CHANGE MANAGEMENT IMPLICATIONS OF A RETRENCHMENT
STRATEGY IN A SELECTED SECTION OF A
TELECOMMUNICATIONS ORGANISATION

BY
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This paper is presented in partial fulfilment of the requirements for the degree of
Master in Business Administration in the Faculty of Management at the Port
Elizabeth Technikon.

PROMOTER: PROF. CALVYN DU TOIT

DATE: January 2001
DECLARATION

“I, Mertz Aucamp, hereby declare that:

• the work in this paper is my own original work;
• all sources utilised or referred to have been documented and recognised; and
• this paper has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualifications at any other recognised educational institution.”

_________________________  _______________________
MERTZ AUCAMP                  DATE
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SUMMARY

An audit report by the Australian National Audit Office (ANAO) indicated that a company needs to ensure that support is provided to those employees who remain after a staff reduction process and that their needs are managed effectively. One of the recommendations by ANAO for companies that are embarking on restructuring and future staff reduction programs, is the facilitation of change management workshops, or intervention to prepare the staff to manage change.

A literature study revealed that no change management model existed that specifically focused on the “survivors” of a retrenchment or restructuring strategy in a company. The literature study was therefore used to assist in developing a change management in Telkom SA. Pre-assessment and post-assessment questionnaires were developed to test the employees' abilities to manage change and their understanding of the changes that the telecommunications industry is facing.

The findings of the survey showed a high level of employee tolerance to change and illuminated the value that was added by the developed change management model.
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CHAPTER 1

GENERAL INTRODUCTION AND PLAN OF THE STUDY

1. INTRODUCTION

In reality, most people regard change with suspicion and for this reason are prepared to be antagonistic from the outset. Both the theory and practice of managing change supports some justification for believing that the suspicious approach is neither inevitable nor an “immutable facet of human nature”. In fact, employee behaviour towards change depends on the employees’ past experiences and their present expectations of the organisation for which they work (Burnes, 1992:270). Only when the individuals in an organisation change, does the organisation change.

“Employees of the organization are treated as passive onlookers who will comply with the directives and objectives issued from the top”. With a change process, individuals will experience “feelings of loss, and will have to work through those feelings of loss and come to terms with life afterwards”. Managing this process will vary for different individuals (Balogun & Hailey, 1999:153).

“The experience of change, of unaccustomed activity, of being on unfamiliar ground, of doing things differently is frightening. It always was and always will be. People handle their fear of change in different ways, but the fear is inescapable if they are in fact to change” (Peck, 1978:131).

Continued pressure and repeated failure by employees to adjust to change, can cause depression, and will culminate in a so-called burnout syndrome (Gerber, Nel & van Dyk. 1999). The burnout syndrome is a response to chronic emotional stress consisting of three components namely:
(a) emotional and/or physical exhaustion;
(b) lowered job productivity; and
(c) over-depersonalization

(Gerber, Nel and van Dyk, 1999: 493)

For the purposes of arriving at a specific change model the following contributions need to be added:

- Pritchett and Pound (1994) elaborate on the effect on individuals of the early stages of transition. When people go through change, they tend to cling desperately to the past which is familiar. They then snuggle ever deeper into their comfortable routines and zones to avoid the chilling and frightening thought that they might have to change. Change for people means giving up something, and the greater the personal sacrifice the more people tend to drag their feet.

- Another reason that contributes to why people defend the old way of doing things is to maintain personal stability or feel in control of circumstances around them.

- A third reason for resistance to change, is that people view it as a way of getting even or taking revenge for changes they do not like (Pritchett & Pound, 1994:4).

The researcher, who is employed in the Human Resources department of Telkom SA, is a survivor of a retrenchment process implemented during October 1999. At the time, the company had not provided any intervention in order to prepare employees for the change process, or how to deal with this change in an individual’s life. Another indication that a change management model was necessary, were the requests from the organised labour movements in the Eastern Cape. Their requests focused on the
company’s need to address the morale of the surviving employees and prepare the employees for the change.

The aim of the practical application of a change management model in this study was to determine how employees could manage change effectively. In this regard, a junior manager in the Plan and Build section of Telkom SA in George responded through an e-mail, to a question posed by the researcher on the effects of a retrenchment strategy on the remaining staff. The junior manager indicated that the staff were concerned about who might be next on the retrenchment list. He made special reference to expectations that were created by the Chief Executive Officer of Telkom during the founding of Telkom South Africa in 1991. At that time the staff were assured that there would be no job losses and no loss in employee benefits.

According to the Australian National Audit Office [ANAO] (1996:11), how staff who remain after a reduction strategy are managed, is a key element in such a strategy. ANAO (1996:24) acknowledges that during the period of “bedding down” of the new staff profile, several issues need to be addressed:

- Not all staff remaining in the company may want to be there;
- Staff morale will need to be rebuilt;
- Staff workloads will need to be reviewed;
- Counseling or employee assistance programs will have to be provided to deal with issues such as stress;
- The new roles for staff after the restructuring will need to be made clear; and
- Staff need to know that they are valued and that they do have a future in the organisation.
ANAO’s (1999:30) recommendation is that companies who embark on a retrenchment process need to ensure that support is provided to those who remain after the current and any future staff reduction processes. ANAO further suggests that the needs of these staff members should be managed effectively. This will demonstrate that retained staff are valued, that they have a future in the organisation and that their continued abilities will ensure the fulfillment of operational requirements. The role of managers in assisting retained staff to cope with new working arrangements should also be addressed in formulating a retrenchment strategy.

ANAO (1999:129) points out that the importance of supporting retained staff is not identified in the staff reduction strategies of the Australian Public Service. In contrast, the Australian Geological Survey Organisation (AGSO) acknowledges that retained staff have an impact on an organisation’s continuing operations.

**FURTHERMORE, ANAO advises that managers have an important role to play in processes that include the following:**

- Setting out to maintain and improve morale;
- Providing development plans and training to employees in re-engineered jobs;
- Assuring staff of their value to the organisation;
- Demonstrating to retained staff that they have a future in the organisation; and
- Continuing the monitoring and evaluation of the needs of retained staff.

Another negative effect of a retrenchment strategy is that the employees who missed out on the voluntary redundancy package (many of whom remain in the organisation), will be demoralised as they feel less valued (ANAO, 1999:129).
ANAO recommends to companies planning future staff reduction strategies that they should develop ways in which to effectively manage the needs of retained staff. *These should include:*

- Change management workshops or interventions;
- Staff surveys;
- Individual development plans and training; and
- Emphasis on the role of managers in assisting retained staff to cope with new working arrangements (ANAO, 1999:131).

### 1.1 MAIN PROBLEM

Based on the discussion thus far, the following problem was addressed by this research in a section of a selected organisation:

What is the effect of a retrenchment strategy on the remaining staff of the selected section and how can a change management model be used to develop an intervention instrument to assess the implications of retrenchment and ensure a positive approach towards change?

### 1.2 SUB-PROBLEMS

1. What would be an appropriate change management approach or model for the selected section of the relevant organisation?

2. What is the impact on an organisation and its staff of a strategy of retrenchment, downsizing and rightsizing?

3. What managerial competencies are needed to manage the particular change process to ensure positive morale among the remaining staff?
1.3 OBJECTIVES OF THE STUDY

The main goal of this study was to develop a model that would allow Telkom SA employees to approach change with a mature, self-management approach. Therefore, the first objective of this research was to develop a change management model for Telkom SA which would limit trauma and resistance to change among its employees during retrenchment and restructuring processes.

The second objective was to determine which competencies were necessary for management to facilitate and implement change processes within their areas of responsibility.

The last objective was to evaluate the developed change management model among employees who “survived” the retrenchment process at the selected organisation.

1.4 SIGNIFICANCE OF THE RESEARCH

The fact that the researcher is employed in the Human Resources Department of Telkom SA and was actively involved in the implementation of the company’s retrenchment strategy, prompted this research on the impact of the retrenchment strategy on employees who survived the process.

Van Greunen (1992:2) defines retrenchment as “an exercise whereby management decides to reduce the number of employees due to an economic downturn or the poor financial performance of the company”. Cooper (1987:4) defines retrenchment as a “dismissal or long term lay – off of one or more workers for reasons of an economic, structural or
technological character, intended either to reduce the number of workers employed in the undertaking or to alter the composition of the workforce”. Bendix (1996:377) defines retrenchment as a “procedure whereby the possibility of a reduction in employment is foreseen and regulated”. In this study, retrenchment is defined as a process where employees are reduced, based on structural changes in the organisation including technological changes and alignment with world-class standards.

When the researcher approached the Human Resources Regional Head of Telkom SA for guidance on the proposed research, he emphasized the urgent need for implementing a change management model. The need for such a model was as a result of requests from the Communications Workers Union (CWU) and the Alliance of Telkom Unions (ATU) in the Eastern Cape that the company address the morale of the remaining employees. Ivancevich and Matteson (1999:29) define morale as being similar to satisfaction as it refers to “the extent to which the organization meets the needs of employees”. Employee attitudes, turnover, absenteeism, tardiness, and grievances are measures of the morale in a company. Within the context of this research, morale is defined as the extent to which employees’ negative emotions and views are changed to a situation where positive approaches to employees’ careers in general, are visible.

After the researcher approached the Human Resources Regional Head during January 2000, there was keen interest and support coupled with requests as to when the researcher was going to implement a change management model as the first retrenchment process was completed on 31 March 2000. An ultimate goal of this research project was to expose the employees in the selected section of Telkom SA in the Eastern Cape to the following trends described by Scott and Jaffe (1994:4):

(a) The pace of contemporary change is rapid;
(b) There are no longer short periods of change, followed by long plateaus of stability;
(c) Most people’s lives today are a continual, never-ending series of changes, with ever shorter rest periods;
(d) People must learn to live with and thrive in a world of constantly changing demands.

1.5 FINDINGS FROM OTHER RESEARCH

“The rush of adrenaline the announcement of retrenchment brought, and the shock that set in soon afterwards as the first impact of the announcement and what it could mean sank in, are emotions I’ll never forget” (Reid, 1999:32). From this quote it is clear that a retrenchment process in a company has an impact on the emotions of the affected employees.

According to Brown, (1989:30) “… work is an essential part of a man’s life since it is that aspect of his life which gives him status and binds him to society… unemployment is feared because it cuts man off from his society…Fundamentally work is a social activity with the two main functions of producing the goods required by society and binding the individual into the pattern of interrelationships from which society is built up.”

Joubert (1993:preface) highlights the fact that a retrenchment process causes people to experience a loss of dignity, which can threaten self-esteem and sense of security. The possibility of an employee losing his/her job does not only affect the individual, but it also affects the employee’s spouse, children and other family members. The same feelings of insecurity and the loss of self-esteem that the affected employee experiences, also threatens the family members. Facing the
realistic that an employee can lose his/her job goes hand in hand with multiple changes which were neither anticipated nor prepared for and will have a profound effect on the lives of each member of the family.

Van Greunen (1993:8) claims that affected employees in the retrenchment process are left with feelings of confusion, as they become unsure of their status and the role that their work provided them.

Affected individuals of a retrenchment process will react with shock, then later relief and finally relaxation. The stages an employee goes through could be compared to the stages that the Kubler-Ross general loss model explains. Kubler-Ross advocates that the stages an individual goes through are similar to those when losing someone to death or contemplating one’s own death (Dawson, 1993:18-19). These stages according to Morris (1988:405) are denial, anger, bargaining, depression and eventually acceptance.

It is important that the people responsible for informing employees of change processes such as re-engineering, rightsizing, downsizing and retrenchment strategies need to be trained in the necessary skills and knowledge to deal with it professionally (Van Greunen, 1993:6).

If a change management process in a transition period (retrenchment strategy) is not managed properly, a company can incur the following costs:

a) The company loses good people, often the best ones;
b) The affected employees undermine teamwork, adaptability, and communications;
c) Old problems resurface and old mistrusts reappear; and
d) Stress levels rise dangerously, which will increase absenteeism and health care costs.

(http://wmbridges.com/articles/content/not_enough.html)

1.6 RESEARCH METHODOLOGY

The methodology used in this study consisted of a literature survey and an empirical investigation.

1.6.1 Literature survey

The affects of a retrenchment strategy on the remaining employees was identified from the literature and the competencies that management requires for managing change and ensuring a positive morale were noted. In order for the researcher to determine what change management model was applicable for this research topic, a number of change management models were combined for implementation in Telkom SA in the Eastern Cape. Furthermore, the Port Elizabeth Technikon and University of Port Elizabeth libraries were used where the researcher did a computer scan to identify the relevant literature.

1.6.2 Empirical study

The empirical study consisted of:

(a) Morale and change management skills of employees

A pre-assessment and post-assessment questionnaire was drawn up to determine the morale level of employees in the affected areas which are in a structural change process. This survey determined what coping skills the employees had, to deal with continuous change processes in an organisation.
(b) Sample

The Payphone section of the Access Network Operations business unit of Telkom in the George and East London areas was used to gather data. The researcher focused on a total sample from George and East London of 28 employees who attended voluntarily. Operational constraints limited the sample size. Management of the Payphone section determined the number of employees they were able to release to attend the change management interventions. The invited employees were allowed to attend the intervention session voluntarily.

(c) Statistical analysis of data

The statistical procedures used in interpreting and analysing the data were done in consultation with the researcher’s promoter. The Microsoft Excel programme (1997) was utilised to analyse and present the data. The pie-graph and bar-graph method were utilised to visualise the results from the research conducted.

(d) Development of a change management model

The model was developed in consultation with the researcher’s promoter and the management of the Human Resource department of Telkom. The key focus of the model was on managing change and stress in the workplace.

1.6.3 Industry demarcation

Kaplan (1990:1) defines the telecommunications industry as the industry that “manufactures and supplies the equipment required for the local public telecommunications network, the infrastructure which allows communication between subscribers and the equipment which enables subscribers to utilise the network.” In this study the telecommunications industry is limited to Telkom SA in the Eastern Cape, where Telkom SA
provides voice and non-voice telecommunication services to the economy and business activities of the region.

1.6.4 Geographical demarcation
The researcher limited the research to Telkom South Africa in the Eastern Cape. The research was concentrated in George, representing the Southern Cape, and East London representing the Border area. It was in these areas where the retrenchment strategy and restructuring processes of Telkom SA had had an impact on certain functions within the company.

1.6.5 Employee groups
The groups of employees surveyed and studied were technical officers, administrative support officers and junior managers in the Access Network Operations business unit within Telkom SA in the Eastern Cape.

1.6.6 Size of business unit
The Access Network Operations business unit, employing 1648 employees in the Eastern Cape (based on information provided by the Human Resources statistician, Linda Pretorius) was used in this study. This business unit was the most affected in the retrenchment process where more than 400 employees were lost.

1.7 KEY ASSUMPTIONS
For the purpose of this study, it was assumed that a retrenchment strategy of a company impacts negatively on the morale of the staff who remain behind. Furthermore, the researcher assumed that a retrenchment process impacts on the employee’s performance (positively or negatively) and personal life circumstances, which includes his/her family. The emotions of fear, uncertainty and panic add to the stress of the employee in the process. The researcher also assumed that if an employee is
repeatedly educated on how to handle change in his/her life, the employee would be better equipped to handle continuous change circumstances that include retrenchments, redeployment, downsizing and rightsizing in the workplace. The researcher assumed that if employees are made aware that career resilience is a critical career competency in modern day careers, they will in future understand and accept change processes in the workplace.

The researcher assumed that the management of Telkom in the Eastern Cape do not possess the necessary skills to ensure a positive morale among the remaining staff. This assumption was based on the fact that it was the first time that the company and its management had undertaken a retrenchment process.

1.8 STRUCTURE OF THE THESIS

In chapter 1, the problem of the study was stated and an overview was given of how the study was planned and administered. Chapter 2 serves as a theoretical basis for creating a very specific change model for Telkom SA, described in chapter 3. The information discussed in chapter 3, together with that of chapter 2, describes how the researcher was able to identify the possible implications to be tested in the empirical study: these are discussed in chapters 4 and 5. The final chapter (chapter 6) contains a summary of the research, conclusions and recommendations.
CHAPTER 2
THE BASIC COMPONENTS AND IMPLICATIONS OF AN APPROPRIATE CHANGE MANAGEMENT MODEL

2.1. INTRODUCTION

The theoretical foundations of change management are introduced with a definition followed by an outline of the links that exist between change and strategy. Furthermore, the reasons for exploring strategic change and the types of changes that cause large-scale problems are discussed.

2.1.1 Definition of change management

O’Grady (1994:9) describes change as a learning process. With regard to change learning could be the ability to learn lessons as quickly as possible, before an individual’s self-esteem sinks, the loving relationship turns to war, or the heartfelt aspirations for success burn so low that the individual cannot recover.

McCalman and Paton (1992:6) define change management as a highly programmed process which uses the problem that needs to be rectified as the starting point and then breaks it down into its constituent parts. This process is followed by an analysis of the possible alternatives and the selection of the preferred solution with a focus on problem recognition, diagnosis and resolution.

In the context of this research, change management is defined as a process whereby employees are encouraged to realise other internal or external career alternatives and challenges. These alternatives are realised through a change and stress management intervention. The aim
of the intervention is to equip employees to cope with continuous change processes, for example, retrenchments and restructuring within a telecommunications organisation.

2.1.2 The link between change and strategy

Dyer, Daines, and Giauque (1990:155) define strategy as something that should provide a picture of an organisation or company, with the aim of looking into the future. “Strategy is defined as a framework that guides those choices that determine the nature and direction of an organisation. Thus strategy helps to create a unified direction for the organisation in terms of its many objectives and operational goals. It provides a basis to guide the allocation of resources used to move the organisation toward the accomplishment of those objectives.” In relation to this research, strategy is defined as company objectives to accomplish global competitiveness and benchmarking of a telecommunications company to global standards.

Over the years, organisations that survive, change their structures and direction. In doing this, the organisations threaten, or create opportunities for others. In the change process, many organisations reduce their workforces through downsizing and delayering activities (Stacey, 2000:3).

Balogun and Hailey (1999) maintain that exploring corporate strategy and exploring strategic change share two viewpoints. The views present corporate strategy during the process of strategic management. The first view is that strategy should indeed be managed through the planning processes. A strategy is the result of careful, objective analysis and planning. The second view is that strategic management is not so much about formal planning, but more of a negotiated process that is open to managerial and cultural influences. In this process the strategy develops
within a context and is influenced by elements within that context which can include managers' opinions and cultural values.

Furthermore, management of strategic change is also a process. The one reason why change implementation is complex is because successful change depends on the development of a context sensitive approach [the why of change]. In an organisation a change agent is an individual who facilitates change and can make change happen. This change agent can be any individual within the organisation from the managing director to a selected teammember. *The three main components of an organisational change process are illustrated in Figure 2.1.*

- The change **context** refers to why it is necessary to change, which is influenced by internal and external context or variables.
Figure 2.1: Three components of change

- **Content**
  - Assessment and choice of products/markets
  - Objectives and assumptions
  - Targets and evaluation

- **Process**
  - Change managers
  - Models of change
  - Formulation / implementation
  - Pattern through time

- **Context**
  - **Internal**
    - Resources
    - Capabilities
    - Culture
    - Politics
  - **External**
    - Economics / Business
    - Political
    - Social

Source: A. Pettigrew and R. Whipp, in Balogun & Hope Hailey (1999:4)

- The change **content** refers to the what of change. This includes the choices that need to be made about an organisation’s product range, the markets within which the company competes, how the company should compete and how the company should be structured to compete.

- The change **process** refers to the how of change and includes the things that need to be done to deliver change.
2.1.3 Exploring strategic change

Organisations experience severe problems in bringing about strategic change and there are two reasons for it:

- Firstly, change appears in different shapes and sizes and it can be categorised as either radical or incremental. Radical change is identified with large-scale, organisation-wide transformation programmes which involve overturning old ways and old ideas and replacing them with new and unique ones. This radical change is characterised by its speed, scale and break-with-the-past which cannot be achieved quickly. There is also a call for new forms of behaviour and co-ordinated localised projects spread over a longer period to reinforce and act as the foundation for the overall programme.

- The second reason is incremental change. This is defined as change projects, which are relatively small scale, customised and designed to solve a particular local problem or enhance the performance of a particular section or department of an organisation. Incremental change projects bring about an ad-hoc and customised improvement in performance (Burnes, 1992:150).

Burnes (1992) concluded that there are two types of change that cause large scale problems for an organisation, namely:

- **Introduction of new technology** – This has been the most common and important form of organisational change. Studies outlined by Burnes suggest that the failure rate for new technology change projects ranges between 40 and 70 percent.

- **Adoption of Total Quality Management (TQM)** – TQM is an organisation-wide effort to improve quality through changes in company structures, practices, systems and attitudes of people in the organisation. Despite the growth of adherence to TQM worldwide, the
realities is that many companies find it difficult to adopt TQM and this leads to a failure of over 90 percent of TQM initiatives.

There is consensus among organisations that changes do not fail because of faults in the technology or the techniques utilised. They fail because of the organisation’s lack of ability in terms of planning and managing change, motivating and involving employees and unions, and designing and implementing suitable job and work structures (Burnes, 1992:151). Burnes’s argument emphasises the importance of managing change in an organisation through a well structured change management model which deals with a wide spectrum of approaches.

2.2 APPROACHES AND TECHNIQUES OF CHANGE MANAGEMENT

The approaches and techniques utilised in change management are introduced by means of a background on the theoretical foundations of change management, which focus on three schools of thought. The three models of change by Kurt Lewin are discussed as models of organisational change. The techniques and methods of intervention to facilitate successful change programmes or systems also receive attention in this section.

2.2.1 The theoretical foundations of change management

In order to provide an understanding of change management, a brief outline of the three schools of thought and the idea of Burnes which form part of change management theory will be discussed.

- The Individual Perspective school
  In order to change the behaviour of an individual, it is necessary to change the conditions within which the individual functions. Burnes
(1992) focuses on the Gestalt-Field theorists who stipulate that learning by an individual in an organisation is a process of gaining or changing insights, outlooks, expectations or thought patterns and the interpretation the person places on them. The Gestalt-Field theorists focused on helping individual members of an organisation change their understanding of themselves and their surrounding circumstances which in turn would lead to changes in the behaviour of these individuals. In order to bring about change in the new paradigm-type organisation, the emphasis is on the use of strong individual incentives and discussions, involvement and debate (Burnes, 1992:153-154).

• The Group Dynamics school
This school’s focus is on facilitating organisational change through team dynamics or work groups rather than through individuals. The reason for the group approach is that people in organisations function in groups and the individual’s behaviour must be modified or changed in the light of group practices and norms. Group behaviour is a set of symbolic interactions and forces that do not only affect group structures, but also modify the behaviour of individuals.

Within the dynamics of a group, forces and tensions are produced as a result of group pressures on each of the team members. When a company introduces change it must focus at the group level where the aim is to influence and change the group’s norms, roles and values.

**Norms** – These are rules or standards that define what individuals should do, think or feel in certain circumstances, or a given situation. Explicit norms are formal, written rules which are known and applicable to everyone in the organisation. Implicit norms are informal and unwritten and some individuals might not even be aware of them. The actions of group members are dictated by implicit norms.
**Roles** are defined as patterns of behaviour to which people in the organisation are expected to conform. Roles are outlined in the form of job descriptions, and in practice they are strongly influenced by norms and values.

**Values** are ideas and beliefs which form the basis for individuals to determine what is right or wrong. Values that influence behaviour are difficult to determine, because individuals are not always consciously aware of them, or they cannot easily be articulated (Burnes, 1992:154-156).

- **The Open System school**
  The Open System school defines organisations as composed of a number of interconnected sub-systems. It advocates that any change to one part of the system will impact on other parts of the system, including the overall performance of the organisation. Organisations are open to interaction with their external environments and internally through the various sub-systems that interact with each other. The main objective of the Open Systems approach is that the overall business objectives are collectively pursued. This is achieved through clearly defined lines of co-ordination and interdependence and the emphasis is on achieving overall synergy, not on optimising the performance of any one individual per se.

  **The four principal organisational sub-systems are as follows:**

  **a) The organisational goals and values sub-system** – In order for an organisation to operate effectively, it has to ensure that its goals and values are also compatible with its external and internal environments.
b) The technical sub-system – This refers to the specific combination of knowledge, techniques and technologies which are necessary for an organisation to function.

c) The psychosocial sub-system – This relates to the fabric of role relationships, values and norms that mould people together and make them citizens of a particular miniature society, their own organisation. The sub-system is influenced by the organisation’s environment, history and employees, the tasks, technology, organisational culture and structures.

d) The managerial sub-system – This system is responsible for relating an organisation to its environment, establishing goals, outlining the values, determining and developing detailed strategic and operational plans, designing structure and formulating control processes (Burnes, 1992:156-159).

Changing anything in an organisation requires the full co-operation and consent of the groups and individuals who (in reality) form the backbone of the organisation. Only through their behaviour will the structures, technologies, systems and procedures move from being abstract concepts to successful realities (Burnes, 1992:159-160). To summarize, it could be concluded that the three schools complement each other and the approach to the change process will vary according to individuals, organisations and circumstances. During the change process groups or individuals could experience the three different schools in different phases.
2.2.2 Models of organisational change

Kurt Lewin proposed three models of the change process, namely the Action research model, the 3-Step model and the Phases of Planned Change model (Burnes, 1992:160).

- **Action Research Model**
  
  It is based on the proposition that an effective approach to solving organisational problems must include a rational, systematic analysis of the issues at stake. The approach needs to secure information, hypotheses and action from all the role players involved, as well as evaluate the action steps taken to resolve the problem. The change process itself must become a learning situation where participants do not only learn from the research and the theory in order to develop a solution, but also from a process of collaborative action.

  The organisation [senior management], the subjects [people in the change area] and the change agent [internal or external consultant who facilitates the change] construct the Action Research project. These three important role players must all, individually and collectively, agree to meet as a group, under mutually acceptable and constructed guidelines and terms of reference.

  Action Research consists of a two pronged process. Firstly, it highlights that change requires action steps and that the change process is directed towards achieving this objective. Secondly, to achieve successful action depends on the correct analysis of the situation, the identification of all possible alternative hypotheses and the selection of the most appropriate to the situation at hand.

  The need to gain commitment from both the organisation and the subjects of the change has been one of the barriers over the years. It is essential that individuals realise that change is necessary in the
organisation. If this felt-need is low in the organisation it will be problematic to utilise the principles of Action Research (Burnes, 1992:160-163).

- **The 3-Step model of change**

  Lewin argued that a successful change project should involve three steps: unfreezing, moving and refreezing. This model recognises that old behaviours must be discarded before new behaviour can be successfully adopted and the important role of the change adopter [subject of the change].

  The *unfreezing step* involves a process of reducing those forces maintaining the organisation’s behaviour at its present level. The unfreezing process requires the company to hold a confrontation meeting or facilitate a re-education process for the relevant role players. This might be achieved through a team building exercise or a management development programme in which the problem to be solved is analysed, or facts are presented that indicate a serious problem exists. The importance of this step is to convince those concerned that there is a need for a change intervention.

  The *moving step* in practice involves acting on the results from the unfreezing process. After having analysed the present situation, identified alternatives and selected the most suitable, then action and progress are necessary to move to the more desirable outcome. This step involves the development of new behaviours, values and attitudes through implementing changes in the organisational structure and processes. This must be done in such a manner that the organisation does not revert to the old way of doing things.
The *refreezing* step seeks to stabilise the organisation at a new state of equilibrium to ensure that new ways do not revert back to the old ones. This stability is achieved through the use of supporting mechanisms that positively reinforce organisational culture, norms, policies and practices (Burnes, 1992:163-164).

- **Phases of planned change model**

  The concept of planned change can be described as the different states that exist at different times in an organisation. With planned movement they can be changed from one state to another. Planned change is explained in four phases, which are based on the review and synthesis of over 30 models of planned change.

  **Exploration phase** – This involves being aware of the need to change, and the search for an outside consultant or facilitator to assist with the planning and implementation of the changes. It is also important to establish a contract with the consultant outlining each role player’s responsibilities.

  **Planning phase** – This phase is characterised by the collection of information in order to establish the correct diagnosis of the problem. It is then followed by the establishment of change goals and action steps to achieve them and lastly, getting vital decision-makers to approve and support the proposed changes.

  **Action phase** – In order to move from the current state to the future state, the change process includes the establishment of appropriate arrangements to manage the change process and gain support for the actions taken. Furthermore, the implementation activities are evaluated and feedback on the results is provided in order to make the necessary adjustments or refinements.
Integration phase – This phase is concerned with the consolidation and stabilisation of the changes to ensure that they become an integral part of an organisation’s normal, everyday operations without any special arrangements or encouragement to maintain them. This phase is characterised by reinforcing new behaviours through feedback and reward systems and communicating successful aspects of the change process throughout the organisation. Furthermore, managers and employees are trained to monitor the changes on a continuous basis and seek ways to improve them (Burnes, 1992:164-165).

2.2.3 Classification of techniques and methods of intervention

Burnes (1992) has found that in order to facilitate successful change systems the following techniques or activities must be directly related to the study conducted.

- **Survey feedback activities** – Design of action plans using the data results from the survey.

- **Coaching and counseling activities** - A process where the change agent assists the organisation to define learning goals, learn how others perceive their behaviour and introduce new modes of behaviour in order to facilitate achieving its goals.

- **Life- and career-planning activities** – Educating individuals to focus on their life and career objectives and ways to achieve them.

- **Planning and goal-setting activities** – Comparing the organisation’s old and new ways of operation through planning and goal setting, utilising problem-solving models, planning paradigms and discrepancy analysis.
• **Strategic management activities** – A focus on the organisation’s basic mission and goals to assist with the development of long-term pro-active plans.  
(Burnes, 1992:170-171)

The introduction of change in an organisation can be facilitated by various methods of intervention. Burnes (1992) recognised the Blake and Mouton classification’s model which lists nine different forms of interventions. Of these, two were found to be of particular importance for the purposes of this study:

• **Experimental intervention** – Where two or more action plans are tested to determine their impact in order to assist in choosing the correct one.

• **Perspective intervention** – Puts the present situation of the organisation in perspective by comparing it with past performance and future objectives. This process is followed to assess whether the organisation is still on target to meet its objectives (Burnes, 1992:171-172).

### 2.3 MANAGING CHANGE: LESSONS AND GUIDELINE

Burnes (1992) acknowledges that the effectiveness and efficiency of organisations depends largely on managers to identify when change is necessary, what type of change it should be and how it should be implemented. Without a structured approach to change management, even the best theoretical and practical arguments for change are unlikely to be successful. In order to ensure a successful change process in an organisation, it is the responsibility of management to create a conducive environment, which promotes acceptance of and commitment to change
within the organisation. It also includes managing the actual change process itself (Burnes, 1992:241-242).

A guideline for managers when preparing for organisational change, is emphasizing the importance of developing a pro-learning orientation among employees, the development of a resilient workforce and the establishment of an architecture to support organisational change initiatives (Hellriegel, Jackson and Slocum, 1999:447).

2.3.1 Lessons from theory and practice

In the 1990s, managing change under the new paradigms was almost the reverse from those prescribed in the Classical school. **The new paradigm to introduce change in an organisation is as follows:**

- It is the responsibility of senior managers to establish the corporate vision and to commit the rest of the organisation to pursuing it.
- The creation of flexible and permissive cultures that will allow organisations to achieve continuous change and improvement is an essential requirement.
- Instead of identifying and prescribing in detail what individuals should do, it is a vital role of managers to create the conditions in which individual initiative and teamwork can thrive.
- During the 1990s it became evident that managers no longer identified and implemented some ideal universal model. Instead, they established jointly with the affected stakeholders what structures and practices were necessary to operate effectively under the conditions at stake (Burnes, 1992:242-243).

2.4 MANAGING CHANGE IN THE 1990s

After the 1990’s, Burnes provides six guidelines to successfully manage change:

- Change projects are initiated in relation to the strategic objectives;
• The change process should be planned and implemented in different phases and in a conducive environment;
• The most affected role players in the change dimension of the organisation should be involved in the planning and implementing phase of the change project;
• For the successful implementation of change projects, the involved parties should be allowed to make their own free and informed choices in order to foster their commitment and sustain the momentum;
• In order to achieve successful change, the behaviour patterns of individuals and groups need to be altered;
• Cultural change forms an integral part of any change project.

(Burnes, 1992: 256-257)

Managing change is not as straightforward as the theory suggests. In reality, most people regard change with suspicion and for this reason are prepared to be antagonistic from the outset. Both the theory and practice of managing change supports some justification for believing that the suspicious approach is neither inevitable nor an “immutable facet of human nature”. In fact, employee behaviour towards change depends on the employees’ past experiences and their present expectations of the organisation for which they work (Burnes, 1992:270). Only when the individuals in an organisation change, does the organisation change. “Employees of the organization are treated as passive onlookers who will comply with the directives and objectives issued from the top”. With a change process, individuals will experience “feelings of loss, and will have to work through those feelings of loss and come to terms with life afterwards”. Managing this process will vary for different individuals (Balogun & Hailey, 1999:153).

“The experience of change, of unaccustomed activity, of being on unfamiliar ground, of doing things differently is frightening. It always was
and always will be. People handle their fear of change in different ways, but the fear is inescapable if they are in fact to change” (Peck, 1978:131). O’Grady (1994:119) stipulates that any change consists of five stages. If individuals have knowledge of these five stages, it will help them anticipate and cope better with frustrations and change. Balogun and Hailey (1999) reason that the transition curve individuals go through during change consists of seven stages:

- In stage 1, individuals experience shock when they are faced with change. Their self-confidence takes a negative dip, because they are being required to undertake personal change (Balogun and Hailey, 1999:155). O’Grady identifies this phase as the crisis stage. This stage is forced onto a person whether the person wants it or not, or is prepared for it or not. Because people are often not prepared for the change, they experience a substantial loss of control. This dramatic loss of control causes feelings of anxiety, fear, confusion and a series of self-critical complaints. Many crises and changes are externally focused and developmental in nature and this change involves a sudden shift in how a person sees the world. When the external life of an individual is changed, it is necessary for people to change their internal belief systems in a healthy manner to manage the change. The reality is that the more positive a person’s attitude becomes, the better is the external life arranged to match the template of a person’s positive belief (O’Grady, 1994:119-120).

A crisis brings out the impulse for survival in people. The advantage of a crisis situation is that it forces individuals to grow, fight fair, strengthen their identities and pay more attention to neglected interests that have been left in the background for far too long. The reason why people prefer that a crisis happens to someone else, is that a crisis proves that people are tiny beings in then overall scheme of things. The primary objective of a crisis is to draw one’s attention to a
problem, and the goal of the individual should be to do anything productive to resolve the problem (O’Grady, 1994:123-125).

- **Stage 2** is identified by a denial phase where individuals try to convince themselves that the new role or direction is not different from their current roles and responsibilities (Balogun and Hailey, 1999:155); O’Grady integrates Balogun and Hailey’s stages 2 and 3 as the **hard work stage**. The focus during this stage is goal setting, which means that the individual breaks free from unhelpful dependencies and relationships that might encourage him/her to stay the same. Changing forces people to value themselves and lay claim to their inner strengths rather than disowning them. During this stage, it is important that individuals focus their energies on reading the best works in their specific fields, or networking with the experts. Change experts “are walking human sponges who seek to soak up new advice, opportunities and trends.” The reality is that people have control over their choices (O’Grady, 1994: 125-129).

- **Stage 3** is associated with awareness where individuals develop a sense of recognition of the need for personal change. During this phase, individuals might experience a drop in confidence as they become aware of their inability to fulfil their new roles (Balogun and Hailey, 1999:156). O’Grady defines this phase as the **unexpected pain stage**. Since an individual experiences a mixed emotional bag in the post-decision stage, the unexpected pain entailed in this phase can make a person withdraw from integrating his/her changes. At this stage panic can set in and people will wonder if they have committed themselves to the right course. The challenge of this stage is that a person must remain focused on success despite unexpected disappointments and difficulties (O’Grady, 1994:139-144).
• In stage 4, individuals will be able to move forward to where they accept the necessity to shake off old attitudes and behaviours (Balogun and Hailey, 1999:156). O’Grady describes this as a tough decision stage. This stage involves weighing the advantages and disadvantages of difficult choices and selecting a choice which best suits the person’s self-esteem and development needs. In certain cases the most uncomfortable decision is the best decision, in contrast with a comfortable decision which often enhances a person’s self-esteem. In the tough decision stage a person is confronted with different fears including fear of failure, fear of commitment, fear of disapproval and many others (O’Grady, 1994:131-132).

No-one can accurately predict what will happen when one is venturing into the unknown. The difference between a good or bad decision is a trial and error process. A crucial aspect during this stage is encouragement and feedback from an individual’s inner circle of advisors, including positive input and strokes from supportive loved ones. In order for any individual to grow, new decisions need to be made (O’Grady, 1994:133).

• Testing earmarks stage 5, where individuals identify and test new behaviours as a result of training (Balogun and Hailey, 1999:156);

• In stage 6 individuals seek to learn from their successes and failures and they understand why certain behaviours work and others do not (Balogun and Hailey, 1999:156);

• Stage 7 is highlighted by an integration stage where new behaviours and attitudes are integrated into an everyday way of working (Balogun and Hailey, 1999:156). O’Grady combines stage 6 and stage 7 into the joy and integration stage. At this stage a person realises that what
seemed worthless is now valuable. Most important to an individual at this stage are the positive relationships with real people. This is where people feel good about themselves and display behaviours of tolerance and empathy. During unpredictable crises or periods of conflict in the future, an individual will feel more in control. The goal of the joy stage is to reward people for what they are and for them to enjoy growth as an “invigorating process” (O'Grady, 1994:145-148).

2.5 CHANGING MANAGERS: MANAGEMENT COMPETENCE AND ORGANISATIONAL CULTURE

The core objective for managers should be to ensure that their organisation maintains a state of readiness for change so that it can move quickly and effectively when major changes are needed (Hellriegel, Jackson and Slocum, 1999:447). Managers are the key success factors to initiate successful change within an organisation.

2.5.1 Managerial competence in practice

A successful change process depends on the various competencies management displays during the change phase. Communication competency allows management to manage distrust between rivals and obtain buy-in from the different stakeholders. The success of the change process depends on the level of participation, negotiation, co-optation and support within a team based structure, emphasizing teamwork competency (Hellriegel, Jackson and Slocum, 1999:441-443). It is the responsibility of management in an organisation to create the strategic framework where the desired changes are identified, brainstormed and prioritised. The first lesson for management is that strategy and change development and their execution are part of a long-term process. The second lesson is that a change of management at the most senior level is
necessary when the company’s lower level of management views the scale of change beyond their competence or willingness, or they are unable to pursue the change policy consistently. Strategic change is a long-term process and requires consistency and commitment from management, with the emphasis on teamwork which can ensure success (Burnes, 1992:280-281). Hellriegel et al (1999:445) mention the strategic action competency as a blueprint for success where organisations are facing strategic change initiatives.

When people function in a team context to construct a strategic plan, the team develops a strong common view of what they want to achieve and how. The result is that the same people who had disagreed about what should and could be done are now transformed for total buy-in. The positive aspect of this is that once a common agreement is reached, changes that seemed impossible or not value adding become available and beneficial (Burnes, 1992:281).

When an organisation faces the threat of closure, it can lead to the transformation of passive management into a management unit that will develop a talent for strategic thinking and the management of change. Once there is a shift in attitude among the managers, aided by the workforce, this can create the condition for the management’s innate competencies to flourish. On the other hand, the success of management can be sabotaged if they fail to consult and involve the affected employees in the change process. Therefore, it is important that staff in the affected areas are not taken for granted and their justified concerns ignored. The effectiveness of a change process is not only centered around the competence of management, but includes the approach, the attitudes of the role players and the organisational culture (Burnes, 1992:282-283).
2.5.2 Organisational culture

The way managers operate and the way things are done, gets governed, directed and tempered by a set of values, beliefs, customs and systems which are created and sustained by themselves or higher authority. Therefore, organisations must be seen as miniature societies. The culture of an organisation is the final product of a number of influences. These influences include the ambient society’s values and characteristics, the history of the organisation, leadership from the past and influential factors such as industry and technology (Burnes, 1992:285).

Culture is not a static entity, but the culture of an organisation is changed through external and internal influences. Although culture is locked into the beliefs, values and norms of individuals, cultural change will be slowed down, unless there is a major shock to the organisation. However, it does happen that an organisation’s culture is out of line with the changes that are taking place (Burnes, 1992:285).

To complicate matters, sub-cultures exist in certain organisations. These sub-cultures are evident in professional groups, such as Accountants or Human Resources practitioners who have their own set of norms, customs, values and traditions which are unique to their profession and not the organisation that employs them. Sub-cultures are also found among white and blue-collar employees. The problem is that these sub-cultures exist in a complex and potentially conflicting relationship with the dominant culture of the organisation (Burnes, 1992:286). In relation to the studied organisation of this research, it is the existence of the different sub-cultures that made change processes like retrenchments a very difficult process to manage and implement. Certain sub-cultures will have an understanding of the downsizing process while other sub-cultures will resist and derail the process as far as possible. It is important to note that
the author does not refer to the sub-cultures as a specific race or union grouping.

Role and task are identified as the two main types of culture in an organisation. The role culture is appropriate to organisations with a bureaucratic, mechanistic and rigid structure and narrow jobs. The role culture emphasizes the importance of procedures and policies, “hierarchical position and authority, and security and predictability”. In the role culture the employees stick rigidly to their job descriptions and any other task or responsibility outside their scope is passed on to the next layer up in the organisation’s hierarchy. On the other hand, task cultures are focused on getting the job done rather than prescribing the way it should be done. This type of culture is found in organisations that are organically structured and where flexibility and teamwork are encouraged. Task cultures focus on the speed of reaction, integration and creativity, which are viewed as being more important than particular policies and procedures (Burnes, 1992:286-287).

2.6 CONCLUSION

It may be concluded from the theory covered in the chapter that change follows a company’s strategy. For this reason, there is a positive link between change and strategy. In organisations, change appears either in a radical or incremental format. This is where change varies from dramatic change to change that is not felt so dramatically.

In theory, different approaches to change management exist which vary between individuals, organisations and circumstances. A number of approaches and techniques for effective management of change were considered. Of particular importance were the following change:

- The different change management models to be considered;
- The transitional stages in the change process to be managed;
• The type of intervention required to manage a change process within an organisation.
3.1 INTRODUCTION

The end product of the developed change management model needs to focus on a number of key aspects. The following key aspects are discussed in this chapter:

- Their reasons why a retrenchment strategy was implemented in the telecommunications organisation. This is in accordance with the requirement of considering organisational strategy identified in chapter 2;
- A comparison between traditional and new career paradigms and the role of Career Resilience;
- How to discover one’s potential and reorganise one’s life by exploring new alternatives and directions;
- Other internal and external career alternatives;
- Overcoming resistance to change;
- How to cope with change, job insecurity and continuous rightsizing;
- Stress management;
- Realising that there is a future in the company; and
- Utilisation of the scenario approach when coping with a retrenchment process.
3.2 REASONS WHY A RETRENCHMENT STRATEGY WAS IMPLEMENTED IN THE PARTICULAR TELECOMMUNICATIONS ORGANISATION

During the Uruguay Round in 1986, members of the General Agreement on Tariffs and Trade (GATT) sought to extend the GATT rules to also cover trade in services. At this GATT meeting, a World Trade Organisation (WTO) was created to implement all the agreements reached, which included the telecommunications agreement. The importance of the telecommunications services industry in the global economy made this industry a very important target to reform. The ultimate goal of the WTO was to get countries to open their markets to competition, allowing other foreign investors and operators to purchase ownership stakes in the domestic telecommunications service providers. The WTO established a set of common rules for fair competition in the telecommunications sector.

The WTO cited three benefits:

a) Advocates argued that direct investment and an increase in competition in the sector would stimulate the modernisation of telephone networks around the world and lead to a higher quality service.

b) The increase in competition would result in benefits to the customers through lower prices. Estimates by the WTO suggested that the average cost of international calls would reduce by 80 percent and save consumers over $1 000 billion over a three year period.

c) The final argument by the WTO was that the trade in other goods and services invariably depended on the flow of information that matched the buyers and sellers. In support, the logical conclusion was that as the telecommunications service improves in quality and declines in
price, there would be an increase in trade volumes and it would then become less costly for the traders (Hill, 1999:167-171).

Based on the above, the concentrated background information supports an efficient base of understanding as to why Telkom SA in particular had to streamline, restructure, and reduce costs. This would enable Telkom SA to be competitive and provide a cheaper telecommunication service to South African companies. Being supplied with cheaper communication would make companies more competitive and in certain industries this could provide them with a competitive edge. An Area Personnel Manager explained that in the past Telkom SA was a sole government enterprise, and like any other government enterprise in South Africa had (fat or duplicated functions) built into their staffing structures. He further explained that this allowed for duplication of functions, functions that were not adding value and were not economically viable, and overstaffing. The reason for this phenomenon, according to the Area Personnel Manager, was attributed to the fact that the government was a supplier of employment in the economy and recruitment of new staff occurred without a proper business analysis of Telkom’s performance indicators. The last important fact identified by the author (outlined in chapter one) that contributed to Telkom’s retrenchment strategy, was the evolution of technology which replaced manual functions and absorbed process functions previously performed by employees.

In a briefing document of Telkom SA, dated 23 November 1999, the introduction paragraph to the affected employees provided the following rationale, namely that:

- …in preparing for competition, Telkom has to improve efficiency, productivity and cost-effectiveness;
Current productivity levels are low compared to the benchmarks for developing countries (1 employee for every 200 lines, compared to Telkom's ratio of 1:86);
Staff costs currently account for 47 cents of every rand in value created;
There are many areas of duplication or redundancy in Telkom, resulting from technology and process improvements (digitization and re-engineering), restructuring, etc;

The following reasons were given to the employees to explain why they were identified as an affected group:
- redundant positions
- surplus positions
- positions not adding value
- duplicated positions
- workphase not economically viable”
(Telkom SA, 1999: Briefing Document)

3.3 TRADITIONAL AND NEW CAREER PARADIGMS

Before considering a comparison between traditional and new career paradigms, a definition of the term career resilience is necessary. In order to understand career resilience in broader terms, a comparison between traditional and new career paradigms is provided. In conclusion, career resilience focuses on the behavioural component that enables an individual to adapt to normal and turbulent organisational changes.

3.3.1 Defining Career Resilience

Career resilience emerged as a topic in the field of psychology as a trait that individuals may possess (London, 1983:620). Two definitions of
career resilience are a traditional, and a more recent definition by London and Gordon, respectively.

- London (1983:620) conceptualises the domain of career resilience as an individual’s resistance to career disruptions in a less than optimal or changing environment.

- Gordon (1995:239) provides a more comprehensive definition of resilience, describing it as the ability of individuals to thrive, mature and increase competence in the face of adverse and turbulent circumstances.

Various authors have proposed that psychological success in the new career paradigm be facilitated by developing certain career competencies. According to Arthur (1994:295-306), it is important for individuals to acquire new career competencies, not just normal job skills, in turbulent and changing organisational environments. Other authors have argued that career resilience should be cultivated by individuals pursuing and surviving modern day careers, as a critical career competency (Fourie & Van Vuuren, 1998: 52-59).

### 3.3.2 Comparison between traditional and new career paradigms

Table 3.1, based on Fourie and van Vuuren’s (1998:54) views, outlines the paradigm that employees need to embrace. This will empower employees to cope with both threatening and positive changes in the working environment. The table is divided into three columns: the first column deals with career aspects which are important for employees during a working life in a company. The second column outlines the traditional paradigms, which include employees’ approaches, understanding and perceptions of the different career aspects. The third column focuses on the new paradigm, which addresses employees’ behaviours, approaches and skills in dealing with the different career aspects.
aspects in a changing and turbulent environment. The career aspects vary from job security to the psychological contract. The emphasis of job security traditionally was that jobs were guaranteed within a government hierarchy. However in modern terms, security is found in being employable and marketable. In the case of the psychological contract the emphasis was on the contractual relationship between employee and employer, but with the new focus it is a transactional relationship where employees are rewarded for excellent performance.

Table 3.1: Comparison between traditional and new career paradigms
- Career Resilience

<table>
<thead>
<tr>
<th>Career Aspect</th>
<th>Traditional paradigm</th>
<th>New paradigm</th>
</tr>
</thead>
</table>
| **Job security**    | • Job security is largely guaranteed via company policy for example the government institutions.  
                        • Job security lies in the actual secured positions, the organisations’ performance history and in being employed at that particular company.  
                        • No job security and no promise of a lifetime’s employment in modern times due to fast changes and the vulnerability of the competitive environment.  
                        • Security lies in the person where the person displays high level of performance and skills and in being employable and marketable.                             |
| **Career advancement** | • Advancement is measured through positions and levels attained, where the positions and levels within the company hierarchy are obtained through promotions.  
                        • Career renewal takes place in mastering challenging and advanced level tasks and skills.  |
<table>
<thead>
<tr>
<th>Career development responsibility</th>
<th>• Employees rely on the organisation to develop staff, and create career opportunities and exposure to the new challenges in the working environment.</th>
<th>• Self-reliance or self-managed development, where employees take ownership of their own development.</th>
</tr>
</thead>
</table>
| Career development                | • Continuous upward or linear mobility are being provided through promotions and the content of the job changes.  
• Emphasis on stability within career life, well structured hierarchy and clearly defined positions for future career progressions. | • Limited linear progression and more cyclical and lateral movement within the organisation are evident.  
• Increasingly discontinuous and unstable work lives without promotional opportunities on a continuous basis within career life. |
| Career identity                   | • Fully internalise company values, goals and a positive link of identities to organisation.  
• Employment-context which is viewed by employees in a limited and silo approach e.g. “I am a Telkom Technician” | • Identity develops around a person’s skills and competencies  
• Employer-independent, where the employees have a holistic view of their careers e.g. “I am a Telecommunications Technician” |
### Validation

- Career success is measured by high salary and occupational status as defined by external individuals and institutions.
- Marketability is drawn from outside the present employer through portable skills and reputation as defined internally and which are respected externally and internally.

### Psychological contract

- The contract between the employee and the organisation is relational: the exchange of both monetary and non-monetary benefits which include mutual loyalty, support, and career rewards in terms of contractual obligations from both parties.
- The contract is shifting from relational to transactional: this is where the employer contracts with the employee for the application of specific skills and compensates the skill holder or employee for satisfactory and excellent performance, which can include good bonuses.

(Source: Fourie & van Vuuren, 1998: 54)

#### 3.3.3 The outcome of Career Resilience

*Career resilience enables individuals to:*

- adapt to changing circumstances;
- welcome and accept job and organisational changes;
- thrive on working with new and different people;
- display self-confidence; and
- exhibit a willingness to take risks.
The opposite behaviour condition to career resilience is career vulnerability, which means people are not flexible and find it difficult to accept change within their careers (Fourie & Van Vuuren, 1998:53-54).

3.4 THE PHENOMENON OF RESISTANCE TO CHANGE

The phases that people go through when faced with change was discussed in section 2.3.3. For the purposes of arriving at a specific change model the following contributions need to be added:

- Pritchett and Pound (1994) elaborate on the effect on individuals of the early stages of transition. When people go through change, they tend to cling desperately to the past which is familiar. They then snuggle ever deeper into their comfortable routines and zones to avoid the chilling and frightening thought that they might have to change. Change for people means giving up *something*, and the greater the personal sacrifice the more people tend to drag their feet.

- Another reason that contributes to why people defend the old way of doing things is to maintain personal stability or feel in control of circumstances around them.

- A third reason for resistance to change, is that people view it as a way of getting even or taking revenge for changes they do not like (Pritchett & Pound, 1994:4).

When the winds of change hit an organisation, the following can serve as a guideline for employees:

- Resisting the change does more harm than good. The reality is that a person could be penalised for being oppositional – someone may accuse a person of causing trouble and getting in the way of progress. This behaviour easily damages a person’s career.

- Resisting change takes effort, and employees must realise that there are more productive ways to expend their energy.
• Resisting employees will probably lose the battle anyway. Even if people do win a skirmish now and then, they are going to lose the war.
• The secret is that instead of employees or individuals trying to hang onto the past, they must take the opportunity to grab hold of the future (Pritchett & Pound, 1994:5).

3.5 THE SKILLS NECESSARY FOR COPING WITH CHANGE AND JOB INSECURITY AND CONTINUOUS RIGHTSIZING

3.5.1 Introduction

To ensure an understanding of the change process, each employee needs to know what forces and factors in the external and internal environment cause change in an organisation. The reasons for change taking place are:
• Increase in competition and technological developments;
• Change of customers and customer preferences;
• Change of shareholders [equity partners];
• New markets and new products;
• Company’s financial performance and budget cuts;
• New management with a new vision;
• Global trends of the telecommunication industry;
• Quality conscious customers and benchmarking; and
• Cost pressures from competitors;
(V.E.Training, 1998:Module One, 2)

All of the above mentioned externally originating changes force an organisation to make the necessary adaptations to aspects such as its structure, management, employee profile, product range, and marketing. Internal forces may also play a role. Examples are new management, technology, growth, productivity levels, financial performance and mergers
and acquisitions that can also put pressure on an organisation to change (V.E. Training, 1998: Module One, 7-Unpublished internal document of Telkom SA).

During the change process, it should be clear to the employees which factors are beyond their control and which are within their control. Figure 3.2 (below) reflects the factors within the employee’s control (inside the circle) and the factors outside the employee’s control are indicated by arrows on the outside of the circle.

**Figure 3.2: Internal controllable factors and external uncontrollable factors**


A training guide of organisational change for Telkom facilitators identified the following reasons why people resist change. These are applicable to the selected section of the organisation:
• financial concerns;
• fear of the unknown;
• erosion of power and influence;
• difficulty in breaking old habits;
• inconvenience;
• prior negative experience with change;
• legitimate concerns about proposed change;
• employees not prepared or sensitised for change; and
• change not properly communicated.

Employees and people in general, associate change with the loss of something in their lives. People identify a large number of things they stand to lose from a process of change. The following categories of losses are reduced for the purpose of this study from a long list compiled by the facilitator of a training seminar for Telkom employees:
• loss of job, status and income;
• harm to reputation, security, identity, control and autonomy;
• inability to influence the process;
• reduction of the responsibility and certainty of employees;
• loss of level of expertise to a specific job;
• loss of mentoring relationships and group membership;
• loss of meaning of life and future dreams and plans;

3.5.2 Preparation for change: physical self-care

A process of change demands energy from the human body. The level of energy in a person’s body will depend on how well one is taking care of
one’s body. A routine consisting of a 16-hour day, 7-days-a-week schedule with fast food snacks, too much coffee and hours of worry will drain a person’s energy and no time will be spent on dealing with change in the workplace. Rather than worrying about change, an individual must see the change as a challenge. At this stage people need to program themselves to the following routines, explained in the diagram below:

**Figure 3.3: Self-care program: preparation for change**

<table>
<thead>
<tr>
<th>Physically Balanced Body through Self-Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat at regular intervals</td>
</tr>
<tr>
<td>Eat nutritious meals</td>
</tr>
<tr>
<td>Good night’s sleep</td>
</tr>
<tr>
<td>Exercise regularly</td>
</tr>
<tr>
<td>Take time off for personal renewal</td>
</tr>
</tbody>
</table>

(Scott and Jaffe, 1989:10)

### 3.5.3 Learning how to learn

Scott and Jaffe (1989:12) use the concept of “change master” to describe the individual who is willing to change and has learned to learn new things and skills. They identify four ways to learn:

- **Study and develop new technical and human skills.** Do you hold back until you are forced to learn, or do you seek out the instruction and get the practice that you need?

- **Seek people who know or who are learning.** Do you talk to people about how they did it to learn new ways?

- **Push yourself beyond the same ways of acting.** Free yourself from the pull of the old ways. Do you tell yourself that there must be a better way?
• **Learn to act without all the information.** You can never be sure when you are going to go through change. Cautious people wait until they have all the information. But you need to take action now. Do you allow yourself to act on the best information you have? Can you follow your hunches? (Scott and Jaffe, 1989:12)

### 3.5.4 Building security

As a result of an increase in the acceleration of change, many traditional standards of security within the workplace are in the process of disintegrating. While building security, the role of change masters is vital to communicate across the different boundaries within the company, influence one side for another and mediate differences and disputes along the edges. When security is no longer to be found in an organisation, then individuals must create their own security by being in constant touch with change. In order for individuals to effectively manage personal change, they need to become information seekers, which will provide them with the leading edge in their field (Scott et al, 1989:13).

### 3.5.5 A method of creating your own security

Scott and Jaffe (1989) identify four ways that people can create personal security in a changing world of work.

• **Span the boundaries at work** – This is where an individual must become the glue that holds the bricks together. Individuals must learn to (listen) across the different parts of the company to determine what needs to be understood, communicated, translated or facilitated to achieve company or department objectives.

• **Go beyond your own job** – Individuals need to scan the work environment to determine what work is still outstanding or needs to be done in terms of business needs. It’s important that individuals do not
become constrained and their scope limited in terms of their job description, especially where they can contribute more or add value to the business. This is when an individual needs to go where problems are experienced, where there is much to be done and not enough resources available to complete it.

- **Become multi-competent** – Individuals limit their scope when they put all their eggs into one basket. The possession of a single skill puts a person at risk. With a sound skills mix, individuals can shift the balance of their activity as circumstances dictate. In order to stay on track with developments and changes, individuals need to keep on learning and challenging themselves and not settle for a comfortable situation.

- **Become flexible** – Individuals must be able to let go of their dreams and expectations if they do not fit the current world. People tend to get stuck when their solutions fail and even do the same thing harder, louder and longer than before although it did not work. It is important not to stay stuck, but to move on, although some people may rather opt to stay stuck than to risk doing something new (Scott and Jaffe, 1989:14).

By successfully applying a winning recipe for people to create their own security, (as outlined above), people will be empowered to discover where they can explore their potential and reorganise their lives by exploring new internal and external alternatives and directions.

### 3.5.6 To create change hardiness

A person cannot help being affected by a change process, but one can learn to have control over one’s reactions and responses to it. To
effectively respond to change involves several skills and the possession of some new attitudes. During a change process, an individual might experience a feeling of limited power to influence the outcome. When one experiences this feeling, it is advisable to seek areas where one can have a direct influence on the change process.

*In the most dramatic change situations, individuals have control over the following:*

- One can control the inner or emotional response to change, one’s attitude towards it and how one will interact with others;
- One can influence the change process by making suggestions, talking to others and adding one’s input;
- One can scan and gather information from the internal and external environment to determine what will happen and ask for help and support.
- One can practice physical self-care as previously discussed.

A person increases control by taking full responsibility for his/her response to the change process and this includes where a person, and only that person, is in charge of the responses. This is where individuals need to realise that they are in charge of what they think, what they feel, how they take care of themselves, how they act and how they relate and interact with their co-workers and supervisors (Scott and Jaffe, 1989:16).

**3.5.7 Learning from past changes**

Change is not just a once-off event, but an ongoing process. Everyone’s life is filled with both predictable and unpredictable transitions. The way in which people have successfully managed change in the past will provide insight and guidance about how people will manage future change. Moving through any change process is never a smooth or painless experience. Even the most welcome and exciting changes require that a
person needs to “let go” or adapt to some difficult situation. Everyone’s life cycle contains many predictable transitions, for example:

- birth and childhood;
- adolescence;
- young adulthood which includes choosing a career or job, making relationships, starting a family, growing in work, parenting your children, losing your parents, career changes; and
- retirement and death

It is a helpful exercise for any person to recall past change points and highlight changes that needed to be prepared for, in order to face changes in the future. To prepare for these predictable transitions, one needs to read, attend educational courses and go for counseling sessions with professional practitioners.

Today life is seemingly less smooth and predictable. People today tend to take many more twists and turns than their parents. It is a common occurrence that people now have four to five distinct careers in their working lifetimes. The reality is that there are only a few companies left where a person can plan to receive a “gold watch” for a long service reward. Most formal education is constantly updated to keep up with the changes in the business and professional fields.

To make change work, the individual is required to learn, to be open to new directions and to know how to say “hello” and “goodbye” to an organisation or situation in a professional manner (Scott and Jaffe, 1989:22).

3.5.8 The creation of a positive inner climate

When one goes through a change experience, it is of vital importance that one must learn to draw on reserves and inner potential which one may not
realise one possesses. This learning process involves looking into oneself and then seeing oneself as capable, valuable and able to (make it) through this change process. The process of developing personal power begins when one shifts one’s inner thoughts toward what one can contribute to make a difference in a hurting process. **At this stage a person should be:**

- **Respect yourself: You are not to blame** – The key resource in managing change is the individual self. Certain people are pessimistic and subject themselves to a series of negative self-talk, which includes questioning their own ability or even forgetting what they have already accomplished.

A positive attitude begins when an individual has a feeling of self-respect and caring. Thinking about the “what ifs” and “should haves” is not helpful to the coping process. Important approaches are for individuals to recognise their own strengths and accomplishments. This is where a person must reward him/herself for past achievements.

- **Face the future** – People who have worked for an organisation for a long time need to realise that they have made a considerable investment in time, labour, commitment and effort over their employment period. Since these people have not been in the job market for a long time, they may not know how employable they are. Holding onto your job for dear life at this stage will make the situation complex and more difficult to see clearly and to be open minded about the change. People may find themselves in situations where there are no job opportunities after the change. The next job may have more important responsibilities and accountabilities than the previous one (Scott and Jaffe, 1989:39).
3.5.9 Trading in of the old expectations

Any change in a person’s life represents a disruption in the individual’s set of expectations. It is an important reality that one must focus profitable energy on how to do new things even better, rather than wasting energy on bemoaning the loss of the old ways of life.

- **Saying goodbye** – During a major transition period people tend to hold onto an old set of expectations, or experience an upset feeling about saying goodbye to the familiar. At this stage, one must move forward and the new ways should be viewed as neither right nor wrong, neither better nor worse, than the previous ones. These new ways are simply new, and need to be learned, practiced and judged on their merits. During a change process, it is important to realise that things are not going to return to normal, because there is no normal to return to. People must realise the importance of not throwing away the time they have at their disposal.

3.5.10 Developing personal power

The key success factor in managing change is for a person to enhance his/her power over the future. The question that arises is how one can develop more personal power. The answer is to be found in looking at the way in which healthy people deal with crisis and uncertainty. According to Scott and Jaffe (1989), research has shown that individuals who recover from serious illnesses, overcome major crises, or handle a serious trauma, exhibit a sense that they can handle whatever life throws at them. These individuals look for what they can do and then act, even if they have less than complete information. If any person responds to change by sitting and waiting, this is sure to backfire on them. Opportunities do not get forced onto people: one needs to seek them out or create them.

Locating an opportunity and taking action is more likely to succeed than holding back and making no effort.
• **Taking an action approach** – A successful approach used by stress-hardy people is to develop a sense of personal power by having an active approach to change. These stress-hardy people look for what they can do, and do it. These individuals do not conclude that nothing can be done when one avenue is blocked or frustrated, but they try something else. As one takes action one will discover new sources of energy and new possibilities (Scott and Jaffe, 1989:49).

3.5.11 Images of support

The changes within the workplace can become a pressure cooker, where stress builds up, and an outlet for release is necessary. One method to diminish pressure is for people to seek support from family and friends. This is where family members and friends can help a person regain perspective and let the person see that his/her organisation is not the whole world. Family and friends can help people to discover and see alternatives that they might otherwise have missed. Perhaps the most important aspect of the support of family and friends is that they can help the affected individuals realize that they are good, worthwhile and competent people no matter what is going on in the organisation. This support structure will help the affected individual to build up energy reserves, which will him/her their to go back into the working world refreshed and renewed.

On the other hand, there are a few changes in a one’s life that one needs to go through alone. At the workplace, the affected individual is not alone, because the changes also affect the co-workers. During the personal change experience, family and friends are there to help and support the affected individual. A negative aspect is that some people do not want to ask for help because they fear it will be seen as a weakness. This approach comes from school days where pupils are taught to solve their
problems themselves. Therefore, getting help in certain situations is being viewed as “cheating” (Scott and Jaffe, 1989:56).

The types of support consist of a web of relationships which includes family, co-workers, friends and professional contacts. According to Scott and Jaffe, people who draw strength from these relationships are able to tackle challenges that they could not tackle alone. This is where people experience that their problems are not as overwhelming when they are shared with others, where they gain the necessary energy, resources and strength to deal with the changes. Scott and Jaffe highlight that it is not how many people a person knows, but it is how deeply a person is connected to them (Scott and Jaffe, 1989:57).

### 3.5.12 Ways to increase support

Scott and Jaffe (1989) outlines four tips that people can utilise to increase their support base. The author reflects the four tips in the form of a flow diagram, followed by a detailed explanation.

**Figure 3.4: Ways to increase support**

- **Ask** – If one is wondering about an issue, or wants to know what is happening, one should simply ask. This will enable a person to get some information, although one does not get the full story. If a person experiences uncertainty or confusion, the first step in dealing with it is
to ask the person involved. In a world filled with change, information is power.

- **Brainstorm with others** – When people are in the exploration phase, they should not do all the seeking on their own. If a group of people need to move through the change, then everyone must get together to share good ideas and provide support to each other.

- **Talk about your ideas** – Most people have good ideas, but they are not change masters. Change mastering involves bringing ideas into the marketplace. Some ideas might be creative but incomplete. Utilising a channel where one talks to others about the proposed plans, will help to expand the individuals storehouse of ideas. Other people can provide creative input, and this can lead to where people will start to support the individual and even join forces.

- **Network** – Networking, which involves exchanging information and creating channels of support, is helpful during a change process, because the formal channels of communication may be in disarray. At this particular stage, informal networks become a valuable source of information.

  A process of networking is based on building relationships. Professional clubs, service clubs, community groups, professional organisations, and other organisations and recreational groups are good sources for networking opportunities. During a phase of change, the information required is seldom available in books or libraries.

  In summary, for people to be effective change masters, they must be regular attendees at their respective networking sources, for the sole
purpose of staying in touch with each other as resources (Scott et al, 1989:62-63).

### 3.6 STRESS MANAGEMENT

Telkom’s Employee Assistance Support (EAS) training modules for Human Resource Consultants highlights three definitions of stress, namely:

- Stress is the response to the pressure we feel in situations;
- Stress is the body’s response when *pleasant* or *unpleasant* demand is placed upon it;
- Stress is the result of the interaction between the individual and the environment in terms of how the body responds to the demands of the interaction. (EAS Training Modules for HR Consultants, 2000:Stress)

From the above definitions, the author defined stress as a stimulus response that an individual experiences when the body is put under pressure or demands. These responses occur in a chain reaction format within the body when the individual is under pressure.

The EAS training module identifies different organisational stressors:

- Job ambiguity caused by vague job descriptions and job evaluations;
- The hierarchies within organisational structure;
- Communication and lack of feedback;
- Change, where it is not change, per se, that causes stress, but the employee’s adaptation to the changes. Any resistance to change usually indicates stress;
- Fast rate of technological change and employees who find it extremely difficult to adapt, understand and accept these changes;
• Poor management that includes the management styles and leadership of the managers within the company;

• Employees who are unable to adapt and accept the organisational culture and climate;

• Incompetence of an employee and the lack of training or skills;

• Diversity in the workplace, which includes affirmative action initiatives which affect affirmative action and non-affirmative action groups. Affirmative action groups are affected by the pressures that are put on individuals to develop and perform at an accelerated pace. Non-affirmative action groups are affected by being excluded from these accelerated programs; and

• Workplace design with an emphasis on poor ergonomics (EAS Training Modules for HR Consultants, 2000:Stress).

From the above organisational stressors, the author concludes that stress and change are life partners.

3.6.1 People’s reactions to stress

In the EAS Stress training module, three reactions to stress are identified:

• Freeze – This action is a passive response to a stressful stimulus or experience.

• Fight – An aggressive response towards the source that causes the stress.

• Flight – This is where individuals physically withdraw and experience a repression of unpleasant thoughts, which leads to depression and projections (EAS Training Modules for HR Consultants, 2000:Stress).
3.6.2 Evolvement of job stress in the workplace

The process of evolvement of stress consists of different phases: from where different situations dictate stress levels to where an employee has the capability to manage stress.

- **Overcompensation** – Where an employee experiences an overwhelming amount of stress which leads to overcompensation, for example, where he/she takes work home, works through lunch hours and works overtime without any form of compensation;

- **Confusion** – Where an employee realises that overcompensation does not work. A feeling of powerlessness is caused by the fact that individuals realise that success or failure has gone out of their control. During the confusion experience, people react with emotions which include crying and outbursts;

- **Physical pain** – A continuous experience of stress leads to backaches, headaches, neck stiffness etc.;

- **Focused anger** – Where people direct their anger towards those individuals perceived to be causing the stress or the problem. The people perceive the situation to be harmful to them;

- **Depersonalisation** – At this stage the employee who is affected by the stress situation realises and understands the source of the stress experience. The employee also distance him/herself from the source of stress; and

- **Reintegration** – Where the employee has developed and gained the knowledge and competencies from the stressful situation on how to
reintegrate it into a strategy to deal with the stress (EAS Training Modules for HR Consultants, 2000:Stress).

3.6.3 Strategies for managing stress

An effective method to manage stress is where an individual can develop different strategies with or without professional assistance.

- **Developing a stress management plan** – People must be able to identify their stressors and search for what causes the stressor. The secret of a stress management plan is to generate solutions to address the causes of stress with a specific plan of action which needs to include a detailed time table and a follow up plan;

- **Time management** – Manage time intensively to remove conflicting priorities;

- **Internal assistance strategies** – Include physical relaxation training and meditation;

- **Healthy lifestyle** – Get the right amount of sleep which include using the correct sleeping methods where one must learn one's sleeping needs and identify one’s sleeping patterns. A healthy diet, exercise with the focus on building stamina and strength and participation in leisure and recreational activities contribute to reduced stress. The secret of a good nights sleep, is a good mattress, which is a worthy investment. An individual has to prepare before going to sleep, which could include taking a bath, eating lightly at night and exercising for the rest’s sake, and protecting one’s sleep (EAS Training Modules for HR Consultants, 2000:Stress).
3.6.4 Covey’s seven habits of highly effective people

Covey proposes seven habits of highly effective people. These habits can assist stressed people to manage those difficult factors, situations and circumstances that cause stress. The seven habits are:

- **Be proactive** – Every person needs to take responsibility for his or her attitudes and actions. In order to be proactive, one needs to take the initiative to let things happen. A reactive approach in dealing with a situation leads to more stress.

- **Begin with the end in mind** – This habit is an ingredient of personal leadership, which starts with a clear destination to enable people to understand where they are now, where they are going and what they value the most.

- **Put first things first** – Another personal management habit involves organising and managing time and events and arranging events in terms of priorities.

- **Think Win-Win** – This is where an individual displays an attitude of seeking mutual benefits. This thinking begins with a commitment to explore all options until a mutually satisfactory solution is reached, or not to make any deal at all.

- **Seek first to understand, then to be understood** – This habit is utilised in emphatic communication. If a person displays understanding, it builds the skill of emphatic listening that inspires openness and trust.

- **Synergise** – Where people show creative cooperation and emphasise teamwork. A synergy results where people value differences and bring different perspectives together in the spirit of mutual respect.
• **Sharpen the saw: Self renewal** – Where individuals preserve and enhance themselves by renewing their physical, mental, spiritual, social and emotional being (EAS Training Modules for HR Consultants, 2000:Stress).

### 3.6.5 Tips to handle stress

The EAS training module outlines tips on how an individual can handle stress. *The tips are:*

• A person’s day needs to start with a healthy breakfast with water and fresh juice included in the diet and routines need to be changed from time to time;

• Priorities need to be set and one must avoid keeping everything in one’s memory, but rather note it down;

• Do not strive for perfection as failure will result in total disappointment, and concentrate on doing one thing at a time;

• Do not take work home and strive to create a pleasant working environment as far as possible; and

• Develop social support networks, relax during lunch times and be assertive by knowing when to say no and when to say yes (EAS Training Modules for HR Consultants, 2000:Stress).

### 3.7. REALISING THAT THERE IS A FUTURE IN THE COMPANY

In the author’s experience, it is one of the most difficult tasks to let affected people realise that there is a future in their current company as they survived a retrenchment process. This is where there is no instant solution, but a combination of the company internal actions and the
attitude of the affected employees can create a positive view of the future for both parties.

- **The company** – “Setting out to maintain and improve morale, providing development plans and training to those in re-engineered jobs, and assuring staff of their value to the organisation are ways in which agencies can demonstrate to retained staff that they have a future in the organisation. Managers have an important role to play in this context. Continuous monitoring and evaluation of staff reductions is also essential in ensuring agencies are aware of the needs of retained staff.” (ANAO, 1999:129)

The above quote summarises what a company can contribute to assist affected employees to realise that through the company actions and programs, there is a future in the company. For any employee who has survived a retrenchment process, there is no quick fix for their fears and concerns. However, the author is of the opinion, based on self experience in this regard, that a mind shift and changed attitude are the secret ingredients in seeing that there is a future in the current company.

From the literature studied it was possible to identify two motivating aspects that can bring about a mind shift:

- “If you work here, this is your plan” (Pritchett and Pound, 1994:25) – This is a directive that sends a clear message to any individual spelling out the change of attitude which is needed when dealing with organisational change. According to pritchett and Pound...“it’s a mistake to call this the President’s plan, or top management’s baby, or the organisation’s problem. So long as you accept a paycheck and come to work, it’s your plan, your program, your baby”. An important aspect of this plan for affected employees
is that they do not have to like the changes, or believe that they are
good ideas, or even have to want them to succeed. However,
employees can do everything they can in their particular job to
make these changes successful. When an employee has decided
to remain a part of the team, s/he needs to (play) for the team and
not against the team.

In conclusion, top managers alone are enough to make change
work, because the change process is too big a job. This is where all
employees from senior executives to front line workers need to
work (in concert) with one another (Pritchett and Pound, 1994:25).

- **“Protect quality and customer service”** – The reason why this
  expression is a vital survival tool, is that job security, and the
  existence and growth of the company are in the hands of the
  remaining employees in the company. Pritchet and Pound
  (1994:21) point out that studies have shown that it costs five times
  as much to develop a new customer as it costs to keep an existing
  one. This finding is a disturbing fact, because during organisational
  transitions it is easy for a company to lose their clients and
  customers.

It is important for employees to realise not to neglect customer
service and product quality as this can directly and indirectly also
affect their own and the company’s future. This is the exact time for
surviving employees to focus all their energy on making customer
satisfaction the top priority.
3.8. UTILISATION OF THE SCENARIO APPROACH WHEN COPING WITH A RETRENCHMENT PROCESS

Reid (1999), a retrenchee, summarised the skills he developed in coping with being retrenched. He indicated that he has learned through the retrenchment process to (detox) his spirits and emotions with positive self-talk and self-affirmation. He highlights that this was a very powerful anti-retrenchment process weapon.

Reid worked as a change consultant within his own organisation, a large company in the financial services industry, until he came face-to-face with the biggest change of them all, his own retrenchment.

He states that the first impact the announcement brought was a rush of adrenaline, and soon after that the shock of the reality of the message set in. After the first flood of adrenaline settled, he reflected on his situation as coldly and objectively as he could under the circumstances. This was when he developed a scenario of the future in his mind and included himself in that scenario.

*The scenario entails the following:*

• **Cows**
  
The first metaphor that began to emerge for him was that of a cow in a holding pen at the abattoir. The question that arises is what would a cow feel at an abattoir. Could it feel fear, confusion, or a sense of foreboding or panic. Maybe these feeling are all understatements.

At the abattoir, the smell of fear and killing must hang heavy in the air, which the animals read and understand through their senses. Reid explains that he began to get a sense of the extent of the culling by piercing together signs, communications and gossip that surrounded him. The overriding concern at this early stage is what is going to
happen. Using the holding pen metaphor, Reid stressed that he made a journey to a place he did not know and did not want to be in. He knew that this place was only a temporary arrangement before he went into the trauma of the ending process.

During this time Reid disclosed that Victor Frankl became his role model. During his experience in the Nazi concentration camps, Frankl had observed that people who survived the holocaust were those who had something significant in their future to look forward to.

*Reid then realised that he was faced with two alternatives, namely:*

- This transition was a passage to death, meaning that everything he had lived and worked for was facing imminent truncation.
- He had to change his paradigm by viewing the retrenchment process as a passage to a new destination where he could start over and face new exciting challenges.

This was the time when Reid realised that the second alternative was the one he needed to choose to survive the process, without bitterness and without becoming another casualty of retrenchment.

*• Dogs*

Reid affirmed that thinking back on his time with the company made him feel like a discarded “Christmas dog”. Any puppy when it is young, is cute and lovable and the children get the surprise of their lives early on a Christmas morning as a warm, furry, energetic bundle inserts itself into their lives. This is a happy period for the puppy since it receives constant attention, permanent playmates, good food and a warm place to sleep. As the puppy grows and develops new tricks, its cuteness level and the attention it receives from humans increases.
Reid confessed that those were the feelings he experienced during his first years with his company. He was young and energetic, and received constant recognition which drove him to achieve more. When a dog gets old, it costs more in vet bills, eats the family out of the house and the old dog does not add “trick” value. This is where the owner decides to give the dog a “retrenchment package” and gets a young dog to take his place. Reid noted that even old dogs have self-esteem and self-worth and it is at this point where his were damaged temporarily. At that point he could be perceived of as an old dog with no new tricks and be sent away to the “SPCA” of retrenchment. Alternatively, he could view the experience as the opportunity to develop some new tricks. During the nine month retrenchment process, Reid utilised his time to equip himself emotionally, mentally and spiritually in order to stay out of the “SPCA”. He used the to rebuild and reinforce his self-esteem.

- **Eagles**
  
  Eagles build their nests on high parts of a cliff and if a young eagle does not exit the nest of his own volition, he might get a push from his parents. As the young eagle falls and the valley floor rushes to meet him, he spreads his wings and does what he was born to do: he flies.

  Reid chose this metaphor to explain the move into the future. He confessed that he had been in the corporate nest for a long time. The opportunity for Reid to fly was outside his corporate nest, where circumstances conspired together to give him the necessary push he needed to spread his wings and experience the adrenaline of flying, which marked a new beginning.

  Reid ended his article by stating that retrenchment is partly about severance, pain and ending, but also about fear, turbulence and raw
panic. According to him, one must also view retrenchment as risk, change, growth and newness, and an opportunity to fly free and with absolute joy! Reid’s last sentence in his article ends with a thank you. Reid became an independent development consultant in the field of leadership, learning and team development (Reid, 1999:32-33).

### 3.9 CONCLUSION

The primary focus of this chapter was to provide a detailed description of the components of the designed change management model implemented at Telkom SA. The exclusion of other aspects, theories and elements of change management to be found in theory and practice, does not imply that they are not important. The customized content of the change management model ensured the researcher could resolve the problem researched for Telkom SA.

The explanation of why the telecommunications industry needed to rationalise provided an understanding for employees to accept the traumatic change processes within the organisation. The comparison between new and traditional career paradigms served as a basis to ensure employees were more resilient to changes within their careers. Section 3.5 highlighted the necessary skills needed in coping with change and provided the information to assist employees in coping with changes at the workplace or organisation. Any change process causes stress in an employee’s career, and the section on stress management assisted the employee to cope and develop strategies to deal with the unpleasant experience of change.

Another highlight of this chapter was the explanation of how (surviving) and non-affected employees can realise that there is a future in a changing company that needs to downsize and streamline its operation to
be more competitive. In conclusion, the scenario approach utilised by a retrenchee when coping with a downsizing process, provided insights into managing the experience and identifying the opportunities it could create.
CHAPTER 4
BACKGROUND INFORMATION ON THE EMPIRICAL RESEARCH

4.1 INTRODUCTION

In this chapter, the empirical research that was completed for this study will be discussed. Before an overview is given of the research findings, it is essential to elaborate on the research process utilised by the researcher. The research process is defined by Nichmias and Nichimias (1981:22-23) as “the overall scheme of scientific activities in which scientists engage in order to produce knowledge.” In chapter 1 (section 1), the main problem to be researched was stated as being: What is the effect of a retrenchment strategy on the remaining staff of the selected section and how can a change management model be used to develop an intervention instrument to assess the implications of retrenchment and ensure a positive approach towards change? In order to solve the main problem, a pre-assessment and a post-assessment questionnaire were developed comprising all the relevant focus points of the change management model. The questionnaires were completed by the respondents in the presence of the researcher, before and after the change management intervention. The questionnaires were used to test the success of the developed change management model.
4.2 RESEARCH DESIGN

Leedy (1997:3) defines research as the systematic process of collecting and analysing information with the objective of increasing our understanding of the subject with which we are concerned or interested. The design of the research is a key element in its success. Leedy (1997:93) states that the design process is the planning of the research and includes the visualisation of the data and the problems associated with the use of those data in achieving the results of the research project.

The research design adopted in this study consisted of first identifying the main problem needing to be resolved and breaking this down into three sub-problems as stated in chapter 1.

The processes followed to solve the main and sub-problems were as follows:

• The utilisation of the questionnaires was to determine the affect of a retrenchment strategy on the remaining staff and how the change management model impacted to ensure a positive approach towards change. Chapter 2 discussed the importance of change management as a strategy which a company can explore to introduce new methods, restructuring processes or downsizing strategies.

• In order to resolve sub-problem one, the core content of the appropriate change management model for a telecommunications organisation was reflected on (chapter 3).

• In chapter 5, the analyses of the pre-assessment and post-assessment questionnaires addressed sub-problem two: the impact of a retrenchment strategy on the organisation (Telkom SA) and the staff.
• Sub-problem three - what managerial competencies are needed to manage the particular change process to ensure a positive morale among the remaining staff - was answered in chapter 2. In chapter 2 specific reference was made to managing change in the 1990s.

4.3 PREPARATION OF CHANGE MANAGEMENT INTERVENTION MATERIAL

The preparation of materials utilised in the intervention process started with compiling the presentation slides in a Microsoft Powerpoint (1997) application. The preparation of the handouts for the targeted groups followed. The preparation process concluded with the development of a pre-assessment and a post-assessment questionnaire.

4.3.1 Preparation of presentation slides

The contents of chapter 3 were utilised to prepare the presentation slides in a Microsoft PowerPoint (1997) application. The slides were put onto five 3.5 microdisks with a capacity of 1.44 megabytes. The contents of the five disks are displayed in annexure 1:

• **Disk 1** – Change management volume one consisting of ten slides;
• **Disk 2** – Change management volume two consisting of seven slides;
• **Disk 3** – Change management volume three consisting of thirteen slides;
• **Disk 4** – Change management volume four consisting of eight slides;
• **Disk 5** – Change management - Personal Mastery consisting of six slides with a focus on risks, two happiness traps, work, law of progress, learning from children and happiness is;

The final process step followed by the researcher was to test the presentation slides with different individuals. The researcher approached
the Human Resources Regional Head, a Social Worker, two Area Human Resources managers, two Human Resources consultants, an executive secretary and a Senior Line manager to scrutinise the slides for impact on the targeted audience. The only changes that materialised from this process were spelling errors identified by everyone consulted.

4.3.2 Preparation of handouts

For the purpose of the research, the researcher converted chapter 3 into a handout document consisting of a designed front page, table of contents and a reference list. After consulting an Area Human Resources manager, it was suggested that the researcher convert the presentation slides (see annexure 1) into a handout document where provision was made for notes. The reason for accepting the suggestion is that past experience indicated that people do not read comprehensive documents or handouts. The researcher decided that the handout document consisting of the full content of the change management model would be made available in a soft copy version on request to employees and to the supervisors of the targeted audience.

4.3.3 Development and structure of questionnaires

The researcher decided that the best method to determine the effectiveness and value adding aspects of the developed change management model, was to develop a pre-assessment and a post-assessment questionnaire. The researcher utilised the Attitude towards Transformation Scale (ATTS), and the Psychosocial Functioning Inventory (PFI) behavioural scales. An Organisational Development Change Management Questionnaire from the company served as input to the development of the pre- and post-assessment questionnaires. The ATTS and PFI behavioural scales are products from the Perspective Training College in Silverton. The remainder of the questions were compiled out of the core content of the change management model. The researcher
received intensive guidance from his promoter with respect to the sequence of the questions and the reformulation of certain questions within the questionnaires. The questionnaires were then tested with an operational technician and supervisor who were requested to identify any question or statement that might be confusing or misunderstood.

The pre-assessment questionnaire reflected in exhibit 4.1 and annexure explained the importance of the questionnaire and the reasons for its utilisation. The Likert scale was used as it is known for measuring attitudes. The Likert scale reflects the respondents attitudes by checking how strongly they agree or disagree with formulated and constructed statements. These statements ranged from very positive to very negative. Strong agreement reflects the most favourable attitude about the statement and a weight of 5 is assigned for the analysis of the data (Zikmund, 1994:301-302). In the questionnaire statement 8, 9 and 10 were negative statements. From statements 12 to 23, the researcher tested the employees’ understanding and knowledge of the subject matter covered by the change management model. The questionnaire concluded with a request for biographical data and a column where the target audience were asked to give a short description of a change situation they were facing at the time the questionnaire was completed.
### Exhibit 4.1: Pre-Assessment Questionnaire

**Questionnaire: Change Management Skills [Pre-Assessment]**  
*Strictly confidential*

**Dear Telkom Employee**

It is important to the company that employees possess the necessary skills and ability to manage change in a highly technology-driven telecommunications company. How you rate these different questions will enable Human Resources to prepare employees for current and future changes. Each of the following statements relate to managing change in Telkom SA. Mertz Aucamp, Human Resource Consultant will be the only person that will work with this information. The information gained from this questionnaire will be utilised in a research document. The information is necessary to research the effectiveness of the change intervention. Do not speculate too long before you answer. The first answer that comes to mind is usually the correct one. Please read each statement and then put a cross (x) in the box that best indicates how strongly you agree or disagree with the statement.

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1</td>
<td>I feel good about the course my career at Telkom is taking at present.</td>
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<td>2</td>
<td>I am hopeful about my own future.</td>
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<td>3</td>
<td>I maintain the belief that things will turn out fine for me.</td>
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<td>4</td>
<td>I adapt to bad things that happen to me in a positive way.</td>
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<td>5</td>
<td>I know I will still have a job after the transformation process of Telkom SA.</td>
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<tr>
<td>6</td>
<td>Transformation of Telkom SA is necessary to secure survival.</td>
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<td>7</td>
<td>My manager / supervisor is a positive change agent through understanding me and supporting [assisting] me in the change process.</td>
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<td>8</td>
<td>I feel life is unfair.</td>
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<td>9</td>
<td>I feel powerless to do anything about my circumstances in the company.</td>
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<td>10</td>
<td>I feel the company is demanding too much from me.</td>
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<td>11</td>
<td>I work under uncertain circumstances.</td>
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<td>12</td>
<td>I understand the reasons why Telkom SA has to become more competitive.</td>
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<td>13</td>
<td>I am adaptable and flexible in a changing working environment ie. I have the ability to accept that I must adapt my career according to the demands of the situation.</td>
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<td>14</td>
<td>I have the necessary skills to deal with change and job insecurity in a company that is continuously rightsizing, restructuring and managing staff numbers.</td>
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<td>15</td>
<td>I am physically fit due to exercising and a healthy diet.</td>
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<td>16</td>
<td>I understand and know how to create my own job security in a company.</td>
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<td>17</td>
<td>I know how to manage stress.</td>
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<td>18</td>
<td>I realise that I have a future in Telkom SA.</td>
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<td>19</td>
<td>The managing of staff numbers [retrenchment process] reshaped my attitude positively towards productivity.</td>
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<td>20</td>
<td>I am used to change and have control over my emotional responses to change.</td>
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<tr>
<td>21</td>
<td>I maintain a positive attitude towards any change process in my career.</td>
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</table>
22 I have lost excellent friends and colleagues in the company’s restructuring strategies which impacted on me negatively.

23 It is important for me to encourage other employees in my working environment.

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<th>English</th>
<th>Afrikaans</th>
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Describe a change situation that you are going through right now:

The post-assessment questionnaire (annexure 3, exhibit 4.2) focused on core aspects of managing change as reflected in the change management model. The first thirteen statements highlighted important change aspects for employees in Telkom SA and determined whether the change intervention had changed perceptions and understanding of certain aspects. The last statement (14) was to determine whether the change management model added value to the employee who attended the change session. The questionnaire concluded with a ten-point scale where the target audience was requested to rate the change intervention.
Exhibit 4.2: Post-Assessment Questionnaire

**Questionnaire: Change Management Skills [Post-Assessment]**

*Strictly confidential*

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<tr>
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<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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**Dear Telkom Employee**

Thank you for your participation and attendance at the change management intervention. The results from this questionnaire will assist the researcher to determine the effectiveness of this specific change management model. Do not speculate too long before you answer. The first answer that comes to mind is usually the correct one. *Please read each statement and then put a cross (x) in the box that best indicates how strongly you agree or disagree with the statement.*

1. I understand the reasons why the telecommunications industry is gearing up for competition.
2. I will in future have the ability to accept that I must adapt my career to demands of my changing working environment.
3. I will be able to develop the necessary skills to deal with change and job insecurity in a company that is continuously rightsizing, restructuring and managing staff numbers.
4. I will undertake a physical fitness program [exercise and healthy diet] to prepare me to deal with change.
5. I understand and know how to create my own job security in a company.
6. I know how to manage stress.
7. I realise that I have a future in Telkom SA.
8. The managing of staff numbers process [retrenchment process] reshaped my attitude positively towards productivity.
9. I am used to change and have control over my emotional responses to change.
10. I maintain a positive attitude of any change process in my career.
11. It is important for me to encourage other employees in my working environment.
12. I am hopeful about my own future.
13. Transformation is necessary to secure survival.
14. The presentation of the change management model was very valuable to me.

**Home language**

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</table>

**Race**

- Male
- Female

**Years of service**

**Job Title**

**Marital Status**

**Educational Qualifications**

On a ten-point scale, how do you evaluate this change intervention:

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Low Value | High Value
4.3.4 Compiling focus groups

The researcher approached the company to test and implement the developed change management model. The researcher did not prescribe the method for compiling the focus groups nor their size, but approached the regional management with a flexible attitude. At that time, the Payphone section was geared up for structural changes, which were perceived by employees as a strategy to align this section for possible outsourcing in the future. As this sparked fear among some employees in the Payphone section, the researcher’s supervisor, an Area Human Resources Manager insisted that the change management model was tested in the Payphone section.

The final change management product, consisting of the presentation slides, the questionnaires, handouts and approval letters were presented to the Human Resources Regional Head. The Human Resources Regional Head requested the researcher to compile a short summary of the focus and value adding aspects of the change management model (annexure 4). In the summary (exhibit 4.3), the researcher indicated the focus groups the model would be tested on. The Human Resources Regional Head presented the motivation (displayed in exhibit 4.3) to the Regional Executive of the Access Network Operations Business Unit.
Exhibit 4.3: Summary of Change Management intervention for the Regional Executive

<table>
<thead>
<tr>
<th>Change Management Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitator:</strong></td>
</tr>
<tr>
<td><strong>Focus groups:</strong></td>
</tr>
<tr>
<td>Port Elizabeth = 95 employees</td>
</tr>
<tr>
<td>Border = ±70 employees</td>
</tr>
<tr>
<td><strong>Other possible groups:</strong></td>
</tr>
<tr>
<td><strong>Minimum size of group:</strong></td>
</tr>
</tbody>
</table>

**Focus:**

- Reasons of the changes undertaken in the telecommunications industry-global overview;
- Career Resilience;
- Disadvantages of resistance to change;
- Skills necessary to cope with change, job insecurity and continuous restructuring;
- How to prepare for change;
- How to build job-security in your working environment- focus on becoming multi-competent;
- How to create a positive inner climate;
- Trading in old expectations;
- How to build support structures to assist with change;
- How to manage stress;
- 7 habits of highly effective people;
- Realising that there’s a future in the company by protecting quality and customer service;

**Included a completion of a questionnaire and intervention will take ± 3 hours utilising a Centre for Learning venue or as requested. Date is negotiable.**

**Value adding aspects:**

1. Prepare people for change;
2. Employees will have a positive attitude towards change;
3. Improve morale;
4. Employees productivity will improve as a few real business aspects will change their approach towards their job and the company;
5. Employees will become change agents;
6. Change processes will be implemented with limited resistance;

The researcher drew up two letters outlining the research rationale and requesting permission pilot the change management model. The first letter (annexure 5, exhibit 4.4) was addressed to the Human Resources Regional Head with a formal request for implementation and a commitment that the results of the study would be provided.
Exhibit 4.4: Request letter for implementation: HR Regional Head

Mr. J. M. Aucamp
C/O Human Resources
Sanlam Park
Block 6
Southern Region
Port Elizabeth

The Human Resources Regional Head
Telkom SA
Southern Region
Port Elizabeth

Attention: Mr. Jan Badenhorst

M.B.A. DISSERTATION: MERTZ AUCAMP

I am currently enrolled at the Faculty of Management at the Port Elizabeth Technikon, for the above-mentioned course. As part of my dissertation, I had to do an empirical research in successfully completing the course. My topic for the research is: “A study of the Change Management implications of a retrenchment strategy in a selected section of a telecommunications organisation”. As an empirical investigation constitutes a major proportion of my study, it would be appreciated if you will grant me permission to test my developed change management model in a selected section or department of Telkom SA in the Southern Region. The presentation of the change management model will take ± 3 hours, which will include the completion of a pre- and post assessment questionnaire.

The completion of questionnaires will be treated as confidential and anonymous. A complete analysis of the survey will be sent to you after all the findings are captured.

This research is deemed to make a substantial contribution to assist employees on all levels to manage change processes, for example retrenchment and restructuring. Your co-operation will therefore play an important role in the success of my study.

I thank you for your support and participation.

Yours truly,

........................................
Mertz Aucamp

Professor: Calvyn du Toit
Moderator
University of Port Elizabeth
041- 583 2631

Attached: Pre Assessment questionnaire.
Post Assessment questionnaire.

After the researcher received permission from the regional authorities within the company, the relevant Senior Line Manager was approached. In this letter (annexure 6, exhibit 4.5), the researcher outlined the importance of managing
change, the methodology to be utilised and a formal commitment that the results of the study would be communicated. In a meeting with the Senior Line Manager, the content of the change management model was briefly shown and explained and in response the Senior Manager replied that the focus of this model was long overdue in the company.

**Exhibit 4.5. Request letter for implementation: Senior Line Manager**

| The Senior Manager: BVS & Payphones |
| Telkom SA |
| Sanlam Park |
| Block 3 |
| Port Elizabeth |
| Attention: Mr Gallie Myburgh |

**MBA DISSERTATION: MR. MERTZ AUCAMP**

Managing change has become an important factor in the telecommunications industry world wide, and especially in Telkom SA. As an employee of the Human Resources section, I decided to conduct research regarding change management with a special focus on retrenchment and restructuring processes.

I am currently enrolled at the Faculty of Management at the Port Elizabeth Technikon for the MBA course. A partial requirement of this course is the successful completion of a dissertation. My topic for this research is: “A study of the Change Management implications of a retrenchment strategy in a selected section of a telecommunications organisation”. As an empirical investigation constitutes a major proportion of my study, it would be appreciated if you would allow me to conduct the research in your area of responsibility.

The completion of questionnaires will be treated as confidential and anonymous. A complete analysis of the survey will be sent to you after all the findings are captured.

This research is deemed to make a substantial contribution to assist employees on all levels to manage change processes, for example retrenchment and restructuring. Your co-operation will therefore play an important role in the success of my study.

I thank you for your support and participation.

Yours truly

J.M. Aucamp
HR Consultant
4.3.5 Universum sampling and sampling procedure

The universum or population as defined by Cozby (1989:287) is “the defined group of individual from which the sample is drawn”. In this study, the Payphone line managers selected the employees for the change management intervention. A sample is defined by Bailey (1987:471) as “a selection of the total population or universe that one desires to study”. The population consisted of 160 employees of which 18% were nominated by the relevant line managers for the sample. Probability sampling was used in this study, which is described by Grinell and Williams (1990:119) as being one in which all the people or units in the sampling frame have the same known probability of being selected for the sample. Simple random sampling was therefore used to obtain the sample of 28 employees. The sample was randomly selected by two line managers responsible for the Southern Cape and Border areas, respectively. The selection was based on employees availability on the day of the seminar and they were not preselected. Due to operational requirements and deadlines, the Port Elizabeth employees were omitted.

4.3.6 Data collection

The questionnaires were personally handed out and collected by the researcher at the change intervention venues. The researcher read and explained both questionnaires before the employees completed them. In the first intervention seminar of 3 hours held in George, 10 questionnaires were completed. In East Londen, 18 questionnaires were collected during the first session and 10 questionnaires were completed during the last session. The intervention seminar opened with the researcher fulfilling the role of a facilitator. The program and the necessity of the change
management intervention were explained. The focus was the restructuring change process the Payphone sections were faced with. The pre-assessment questionnaires followed, an average of fifteen minutes to complete. The presentation of the slides followed where employees provided continuous input and the facilitator asked follow-up questions on the presented material. At each seminar, the employees were allowed a ten-minute break. Each seminar was concluded with the completion of the post-assessment questionnaires and a request for feedback on the content of the change management intervention.

4.4 DATA ANALYSIS

The questionnaires were analysed by hand and the responses were converted to percentages.

4.4.1 Presentation and interpretation of data

The presentation of data first focuses on the biographical data (see annexure 7) obtained from the questionnaires. The findings from the pre-assessment questionnaire are discussed, followed by a discussion and interpretation of the post-assessment data. The findings were as follows:

4.4.2 Biographical Data

The last section of the questionnaires request for biographical information. The first request was the home language of the respondents. The home languages were divided into English, Afrikaans, Xhosa and other. The sample size (N=28) represented a balanced distribution of the home languages and therefore, a true reflection of the Payphone section.
The second request was for the race of the respondents. The researcher was able to gather a fair distribution of the race groups within the company, taking into consideration that the Southern Cape is dominated by the coloured race group and the Border area is dominated by the African race group.

The pie charts show the distribution of the respondents by language, race, and gender.
Although the researcher would have preferred a larger representation of females in the sample size, this was not possible as the technical environments within Telkom SA are dominated by males. During 2000, the company formulated a strategy to recruit more females into the technical environments and any future research in this environment will therefore reflect a better female representation.

Figure 4.4: Years of Service of Respondents

The researcher grouped the years of service into five categories of 0-5 years, 5-10 years, 10-15 years, 15-20 years and more than 20 years. The researcher’s focus was on experienced employees in the company who had experienced more than one change process. For that reason the sample group showed 64% with more than 5 years of service in the company.

Figure 4.5: Educational Qualifications of Respondents
The distribution of educational qualifications of respondents showed that 93% of the sample size had a grade 12 (matric), or higher. The reason for requesting this data from the respondents was that the researcher wanted to establish whether employees with good qualifications would feel more secure, as a good qualification could secure other or new opportunities within or outside the company.

**Figure 4.6: Job Titles of Respondents**

The job titles reflect the functional responsibilities of the respondents. The importance of this data was that the research should represent all the function groups with the Payphone environment. In figure 4.6, 71% of the respondents were technical officers who were the most affected by the majority of change processes in the company. As this group represents the core of Telkom SA operations, it was important for the researcher to have more than 50% representivity in the sample group.

**Figure 4.7: Marital status of Respondents**

Unmarried 43%  Married 57%
The last biographical data requested was the marital status of the respondents. This data showed nearly a 50/50 distribution of married and unmarried respondents. The reason for utilising this data, was to provide a better understanding of the responses for further analysis of the data.

4.5 CONCLUSION

The researcher has described the logistical arrangements involved to be able to implement the developed change management model. The focus was on the sampling process and setting up of focus groups.

The research questionnaire was developed directly from the literature study (chapter 3) and the utilisation of other behaviour and attitude questionnaires. The biographical data is a good reflection of the population of the ANO business unit. The range of responses received were excellent, as the researcher was in physical control when collecting the responses. The collection of one less pre- and post-assessment questionnaire was the only problem the researcher experienced. The researcher received feedback from the respondents that this particular change management intervention should have been introduced before the first round of retrenchments started in October 1999.

In chapter 5, a detailed statistical analysis of the responses will be given. Each statement of the questionnaires will be statistically analysed and displayed using the bar-graph method. A comparison between the pre-assessment and post-assessment questionnaires will be discussed.
CHAPTER 5
ANALYSIS OF THE RESULTS OF THE EMPIRICAL SURVEY

5.1. INTRODUCTION

The type of study conducted by the researcher only required a basic statistical analysis of the responses received. The responses are represented by using the bar-graph technique of the Microsoft Excel (1997) application. From these statistics, a number of comparisons were made between the responses received from both the pre- and post-assessment questionnaires.

This chapter presents and analyses of the pre-assessment questionnaires. This is done by discussing and analysing each of the twenty-three statements. The analysis of the pre-assessment questionnaires is followed by the presentation of the post-assessment questionnaire data. In conclusion, the change management model is rated on a ten-point scale.

5.2. ANALYSIS OF DATA RELATED TO PRE-ASSESSMENT CHANGE QUESTIONNAIRE STATEMENTS

The first part of the questionnaire deals with change-management-related statements. The first eleven statements are attitude and behaviour-related statements and the last twelve are directly linked to the developed change management model. It was argued that this would enable the researcher to determine the employees' behaviour and attitudes towards change. The researcher aimed at determining if the employees in the Payphone section
had the skills to manage change and the understanding of the dynamic changes in the telecommunications industry worldwide. The following is a discussion of the results (see annexure 8) with the statement being named and then the results and analysis of each following.

**Statement 1: I feel good about the course my career in Telkom is taking at present**

**Figure 5.1: Statement 1 of the Pre-Assessment Questionnaire**

In scrutinising the results, there is no distinct reason why certain employees or employee groups feel good about the course their careers are taking. From this data, it is positive to note that more than 50% are happy with the course their careers are taking. The balance of 48 % who disagreed can be contributed to the impact of employment equity and affirmative action programmes.
Statement 2: I am hopeful about my own future

Figure 5.2: Statement 2 of the Pre-Assessment Questionnaire

54% were uncertain or not hopeful about their own futures. From this, it is concluded that the retrenchment could have had an effect on the employees’ attitudes towards their own futures as many employees joined the Telkom SA (ex-government enterprise) to ensure a future in their careers and felt that an effective change management program could help.

Statement 3: I maintain the belief that things will turn out fine for me

Figure 5.3: Statement 3 of the Pre-Assessment Questionnaire

This statement reflects the positive attitude of employees who believed that things would turn out positively, although they were going through tough changes. Nearly 70% of the respondents believed that things would turn out positively. It can be concluded from this statement that employees
would cooperate with change processes because they believed that things would eventually turn out fine.

**Statement 4: I adapt to bad things that happen to me in a positive way**

*Figure 5.4: Statement 4 of the Pre-Assessment Questionnaire*

This is an important result: 89% of employees adapted positively when bad things happened to them. From this result the researcher concluded that the change processes which were expected to have a negative impact on the employees in the Payphone environment would be dealt with in a positive manner by the affected employees.

**Statement 5: I know I will still have a job after the transformation process of Telkom SA**

*Figure 5.5: Statement 5 of the Pre-Assessment Questionnaire*
The impact of the restructuring process within the Payphone section had a major impact on this result: 54% of employees were uncertain whether they would have a job after the transformation process. 11% of employees disagreed that they would still have a job after the transformation and restructuring process.

**Statement 6: Transformation of Telkom SA is necessary to secure survival**

**Figure 5.6: Statement 6 of the Pre-Assessment Questionnaire**

It is important to note that 83% of the sample group realised that transformation of Telkom SA was necessary to secure survival. Therefore, the researcher could draw the conclusion that the transformation process within the Payphone section would not be faced with major resistance.
**Statement 7: My manager / supervisor is a positive change agent through understanding me and supporting [assisting] me in the change process**

Figure 5.7: Statement 7 of the Pre-Assessment Questionnaire

Another positive aspect is that 57% of the employees in the Payphone section viewed their superiors as positive change agents. However, the employees from the Southern Cape emphasized the fact that their supervisor was an obstacle in the change process. Where employees were either uncertain or disagreed that their supervisor was a positive change agent impacted on the findings.

**Statement 8: I feel life is unfair**

Figure 5.8: Statement 8 of the Pre-Assessment Questionnaire

This is one of the negative statements of the questionnaire. 61% of the sample group reacted positively and disagreed that life was unfair in general and 32% agreed with the statement. The 32% response could
possibly be contributed to the changes the Payphone section was facing, where employees felt that it was unfair that they were the only affected group at that time.

**Statement 9: I feel powerless to do anything about my circumstances in the company**

Figure 5.9: Statement 9 of the Pre-Assessment Questionnaire

47% of the respondents did not feel powerless about the circumstances in the company compared with 43% who did. The feeling of powerlessness could be as a result of employees feeling that they had no control over the transformation process in their section.
**Statement 10: I feel the company is demanding too much from me**

Figure 5.10: Statement 10 of the Pre-Assessment Questionnaire

In another negative statement, the employees in the sample group responded favourably: 65% disagreed that the company was demanding too much from them. The researcher is surprised by this response as the company’s retrenchment processes increased the demand on other employees who must function without the assistance of the retrenched employees.

**Statement 11: I work under uncertain circumstances**

Figure 5.11: Statement 11 of the Pre-Assessment Questionnaire

More than 32% of the employees did not experience uncertain working conditions in comparison with 57% who did.
**Statement 12:** I understand the reasons why Telkom SA has to become more competitive

Figure 5.12: Statement 12 of the Pre-Assessment Questionnaire

96% of respondents agreed that they understood why Telkom SA had to become more competitive. Comparing this with statement 6 where 83% of employees agreed that transformation was necessary to secure survival, it becomes clear that the employees had a basic understanding of a company preparing for competition. With this information the management of the Payphone section could expect little or no resistance to the change process in order to become more competitive.

**Statement 13:** I am adaptable and flexible in a changing working environment ie. I have the ability to accept that I must adapt my career according to the demands of the situation

Figure 5.13: Statement 13 of the Pre-Assessment Questionnaire
97% of the employees would adapt and accept the demands of the change process. This serves as an indicator that the change process can progress without any interference or resistance from the affected employees.

**Statement 14: I have the necessary skills to deal with change and job insecurity in a company that is continuously rightsizing, restructuring and managing staff numbers**

Figure 5.14: Statement 14 of the Pre-Assessment Questionnaire

The results indicate that the employees of the sample group possessed the skills required to deal with change and job insecurity within a company that was rightsizing, restructuring and managing staff numbers. Of concern to the researcher was the fact that the employees might have not fully realised the impact of the transformation process until a time when they were told that their jobs were redundant or outsourced.
**Statement 15: I am physically fit due to exercise and a healthy diet**

**Figure 5.15: Statement 15 of the Pre-Assessment Questionnaire**

![Bar chart showing responses to Statement 15](chart.png)

The reason for the inclusion of this statement was to determine whether the employees of the sample group were physically fit and following a healthy diet in order to manage stress successfully. A total of 97% agreed that they were fit and following a healthy diet. This statistic supports statements 13 and 14 where the employees indicated that they could manage the change of a transformation process.
Statement 16: I understand and know how to create my own job security in a company

Figure 5.16: Statement 16 of the Pre-Assessment Questionnaire

The creation of job security within a company is sometimes an unknown reality for employees. 75% of respondents indicated that they knew how to create their own job security in a company. The remaining 25% who were uncertain and disagreed with the statement, was the target group that the researcher aimed to convince about how to create their own job security in a company.
**Statement 17: I know how to manage stress**

**Figure 5.17: Statement 17 of the Pre-Assessment Questionnaire**

Managing stress is a modern phenomenon in the workplace today and employees should know exactly how to manage the stressors. The focus of the change management model would be on the 19% of employees who were uncertain, or did not know how to manage stress.

**Statement 18: I realise that I have a future in Telkom SA**

**Figure 5.18: Statement 18 of the Pre-Assessment Questionnaire**

68% of employees were uncertain about their futures in the company. This related positively to statements 5 where 54% were uncertain whether they would still have a job. This was identified as one of the focus areas for the
researcher, so that employees could realise that they had a future at Telkom SA.

**Statement 19: The managing of staff numbers [retrenchment process] reshaped my attitude positively towards productivity**

Figure 5.19: Statement 19 of the Pre-Assessment Questionnaire

The most positive conclusion that could be drawn from the company’s retrenchment process was that the attitudes of the employees changed positively towards productivity. The retrenchment process reshaped 71% of the employees positively towards productivity, and it was concluded that this group of employees realised that their increased productivity could ensure the survival and growth of the company.
**Statement 20:** *I am used to change and have control over my emotional responses to change*

Figure 5.20: Statement 20 of the Pre-Assessment Questionnaire

75% of respondents were used to change and had control over their emotional responses. This survey response can be linked to statements 13, 14 and 17 where more than 75% of the employees in the sample group agreed that they could manage change and therefore had control over their emotional responses.

**Statement 21:** *I maintain a positive attitude towards any change process in my career*

Figure 5.21: Statement 21 of the Pre-Assessment Questionnaire
82% of employees agreed / strongly agreed with the statement which emphasizes their overall positive attitude, regardless of the transformation process they were facing.

**Statement 22: I have lost excellent friends and colleagues in the company’s restructuring strategies which impacted on me negatively**

**Figure 5.22: Statement 22 of the Pre-Assessment Questionnaire**

54% of the employees indicated that the loss of their work colleagues impacted on them negatively. The remainder of the sample group had not lost friends and work colleagues. However, this could be attributed to the fact that 29% of the sample group possibly did not have close contacts or relationships with the retrenched employees.

**Statement 23: It is important for me to encourage other employees in my working environment**

**Figure 5.23: Statement 23 of the Pre-Assessment Questionnaire**
An encouraging environment is where, under difficult circumstances, employees are committed to encouraging each other in the working environment. It is to be expected that this would lead to employee support for each other in the transformation process. 100% of the respondents agreed that it was important to encourage each other in the working environment.

5.3. ANALYSES OF DATA RELATED TO POST-ASSESSMENT CHANGE QUESTIONNAIRE STATEMENTS

Thirteen of the fourteen statements of the post-assessment questionnaires were directly linked to the developed change management model. The purpose of the post-assessment questionnaire was to establish if the model used by the researcher made an impact in terms of managing change in the Payphone section. The sample size was twenty-seven (n=27) compared with twenty-eight (N=28) for the pre-assessment survey. The reason for the difference in the sample size was that one respondent did not return the questionnaire. A discussion of the results (see annexure 9) follows, with the statement being named and then the results and analysis for each statement following.

Statement 1: I understand the reasons why the telecommunications industry is gearing up for competition

Figure 5.24: Statement 1 of the Post-Assessment Questionnaire
In comparison with pre-assessment statement 12, in respect of which 96% of employees understood why Telkom SA had to become more competitive, the post-assessment compared slightly less favourably: 94% of employees understood the reasons. The information shared during the change management intervention made no significant impact as, at the outset employees had enough understanding of why Telkom had to become more competitive.

**Statement 2: I will in future have the ability to accept that I must adapt my career to the demands of my changing working environment**

**Figure 5.25: Statement 2 of the Post-Assessment Questionnaire**

Statement 13 of the pre-assessment compares favourably with the post-assessment, where the change management intervention made no impact. The reason was that 97% compared with 92% was a positive indicator that the employees had the ability to adapt their careers to the demands of a changing working environment.
Statement 3: I will be able to develop the necessary skills to deal with change and job insecurity in a company that is continuously rightsizing, restructuring and managing staff numbers

Figure 5.26: Statement 3 of the Post-Assessment Questionnaire

There was a decrease in the percentage of employees who agreed that they had the necessary skills to deal with change and job insecurity. In the pre-assessment, 89% agreed with statement 14 in comparison with 78% for the post-assessment. The only conclusion that the researcher could establish, was that the information shared during the intervention made some of the employees realise that they lacked the necessary skills to deal with change in a company that was rightsizing, restructuring and retrenching employees.
**Statement 4: I will undertake a physical fitness program [exercise and healthy diet] to prepare me to deal with change**

Figure 5.27: Statement 4 of the Post-Assessment Questionnaire

With the pre-assessment 97% of employees indicated that they had a healthy lifestyle where they exercised and followed a healthy diet (statement 15). The post-assessment indicated that 89% were fit and followed a healthy diet. The difference can be attributed to the fact that some of the employees in the sample group had a different perception on fitness and on a healthy diet, which changed during the change intervention.

**Statement 5: I understand and know how to create my own job security in a company**

Figure 5.28: Statement 5 of the Post-Assessment Questionnaire
In the pre-assessment, 75% of respondents agreed that they knew how to create job security in a company (statement 16), and there was no difference in the post-assessment figure. The researcher aimed to bring about a change with this statement, but the employees were well informed on how to create job security in a company.

**Statement 6: I know how to manage stress**

The results from this statement indicated that the change management model added value in terms of employees who were able to manage stress. The importance of managing stress is vital when employees are going through transformation processes. In the pre-assessment, 82% of employees indicated that they knew how to manage stress (statement 17) and in the post-assessment, this figure increased to 97%.
**Statement 7: I realise that I have a future in Telkom SA**

**Figure 5.30: Statement 7 of the Post-Assessment Questionnaire**

The value added by the change management intervention was shown, since there was an increase from the pre-assessment figure. In the post-assessment, the employees’ understanding of having a future in Telkom SA improved to 56% from 32% in the pre-assessment (statement 18). The uncertainty improved from 50% in the pre-assessment, to 30% of employees who were uncertain about their futures in Telkom SA. In the change management model, the researcher focused on how people could realise that there was a future in a company, although they were facing restructuring and downsizing strategies.
Statement 8: The managing of a staff numbers process [retrenchment process] reshaped my attitude positively towards productivity

Figure 5.31: Statement 8 of the Post-Assessment Questionnaire

During the change intervention, employees were given carte blanche to speak about the impact of the company’s management of the staff numbers process. This allowed certain employees to realise that they had unnoticeably reshaped their attitudes positively towards productivity. The result was evident in the post-assessment where 82% of the respondents agreed in comparison with 71% in the pre-assessment (statement 19). The number of employees who disagreed with the statement decreased from 25% to 11% in the post-assessment.

Statement 9: I am used to change and have control over my emotional responses to change

Figure 5.32: Statement 9 of the Post-Assessment Questionnaire
This statement showed an improvement from 75% in the pre-assessment (statement 20) to 85% in the post-assessment. The number of employees who were uncertain in the pre-assessment decreased from 18% to 4%. The researcher is of the opinion that the discussions and information shared during the change intervention brought about a mind-shift in the uncertain group of employees who realised that they did have control over their emotional responses to change. These results reflect the value derived from the change intervention.

**Statement 10: I maintain a positive attitude of any change process in my career**

**Figure 5.33: Statement 10 of the Post-Assessment Questionnaire**

Comparing this outcome with the pre-assessment, there was a decrease of 5% of respondents who were in agreement about maintaining a positive attitude towards a change process in their careers. In statement 21, 83% agreed against 78% in the post-assessment. The decrease can possibly be ascribed to the fact that there was one less post-assessment questionnaire completed in comparison with the pre-assessment.
**Statement 11: It is important for me to encourage other employees in my working environment.**

**Figure 5.34: Statement 11 of the Post-Assessment Questionnaire**

In the pre-assessment, 100% of respondents agreed with statement 23, whereas in the post-assessment 88% agreed that it was important for them to encourage other employees in their working environment. The remainder of the employees who were Xhosa speaking Africans were uncertain concerning the statement. The importance of this statement was that the majority of employees agreed on encouraging other employees in their working environment. The researcher is of the opinion that the difference in the findings is because certain employees had enough time during the intervention to think through some of their pre-assessment questionnaire statements.

**Statement 12: I am hopeful about my own future**

**Figure 5.35: Statement 12 of the Post-Assessment Questionnaire**
The main goal of any change management model is to bring about a mind-shift and positive attitude towards change. Progress was made in this goal since the employees who were hopeful about the future in the pre-assessment increased by 23% compared with statement 2 of the pre-assessment questionnaire. In the pre-assessment, 47% agreed with statement 2, whereas in the post-assessment 70% of employees were hopeful about the future. The change management intervention improved the percentage of employees who were uncertain and in disagreement during the pre-assessment from 54% to 30%.

**Statement 13: Transformation is necessary to secure survival**

Figure 5.36: Statement 13 of the Post-Assessment Questionnaire

The employees who agreed with the statement decreased from the pre-assessment by 8%. The positive aspect is that 74% of the employees in the sample group agreed that transformation was vital to secure the survival of the company.
Statement 14: The presentation of the change management model was very valuable to me

Figure 5.37: Statement 14 of the Post-Assessment Questionnaire

The result from this statement was seen as an important indication of the success of the change management intervention presented by the researcher in his capacity as a Human Resources Consultant. The response of 96% of employees who agreed that the presentation was very valuable to them, lead to the conclusion that the focus and content of the researcher’s change model was targeted appropriately at the selected audience.

Figure 5.38: Evaluation of change management intervention on a ten-point scale.
The bar graph above reflects the total distribution of the ratings received for the change management model. From the graph, it is evident that 67% of the employees in the sample group rated the intervention an “8”, or higher. The average rating for the change intervention was an “8”. This rating supports statement fourteen in the post–assessment where 96% of employees indicated that they found the change management intervention valuable to them.

5.4. CONCLUSION
The findings of the study can be generalized to the remainder of the Access Network Operations (ANO) business-unit, as the sample size was fairly representative of the technical population of the business unit. The feedback received on the post-assessment questionnaires indicated positively that the researcher’s intervention was effectively focused on the basic elements of dealing with change under uncomfortable and controversial circumstances. The main problem described in chapter one has been addressed, and analysed by the researcher in this chapter. The first part of the main problem, the effect of a retrenchment strategy on the remaining staff, was addressed when more than 75% of the employees in the sample group indicated a reshaping of their attitudes positively towards productivity. The 96% positive response of the employees with respect to the value adding contribution is an indication that the change management intervention positively reshaped the employees' approach to change processes.

The high degree of uncertainty indicated by the respondents (see figures 5.1; 5.2:5.30), both in pre- and post-tests, emphasise the importance of not only relying on a single intervention, but using a comprehensive change management programme that addresses each of the change phases individuals go through.
The discussion of the analysis of the data provides an insight into the change management implications of a retrenchment strategy in a selected section of a telecommunications organisation. The study is an indication that the utilisation of a change management model promises to relieve fears and to prepare employees in a company where the implementation of a retrenchment strategy is planned.
CHAPTER 6
SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter aims to summarise and identify the key elements of the research. It includes identifying the reason for choosing the topic and an overview on how the research problems and sub-problems were addressed. Furthermore, an outline of the step-by-step method utilised by the researcher to resolve the main and sub-problems is given.

Special attention is given to the delimitation of the study and future research, timing of the change management model, sample size and action plans for future implementation. In this chapter, the researcher expresses criticism about the developed change management model.

6.2 SUMMARY

A discussion follows of the reasons for this research project, the solution of the main problem and the process used to resolve the sub-problems.

6.2.1 Reason for the research

The researcher, who is employed in the Human Resources department of Telkom SA, is a survivor of a retrenchment process implemented during October 1999. At the time, the company had not provided any intervention in order to prepare employees for the change process, or how to deal with this big change in an individual’s life. Another indication that a change management model was necessary, were the requests from the organised labour movements in the Eastern Cape. Their requests focused on the
company’s need to address the morale of the surviving employees and prepare the employees for the change.

As the company is continuously restructuring, rightsizing and outsourcing, these changes emphasized the need for a simple change management model to prepare employees on all levels to cope and manage the stressful change process in their careers. Given this background, the researcher focused on an appropriate change management model for a telecommunications organisation. A change management model was needed to serve as a basis for interventions when determining the change management implications of the retrenchment strategy of Telkom SA.

6.2.2 The Main Problem

The main research problem was to determine the effect of a retrenchment strategy on the remaining staff of the organisation and how a change management model could be used to ensure a positive approach towards change. In approaching the main problem, the researcher performed a literature study and utilised questionnaires to test the effect of a retrenchment strategy on the remaining staff and how the change management intervention impacted, to ensure a positive approach towards change.

6.2.3 The Sub-problems

The sub-problems that were identified and the way in which they were addressed are as follows:

- **Sub-problem one** - What would be an appropriate change management approach, or model for the selected section of the relevant organisation?

In order to resolve sub-problem one, chapter 3 explored the core content of the change management model required for a
telecommunications organisation. As a preliminary step the researcher tested the developed change management model by discussing it with different target audiences.

- **Sub-problem two** - What is the impact on an organisation and its staff of a strategy of retrenchment, downsizing and rightsizing?

Chapter 5 provided an analysis of the responses to the pre-assessment and post-assessment questionnaires and addressed sub-problem 2 concerning the impact of a retrenchment strategy on the organisation (Telkom SA) and the staff. Statement 19 of the pre-assessment focused on the effect of a retrenchment strategy, which reshaped attitudes positively towards production. In response to this statement 71% of respondents agreed that the retrenchment process resulted in positively reshaping the employees’ attitudes towards higher productivity.

- **Sub-problem three** - What managerial competencies are needed to manage the particular change process to ensure a positive morale among the remaining staff?

This sub-problem was addressed in chapter 2 where the researcher performed a literature review. Specific reference was made to managing change in the 1990s.

*In addressing both the main and sub-problems, the researcher tried to use a step-by-step method:*

- A literature survey included the Internet and magazines as sources. It also included both national and international literature. The researcher
utilised the Internet facility to communicate with government institutions in Australia.

- A change management model was then developed in consultation with the Human Resources Regional Head and Area Human Resource Manager.

- Pre-assessment and post-assessment questionnaires were developed. Behavioural and attitude-type questions were used to construct the questionnaires. The pre-assessment questionnaire included the core content of the change management model and statements relating to the main and sub-problems. The questionnaires were tested with employees who were not part of the sample group to ensure that the questions were understood and did not cause confusion.

- The presentation slides for the change management intervention were tested with two Area Human Resource Managers, six Human resources consultants and two executive secretaries within the Human Resources section of the Southern Region.

- The researcher approached the Human Resources Regional head with the total presentation package to plan the implementation of the proposed intervention. The Human Resources Regional head approached the Executive line manager from the ANO business unit for approval.

- The researcher met with the Senior Manager of the Business Voice and Payphone section to discuss the implementation of the change management intervention. The content of the intervention was discussed in detail.
• The change management intervention was implemented in George [Southern Cape] and East London [Border]. The sessions were divided into one session in George, and two sessions in East London.

• The completed questionnaires were analysed. Chapters 4 and 5 provided an analysis of the pre- and post-assessment tests.

• Human Resources management indicated the integration of components of the researcher’s model into the company’s new developed change management model.

6.3 RECOMMENDATIONS

A number of issues that require attention were identified while completing this research project.

• Delimitation of the study and future research
  The researcher could not find an appropriate specific, or detailed change management model to prepare employees to deal with traumatic changes such as transformation or staff redundancy programs and to prepare employees for retrenchment or to assist survivors. In the literature studied, including the Internet, it was mentioned that companies need to prepare employees for retrenchment processes, redundancy programs, restructuring or outsourcing. Unfortunately, no specific guidelines could be found to assist employees to manage the change programmes mentioned above. The researcher suggests that the developed model discussed in this study needs to be further tested with a view to using it as a basis to formulate new improved and customised change approaches for the selected organisation.
• **Timing of the change management intervention**
  The lesson learnt from this intervention is that a company needs to time interventions based on this type of model at least three months or more before the transformation process is initiated. The researcher timed his intervention with the target group, but the group indicated informally that their other affected colleagues in other functional groups and departments should have gone through the same intervention.

• **Sample size**
  The researcher would have preferred a bigger sample of employees, representing more than one functional group. The results discussed in this research document represent only one functional group. It is therefore recommended that larger samples be used in further research efforts in Telkom SA.

• **Action plan for further development**
  If repeated in future, the researcher would reconsider the sequence of the presentation. The sequence would be determined in consultation with a line manager and a change management expert within the Human Resources section. An action plan should be considered for the development of a comprehensive change management programme to address all the change phases experienced by individuals, and to reinforce the intervention developed in this study.
6.4 CONCLUSION

The fast changing environment of the telecommunications industry highlights the importance of employees managing change in order to survive and thrive in the process. The most valuable aspect for an organisation where employees can manage change effectively, is that the transition will be smooth and employees will be productive during and after the process. If employees are able to manage change, any new change could be introduced with limited resistance.

This research project has taught the researcher to approach the change management process more systematically than before. The knowledge gained from the research has motivated the researcher to provide more specialized and professional support and advice when dealing with people affected by the change process.
REFERENCE LIST


