated to them make them feel empowered (B9), while 62,7% agree to strongly agree that any relevant feedback (performance, changes, etc.) from management is sufficient (B10).

In total, 57,8% of the participants agree to strongly agree that new processes are clearly communicated (B11). Similarly, a massive 74,7% agree to strongly agree that all organisational changes are communicated by management (B12), however, only 37,3% agree to strongly agree that changes to workflow are communicated timeously (B13).

An overwhelming 93,9% of the participants agree to strongly agree that they understand what is expected from them (B14), while only 67,5% agree to strongly agree that the managers are aware of their expectations (B15). In total, 49,4% of the participants disagree to strongly disagree that communication between departments at the organisation has improved (B16), while 8,4% of the participants are undecided and 42,1% agree to strongly agree with this statement. Table 4.4 displays a summary of these findings linked to the RQ, RSQs, categories and themes.

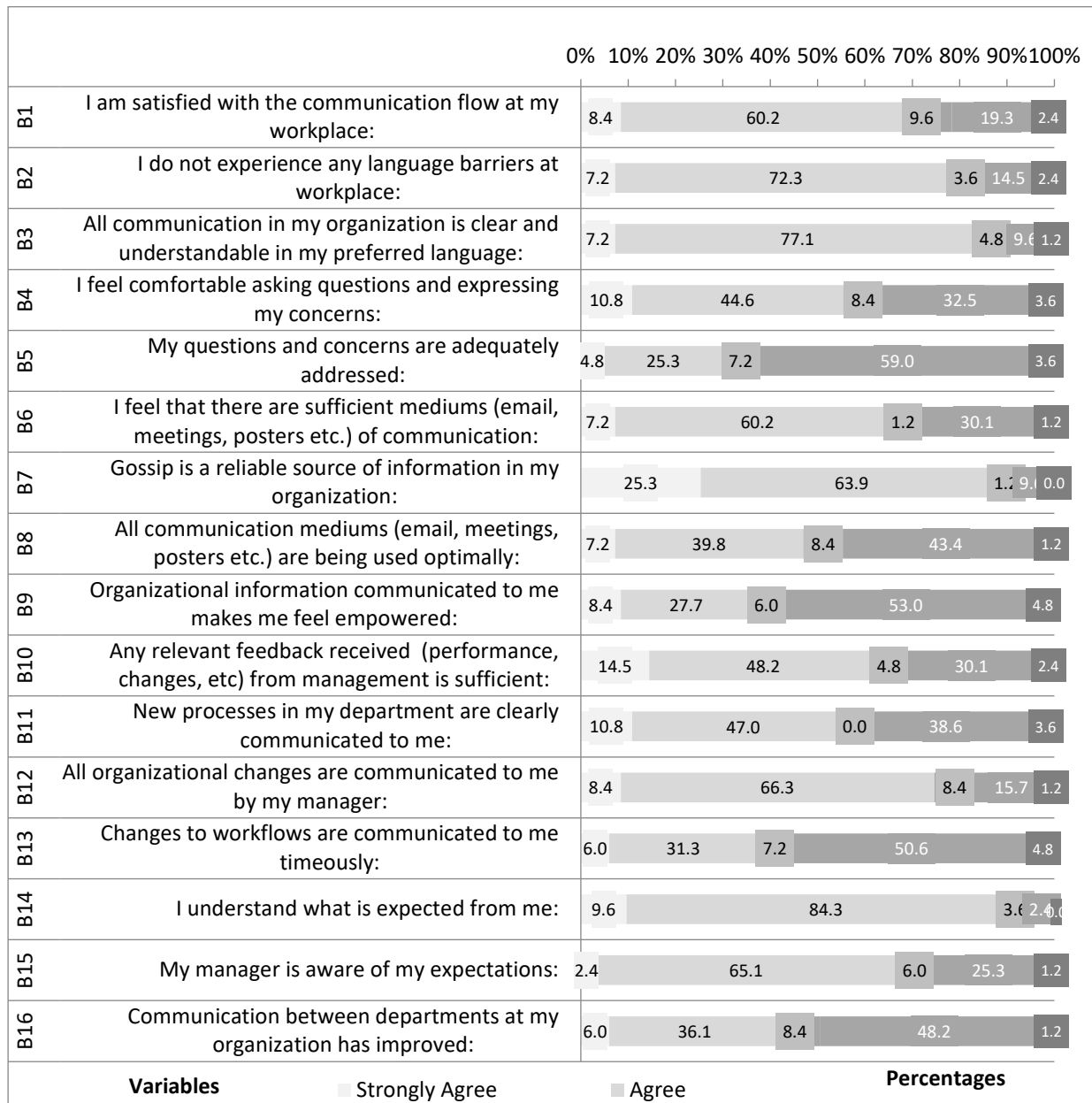**Table 4.4: Summary of findings linked to the RQ, RSQs, categories and themes**

No.	Section B: Summary of findings	RQ	RSQ	Category	Themes
1	Communication flow at the workplace is satisfactory	1	1.2	Employee engagement	Communication
2	No language barriers	1	1.2	Employee engagement	Communication
3	Communication is clear and understandable in the preferred language	1	1.2	Employee engagement	Communication
4	Comfortable asking questions and expressing their concerns	1	1.2	Employee engagement	Communication
5	Questions and concerns are not adequately addressed	1	1.2	Employee engagement	Communication
6	There are sufficient mediums of communication	1	1.2	Employee engagement	Communication

No.	Section B: Summary of findings	RQ	RSQ	Category	Themes
7	Gossip is a reliable source of information in the organisation	1	1.2	Employee engagement	Communication
8	Communication mediums were optimally used	1	1.2	Employee engagement	Communication
9	Organisational information communicated to staff does not make them feel empowered	1	1.2	Employee engagement	Communication
10	Feedback (performance, changes, etc.) from management is sufficient	1	1.2	Employee engagement	Communication
11	New processes are clearly communicated	1	1.2	Employee engagement	Communication
12	All organisational changes are communicated by management	1	1.1	Change management and communication	Organisational change
13	Changes to workflow are not communicated timeously	1	1.1	Change management and communication	Organisational change
14	Staff understand what is expected from them	1	1.2	Employee engagement	Communication
15	The managers are aware of their expectations	1	1.2	Employee engagement	Communication
16	Communication between departments at the organisation has not improved	1	1.2	Communication initiatives	Communication

*RQ - research question; RSQ - research sub-question

iii) Research sub-question 1.3

RSQ 1.3: How does change in an organisational structure affect employee performance?

In the following sections, organisational culture and decision-making are addressed:

a) Organisational culture

The questions C1 to C11 were posed to determine the organisational culture and its effect on participants' performance within the organisation. The results using a Likert Scale are shown in Figure 4.8.
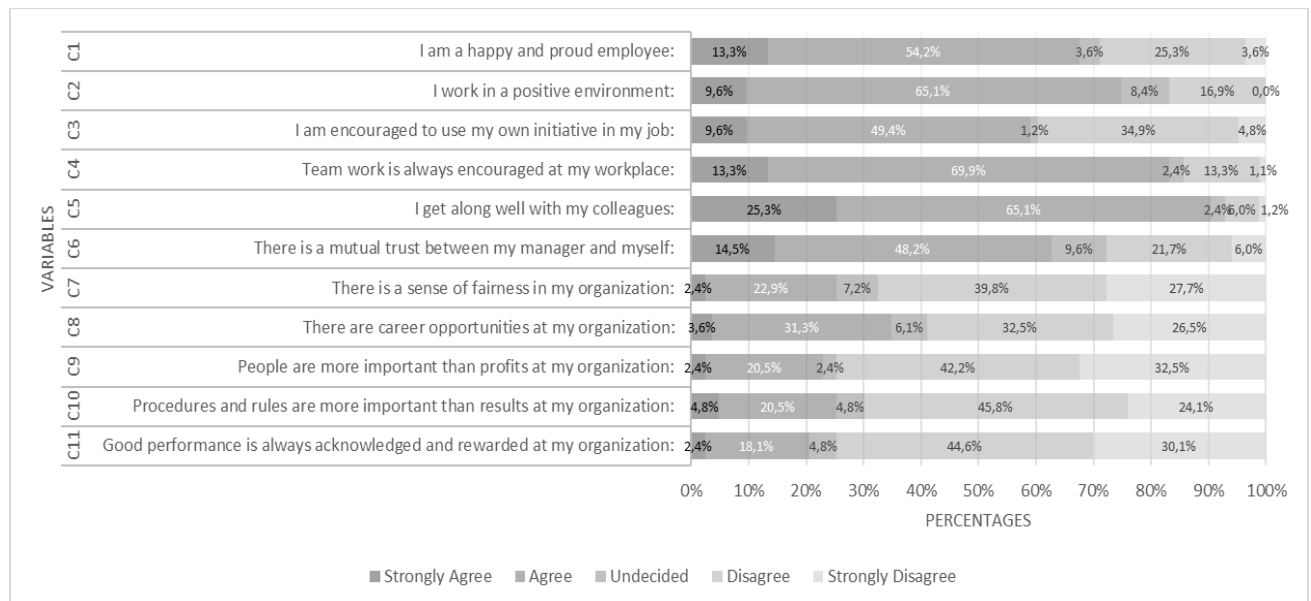
Figure 4.8: Organisational Culture: Percentile results of the Likert Scale

A total of 67,5% of the participants agree to strongly agree that they are happy and proud employees of this organisation (C1) and, similarly, 74,7% agree to strongly agree that they work in a positive environment (C2). Fifty-nine percent (59%) of the participants agree to strongly agree that they are encouraged to use their own initiative (C3), while 83,2% agree to strongly agree that teamwork is always encouraged at the workplace (C4). A total of 90,4% of the participants agree to strongly agree that they get along with their colleagues (C5). Sixty0two point seven percent (62,7%) agree to strongly agree that there is a mutual trust between employee and manager (C6); however, contrary to this, only 23,3% agree to strongly agree that there is a sense of fairness in the organisation (C7), and 25,3% agree to strongly agree that good performance is always acknowledged and rewarded in the organisation (C11).

Only 34,9% of the participants agree to strongly agree that there are career opportunities at the organisation (C8). Twenty-two point nine percent (22,9%) of the participants agree to strongly agree that people are more important than profits at this organisation (C9), and 25,3% agree to strongly agree that procedures are more important than results at this organisation (C10). Table 4.5 displays the summary of these findings linked to the RQ, RSQs, categories, and themes.

Table 4.5: Summary of findings linked to the RQ, RSQs, categories and themes

No.	Section C: Summary of findings	RQ	RSQ	Category	Themes
1	Employees are happy and proud at this organisation.	1	1.3	Employee engagement	Organisational culture
2	They work in a positive environment.	1	1.3	Organisational and employee performance	Organisational culture
3	They are encouraged to use their own initiative.	1	1.3	Employee performance	Organisational culture
4	That teamwork is always encouraged at the workplace.	1	1.3	Organisational and employee performance	Organisational culture
5	They get along with their colleagues.	1	1.3	Employee engagement	Organisational culture
6	There is a mutual trust between employee and manager.	1	1.3	Employee engagement	Organisational culture
7	There is no sense of fairness in the organisation	1	1.3	Organisational and employee performance	Organisational culture
8	Good performance is not always acknowledged and rewarded at the organisation.	1	1.3	Rewards system	Organisational culture
9	There are no career opportunities at the organisation.	1	1.3	Growth Opportunity	Organisational culture
10	People are not more important than profits at this organisation.	1	1.3	Organisational performance	Organisational culture
11	Procedures are more important than results at this organisation.	1	1.3	Organisational performance	Organisational culture
12	Procedures are not more important than results at this organisation.	1	1.3	Organisational performance	Organisational culture

*RQ - research question; RSQ - research sub-question

b) Decision-making

Statement 1: I participate in some decision-making processes at my workplace.

This purpose of this statement is to assess the level of participation in the decision-making process before changes occur.

Table 4.6: Results for the statement – I participate in some decision-making processes at my workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	6.0	6.0	6.0
	Agree	28	33.7	33.7	39.8
	Undecided	10	12.0	12.0	51.81
	Disagree	28	33.7	33.7	85.54
	Strongly Disagree	12	14.5	14.5	100.00
	Total	83	100.0	100.0	

*Frequency - is the number of cases that fall into each category of the variable being analysed.

Percent - provides a percentage of the total cases that fall into each category.

Valid Percent - is a percentage that does not include missing cases.

Cumulative Percent - adds the percentages of each category from the top of the table to the bottom, culminating in 100% which makes it easy to get a sense of what percentage of cases fall below each rank.

Only 39,8% of the participants agree to strongly agree that they participate in the decision-making processes, while 12% are undecided, and 48,2% disagree to strongly disagree with this statement.

Statement 2: My knowledge and experience are valued by my manager.

The purpose of this statement is to determine whether the participants feel that their knowledge and experience are valued by their manager.

Table 4.7: Results for the statement – My knowledge and experience are valued by my manager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	9.6	9.6	9.6
	Agree	46	55.4	55.4	65.1
	Undecided	8	9.6	9.6	74.70
	Disagree	17	20.5	20.5	95.18
	Strongly Disagree	4	4.8	4.8	100.00
	Total	83	100.0	100.0	

*Frequency - is the number of cases that fall into each category of the variable being analysed.

Percent - provides a percentage of the total cases that fall into each category.

Valid Percent - is a percentage that does not include missing cases.

Cumulative Percent - adds the percentages of each category from the top of the table to the bottom, culminating in 100% which makes it easy to get a sense of what percentage of cases fall below each rank.

In Table 4.7 above, 65,1% of the respondents agree to strongly agree that their knowledge and experience are valued by their respective managers, while 9,6% remain undecided and 25,3% disagree to strongly disagree with this statement.

Statement 3: My viewpoints are recognised by my manager.

The purpose of this statement is to determine whether participants feel that their viewpoints are considered by their managers.

Table 4.8: Results for the statement – My viewpoints are recognised by my manager

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	4.8	4.8	4.8
	Agree	31	37.3	37.3	42.2
	Undecided	8	9.6	9.6	51.81
	Disagree	34	41.0	41.0	92.77
	Strongly Disagree	6	7.2	7.2	100.00
	Total	83	100.0	100.0	

*Frequency - is the number of cases that fall into each category of the variable being analysed.

Percent - provides a percentage of the total cases that fall into each category.

Valid Percent - is a percentage that does not include missing cases.

Cumulative Percent - adds the percentages of each category from the top of the table to the bottom, culminating in 100% which makes it easy to get a sense of what percentage of cases fall below each rank.

In the above Table, 42,2% of the respondents agree to strongly agree that their viewpoints are recognised by the manager.

Statement 4: Knowledge sharing is encouraged at my organisation.

The purpose of the statement was to determine whether participants thought that knowledge sharing is promoted within this organisation.

Table 4.9: Results for the statement – Knowledge sharing is encouraged at my organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	6.0	6.0	6.0
	Agree	52	62.7	62.7	68.7
	Undecided	8	9.6	9.6	78.31
	Disagree	14	16.9	16.9	95.18
	Strongly Disagree	4	4.8	4.8	100.00
	Total	83	100.0	100.0	

*Frequency - is the number of cases that fall into each category of the variable being analysed.

Percent - provides a percentage of the total cases that fall into each category.

Valid Percent - is a percentage that does not include missing cases.

Cumulative Percent - adds the percentages of each category from the top of the table to the bottom, culminating in 100% which makes it easy to get a sense of what percentage of cases fall below each rank.

The information above indicates that 68,7% of the participants agree to strongly agree that knowledge-sharing is encouraged in the workplace.

Statement 5: I feel valued at my organisation.

The purpose of the following question was to determine if participants feel valued at this organisation.

Table 4.10: Results for the statement – I feel valued at my organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	6.0	6.0	6.0
	Agree	23	27.7	27.7	33.7
	Undecided	7	8.4	8.4	42.17
	Disagree	31	37.3	37.3	79.52
	Strongly Disagree	17	20.5	20.5	100.00
	Total	83	100.0	100.0	

*Frequency - is the number of cases that fall into each category of the variable being analysed.

Percent - provides a percentage of the total cases that fall into each category.

Valid Percent - is a percentage that does not include missing cases.

Cumulative Percent - adds the percentages of each category from the top of the table to the bottom, culminating in 100% which makes it easy to get a sense of what percentage of cases fall below each rank.

Table 4.10 indicates that less than half of the respondents (33,7%) feel valued at this organisation, 8,4% remain undecided, and 57,8% disagree to strongly disagree with this statement.

Table 4.11 displays the summary of these findings linked to the RQ, RSQs, categories and themes.

Table 4.11: Summary of findings, RQ, RSQs, categories and themes

No.	Section D: Summary of findings	RQ	RSQ	Category	Themes
1	Staff does not participate in the decision-making process.	1	1.3	Change implementation	Organisational change
2	Experience is valued by management.	1	1.3	Employee performance	Organisational culture
3	Viewpoints not recognised by management.	1	1.3	Communication in a changing environment	Communication
4	Knowledge sharing is encouraged.	1	1.3	Communication in a changing environment	Communication
5	Don't feel valued at the organisation.	1	1.3	Employee performance	Organisational culture

*RQ - research question; RSQ – research sub-question

Table 4.12 summarises the themes for the entire survey and the number of findings linked to the themes in Tables 4.3, 4.4, 4.5 and 4.11.

Table 4.12: Summary of findings, RQ, RSQs, categories and themes

RQ	RSQ	Themes	No. of findings
1	1.1, 1.2, 1.3	Organisational change	13
1	1.1, 1.2, 1.3	Communication	20
1	1.1, 1.2, 1.3	Organisational culture	14

*RQ - research question; RSQ - research sub-question

4.4　Qualitative Data analysis

4.4.1　Data analysis process

The interview questions (IQs) (Appendix A) were derived from the RQ and RSQs, shown in Chapter 1, Table 1.1. The data were collected from the middle management staff, who are responsible for change implementation and acts as change management change within the organisation. Each interview started with an introduction, an overview of the topic and the context of the research. The participants were asked to voluntarily participate in the research and verbal consent was given before the interviews were conducted. Figure 4.9 is an example of a transcript.

Academic Research Interview with Participant 1

Date: 17 July 2018

Time: 10:30am – 11:30am

_____

Question 1: What are your thoughts on the organizational change that has taken place over the recent months at your organization?

P1   Organizations should always be open to change. Change often creates capacity, efficiency and cost savings. As in the past and still today, it is the intention of all the major organizational change that takes place. The initial transitional period for the restructuring was difficult, but we've seen an improvement and I can say with certainty that the situation has stabilised.

Question 2: How do you communicate change to your subordinates?

P1   Meetings and emails

Question 3: In the past, how has the specialised knowledge of your subordinates assisted you in implementing change?

P1   Using 'specialist' in certain areas of the business does really help, however the problem with that is we don't get a new perspective. For example, what would really change if we kept using the opinions of the same people who has been working a certain way for a very long time

Question.4: In your opinion, do you believe that the level of transparency at this organization is sufficient?

P1   No from my perspective. I would've liked more transparency in terms of long-term strategies. On my level (management), I think that we are only included at the tail end of the strategy. We are expected to implement but we don't always start off knowing big picture.

Question 5: What initiatives do you employ in your department in order to reduce change resistance?

P1   I've done nothing in addition to standard emails, paraphernalia and posters.

Question 6: What additional methods are used to communicate change to diverse persons /groups in your department?

Figure 4.9: Example of interview transcript

4.4.2   Key concepts, associated codes and relationships

Three key concepts were identified from the answers provided by the participants. Through analytical classification, the summarised findings were then classified into ten (10) categories (Table 4.13), and further analysed into three (3) themes, as shown in Table 4.17.

Table 4.13 shows the identified key concepts, associated codes, and their relationships

Table 4.13: Key concepts, codes and relationships for analysis

No.	Key concept	Code	Short description	Category
1	Implementation of organisational change	OC1	Understanding the implementation process	Change implementation
		OC2	Determine the effectiveness of change management that has taken place	Change implementation
2	Leadership	L1	Effective leadership skills	Employee engagement
3	The role of change agents	CA1	The effective use of resources available	Change management and change agents
		CA2	Understanding expectations	Employee engagement
4	Employee participation and engagement during the change process	EP1	Efforts in reducing change resistance	Change resistance
		EP2	Change readiness	Change implementation
		EP3	Effective communication	Communication in a change in a changing environment
		EP4	Understanding decision-making process	Change management and communication
		EP5	Communication barriers that exist in a diverse organisation	Communication barriers
		EP6	The relationship between communication, change and performance	Communication in a changing environment
		EP7	Tools for effective communication	Communication initiatives
5	Performance levels based on change	PL1	Determine the impact of the implemented change.	Change implementation
		PL2	Overcoming challenges	Employee engagement
6	Organisational culture and diversity	C1	Communication initiatives to diverse groups	Communication initiatives
		C2	Reward system in place.	Rewards system
		C3	Perceived culture	Organisational and employee performance
		C4	Transparency	Communication in a changing environment

4.4.3   Categories based on key concepts and associated codes

Six key concepts were identified, and six codes and concepts were mapped to the RQ, RSQs and IQs. Table 4.14 below an extract of the key concepts and codes mapped to the research questions, with a brief explanation of each.

Table 4.14: Example of key concepts and codes mapped to research questions

RQ, RSQ and IQ	Code	Description	Explanation
RQ 1: What are the factors that affect employee performance when institutional structural changes are implemented in an organisation in Cape Town?	OC1	Implementation of organisation change.	It is important to understand the implementation process as this highlights areas of improvement and challenges that were not considered at the start.
RSQ 1.1: What are the challenges faced by organisations with employee performance	EP1	Employee participation and engagement during the change process.	Change resistance is an important factor that should be considered

when organisational structure changes are implemented?			when implementing change within an organisation.
IQ1.1.1: What are your thoughts on the organisational change that has taken place over the recent months at your organisation?	OC2	Implementation of Organisation change.	Change is not always seen as a good thing, as it comes with disruptions, resistance and many other negative aspects.

*RQ - research question; RSQ - research sub-question; IQ - interview question

4.5 Results of interviews

4.5.1 Research question (RQ)

RQ: What are the factors that affect employee performance when institutional structural changes are implemented in an organisation in Cape Town?

4.5.1.1 Research sub-question 1.1

RSQ 1.1: What are the challenges faced by organisations with employee performance when organisational structure changes are implemented?

IQ 1.1.1: What are your thoughts on the organisational change that has taken place over the recent months at your organisation?

This question was asked to determine the overall perception of change by the participants.

P1, P2, P3 and P4 viewed the recent changes as positive and believe that change is important for an organisation to evolve. Although P2 acknowledged that processes can improve over time, not all change is good. P2 stated that,

> "Not all change is good. I'm a believer that there is no need to reinvent the wheel. Yes, there are things we can do to improve processes but the changes that the organisation undertook over the past few months, has been tried and tested before. It didn't work then, and I don't see it working now" (Appendix D2).

Organisations must be open to change and this change must be seen in the organisation through improvements.

P1 said,

> "Organisations should always be open to change. Change often creates capacity, efficiency and cost savings. As in the past and still today, it is the intention of all the major organisational change that takes place. The initial transitional period for the restructuring was difficult, but we've seen an improvement and I can say with certainty that the situation has stabilised" (Appendix D1).

As with P1 and P2, P3 and P4 are comfortable with change and see it as a good thing. P3 said,

> "My team and I are positive about the changes over the recent months however as a manager it would've been good to be part of the decision-making process or even giving our input before implementation. It is us who deals with the transition, the people and the changes" (Appendix D3).

P4 indicated that, "I've seen many changes over the past years. In order for a company to evolve, change must happen. Companies should be agile and pro-change. It's up to us managers to get the staff aligned with organisational changes and strategy" (Appendix D4).

Finding 1: Change is seen as a positive tool for business growth and development.

IQ 1.1.2: How do you communicate change to your subordinates?

This question was asked to determine which mediums were used to communicate change to the staff.

All participants (P1, P2, P3 and P4) mentioned meetings and emails as the primary method/ mediums of communication, while P2 and P3 included posters. P1 mentioned "meetings and emails" (Appendix D1). P2 argued that "posters for the staff that does not have access to emails (operational staff). We'll have monthly meetings and make use of emails" (Appendix D2). P3 mentioned that "informal discussion, team meeting and posters and emails" (Appendix D3) are used as mediums for communication. P4 said that "mostly emails and staff meetings" (Appendix 4) are used for communication.

Finding 2: Meetings and emails are used to communicate change.

Finding 3: There is a lack of innovative ways to communicating change.

IQ 1.1.3: In the past, how has the specialised knowledge of your subordinates assisted you in implementing change?

This question was asked to determine the level of involvement of human resources in implementing change and using this resource optimally.

All participants (P1, P2, P3 and P4) mentioned that it is beneficial to use specialised or experience staff within their departments. However, P1 mentioned that using these types of resources does not allow for new perspectives. P2, P3 and P4 opined that using experienced staff is beneficial. P2 stated that, "by specialised knowledge we refer to experienced staff, it has served us very well in past and when the time comes we do draw on the knowledge and

experience of our staff" (Appendix D2). P3 said, "Using our experienced people to assist in change is always helpful. The staff has seen many changes over the years. They handle change very well and us managers would be lost without their input" (Appendix D3). P4 argued that "the 'specialised' skilled staff such as bond clerks, compliance clerks etcetera, all have a role to play and if we don't get their input or assistance, we will find it much harder to implement change" (Appendix D4). Although P1 agreed with the other participants, P1 added that,

> "Using experienced staff in certain areas of the business does really help, however the problem with that is we don't get a new perspective. For example, what would really change if we kept using the opinions of the same people who has been working a certain way for a very long time?" (Appendix D1).

Finding 4: There was participation from the more experienced staff while implementing change.

Finding 5: Employees are happy to have experienced staff managing the change process.

Finding 6: The lack of specialised change facilitators might limit new opportunities and insights into the business.

IQ 1.1.4: In your opinion, do you believe that the level of transparency at this organisation is sufficient?

This question was asked to understand how management perceives transparency within the organisation, and, given their given their level of authorisation, how transparent they are with their staff.

There was a mixed response to this question, where P1 and P2 found a lack transparency and even in their own capacities felt excluded at times. P3 believed that the transparency levels were appropriate, while P4 did not have an opinion on the topic. P1 elaborated by saying: "No from my perspective. I would've liked more transparency in terms of long-term strategies. On my level (management), I think that we are only included at the tail end of the strategy. We are expected to implement but we don't always start off knowing big picture" (Appendix D1). P2 opined that "there is not enough transparency and staff feel excluded. There's been times in the past that our clientele was more informed of what was happening in our organisation than some of our management staff. It really sends out a bad message to all" (Appendix D2). Contrary to P1 and P2, P3 said, "Yes, I believe it to be appropriate to the levels within the organisation" (Appendix D3). P4 stayed neutral stating, "I don't really have an opinion about it" (Appendix D4).

Finding 7: It is inferred that the organisation does not promote transparency.

4.5.1.2 Research sub-question 1.2

SRQ 1.2: How can employees be involved in organisational structural changes to keep them motivated?

IQ 1.2.1: What initiatives do you employ in your department to reduce change resistance?

This question was asked to determine whether the participants thought about resistance to change and took steps to reduce it while actioning the change.

Based on the answers from all the participants, there were no additional initiatives, but P3 only intervened when frustrations reached 'boiling point' and P4 expected some resistance but continued as usual. According to P1, "I've done nothing in addition to standard emails, paraphernalia, and posters" (Appendix D1). P2 argued that "there were none. Change was communicated through the usual mediums, and I believe that this was sufficient" (Appendix D2). P3 and P4 took a more relaxed point of view, stating that "I've had informal chats with my staff and where the frustrations reached a boiling point, I intervened wherever I could" (P3, Appendix D3), with P4 saying that "there will always be resistance to change. As a department we just have to ride out the storm and plan properly" (Appendix D4).

Finding 8: Change resistance is not as a serious consideration by departments when implementing change.

IQ 1.2.2: What additional methods are used to communicate change to diverse persons/ groups in your department?

This question was asked to determine whether language barriers were considered and if there was any mention of feedback sessions or the use of technology to narrow the communication gap, if any existed.

All participants relied on English for communication, while P2 used a translator for isiXhosa, but no other language was considered. There was no mention of feedback sessions or technological references to make communication easier. P2 introduced an initiative by using an isiXhosa translator to communicate with employees. P2 said, "In operations we use a translator for isiXhosa. Other than that everything is communicated in English" (Appendix D2). P1 summarised the others' sentiment by stating, "Most of the written communication in my department is in English. There is no need for translation" (Appendix D1).

Finding 9: There is a lack of awareness to communication barriers that exist within the organisation.

IQ 1.2.3: How would you improve communication in the organisation?

This question was asked to determine whether the participants found their current means of communication sufficient and if they had personal views on improving them.

The participants were very vague in their responses. P3 and P4 referred to face-to-face communication and meetings. P3 specifically referred to strengthening relationships. P1 believed that staff should give input as to how communication can be improved, and P2 thought that the use of technology could enhance communication. P1 suggested that, "first we determine the extent of the communication gaps and problems, get feedback from the staff and let them tell us what their preferences are and where we can improve" (Appendix D1). Technology was suggested by P2, saying: "We should use technology to enhance communication levels. There is definitely a need for improved communication, but not only what we communicate but also how we communicate" (Appendix D2).

Finding 10: There is a lack of general communication initiatives.

4.5.1.3 Research sub-question 1.3

RSQ 1.3: How does change in an organisational structure affect employee performance?

IQ 1.3.1: In your opinion, how has organisational change affected employee performance in your department?

This question was asked to explore employee performance levels after change and if there has been an improvement since.

All participants agreed that performance levels were low, and after months, performance levels were more stabilised. P2 mentioned a high staff turnover after an organisational change took place. P2 said, "Initially, it was a mess. We actually reported a high staff turnover during the transitional phase. Staff were overworked and feeling despondent. It was really hard to manage and keep a positive momentum" (Appendix D2). P3 and P4 mentioned that the drop in performance levels was expected. P3 argued that "there is always a dip in performance after any major organisational change. As managers, we do anticipate this, but the staff have persevered and we were able to give them the support they needed to get them up to standard again" (Appendix D3). For P4, the drop in moral and performance were to be expected and they needed to manage the situation. P4 explained: "Nothing outside of what we expected. We knew that certain staff members would resist change while others would welcome it. Overall, we've managed to overcome the worse" (Appendix D4). P1 was of the view that,

> The teams' performance plummeted right after we centralised departments. Staff were generally unclear of their roles and responsibilities. Now, months down the line we are more structured, and we've overcome the worst. Certain departments

benefited from the change, with certain tasks and functions reassigned to other departments (Appendix D1).

Finding 11: There was an anticipated decline in employee performance levels after organisational change took place.

IQ 1.3.2: To which extent would you include your staff in the decision-making process?

This question was asked to understand what the participants' personal views are about including their staff in the decision-making process.

All participants responded similarly in not being keen on including staff in the decision-making process. According to P1 and P2, the reason for this approach is that middle-management was not included in the decision-making process themselves. P2 said, "It's not realistic to include staff in decision-making. As managers, we too are limited in our involvement in the decision-making process" (Appendix D2). P1 mentioned that, "It's not feasible to include staff in every decision made. We can get their input, involve them from time to time. This will help to get their 'buy-in' but in reality, we (the managers) implement decisions that are made much higher up the ranks" (Appendix D1). P3 and P4 noted the importance of including employees, especially to get their buy-in. However, this did not happen. Although P3 and P4 stated that they would not include the employees, they also argue that they should be involved. This contradiction is difficult to explain. P3 stated, "If this were my company, I would probably include the staff in some of the decisions that are made, but in a corporate environment it is almost unheard of" (Appendix D3). P4 argued, "I wouldn't include them in decision-making per se, but I think that it would be really important to get their buy-in" (Appendix D4).

Finding 12: There is a lack of staff participation/input in the decision-making process in the organisation.

IQ 1.3.3: How is 'good employee performance' acknowledged at your organisation?

This question was asked to determine if there was a reward or remuneration system in place and if good performance is acknowledged.

All participants responded similarly and mentioned that there was no reward system in place. P3 and P4 mentioned that there would be some acknowledgement, which is not individualised but rather given to all staff members. P1 said, "We do not incentivise employee performance although we have the quarterly performance appraisals. I must admit that we don't really acknowledge good performance. We've come to expect high-quality performance from our staff. We give excellent training, and we expect excellent results" (Appendix D1). P3 said that

"individuals do not get recognition but rather the whole group. The occasional 'thank you' when we've completed big projects or shipments, but it would be an acknowledgement in a form of a lunch or half day off, and it would be for the whole site and not for individuals" (Appendix D3).

Finding 13: There is a lack of acknowledgement for high individual performance.

IQ 1.3.4: How would you describe the culture at your organisation?

This question was asked to get an opinion from the participants on how they viewed the culture at this organisation.

The answers varied, where most said the culture was procedurally driven, and people were not at the forefront. P1 described the culture as results and process driven, which is typical of a corporate setting. P1 said, "Results and process driven" (Appendix D1). P4 viewed the organisational culture as learning and developing, yet P2 mentioned that innovation and creativity did not feature at all. P3 argued that "it depends on which level you find yourself; the general worker might find it to be a safety-conscious culture whereas a manager in admin might find it to be more of an authoritarian type of culture. Overall, I think that ours is a culture of procedure and discipline" (Appendix D3). P4 is of the opinion that, "I would like to believe that we have a learning and developing culture" (Appendix D4).

Finding 14: The culture of this organisation is more results driven than people driven.

4.6   Findings, categories and themes developed from the interviews conducted

After having analysed all the interview answers provided by the participants, a total of fourteen (14) findings were derived (Table 4.15). Table 4.15 shows the 14 findings from the interviews, linked to the RQs and RSQs.

Table 4.15: Findings linked to the RQ and RSQs

No.	Findings	RQ	RSQ
1	Change is seen a positive tool for business growth and development.	1	1.1
2	Meetings and emails are used to communicate change.	1	1.1
3	There is a lack of innovative ways to communicating change.	1	1.1
4	There is a limited participation from experienced staff whilst implementing change.	1	1.1
5	Employees are happy to have experienced staff managing the change process.	1	1.1
6	The lack of specialised change facilitators might limit new opportunities and insights into the business.	1	1.1
7	It seems that the organisation does not promote transparency.	1	1.1
8	Change resistance is not a serious consideration by departments when implementing change.	1	1.2
9	There is a lack of awareness to communication barriers that exist within the organisation.	1	1.2
10	There is a lack of general communication initiatives.	1	1.3
11	There was an anticipated decline in employee performance levels after organisational change took place.	1	1.3
12	There is a lack of staff participation/input in the decision-making process in the organisation.	1	1.3
13	There is a lack of acknowledgement for high individual performance.	1	1.3
14	The culture of this organisation is more results driven than people driven.	1	1.3

*RQ-Research question; RSQ-research sub-question

Table 4.16 presents the categories and themes developed from the findings, linked to the RQ and RSQs.

Table 4.16: RQ, RSQs, findings, categories and themes

RQ	RSQ	No.	Finding	Category	Themes
1	1.1	1	Change is seen a positive tool for business growth and development.	Change implementation	Organisational change
1	1.1	2	Meetings and emails are used to communicate change.	Communication in a changing environment	Communication
1	1.1	3	There is a lack of innovative ways to communicating change.	Communication in a changing environment	Communication
1	1.1	4	There is limited participation from experienced staff whilst implementing change.	Employee engagement	Communication
1	1.1	5	Employees are happy to have experienced staff managing the change process	Change management	Organisational change
1	1.1	6	The lack of specialised change facilitators might limit new opportunities and insights into the business.	Change management	Organisational change
1	1.1	7	It seems that the organisation does not promote transparency.	Communication in a changing environment	Communication

RQ	RSQ	No.	Finding	Category	Themes
1	1.2	8	Change resistance is not as a serious consideration by departments when implementing change.	Change resistance	Organisational change
1	1.2	9	There is a lack of awareness to communication barriers that exist within the organisation.	Communication barriers	Communication
1	1.3	10	There is a lack of general communication initiatives.	Communication initiatives	Communication
1	1.3	11	There was an anticipated decline in employee performance levels after organisational change took place.	Change management and change agents	Organisational change
1	1.3	12	There is a lack of staff participation/ input in the decision-making process in the organisation.	Change management	Organisational change
1	1.3	13	There is a lack of acknowledgement for high individual performance.	Reward system	Organisational culture
1	1.3	14	The culture of this organisation is more results driven than people driven.	Organisational and employee performance	Organisational culture

*RQ- research question; RSQ - research sub-question; No. - finding number

Table 4.17 presents the RQ, RSQs and themes developed.

Table 4.17: RQ, RSQs and themes

RQ	RSQ	Themes	Finding number
1	1.1, 1.2, 1.3	Organisational change	1, 5, 6, 8,11 ,12
1	1.1, 1.2, 1.3	Communication	2, 3, 4, 7, 9, 10
1	1.3	Organisational culture	13, 14

*RQ - research question; RSQ - research sub-question

4.7 Summary

In this chapter, the results and findings of the study were discussed in detail. The chapter started with an introduction and overview of the case study, followed by data collected from the survey and the semi-structured interviews. The survey covered the RQ and RSQs and results were discussed after each section.

The analysis of the research findings followed, resulting in categories and themes as they relate to the RQ and RSQs. Based on the summary findings, ten (10) categories were formed, and three (3) themes were generated from these categories. The categories are: i) change implementation; ii) communication in a changing environment; iii) employee engagement; iv) change management; v) change resistance; vi) communication barriers; vii) communication initiatives; viii) change agents; ix) reward system; x) organisational and employee performance.

The following themes were identified from the findings and categories: i) organisational change; ii) communication; and iii) organisational culture; which are all factors that affect employee performance. In the next chapter, the themes that were derived from the findings are discussed as they relate to the research question and objectives.
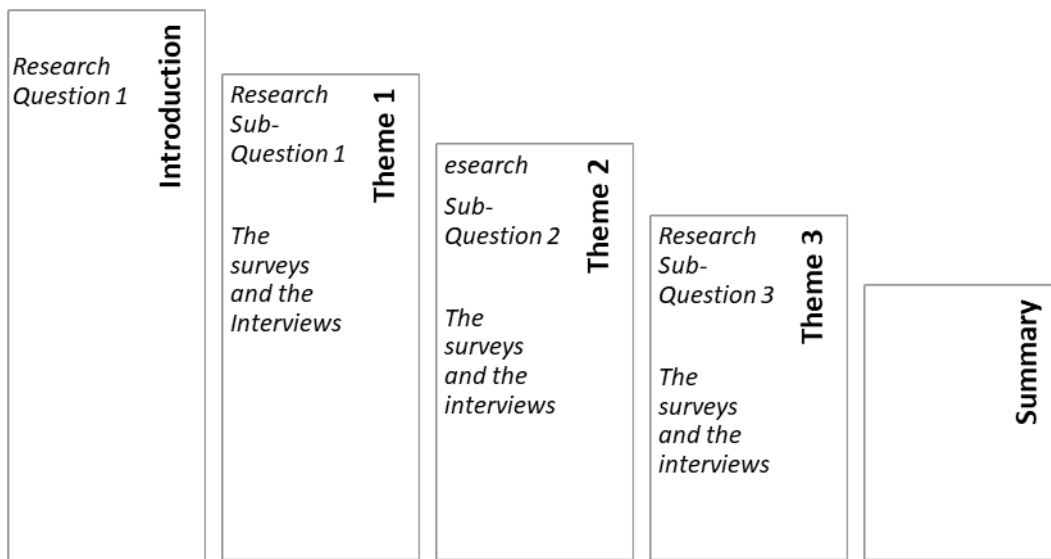
CHAPTER 5: DISCUSSION

Figure 5.1: Layout of Chapter 5

5.1 Introduction

This chapter discusses the themes in relation to the RQ and RSQs as they are linked to the existing literature in Chapter 2. The themes discussion aims at finding answers to the research question to address the identified research problem and objectives. In the next section, the three themes identified in Chapter 4 are discussed in detail.

5.1.1 Theme 1 – Organisational Change

The first section focuses on collecting data related to organisational change. Organisational change was addressed in both the survey and the interviews.

5.1.1.1 Research sub-question 1.1

RSQ 1.1: What are the challenges faced by organisations with employee performance when organisational structure changes are implemented?

This theme mostly covers how the participants viewed organisational change, the implementation process, if they viewed it as benefit to their personal development, and if it improved their overall performance.

According to the findings, change does 'more good' than harm within the organisation. The results further show that the participants agreed there was a need for restructuring within the organisation. This implies that the participants are aware of and accept the need for organisational change. Hanif et al. (2014) and Paulikas et al. (2020) infer that a mindset that accepts the new processes is unlikely to resist change.

Although there is general acceptance of organisational change among staff, the result from the survey show that interviewed participants do not support change. These two findings are contrasting each other. However, reasons for this include that participants do not view organisational change as a benefit to their personal growth and development within the organisation. Organisational changes have not enhanced their role profiles, and they have not seen any growth opportunities from previous changes. Hon et al. (2014) and Tiongco and Benedicto (2020) found that empowered employees are likely to feel encouraged to accept new ways of performing and becoming more engaged in creative and innovative ways of working.

The study demonstrates that change happens frequently within the organisation and is viewed positively by the participants. On change frequency, Carter et al. (2013) and van Gilst et al. (2020) found that if change is done too frequently, it can result in resistance as continuous change disrupts modifications.

The findings from the interviews also confirm that participants do not work more efficiently and there is a decline in performance after change has been implemented. This highlights the finding in the interviews that change resistance is not seriously considered by management. Management should anticipate resistance to change initiatives while ensuring a consistency in their actions and behaviours with the change initiatives (Al-Haddad & Kotnour, 2015; Onyusheva et al., 2020). Generally, people are inclined to resist change, and although it is difficult to identify the reasons, the resistance to change takes on various forms (Zafar & Naveed, 2014; Alhezzani, 2020). Some employees exhibit high levels of resistance, while some resist changes that are not in harmony with their own interests (Hon et al., 2014; Alhezzani, 2020). Resistance can be reduced by setting direction and clarifying the objectives through communication, training, and regulating organisational culture (Hanif et al., 2014).

The findings from the interviews reveal that employees were happy to have experienced staff managing the change process, but a lack of specialised change facilitators limited new opportunities and insights into the business. Appelbaum et al. (2015) found that leaders who encourage collaboration and focus on facts and logic can reduce resistance to change by influencing the employees' attitudes towards learning and adaptation. For organisations to achieve the desired change outcomes, they need to develop competent leadership with the skills and abilities to communicate, motivate, reward, and build teams in order to achieve the desired change outcomes (Onyusheva et al., 2020).

Although change is communicated by management, both the survey and interviews revealed that participants were not involved in the decision-making process. Many researchers, including Zubair et al. (2015), Abdulai and Shafiwu (2014), Abildgaard et al. (2018) and Hamid

et al. (2020), posit that the participation of employees in decision making leads to a positive attitude and commitment towards the job and the organisation.

To summarise, the findings in this section revealed many positives in the implementation process, but also highlighted issues that may cause resistance to change and impact on performance. These issues, namely the lack of personal growth and development, change frequency, the lack of change initiatives, and the lack of participation in the decision-making process, usually undermine the implementation process.

5.1.2   Theme 2 – Communication

The second section focused on collecting data related to communication. The questions dealt with communication in a changing environment, employee engagement, and communication initiatives. The theme was addressed in both the survey and the interviews.

5.1.2.1   Research sub-question 1.2

RSQ 1.2: How can employees be involved in organisational structural changes to keep them motivated?

The results of the survey show that participants are well informed of changes by the management, which confirms the results of the interviews where participants stated that changes are explained mostly through meetings and emails. This is consistent with Petrou et al. (2018) and Purwanto et al. (2020) who stated that communication is a tool that organisations should use to mobilise and encourage employees to embrace change. As meetings and emails are generally accepted as the standard medium of communication, it is also very formal. Communication to a broad audience is usually relayed in a formal and scripted manner. When smaller changes are implemented, managers are likely to implement change in an informal manner, which in turn rouses employee interaction (Carter et al., 2013; Ali et al., 2021).

The survey reveals that participants are comfortable expressing concerns and questions that are adequately addressed by management. However, their viewpoints are not recognised by management. This is most likely the reason why participants feel the information communicated to them does not make them feel empowered and therefore limits their participation in the event of change. Recipients verbalise their thoughts and express their uncertainty towards change. This uncertainty is an expression of their conflicting attitudes towards change. The limited participation from staff is almost the natural order of things. The structure is set up in a way that makes it challenging for staff to participate, even if the management finds value in the input of experienced employees. It is found that when management in centralised organisations considers the opinion of employees, they seldom have trouble gaining participation and employees are generally more reciprocal to change as

the access of information strengthens a culture of trust (Puma-at, 2016; Nwizia & Okachi-Okereke, 2020). This is supported by the claim of van Graan and Ukpere (2012), Purwanto et al. (2020) and Ali et al. (2021), that consultative communication and transparency are part of a well-executed change initiative that equips and empowers employees with relevant knowledge and encourages participation.

The findings from the survey show that participants felt that feedback from management was sufficient, new processes were clearly communicated and participants were aware of what was expected from them. Mishra et al. (2014) and Memon et al. (2021) note that it is critical that employees are engaged in effective communication from the onset to develop skills, provide feedback, and listen to concerns and issues.

Both the survey and interviews show that knowledge sharing is generally encouraged within the organisation and that there are no communication barriers, which means communication has been done clearly using languages understood by everyone. The participants of the survey relied on gossip as their main form of communication. Ayatse and Ikanyon (2012) and Srivastava et al. (2021) suggest that informal communication in the form of grapevines and gossip often fills the gaps that formal communication fails to address and serves the private purposes of the employees.

Although participants felt that feedback was sufficient, they still relied on gossip as a source of information. This suggests that there may still be a lack of transparency and a lack of management using innovative ways to communicate to the staff. Although the participants from the survey agreed that knowledge sharing was encouraged within the organisation, communication between departments did not improve. Based on these findings, it can be concluded that to a larger extent, there is effective communication and engagement between management and employees and that employees are comfortable participating in the change management activities.

To summarise, the findings from the survey and interviews revealed that communication is generally at a satisfactory level; however, a few gaps were identified, which negatively impact on employee engagement, organisational commitment, and employee performance.

5.1.3 Theme 3 – Organisational Culture

This section focuses on collecting data related to organisational culture. Organisational culture describes the environment in which employees operate in on a daily basis, and more importantly, how they react in times of change. This theme was addressed in both the survey and interviews.

5.1.3.1 Research sub-question 1.3

RSQ 1.3: How does change in an organisational structure affect employee performance?

According to the study findings, it can be concluded that the employees are generally satisfied with being part of the organisation and the working environment. This feeling of satisfaction could be associated with job security and the organisation's stability. The survey showed a strong feeling of unity among the employees and mutual trust between the employees and management. This finding is in contrast with management's reluctance to participate in the interview process and with one of the participants stating that the study is viewed as an interrogation of their management style. This raises a concern that management is not likely to be open to criticism and that trust might be one-sided between employees and management. This would require further research.

The participants are encouraged to use their own initiatives, and teamwork is encouraged. Chinomona et al. (2017) note that employee empowerment involves autonomy, sharing of power and giving credit to employees, which can further be improved by the delegation of duties, an ethical climate and a participative environment where the organisation focuses on hearing and solving employee grievances. In support of this view, Okyere-Kwakye and Otibu (2016) and Sarhana et al. (2020) suggest that the level of employee enthusiasm and adherence to core values signifies the level of organisational commitment.

Findings from both the survey and interviews revealed that there is no sense of fairness, good performance is not always acknowledged or rewarded in the organisation, and profits and procedures take preference over people. This explains why participants felt they are not valued at this organisation and why change does not positively influence performance.

This organisation is performance-driven; however, good performance is not acknowledged in a satisfactory way to the individuals. Good results and high performance are expected as the organisation equips the employees with training and procedures. Although the management recognises and appreciates high performance, this message is not clear at the receiving end. This type of action has resulted in the culture of this organisation being more results driven than people driven. Organisational culture aligns organisational and employee performance and therefore has a direct and positive impact on the level of performance of employees (Bell & Roebuck, 2015; Soomro & Shah, 2019).

The findings from the survey and interviews revealed some contrasting views on trust between management and staff. They also highlighted the lack of fairness, reward and recognition for good performance. Procedures and profits take preference over people, which also impacts negatively on employee performance.

5.2 Fulfilling the aim and objectives

The aim of this research was to understand the institutional factors that influence employee performance after a structural change in the organisation has occurred. The three (3) themes were identified based on the RQ and RSQ and linked to the survey, interviews, and literature. The research explored change implementation, communication within the organisation, and the current organisational culture.

RSQ 1.1 addressed the challenges organisations face with employee performance when organisational structure changes are implemented. The answers to this question highlighted issues that undermine the implementation process, such as the lack of personal growth and development, change frequency, change initiatives, and employee participation.

RSQ 1.2 addressed employee involvement in organisational structural changes to keep them motivated. The answers to this question highlighted communication in a changing environment and how engaged employees were after change had been implemented.

RSQ 1.3 addressed how change in an organisational structure affects employee performance. The focus was on organisational culture that exists within the structure and the answers highlighted issues such as trust, fairness, reward, and recognition.

Based on the findings, all the objectives of this research were fulfilled.

5.3 Summary

In this chapter, the three themes identified in relation to the RQ and RSQs were discussed and linked to the literature. Theme 1 addressed the organisational changes and highlighted both positives and negatives in the implementation process. Theme 2 addressed the data relating to communication in a changing environment, employee engagement, and communication initiatives. Theme 3 focussed on the organisational culture, which described the environment in which the employee operates and the employee's reaction to change.

The next and final chapter discusses the conclusions and recommendations resulting from the findings of this study.
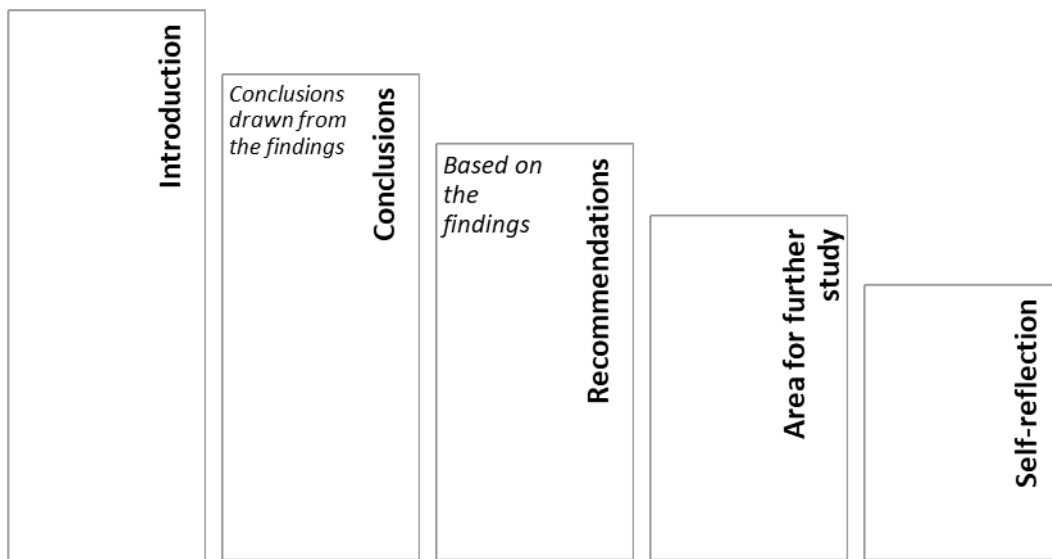
6. CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

Figure 6.1: Layout of Chapter 6

6.1 Introduction

This chapter presents the conclusion, recommendations, areas for further study and self-reflection. The purpose of the previous chapters was to provide an outline and understanding while meeting the aim and objectives of the research topic. The study explored the factors that affect employee performance after organisational change has taken place.

6.2 Conclusions

The conclusions are drawn from the research findings and discussions in Chapters 4 and 5.

Considering the research findings, it can be concluded that there is still much work to be done around change implementation. Members of this organisation understand the need for change and there is a general acceptance of its importance. The organisation has not taken a vested interest in staff development and growth. A decline in performance was identified after the change has taken place, and management has not fully considered the factors creating the resistance to change. With the high frequency of change in this organisation, it is not likely to improve in a short time. The organisation has, in some instances, involved experienced staff in change implementation. However, excluding them from the decision-making process creates a further gap to getting all staff "onboard" when change is implemented.

The standard communication mediums are utilised for general communication; however, there seems to be a lack in finding more effective means of communication that encourage input from the staff. This is clearly an opportunity missed as experienced staff with new ideas and initiatives could bring about change more easily and increase performance. Transparency has

been highlighted as one of the main issues by both middle management and staff, while informal communication such as gossip is perceived as the main source of information.

The organisational culture is one that promotes teamwork and high performance, but individual performance is not acknowledged or rewarded. There is no motivation to drive high individual performance. Procedures and profits take preference over people, yet without people, procedures would not be enforced and profits would not be possible. This study linked organisational change to the employee performance by taking into account the factors that impacts the day to day efficiencies, the relationships and organisational culture.

6.3   Recommendations

Based on the research findings, the following recommendations are made:

i) The organisation should consider implementing change that that will provide employees with opportunities for growth. Change should not lead to employees playing a reduced role in the organisation; rather, offer them career development opportunities, which mean new skills and job promotion, among other opportunities.

ii) Whenever changes are implemented, employees must be trained on new processes or skills. This will empower the employees to be able to carry out their new tasks with less difficulty and perform their duties with less supervision.

iii) Change resistance and change readiness should be a serious consideration before change is implemented. Understanding the underlining issues could result in a smoother transition and recognition and addressing of problems when they arise.

iv) Instead of relying solely on management to implement change, key personnel should be identified and used as change agents.

v) Before a change is implemented, it should be proposed to the general staff for robust discussions. Debate and critique should be encouraged. This type of involvement will give staff a sense of inclusion in the decision-making processes.

vi) When employees provide their input, there should be serious consideration that their opinions are based on fact or experience. High-level decision makers may overlook details that are important. This will promote employee participation as they will feel more empowered.

vii) Communication initiatives should be modernised to keep up with the changing times. The use of technology, workshops, think-tanks, news forums, electronic notices, etc. could promote hype around change and get staff excited and ready for change.

viii) The organisation should promote transparency and find ways to reduce or eliminate the 'grapevine' network to control the narrative.

ix) The organisation should invest in research programmes to give them a sense-check before embarking on organisational change.

x) High-performance should be rewarded and incentivised. Staff ear-marked for leadership training and development will feel a sense of value. Reward systems in place could promote healthy competition among staff, depots and even divisions within the group.

xi) Although profits and procedures are very important to every business, it should not precede over the people aspect. People usually leave their places of employment when they feel undervalued.

6.4 Areas for further study

This study explored the influence of institutional factors on employee performance levels at a private sector organisation. Further studies could focus on measuring the effect of organisational change on organisational performance in terms of profitability. The alignment of middle management with senior management and employees still needs further research.

6.5 Self-reflection

This research journey has been a challenging one. What should have taken four years to complete, eventually took five years. I've had numerous research supervisors with different research styles and offering different insights. I'm very fortunate as I've learnt from all of them. I was eventually assigned to Dr. Andre de La Harpe at the tail end of this journey, and this is when I believe my real work and learning began. I was introduced to so many new concepts, from the objectives, literature review, research methodology to data analysis and discussing the findings. It felt as if I crammed what should have taken me years to learn into a few short months. My 'favourite' line in his commentary is 'so what?' There were days that I would stare at my computer screen, not knowing where to start. Fortunately, his commentary guided me well, and the feedback gave me hope. I realised and acknowledged that there are many gaps and missed opportunities within this research. I almost wish I could start again. Given what I know now, I believe this study could have offered so much more insight into this organisation.

6.6 Summary

In this chapter, the conclusions of the previous chapters were presented. The conclusion summarised the headline findings, such as: i) the decline in performance after change has been implemented; ii) the lack of specialised change facilitators limits new opportunities and insights into the business; iii) employees were not involved in the decision-making process; iv) the viewpoints of the staff are not recognised by management; v) gossip is a main form of communication; and vi) good performance is not always acknowledged or rewarded, and profits and procedures take preference over people.

Taking these findings into account, the research question was adequately addressed. Several recommendations were made based on the findings from the data analysis in Chapter 5, such

as the organisation considering change that provides the employees with growth opportunities, utilising key staff during change implementation, considering the opinions of the experienced during the decision-making process, and rewarding staff for high performance. Possible areas for further study were identified, and a section on self-reflection concluded the chapter.

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Appendix A: Interview Questions

The influence of institutional factors on employee performance levels at a private sector organisation in Cape Town

Interview questions for department managers:

1. What are your thoughts on the organisational change that has taken place over the recent months at your organisation?
2. In your opinion, how has organisational change affected employee performance in your department?
3. What initiatives do you employ in your department to reduce change resistance?
4. How do you communicate change to your subordinates?
5. What additional methods are used to communicate change to diverse persons / groups in your department?
6. How would you improve communication at your organisation?
7. To which extent would you include your staff in the decision-making process?
8. In the past, how has the specialised knowledge of your subordinates assisted you in implementing change?
9. How would you describe the culture at your organisation?
10. How is good employee performance acknowledged at your organisation?
11. In your opinion, do you believe that the level of transparency at this organisation is sufficient?

Thank you for your time.

Richelle Morkel (Ms) 206056311

Appendix B: Questionnaire

Questionnaire for: The influence of institutional factors on employee performance levels at a private sector organisation in Cape Town.

Demographic Information *(Please x the most appropriate box)*

1. **Age**

18-25 years	1
26-35 years	2
36-45 years	3
45 + years	4

2. **Highest level of education**

Pre-matric	1
Matric	2
Diploma	3
Degree +	4

3. **Job grade**

A	1
B	2
C	3
D +	4

4. **Years of services at my organisation**

0-5 years	1
6-10 years	2
15-20 years	3
20+ years	4

5. **Organisational activities are communicated to me via:**

Meetings	1
Email	2
Posters	3
Gossip	4

6. **I prefer that my organisation communicates with me via:**

Meetings	1
Email	2
Posters	3
Gossip	4

		Change in my organisation	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7		Change does more good than harm:	1	2	3	4	5
8		Change happens frequently in my organisation:	1	2	3	4	5
9		I am always well informed before changes are implemented at my workplace:	1	2	3	4	5
10		Organisational changes are thoroughly explained to me by my manager:	1	2	3	4	5
11		I feel comfortable expressing my concerns regarding change at my workplace:	1	2	3	4	5
12		I understand the need for restructuring at my organisation:	1	2	3	4	5
13		I am aware that certain administrative functions (IT, HR, finance) has been centralised in my organisation:	1	2	3	4	5
14		The recent organisational changes has enhanced my current role profile (job specs, duties, authority etc):	1	2	3	4	5
15		Change usually provides growth opportunities for me at my organisation:	1	2	3	4	5
16		I have benefited from changes in reporting structures and other organisational changes:	1	2	3	4	5
17		I always feel empowered when change is implemented:	1	2	3	4	5
18		Change in my organisation influences my work performance positively:	1	2	3	4	5
19		Change in my organisation enhances my personal development positively:	1	2	3	4	5
20		Change makes me work more effectively and efficiently:	1	2	3	4	5
21		I support any change in my organisation:	1	2	3	4	5
22		My manager is always positive about change:	1	2	3	4	5
23		My colleagues are always positive about change:	1	2	3	4	5
24		I am always given the opportunity to provide feedback after changes that has taken place at my workplace:	1	2	3	4	5
25		I am positive about future changes in my organisation:	1	2	3	4	5
		Communication	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26		I am satisfied with the communication flow at my workplace:	1	2	3	4	5
27		I do not experience any language barriers at workplace:	1	2	3	4	5
28		All communication in my organisation is clear and understandable in my preferred language:	1	2	3	4	5
29		I feel comfortable asking questions and expressing my concerns:	1	2	3	4	5
30		My questions and concerns are adequately addressed:	1	2	3	4	5
31		I feel that there are sufficient mediums (email, meetings, posters etc.) of communication:	1	2	3	4	5
32		Gossip is a reliable source of information in my organisation:	1	2	3	4	5

33	All communication mediums (email, meetings, posters etc.) are being used optimally:	1	2	3	4	5
34	Organisational information communicated to me makes me feel empowered:	1	2	3	4	5
35	Any relevant feedback received (performance, changes, etc) from management is sufficient:	1	2	3	4	5
36	New processes in my department are clearly communicated to me:	1	2	3	4	5
37	All organisational changes are communicated to me by my manager:	1	2	3	4	5
38	Changes to workflows are communicated to me timeously:	1	2	3	4	5
39	I understand what is expected from me:	1	2	3	4	5
40	My manager is aware of my expectations:	1	2	3	4	5
41	Communication between departments at my organisation has improved:	1	2	3	4	5
	Organisational culture	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
42	I am a happy and proud employee:	1	2	3	4	5
43	I work in a positive environment:	1	2	3	4	5
44	I am encouraged to use my own initiative in my job:	1	2	3	4	5
45	Team work is always encouraged at my workplace:	1	2	3	4	5
46	I get along well with my colleagues:	1	2	3	4	5
47	There is a mutual trust between my manager and myself:	1	2	3	4	5
48	There is a sense of fairness in my organisation:	1	2	3	4	5
49	There are career opportunities at my organisation:	1	2	3	4	5
50	People are more important than profits at my organisation:	1	2	3	4	5
51	Procedures and rules are more important than results at my organisation:	1	2	3	4	5
52	Good performance is always acknowledged and rewarded at my organisation:	1	2	3	4	5
	Decision-making processes	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
53	I participate in some decision-making processes at my workplace:	1	2	3	4	5
54	My knowledge and experience is valued by my manager:	1	2	3	4	5
55	My viewpoints are recognised by my manager:	1	2	3	4	5
56	Knowledge-sharing is encouraged at my organisation:	1	2	3	4	5
57	I feel valued at my organisation:	1	2	3	4	5

Appendix C: Invitation to Participate

The influence of institutional factors on employee performance levels at a private sector organisation in Cape Town

December 2017

Dear Participant,

You are invited to partake in a study titled "The influence of institutional factors on employee performance levels at a private sector organisation in Cape Town". This study is being conducted by Richelle Morkel, an MTech: Business Administration candidate at Cape Peninsula University of Technology (CPUT). This study aims to investigate the factors influencing performance at your organisation.

This questionnaire will be anonymous and confidential; thus, you are not required to reveal your identification at any stage. Your participation is strictly voluntary, and you are free to withdraw at any time without obligation. The first section under demographic information will be used for analysis and statistical purposes only. The rest of the questionnaire is divided into various sections under the headings: Change in my Organisation, Communication, Organisational Culture and Decision-making processes.

This questionnaire will take approximately 5–10 minutes to complete. Your input will hopefully contribute to the further understanding of employee performance at your organisation.

For further inquiries, you may contact me via email ricmorkel@gmail.com.

Thank you for your time.

Richelle Morkel (Ms) 206056311

Appendix D1: Participant 1

Academic Research Interview with Participant 1

Date: 17 July 2018

Time: 10:30 am – 11:30 am

Question 1: What are your thoughts on the organisational change that has taken place over the recent months at your organisation?

P1   Organisations should always be open to change. Change often creates capacity, efficiency and cost savings. As in the past and still today, it is the intention of all the major organisational change that takes place. The initial transitional period for the restructuring was difficult, but we've seen an improvement and I can say with certainty that the situation has stabilised.

Question 2: How do you communicate change to your subordinates?

P1   Meetings and emails

Question 3: In the past, how has the specialised knowledge of your subordinates assisted you in implementing change?

P1   Using 'specialist' in certain areas of the business does really help, however the problem with that is we don't get a new perspective. For example, what would really change if we kept using the opinions of the same people who has been working a certain way for a very long time

Question.4: In your opinion, do you believe that the level of transparency at this organisation is sufficient?

P1   No from my perspective. I would've liked more transparency in terms of long-term strategies. On my level (management), I think that we are only included at the tail end of the strategy. We are expected to implement but we don't always start off knowing big picture.

Question 5: What initiatives do you employ in your department to reduce change resistance?

P1   I've done nothing in addition to standard emails, paraphernalia and posters.

Question 6: What additional methods are used to communicate change to diverse persons /groups in your department?

P1   Most of the written communication in my department is in English. There is no need for translation.

Question 7: How would you improve communication at your organisation?

P1   First we determine the extent of the communication gaps and problems, get feedback from the staff and let them tell us what their preferences are and where we can improve.

Question 8: In your opinion, how has organisational change affected employee performance in your department?

P1   The teams' performance plummeted right after we centralised departments. Staff were generally unclear of their roles and responsibilities. Now, months down the line we are more structured, and we've overcome the worst. Certain departments benefited from the change, with certain tasks and functions reassigned to other departments.

Question 9: To which extent would you include your staff in the decision-making process?

P1   It's not feasible to include staff in every decision made. We can get their input, involve them from time to time. This will help to get their 'buy-in' but in reality, we (the managers) implement decisions that are made much higher up the ranks.

Question 10: How is good employee performance acknowledged at your organisation?

P1   We have not incentivised employee performance although we have the quarterly performance appraisals. I must admit that we don't really acknowledge good performance. We've come to expect high quality performance from our staff. We give excellent training and we expect excellent results.

Question 11: How would you describe the culture at your organisation?

P1   Results and process driven.

Appendix D2: Participant 2

Academic Research Interview with Participant 2

Date: 18 July 2018

Time: 10:30 am – 11:30 am

Question 1: What are your thoughts on the organisational change that has taken place over the recent months at your organisation?

P2   Not all change is good. I'm a believer that there is no need to reinvent the wheel. Yes, there are things we can do to improve processes but the changes that the organisation undertook over the past few months, has been tried and tested before. It didn't work then, and I don't see it working now.

Question 2: How do you communicate change to your subordinates?

P2   Posters for the staff that does not have access to emails (operational staff). We'll have monthly meetings and make use of emails.

Question 3: In the past, how has the specialised knowledge of your subordinates assisted you in implementing change?

P2   By specialised knowledge we refer to experienced staff, it has served us very well in past and when the time comes we do draw on the knowledge and experience of our staff.

Question.4: In your opinion, do you believe that the level of transparency at this organisation is sufficient?

P2   There is not enough transparency and staff feel excluded. There's been times in the past that our clientele was more informed of what was happening in our organisation than some of our management staff. It really sends out a bad message to all.

Question 5: What initiatives do you employ in your department reduce change resistance?

P2   There were none, change was communicated through the usual mediums and I believe that this was sufficient

Question 6: What additional methods are used to communicate change to diverse persons /groups in your department?

P2   In operations we use a translator for isiXhosa, other than that everything is communicated in English.

Question 7: How would you improve communication at your organisation?

P2   We should use technology to enhance communication levels. There is definitely a need for improved communication, but not only what we communicate but also how we communicate.

Question 8: In your opinion, how has organisational change affected employee performance in your department?

P2   Initially it was a mess. We actually reported a high staff turnover during the transitional phase. Staff were overworked and feeling despondent, it was really hard to manage and keep a positive momentum.

Question 9: To which extent would you include your staff in the decision-making process?

P2   It's not realistic to include staff in decision-making. As managers, we too are all limited in our involvement in the decision-making process.

Question 10: How is good employee performance acknowledged at your organisation?

P2   As a company we don't individualise good performance, majority of the staff are union members so we don't get involved with that type of initiatives.

Question 11: How would you describe the culture at your organisation?

P2   Very formal and corporate, not an innovative or creative environment.

Appendix D3: Participant 3

Academic Research Interview with Participant 3

Date: 18 July 2018

Time: 14:30 am – 15:30 am

Question 1: What are your thoughts on the organisational change that has taken place over the recent months at your organisation?

P3   My team and I are positive about the changes over the recent months however as a manager it would've been good to be part of the decision-making process or even giving our input before implementation. It is us who deals with the transition, the people and the changes.

Question 2: How do you communicate change to your subordinates?

P3   Informal discussion, team meeting and posters and emails.

Question 3: In the past, how has the specialised knowledge of your subordinates assisted you in implementing change?

P3   Using our experienced people to assist in change is always helpful. The staff has seen many changes over the years. They handle change very well and us managers would be lost without their input.

Question.4: In your opinion, do you believe that the level of transparency at this organisation is sufficient?

P3   Yes, I believe it to be appropriate to the levels within the organisation.

Question 5: What initiatives do you employ in your department to reduce change resistance?

P3   I've had informal chats with my staff and where the frustrations reached boiling point, I intervened wherever I could.

Question 6: What additional methods are used to communicate change to diverse persons / groups in your department?

P3   None needed in my department

Question 7: How would you improve communication at your organisation?

P3   Nothing really replaces face to face communication, so strengthening relationships will definitely improve the quality of our communication.

Question 8: In your opinion, how has organisational change affected employee performance in your department?

P3   There is always a dip in performance after any major organisational change. As managers, we do anticipate this but the staff has persevered and we were able to give them the support they needed to get them up to standard again.

Question 9: To which extent would you include your staff in the decision-making process?

P3   If this were my company, I would probably include the staff in some of the decisions that are made, but in a corporate it is almost unheard of.

Question 10: How is good employee performance acknowledged at your organisation?

P3   The occasional 'thank you' when we've completed big projects or shipments but it would be an acknowledgement in a form of a lunch or half day off and it would be for the whole site and not for individuals.

Question 11: How would you describe the culture at your organisation?

P3   It depends on which level you find yourself; the general worker might find it to be a safety-conscious culture whereas a manager in admin might find it to be more an authoritarian type of culture. Overall, I think that ours is a culture of procedure and discipline"

Appendix D4: Participant 4

Academic Research Interview with Participant 4

Date: 19 July 2018

Time: 10:30 am – 11:30 am

Question 1: What are your thoughts on the organisational change that has taken place over the recent months at your organisation?

P4   I've seen many changes over the past years. In order for a company to evolve, change must happen. Companies should be agile and pro-change. It's up to us managers to get the staff aligned with organisational changes and strategy

Question 2: How do you communicate change to your subordinates?

P4   Mostly emails and staff meetings.

Question 3: In the past, how has the specialised knowledge of your subordinates assisted you in implementing change?

P4   The 'specialised' skilled staff such as bond clerks, compliance clerks etcetera, all have a role to play and if we don't get their input or assistance, we will find it much harder to implement change".

Question.4: In your opinion, do you believe that the level of transparency at this organisation is sufficient?

P4   I don't really have an opinion about it.

Question 5: What initiatives do you employ in your department to reduce change resistance?

P4   There will always be resistance to change, as a department we just have to ride out the storm and plan properly.

Question 6: What additional methods are used to communicate change to diverse persons /groups in your department?

P4   No requests for additional languages.

Question 7: How would you improve communication at your organisation?

P4   I would probably have more meetings, but we don't always have the luxury of making sure everyone is 100% on board.

Question 8: In your opinion, how has organisational change affected employee performance in your department?

P4   Nothing outside of what we expected. We knew that certain staff members will resist change while others would welcome it, overall, we've managed to overcome the worse.

Question 9: To which extent would you include your staff in the decision-making process?

P4   I wouldn't include them in decision-making per se, however I think that it would be really important to get their buy-in.

Question 10: How is good employee performance acknowledged at your organisation?

P4   It's not really something we do here. We have branch initiatives from time to time but that would be at the discretion of the managers at the branch.

Question 11: How would you describe the culture at your organisation?

P4   I would like to believe that we have a learning and developing culture.

Appendix E: Ethics Approval Letter

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

At a meeting of the Research Ethics Committee on 15 August 2017, Ethics Approval

was granted to Richelle Morkel (206056311) for research activities

Related to the MTech/DTech: Mtech Business Administration at the Cape Peninsula University of

Technology

Title of dissertation/thesis/project:	THE INFLUENCE OF INSTITUTIONAL FACTORS ON EMPLOYEE PERFORMANCE LEVELS AT A PRIVATE SECTOR ORGANIZATION IN CAPE TOWN Lead Researcher/Supervisor: Dr BS Ngcamu

Comments:

Decision: APPROVED

	15 August 2017
Signed: Chairperson: Research Ethics Committee	Date

Clearance Certificate No 2017FBREC459

Appendix F: Editing Letter

<div align="right">18 October 2022</div>

RICHELLE MORKEL
Faculty of Business and Management Sciences
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District Six, Cape Town

RE: CERTIFICATE - EDITING OF MASTER'S THESIS

I, the undersigned, herewith confirm that the editing of the Master's thesis of Richelle Morkel, *"THE INFLUENCE OF INSTITUTIONAL FACTORS ON EMPLOYEE PERFORMANCE LEVELS AT A PRIVATE SECTOR ORGANISATION IN CAPE TOWN",* has been conducted and concluded.

The finalised thesis was submitted to Dr de la Harpe on 18 October 2022.

Sincerely

A Jordaan

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