An investigation into the competencies associated with change leadership: a case study analysis of an Information Technology organisation

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DECLARATION:

In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise is my own work and that it has not previously been submitted for assessment to another University for another qualification.

SIGNATURE: __________________________

DATE: __________________________
ACKNOWLEDGEMENTS

My deepest gratitude and appreciation goes out the following as I have come to realise that no research endeavour is achieved in isolation.

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ABSTRACT

In this research, the researcher-consultant together with the management corps of a merged IT organisation, embarked on a process of participative research with the aim to identify the competencies and skills that are required of the management-leadership corps to drive a process of change management and to ensure the organisation will be characterised by sustained growth and development.

In using participative research methodology, qualitative data was mainly gathered through informal interviews and focus group sessions to identify the competencies and skills that are defined as important for the change manager-cum-leader role within the merged IT organisation. In addition, a matrix was compiled to enable each manager/leader to undertake a self-assessment of how capable they are in using the identified competencies and skills. The outcome of the assessment provided an indication of the areas of competencies and skills that through various interventions would enable the management-leadership corps to deal with the challenges of change, as well as to guide those that report to them through a process of change. While the management-leadership corps – referred to as the Executive, Senior, and Middle Management cohorts – all require enhancing their change management / leadership competencies and skills capability, it is the Middle Management cohort that is better equipped to perform their change management and leadership role.

During the research, focus group sessions enhanced a participative methodology to enable identification of competencies important to the IT Company’s vision, mission and core values, as well as opportunity to identify interventions that will encourage an ongoing process of change, growth and development. However, there is indication that the members of the Executive and Senior Management cohorts assessed themselves higher on those competencies that relate directly to their functionary roles, rather than the change management-leadership role.
The scope of a treatise limits an in-depth and expanded research endeavour; however, the methodology used provided information on how a platform for participation in a change management process can be enabled. Furthermore, this research gives indication of how a management-leadership strata can ‘buy-in’ to the process of change, growth and development, commencing with the self and, which is aimed to encourage the same in those that share responsibility for sustained growth and development of the IT company. The research is also example of how an applied sociology endeavour can be undertaken.

**Key Words:** Applied sociology, case study, change leadership, change leadership skills, change management, change management competencies, focus group, globalisation, participative research
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SECTION A: ORIENTATION
Chapter 1

A Perspective on High Performing Organisations and the need for Change Leadership Competency Development

1.1 Introduction
In modern economy the speed and rate at which business is conducted is exponentially faster than in the past. Due to the influence of technology and new requirements within modern organisations such as better reporting, faster turnaround times and leaner structures, there is now a need to do business better, quicker and faster. In order to facilitate this, organisations amongst other things, need to run off information technology platforms that will deliver the results organisations require.

The contents of this chapter will focus on the factors associated with high performing organisations, implying that organisations require change that will ensure their success. In addition, important reasons will be discussed as to why change within organisations is fraught with challenges.

1.2 Factors associated with high performing organisations
The manner in which business is conducted is changing and this may be a result of the digital revolution experienced within the economic world sphere. There is a realisation in organisations today that a competitive edge over others within the industry is gained through recognition of competencies that are unique to the organisation. The recognition of these competencies and the nurturing thereof will ensure a competitive advantage and success.
According to the HRSG (2006, 2^1), competencies are described as *general descriptions of behaviour or actions within a particular context*. While the concept of competencies is not a new idea, there is an increased need for the application of competencies specific to the workplace context to drive employees and corporate performance toward achieving the organisation’s vision and strategies. It is by understanding what these core competencies are and for those who drive the process of change, development and growth within the organisation to acquire these competencies, to enhance and eventually sustain a competitive edge over rivals.

1.3 The changing face of the organisation
Research indicates (Byham: 1999 Collins: 1995; Ghoshal & Bartlett: 1998; Gratton: 2000; Kotter: 1996 & Ulrich: 1998) that there are various internal and external organisational changes that affect organisations. However, these changes affect leadership more profoundly than any other function within the organisation. This is due to the fact that the type of changes organisations are undergoing affects the way in which organisations should regard their people function. This has a direct impact on the way in which leaders direct their organisation and lead their people toward organisational growth and sustainability.

The types of changes that currently affect organisations and, specifically their human capital, include:

- **Globalization**: The world is becoming a global village and as a result, the world community is becoming smaller. It is for this reason that to remain competitive, organisations need to adapt quicker and to maintain their contacts locally and globally (Ulrich: 1998).

- **Profitability through growth**: Organisations need to become more creative in the manner in which they service their clients. Gratton (2000) states that the

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business goals of organisations are shifting to meet those of the global environment and, as a result, organisations are realising that in order to grow they need to put people at the heart of their business.

- **Technology:** Byham (1999) states that today’s workplace is characterised by fluidity, as organisational structures are frequently changed to keep up with advances and challenges. Furthermore, structural and other changes are a direct result of technology and a new way of doing business.

- **Intellectual capital:** Knowledge has become a direct competitive advantage for companies selling ideas and relationships to internal and external clients, which offers an indirect competitive advantage over rivals. This essentially means that intellectual capital within the organisation (i.e. the people working within the organisation) offers the main source of competitive advantage over rivals.

It is for these reasons that Guy Charlton (1999, 1) states that *our ability to initiate (not only manage) individual and organisational growth-directed change has become a core competence in an exponentially changing world. This ability can be applied to any new strategy – speed to the market, innovation and implementation of any kind.*

This seems then, that the ‘old way’ of doing business, has become outdated and that this has been replaced by new and innovative ways to ensure competitiveness. The new competitive agenda has become very clear: *The old strategies and attitudes of changing the hard organisational “levers” (structure, strategy, updated information technology) and emphasis on cost cutting have at best delivered short term results* (Charlton: 1999, 9). The focus is now on human capital development within the organisation. Human capital is viewed as the vehicle to a continued success. As circumstances change, people will tend to become innovative and change; and, this should be capitalised on, as this is viewed as a natural human phenomenon that needs to express itself within the organisation as well.
1.4 Characteristics associated with highly competitive organisations

In order to ensure that an organisation is competitive in an ever changing socio-economic and political context, much research has been conducted around what enables an organisation to sustain a competitive advantage in the longer term.

Jim Collins (1995, 20) cites a number of reasons why some companies are able to make the leap from ‘good’ to ‘great’ organisations. These are:

- **A robust sourcing strategy**
  These organisations follow an integrated approach and believe the ‘correct’ attitude of an individual is as important to achieving success as knowledge. These organisations believe that if a person displays this attitude in line with the organisation’s values, then the knowledge required to do the job, can be taught. Thus, an appropriately aligned attitude to organisational values is as important as the knowledge required to achieve success.

- **A culture and climate of honesty**
  Leadership within these organisations is about creating a climate where truth can be heard and brutal facts are confronted. The behaviours to enable such leadership are: integrity, honesty, openness and ability to accept honest positive and negative feedback. This helps to develop leadership that is open to and for change and, which in turn, enhances an organisational culture characterised by honesty and integrity.

- **The hedgehog concept**
  The essential strategic focus of ‘good-to-great’ companies, are those who founded their strategies on a deep understanding along three key dimensions. These are: what drives the organisation’s economic engine; what can the organisation do better than others and, what is the organisation passionate about. ‘Good-to-great’ companies translate this understanding into a simple
crystalline concept that guides all their efforts, hence the term “hedgehog concept.”

- Creating a culture of discipline
  'Good-to-great' companies build a consistent system of clear constraints but they also give people freedom and responsibility within the framework of that system.

- Technology acceleration
  When used correctly, technology becomes an accelerator of momentum, not a creator of it. There is an understanding by these organisations that technology by itself is never a primary cause of either greatness or decline.

The above mentioned factors in a way define the core attributes that ensure organisations grow from good to great, as well as purport to ensure that such companies will have a competitive advantage over their rivals. Thus, when organisations apply these principles, they, in terms of competitive advantage, are able to move from the average to the extraordinary.

In line with the premise of human capital, there is also emphasis on the so-called “softer” issues that have become important. In addition, more and more organisations are beginning to realise that to ensure sustainability in the longer term, there needs to be an emphasis on the people that work in the organisation. Therefore Charlton (1999, 11) states that effective change, as opposed to fashionable change, demands congruent change of self before expecting the same in others.

1.5 Difficulties associated with change initiatives
When one considers the nature of the ‘new’ organisation and the factors that are associated with a winning organisation, it becomes clear that the manner in which business needs to be conducted is changing. Similarly, organisations need to align themselves to a ‘new’ way of thinking. This is not always easy, as there are a variety of challenges which makes this change – from ‘old’ to ‘new’ - difficult. In a survey done by
they uncovered the following factors that contribute towards failed change initiatives. These are:

- **Competition for limited resources**
  Change initiatives fail, because there is no informed or clear strategy with regard to the sharing of limited resources. The end result is that various teams within the organisation compete with each other to secure these resources. Thus, rather than competing, it is imperative that leadership facilitate a process whereby the resources are equally shared amongst the various teams.

- **Strong functional boundaries**
  In order to ensure change initiatives are successful, it is important that all role players understand what their role and responsibilities are. If this is not done, conflict may result. Unclear boundaries within the organisation and between teams may cause conflict. Another reason for conflict is that teams may struggle over territorial space, because the boundaries in terms of the end of one role and the beginning of another are blurred. If the functional boundaries are blurred and conflict results, the change initiative may fail. Kotter (1996) states that *customer focused visions often fail unless customer un-focused organisational structures are modified*. This means amongst other things that organisations with archaic structures that are silo in nature often become a barrier to success.

- **Limited change skills**
  In order to ensure that change initiatives are successful, it is imperative that organisations are ready for change. This means that organisations needs to ensure its leadership is equipped with the necessary skills to manage change effectively. The requirement here may be training in technical skills to manage the change initiative, as well as in the “softer” skills such as empathy, effective

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communication and others identified by the organisation as important to manage change effectively (see Chapter 4).

- **Resistance by middle management**
  Middle management is often viewed as the bridge between senior leadership and employees within an organisation. Wiggenhorn (1990) states that change should not be driven by senior management but that change should start with them. This also includes middle management; in fact, any person who is in a leadership position within an organisation needs to support and enable the change. Middle management has the ability to ensure that change initiatives are or not successful. The reason for this is that they have direct contact with employees, thus serving as powerful change agents. Should members of middle management not buy in to the change initiative, it may cause such initiatives to fail. For change initiatives to be successful, it is imperative to include this group from the start, as they are in personal contact with employees, and if committed to the change process, able to drive initiatives through to the lower levels of the organisation’s employee strata.

- **Poor initiative communication**
  Charan (2006, 74) states that *products and operational success aren’t what really sets the most successful organisations apart – they can be rented or imitated. What can’t easily be duplicated are the decisive dialogues and robust operating mechanisms and their links to feedback and follow through.*

Very often change initiatives can fail, because the message about the change was not clearly communicated to all the relevant stakeholders. The end result of this is confusion and a lack of understanding regarding the change. In turn, this results in a negative spiral, because people do not understand the change and therefore do not buy into the change initiative. As this happens, people become more negative and resistant, and this results in a failed change intervention.
Communication thus plays a critical role in terms of managing a change initiative. It also plays a role in ensuring that all members of the organisation receive the correct message regarding the change initiative, as well as to harness people within the organisation to move in the same direction of change.

- **Employee opposition**
  When change initiatives are not communicated effectively, opposition to the change will result. In addition, when embarking on change initiatives employees are often left out resulting in a lack of ‘buy in’ causing employees to oppose the change initiatives.

- **HR (training / people) issues**
  An integral part to successful change initiatives is the involvement of human resources and training. Irrespective of the type of change intervention that will be undertaken, training is vital, as in the words of Nonaka (1991, 97) knowledge is not a specialised activity; it is a way of behaving ..., a way of being, in which everyone is a knowledge worker.

Although training in terms of change management related issues may vary in content and methodology, it should, amongst other things include soft skills and/or leadership training. Also, such training should include technical training on a new IT system if this is to be introduced as well. Thus, change initiatives may fail due to a lack of training during the course of the change initiative, especially when training and people issues are not dealt with effectively.

- **Organisational fatigue**
  Often, change initiatives fail to yield long-lasting results, as the organisation has undergone too many changes in a short period of time. This results in employees becoming change fatigued, as there are too many new initiatives happening at the same time. On the other hand, change efforts lose momentum if there are no short term wins to celebrate. Kotter (1996, 11) reiterates this by stating that
complex efforts to change strategies or restructure business risk losing momentum if there are no short term goals to meet and celebrate. It is for this reason that in terms of the change process, organisations needs to set short term goals in order to prevent organisational fatigue.

- **Unrealistic project plans**
  Change initiatives fail because the time frames given for the period of change are not realistic. As change management is focused on the individual, team as well as on the organisation, it is very often difficult to determine how long the organisation will need in order to adapt to the changes that have taken place within the organisation or even at a point in the change process to have adapted. It is for these reasons that it is important to consider time frames and people reactions to the proposed changes in order to ensure that change is successful and long-lasting.

As indicated above, there are various reasons why change initiatives fail; some of these relate to the people whom the change is affecting. It is therefore important to consider the people-element when conducting a change initiative within an organisation. People and not processes or tools drive business performance. This factor is also reiterated by Charlton (1999, 1) who states that our … ability to initiate (not only manage) individual and organisational growth-directed change has become a core competence in an exponentially changing world. This ability can be applied to any new strategy – speed to the market, innovation and implementation of any kind. The content and objectives of change may vary, but the capacity to change – the human feelings, process, attitudes and behaviour – is we will see, similar regardless of context. The success or failure of change initiatives therefore to a large extent hinges on the human or people component of an organisation. If the people component on change management initiatives is not managed well, then it stands to reason the change initiative will also not be successful in the longer term.
Simke, Domazet & Townsend (2004) examined the factors that contribute towards successful change initiatives. Here, also, is a correlation between successful change and people focus. Of the important factors that contribute towards a successful change initiative are:

- **Ensuring top sponsorship**
  It is important to ensure that top leadership is totally committed to the change and show it by their actions, as well as in their words. In simplistic terms this implies leaders or those responsible for the change should lead by example and by being at the forefront of the change initiative in order to ensure that subordinates will follow.

- **Treating people fairly**
  People need to be treated the same; especially when the short term results of a change initiative may be negative. By treating people fairly and impartially when dealing with negative issues, this experience leads to trust in leadership. Such experiences and interactions enable a positive attitude toward change initiatives.

- **Involving employees**
  People buy in to initiatives if they believe in it. It is therefore important to involve employees throughout the change process, as they will perceive themselves to be part of the process and can make a difference or contribute toward the change initiative.

- **Giving quality communications**
  Communiqué content and communication structures need to be clear. Change initiatives are often sabotaged because of unclear and ambiguous communiqués by management to staff that result in distrust and a lack of support for the initiative. When structures change and the lines of communication no longer enable a portal to clarity or support, this may lead to employees becoming alienated with increased feelings of negativism. In turn, this may cause
employees to rebel against the change initiatives, even if there are benefits; not being able to envision these benefits result in a poor buy in to the change initiatives.

- **Providing sufficient training**
  Coupled with any change initiative is the need to educate employees on the changes the organisation is undergoing. This ensures employees are change ready and will buy in to the ‘new’ emerging organisation. Many organisations are now beginning to realise the benefits of creating a learning organisation in order to facilitate on-going change. Organisations have also realised that to be successful in a highly competitive and ever-changing environment, learning and training must be encouraged. Grantham and Nichols (1993, 43) strongly emphasise this when they state that the **implications of not becoming a learning organisation are costly. It will result in loss of market share, loss of competitive edge, loss of intangibles such as reputation, loss of energised staff and loss of the ability to attract only the best and brightest.**

- **Using clear performance measures**
  When embarking on a new initiative, the way to measure success is through performance management measurement. **Without a measurable awareness concerning what exactly constitutes effective leadership, success is simply a matter of Russian roulette (Charlton: 1999, 37).** A proper measurement and monitoring tool, such as a performance management appraisal system, will ensure organisations are kept on track in terms of meeting its objectives with regards to the changes organisations are undergoing. It also assists organisations to monitor any areas that need attention and to take a proactive approach in dealing with issues before they become major problems.

- **Building teams after change**
  Dodgson (1993, 377) describes organisational learning as **the way firms build, supplement and organise knowledge and routines around activities and within**
their cultures and adapt and develop organisational efficiency by improving the use of broad skills of their workforces. This organisational learning is the key to the organisation sustaining the change over a long term period. Any type of change brings a certain amount of strain on a team and it is important that these teams learn how to work together in the changing and changed environment. This will ensure greater levels of synergy and commitment in the new changed organisation.

- **Focusing on culture / skills changes**
  In order to ensure the change initiative is a success in the longer term, the organisation needs to equip its employees with the skills and competencies to operate in the new changed environment. The way in which this is done is to keep the employees focused on the change, as well as the new culture in which they need to operate. This is facilitated by a robust and vibrant communications strategy to all staff members around the change in order to keep employees motivated and aware of the changing environment.

- **Rewarding success**
  Successes in the new changed environment need to be celebrated. This is done in order to ensure that people remain enthusiastic about the change and keep buying in to the new organisation and the way in which the organisation now operates or will operate in the changed environment. With reference to this, Kotter (1996, 11) states that in a successful transformation managers actively look for ways to obtain clear performance improvements, establish goals in the yearly planning system, achieve these objectives and reward the people involved with recognition, promotions and money.

- **Using internal champions**
  It is important to use internal change champions, as these people will play an important role in terms of garnering support for the change. These change
champions need to be employees working within the organisation and they need to be able to influence others towards support for the change initiative. Middle management strata are a typical example of such 'champions'.

While there are rewards for undertaking a change management process, Simke, et al (2004) mention that there are a variety of risks within the context of change that organisations should be aware of this if organisations want to manage these effectively to ensure robust and long lasting change within the organisation. Therefore, attention will be given to the risks that are manifested at an organisational, team and individual level.

➢ Risks at the Organisational Level

At an organisational level the risks associated with change can be summarised as follows:

• **High levels of complacency:** The organisation has not found it necessary to make major changes and, as a result, they are complacent in the manner in which they approach business.

• **Low overall performance standards:** The organisation operates at a mediocre level with no driving need to change, when the latter has become important for survival for the organisation.

• **Too much past success:** The organisation has a captured market with a loyal customer base and does not perceive the need to be innovative.

• **Insufficient performance feedback from external sources:** The organisation is internally focused and is doing well but employees and leadership do not have a benchmark to measure their performance with their competitors.

• **Attention is on narrow functional goals instead of broad business performance:** There is a need within the organisation to overhaul its strategic
objectives, as these have been used for the same business practices for many years, however, only selective change is focussed on, with result that change is ineffective and may also result in negative response from employees.

- **Tendency to deny that which they do not want to hear:** In situations like this, the organisation ignores negative feedback and sticks to what it is that they believe to be the “winning formula”, even though it has not been revised, and no longer adequately meets customer or market expectations.

While the above encapsulates some of the risks at the organisational level there are other areas at a team level which can result in a failed change initiative.

- **Risks at the Team Level**
  The risks to change from a ‘group perspective’ to a ‘team perspective’ can be summarised as follows:

  - **Slow to react:** These teams do not or are not able to come to a quick decision or to change from what they believe is a ‘working solution’.

  - **Political:** Teams that are not focused on what is important but rather jockeying for position are often stuck in the “storming phase” of team development, as detailed by Tuckman (1965)\(^3\).

  - **Aggravation:** The team members operate through conflict, rather than in cooperation with each other to make best decisions.

  - **Big egos:** There is a “me” mentality, rather than an “us” mentality, which results in lack of team cohesion with enhancement of negativism within such teams.

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• **Mistrust:** These teams do not trust each other and as a result are not able to operate synergistically. This is also apparent within the teams with low cohesion resulting from overt conflict and negativism.

Organisations need to be sensitive to identify conditions that either prevent or call for change. Similarly, teams that do not operate effectively will in itself become an inhibiting factor when change is required. No team or organisation can exist without individuals, and as individuals represent ‘people within organisations’ attention should be paid to enable them to buy in to change or to enable change through them.

The following risks are directed at the individual level.

➢ **Risks at the Individual Level**

According to the Change Management Learning Centre (2007, 3) individual change management *is the management of change from the perspective of the employees*, as they are *the ones who ultimately must implement the change*. Therefore to encourage effective change within an organisation the focus should be on *tools and techniques to enable employees to contribute toward change*, as well as to be able to manage the impact of change effectively.

While individuals embrace change, others do not, often choosing to work against change. No matter the focus of the individual, change is felt at various degrees of comfort on a personal level. In a similar vein, Senge (1994) notes that real vision cannot be explored in isolation and is grounded in the idea of purpose. This implies that because individuals want to know their reason for being, they will also question change in terms of this. Therefore individuals will respond to change differently.

There are various models that enable understanding or have been developed in order for the individual to cope with the changes that are occurring within the organisation (discussed in Chapter 3). The risk at the individual level then is related to the manner in which an individual is able to work through the various stages of change.
1.6 Development of change leadership competencies

In order to ensure that change and transformation initiatives are successful, it is essential to determine what competencies are required in those who lead change within their organisations.

Lear (2003) regards change leadership as a core component of his change management model for building high performance organisations. He states the following: *if Innovation is the driving force for the continual Growth and Balance of an organisation, then leadership is the guiding light* (2003, 5). Leadership from a change leadership perspective is therefore not a position *per se* but rather the acts of leading and the potential displayed to lead the process of change. Often, those that lead are also in a management position; therefore distinction should made about these differences between a leader and a manager.

Noted from research by Byham (1999), Ghoshal and Bartlett (1998), Gratton (2000) and Kotter (1996) these differences between manager and leader can be detailed as follows (see Table 1.1).
Table 1.1: Differences between the manager and the leader

<table>
<thead>
<tr>
<th>Manager</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Budgeting</strong></td>
<td><strong>Establish Direction</strong></td>
</tr>
<tr>
<td>Setting goals and targets for the future, typically for the next month or year, establishing detailed steps for achieving those targets which may include timelines and guideline and then allocating resources for the achievement of these objectives</td>
<td>Developing a vision for the future often the distant future, along with strategies for producing the changes needed to achieve the vision</td>
</tr>
<tr>
<td><strong>Organizing and Staffing</strong></td>
<td><strong>Aligning People</strong></td>
</tr>
<tr>
<td>Establishing an organisational structure and set of jobs for accomplishing planned requirements, staffing the jobs with qualified individuals, communicating the plan to those people, delegating responsibility for carrying out the plan and establishing systems to monitor implementation</td>
<td>Communicating the direction to those whose cooperation may be needed so as to create coalitions that understand the vision and that are committed to its achievement</td>
</tr>
<tr>
<td><strong>Controlling and Problem Solving</strong></td>
<td><strong>Motivating and Inspiring</strong></td>
</tr>
<tr>
<td>Monitoring results versus the plan in some detail both formally and informally, by means of reports, meetings etc; identifying deviations which are usually called problems and then planning and organizing to solve the problems.</td>
<td>Keeping people moving in the right direction despite major political, bureaucratic and resource barriers to change by appealing to very basic, but often untapped, human needs, values and emotions.</td>
</tr>
</tbody>
</table>

Gleaned from Table 1.1 it can be deduced that there are also differences in the competencies that are associated with leadership, as compared to those of management. While managers are there to manage and to ensure the *status quo* is maintained, leaders according to Lear (2003) are there to specifically create change and innovation within the organisation. But more than this, leaders are there to help each and every member of the organisation to understand their unique role in fulfilling the purpose of the organisation while also being innovative and creative, and ultimately serving the needs of the core constituencies. This type of leadership is described as Level 5 leadership type by Kotter (1996) and is often referred to as “servant leadership”. Servant leadership is displayed by those leaders within an organisation who devote themselves to the needs of others and look after the overall organisational needs.
These servant leaders focus their activities around the following:

- Devoting them to serve the needs of the members of the organisation.
- Focusing on meeting the needs of those that they lead.
- Develop employees to bring out the best in them.
- Coach others and encourage expression of their self.
- Facilitating personal growth.
- Listening to staff members and building a sense of community.

Strengths of this type of leadership, is that it forces the leader away from self-serving, domineering leadership and makes those in charge think harder about how to respect, value and motivate people reporting to them⁴.

1.7 Research focus

The IT Organisation that is the focus of this research chose to embark on a change and transformation initiative, as it was characterised by excessive bureaucracy, slow decision-making and by structures whereby some managers had too little authority and others too much. In addition, the organisation came into existence through the merging of various IT organisations. The ‘new’ organisation not only lacked integration between the merged institutions, but there was a need that leadership should transform itself from a so-called ‘competent management’ to an ‘outstanding leadership strata’. Further to this, there was also the realisation that certain change inhibitors were present and that some managers lacked competencies to lead the change required after the merger had taken place. The latter was viewed as important to ensure an on-going process of change within the organisation, which in turn would enable the organisation to gain and sustain its competitive edge.

The researcher was tasked to explore the nature of the internal organisational environment in which change was to be initiated to identify what competencies and skills would be required to ensure leadership that would sufficiently enable management

leaders to lead the organisation on a path of change to ensure on-going competitiveness. Chapter 2 will depict how research was undertaken to ensure this.
List of References


Chapter 2

Research Methodology

2.1 Introduction
This research is aimed at insightful understanding of the process and outcome of collaboration between the researcher-consultant and the leadership corps of a merged IT organisation. The latter felt the need to identify the competencies and skills that will enable them to drive an on-going process of change, growth and development to ensure their company will sustain its competitive edge. The researcher was contracted as a consultant to enable this.

This chapter will therefore present the methodology that was followed during this research, and will include the methodological decisions that were taken, as well as indicate the process that was developed and implemented to achieve a valid and reliable research outcome.

2.2 Research rationale and motivation
Change is important to ensure that organisations remain competitive; especially those organisations that have merged. Undertaking research aimed to identify competencies and skills that will enable an on-going process of change, growth and development is a crucial activity, as there is pressure on leadership to ensure that change happens in a manner that is positive and constructive, as well as will harness capabilities that will contribute to the sustainability of the company or organisation. It was thus important for management / leadership to identify and understand what these competencies are and why they are important from a leadership and organisational perspective.

According to Ulrich (1998) change within organisations affect both leadership and people functions within an organisation. This is due to the type of change that
organisations are undergoing and the way in which organisations regard their people function in times of change. This in turn has a direct impact on the nature in which leadership will direct their organisation and lead their people and, in terms of this research, the reason why the management-leadership corps wanted to embark on a research endeavour that would lay foundation for this.

The structures of organisations have become flatter and emphasis has been placed on small teams of high performing specialists. Team work has become synonymous with success. This is reiterated by Lane, Distenfano and Maznevski (2000, 30) who state that today’s economy increasingly requires people to collaborate in teams that cross cultural and geographic boundaries, as well as typical boundaries to be found in hierarchical type organisations. It is for this reason that a great deal of emphasis has been placed on leadership through a team approach, as it is at this level of realisation the ‘true’ competitive edge of an organisation can be obtained and sustained. In addition, there is a need to develop appropriate competencies and skills in management who also have to perform the role of change leaders. These competencies and skills should be developed to enable management to encourage employees to buy in to the change initiatives, as well as to solicit their support toward a process of continuous change and development in order to sustain global competitiveness. Being aware of this, management of the merged IT organisation sought to identify ‘soft’ competencies and skills, to enable them to lead employees through the envisaged process of change.

With the merge of the world-economy into a ‘global village’, competition has become a powerful phenomenon requiring a ‘new’ type of individual or leadership corps to guide organisations toward achieving their vision and mission. This scenario motivated management within the merged IT organisation to acquire those competencies and skills that are befitting to guide employees through a process of change and that would ensure the organisation would sustain itself within an ever-changing economy.

Thus, in terms of the research, the researcher was tasked to develop a strategy in which relevant change leadership competencies and skills were to be identified and a
gap-analysis done that would enable leadership to become competent in those areas they lack. This then, is the rationale and motivation for this research.

2.3 Research questions
The following research questions guided this research:

2.3.1 What are the challenges when a process of organisational change is undertaken?

2.3.2 What is the nature and requirements for effective change leadership?

2.3.2 What competencies and skills are relevant that will enhance role performance of change leadership within an organisation that seeks to sustain its competitive edge within the global arena?

2.4 Research objectives
To ensure reliable and valid research outcomes, the following research objectives, together with specific research objectives, were developed:

2.4.1 General research objective:
The researcher aimed to:

2.4.1.1 Identify and define the competencies and skills that change leaders deem as important to ensure change within and sustain development and growth of a merged IT Company.

2.4.1.2 Develop a Change Leadership Competence and Skills Self-assessment Matrix to enable the leadership corps to access their level of competence in terms of the identified competencies and skills associated with the role of change leaders within the IT Company.

2.4.2 Specific research objectives:
Guided by the general research objectives, the research developed the following specific research objectives:
2.4.2.1 To describe the facilitators and inhibitors relating to organisational change that creates challenges for effective change leadership role performance (See Chapter 1).

2.4.2.2 To define the nature and function of change leadership within an organisation (See Chapter 3).

2.4.2.3 To identify and define the concept competency type and skills (See Chapter 4).

2.4.2.4 To develop a generic Change Leader Competence and Skills Matrix, indicating the knowledge base, competencies and skills required to encourage effective change leader role performance within the IT organisation (See Chapter 5).

2.4.2.5 To provide each member of the IT leadership corps with opportunity to assessment their performance level of the identified competencies and skills (See Chapters 5 and 6).

2.5 Meta-theory and research methodology

The research design constitutes the framework that enables valid and reliable research outcomes and details the platform to be used through which relevant data is obtained (Malhotra: 1996, 86). The following paragraphs outline this.

In research where it is essential to understand the perceptions, attitudes, experiences and behaviours of a specific social group, the interpretative inductive methodological approach is suggested. This approach assumes that social reality can be understood through social constructions such as language, consciousness and shared meanings, and was therefore selected to help achieve the objectives of this study, as interpretive research by its nature enables the exploration of human sense-making in naturalistic settings. Making use of participative research methodology to enhance insight and secondary research to gain knowledge, this set the platform to enhance opportunity for data-gathering of a qualitative nature.

While the researcher used informal interviews, focus groups and content analysis to gather her data, she also used secondary research analysis by implementing a review of relevant literature and documentation. This enabled the researcher to identify the
competencies and skills that leadership would require to drive the process of change, as well as to enable sustained change, growth and development envisioned by the IT leadership of the merged organisation.

According to De Vos (1998, 15), research methodology is determined by the choice that the researcher makes between following a qualitative or quantitative approach or possibly a combination of both. He also details four research designs that may be relevant to a researcher. These are the experimental, quasi-experimental, non-experimental and qualitative research designs. In this research the researcher will mainly use qualitative research methods and to a lesser extent, quantitative research methodology. The reason being that qualitative research design also enables research about phenomena that requires data which comprises of oral or written descriptions of human experiences (Parse: 2001, 23) and needs.

Qualitative research differs from quantitative research, as the findings of the former are based on insightful understanding of the phenomenon examined, whereas quantitative research concentrates on quantifiable data to enhance description. Thus, qualitative research is often favoured when the researcher intends to seek personal information and insight or to explain. While this highlights why the researcher decided on a qualitative approach, it should be mentioned that it also enables triangulation, as it affords the use of various data-gathering methods (e.g. in-depth interview and focus group sessions, as in the case with this research) that collectively ensures relevant and usable information, as well as guides research toward a valid and reliable outcome.

The case study enables the researcher to collect unstructured data for analysis. There may be concerns that the case study may be subject to researcher subjectivity, however this can be overcome by ensuring choice of appropriate research decisions with regard to different but complementing research procedures and techniques.

The advantage of a case study is to enable an understanding of the entire case, and to allow the researcher to collect data within its context, as is particular and relevant to the
case under investigation (De Vous: 2001). In this research, although a particular IT organisation was selected as a case of study, it was specifically the leadership corps within the organisation that served as a sub-case of study. Being contracted to advise on appropriate change management competencies and skills this gave reason why the specific IT company was selected as a case of study.

In terms of the research goals and objectives but specifically to develop the Change Leadership Competence and Skills Assessment Matrix, a qualitative research approach aided in the choice of participative research methodology. Therefore it was decided that a number of focus groups would be conducted in order to ensure a buy in to the research process. Also, this would enable the members of the leadership corps to provide their input in terms of identifying what competencies and skills they deem important that would ensure a process of on-going change, growth and development and in the long run enable the organisation to attain and sustain its competitive edge. Using focus groups would also enable assessment of the final Leadership Competence and Skills Matrix that would serve as a self-assessment tool.

As content analysis is required when communication content needs to be analysed, it was decided to use this technique to analyse the contents of the focus group sessions. It also served as a useful tool when written communications (e.g. minutes, policies) relevant to the research had to be analysed. By employing content analysis, the researcher was able to

- **Gain insight into the changing environmental context and nature of work of the merged IT organisation.** This was done through an analysis of the minutes and policies of the various organisations prior to and after their merge, as well as of the newly merged IT organisation.

- **Define the nature and function of change leadership within the merged IT organisation.** This information was obtained through a thorough review of all relevant literature available in published books, journal and internet articles, as
well as analysis of relevant documentation (minutes of meetings, company directives and policy documents) pertaining to the companies that merged into a new IT organisation.

- **Identify and define the competencies and skills associated with change leadership within the merged IT organisation.** This information was obtained through in-depth interviews, mainly with Executive Management, informal interviews with members of Senior and Middle Management, and through facilitation of focus group sessions, whereby competencies and skills were identified, discussed and decided on.

- **Develop a competence and skills assessment matrix to enable a Change Leadership Profile for the merged IT organisation.** This data was obtained through interviews and group focus sessions with members of the leadership corps within the IT organisation that served as a case of study.

- **Facilitate assessment of the competencies and skills of the leadership strata in order to suggest an individual competence and skills development strategy for each leader within the merged IT organisation.** This was done through development of an assessment matrix relating to the competencies and skills identified and accepted by the leadership corps within the organisation. These assessments were completed by the leaders themselves.

### 2.6 Research process

The research endeavour followed three distinct phases, which included the orientation, the implementation and the concluding phase. Within each of these phases, distinct research activities took place to ensure a qualitative interpretive and participative approach that would enable achievement of the research goals and objectives.
• **Orientation Phase**

In order to ensure the research was conducted in a well-planned and thought-out manner, it was important to undertake the following activities during the phase of orientation.

• **Literature study**

A review of literature (i.e. books, journal articles and internet-based sources of reference) being focus of secondary research methodology enabled the researcher to:

- Obtain an understanding of the nature, function and role of change leadership and the complexities of implementing a process of change within an organisation.
- Identify competencies and skills relating to the change leadership role system.
- Acquire sufficient and informative methodological background that will ensure valid and reliable research outcomes.

• **Review of the merged IT organisation**

Integral to the research process was the review of all relevant documentation related to the IT organisation that served as a case to study. This provided a contextual overview of the organisation in terms of its external and internal issues and the needs associated with effective change leadership. Integral to this process was the obtaining of permission to be allowed to use the research toward obtaining her MA degree. This was granted by the Senior Leadership team with the proviso that the name of the organisation is withheld and no identifying particulars of specific persons within the company be mentioned within the treatise.

Some of the activities relating to the review included, an examination of strategic documents (e.g. minutes, policies), including the business plan and strategic objectives of the merged IT organisation and of the structure and line of authority / management / leadership within the IT organisation. Information derived from the review of documentation (using content analysis) together with a review of
literature enabled the researcher to obtain knowledge and insight into the structures developed and processes maintained through which the purpose of the IT organisation is envisioned. These insights would also later enable the researcher, together with the leadership strata participating in the research, to identify important competencies and skills required by leadership to attain and sustain a process of on-going competitiveness.

- **Consultation with experts**
  During the course of the research it became imperative to check with various experts on the process that was to be followed in attempt to achieve her research objectives. By gaining understanding about the structure and process of the specific IT organisation and informally discussing her methodological approach with the Organisational Development Manager, the Human Resources Development and Design General Manager and the CEO this laid foundation for participative research that would also serve to enable all members of the leadership corps to buy in to the research approach that would include development of a Competence and Skills Profile for each member of the company’s leadership strata.

- **Implementation phase**
  During the implementation phase, there were a number of activities the researcher embarked upon. These are:

  - **Development of a competency profile**
    Besides a review of literature and of organisation-specific documentation to gain insight into the nature of the organisation (i.e. its structure and processes) and its business plan and strategy, the researcher was also able to identify competencies (see Chapter four) specific to the organisation that would ensure it would be able to sustain itself, while competing with others in the global arena. In other words, a draft of organisation specific competencies (i.e. competencies linked to the purpose of the organisation) was development, which would be assessed by
members of the executive leadership strata, and later by the change leadership corps during focus group sessions.

Once the researcher was able to determine what the competencies were, interviews were held with members of the executive leadership team to determine which competencies they believed were important to ensure that leadership would be able to manage change within the organisation.

A decision was then taken to set up focus group sessions. Four focus group sessions was held and consisted of members of the Executive, Senior and Middle Management cohorts randomly allocated to these groups. During these sessions, the researcher, through facilitating a process of consensus decision-making was able to develop a list of competencies and skills considered important to enable the management-leadership corps to achieve a process of on-going change, growth and development as envisaged by them.

A further four focus groups sessions was held to enable categorisation of the competencies into ‘Extremely important’ and ‘Highly important’, and into the category of ‘Emotional labour / intelligence’. Collectively viewed, these competencies form the ‘core competencies’ required of employees to have who fulfil a leadership position, and who would be required to drive change, as well as to place the organisation at the point of ‘cutting edge’ within the global arena.

These focus group sessions proved valuable, as they allowed the researcher to ensure buy in for the eventual process of competence assessment, as well as to gather additional data where it was deemed necessary.

- **Development of a skills profile linked to the competency profile**
  Once the competencies were defined and categorised into levels of importance, the same process was followed to develop a skills profile (see Chapter five), only that the skills were not categorised. Focus groups were used to seek consensus
on the identified skills and to define them in terms of the linkage to the competencies.

• **Development of the change leadership competence and skills assessment matrix**
  Having reached consensus about the competencies and skills (see Table 4.1), the researcher undertook to delineate the knowledge base (see Tables 5.6, 5.7 and 5.8) linked to change management and leadership, as well as to ascertain the knowledge base that is implied in competencies that were identified to ensure effective use of these competencies and related skills.

• **Assessments conducted on all identified change leaders within the organisation.**
  The Change Leadership corps was then subjected to an assessment in order to evaluate for themselves their proficiency levels regarding knowledge, competence and skills. These assessments took the form of a self-assessment using the matrix developed for this purpose. This assessment was conducted by a psychologist. The outcome of this assessment is discussed in Chapter 5.

• **Concluding phase**
  During this phase the researcher undertook to analyse the data and to compile a research report in the form of a treatise.
The following Figure (2.1) depicts the research process implemented during this endeavour.

<table>
<thead>
<tr>
<th>Orientation Phase</th>
<th>Implementation Phase</th>
<th>Concluding Phase</th>
</tr>
</thead>
</table>
| • Literature review
• Review of organisations
• Consulting with experts
• Deciding on methodological approach | • Literature review
• Review of organisation
• Consulting with experts
• Deciding on methodological approach
• Informal interviews
• Focus group sessions
• Self-assessment | • Content analysis of focus group sessions
• Defining and categorisation of competencies / skills
• Analysis of self-assessments
• Report writing (treatise) |

Mainly secondary research

Secondary research; mainly participative research

Interpretive research

**Figure 2.1: Research methodology process**

### 2.7 Outline of the research report (Treatise)

This treatise is represented in three inter-related parts, which is comprised of various chapters.

- **Section A** offers *orientation* to the reason for the research and the methodology used during the research. It contains Chapter 1 that introduces the reader to the complexities of change management, leadership and process within an organisation and, Chapter 2, which provides an overview of the methodological decisions that was taken for and during the research.

- **Section B** introduces a *conceptualised* discussion with Chapter 3 providing information on what change leadership and management is and its affect on the individual (employee), team and organisation. Chapter 4 introduces the reader to what competencies are, while also providing information relating to the competencies that was used to enable an assessment of the leadership strata.

- **Section C** concludes the treatise with an *analysis* of the data depicted in Chapter 5 and providing *recommendations* in Chapter 6.
List of References


SECTION B: CONCEPTUALISATION
Chapter 3

Change Management and Leadership in Perspective

3.1 Introduction
The concept of change management has its roots in the history of organisational development and performance effectiveness. It has become synonymous with people management and human capital development.

For organisations to attain and sustain a strategic advantage over others, it has become imperative to focus attention on people development (Gratton & Pearson, 1994). However, as the focus shifts to organisational change with the aim to secure an ongoing competitive edge or what is termed competitive necessity, this will require leaders to be equipped with competencies and skills to enable this.

The purpose of this chapter is to provide an understanding of the nature and process of change management, while also giving attention to its impact.

3.2 The concept change management
In business today pressure is exerted on employees to assure change within the organisation to enable the business to be greater than it has ever been. Global competition, oppressive macroeconomic conditions and informed and discerning customers mean business organisations must deliver at ever higher levels of quality and services at competitive prices.

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Quite often these pressures necessitate changing how the organisation operates – to inject a more commercial outlook, to redefine roles, to eliminate unproductive work habits, or to integrate a new technology to support the business organisation. These pressures on the modern organisation have resulted in an expected level of agility by the individual, the teams that operate within the organisation, as well as the organisation itself. The reality however, is that change is unsettling to people. *Nothing has greater potential to cause failures, loss of production, or falling quality. Yet nothing is as important to the survival of your organisation as change. History is full of examples of organisations that failed to change and that are now extinct* (Reh: 2007, 1). In layman terms, change management can be viewed as a means to encourage change within individuals and/or grouping of individuals from their present state to that of an envisaged state of performance.

### 3.3 Considerations for undertaking change management

Change management can be viewed from two perspectives viz. the individuals who is implementing change\(^7\) and those who are the recipients of change within the organisation. The following definitions clarify this distinction:

- **Organisational change management** is *the management of change from the perspective of the manager or project team. It is the perspective of the business leadership from the top looking down into the organization. The focus is around broad change management practices and skills that will help the organization understand, accept and support the needed business change* (Change Management Learning Centre: 2007, 3). The focus of this perspective is on developing strategies for change intervention and plans to communicate how this intervention will be implemented, as well as to provide training programmes to ensure effective implementation of the change intervention. The parties that are usually the implementers of change within the organisation would include the project sponsor, the Human Resources department and senior leadership within the organisation.

\(^7\) This research will place emphasis on individuals who will act as change agents and therefore require appropriate competencies and skills to perform this role.
• **Individual change management** is the management of change from the perspective of the employees. They are the ones who ultimately must implement the change. The focus for the individual is around tools and techniques to help the employee transition through the change process (Change Management Learning Centre: 2007, 3).

Therefore it is important to understand how change affects both the individual and the organisation, as this will determine the tools and methodologies, as well as the strategies that should be used to ensure the change initiative is successful.

As discussed in Chapter 1, the manner in which organisations operate is changing in order to accommodate the technological revolution that has been speeded up. While the momentum at which businesses are changing is rapid, the manner in which business is being conducted is changing as well. Never before has businesses been operating in a global arena as they do today. The onus is now on businesses to be adaptable so that they are able to adjust to the new pressures being placed on it in the global space in order to remain competitive and alive. Thus, what worked a few years ago, will no longer work in the current ever-changing environment.

Research indicates (Byham: 1999; Charlton: 2003; Collins: 1995; Ghoshal & Bartlett: 1998; Gratton: 2000; Kotter: 1996 & Ulrich: 1998) that there are profound changes that affect organisations. Some of the important operational changes are summarised in Table 3.1 below:
Table 3.1: Past and Future Operations

<table>
<thead>
<tr>
<th>Past operations</th>
<th>Future Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compliance</strong></td>
<td><strong>Discipline</strong></td>
</tr>
<tr>
<td>No bottom up feedback and disparity between management and the employee.</td>
<td>This is more than compliance to objectives, but rather an embedded norm that makes people live by commitments.</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td><strong>Support</strong></td>
</tr>
<tr>
<td>Hierarchy and deterioration in interpersonal relationships within the organisation and between the various functional units.</td>
<td>The relationship between subordinates and management is characterized by coaching, helping and guiding.</td>
</tr>
<tr>
<td><strong>Contract</strong></td>
<td><strong>Trust</strong></td>
</tr>
<tr>
<td>Financially based written contracts between the employee and the organisation with no psychological commitment by either party.</td>
<td>Trust is reflected in and reinforced by transparency and openness in the company’s organisational processes and by a sense of fairness built into managerial practices.</td>
</tr>
<tr>
<td><strong>Constraint</strong></td>
<td><strong>Stretch</strong></td>
</tr>
<tr>
<td>The setting of boundaries by companies in such a way that it limits creative thought and innovation.</td>
<td>This encourages people to lift their aspirations of themselves and others in such a way that it contributes to organisational success.</td>
</tr>
</tbody>
</table>

When one considers the dynamics of operations indicated in the table above, it becomes apparent that it is important for organisations to deliberate the management of change as a core value within the organisation and therefore to view organisational change as a core competence. About this, Charlton states: *individuals and organisations use enhancing capacity to initiate change as a core competence towards sustainable growth. And this ability doesn’t just happen – it needs to be created. It is an ongoing Human Habit* (Charlton: 2003, 116).

As change management impacts on the team and the individual, it gives reason that its effect should be discussed.

### 3.4 The impact of change management

#### 3.4.1 Impact on the individual

Change is an inevitable part of the human condition and experience. It is the manner in which the change is managed and perceived by the person, which will influence
whether change is perceived as a negative or positive experience and therefore influence participation.

Individual change management can be defined as the management of change from the perspective of the employees (Hiatt: 2003, 25). They are the ones who ultimately must implement the change and therefore should be assisted in their passage in a positive manner. Therefore the primary concern for the organisation is to ensure that individuals within the organisation obtain appropriate coaching and support to help them understand their role and the decisions that are made in the change process.

When a change process is undertaken, individuals will move from one point or status to another, and while being required to work through the process, they will also have to deal with its effects in a positive manner to maintain the self in order to have a better understanding in terms of who they are and the change that they have been through. The following are thus important to reflect on when initiating change initiatives within an organisation.

- **Personal mastery**

  Personal mastery is not a destination; it is a journey individuals will embark upon throughout their life time, and is defined as creating what one wants in life and work (Dawson: 2007, 1). Therefore Senge (1990, 10) is of the opinion that people with a high level of personal mastery are acutely aware of their ignorance, their incompetence, and their growth areas. This not only elicits change within the self but make such individuals willing to participate in change activity or initiatives.

  When individuals practice personal mastery they continually align objective reality with their subjective values and principles. The latter are guidelines for human conduct that are self evident and have proven to have enduring value (Phillips & Baker: 2007, 1). Examples include integrity, openness, honesty, humility, equity, justice and industry. Senge (1990, 24) states that seeking personal mastery involves cultivating an
awareness of the current reality and refining one’s personal vision of where one has come from, where one wants to go and what one wants to become.

According to Dawson (2007, 1) practitioners of personal mastery exhibit the following characteristics:

- They have a sense of purpose that lies behind their goals
- Their vision is more like a calling than a good idea
- They are committed to seeing reality increasingly accurately
- They are extremely inquisitive
- They do not resist but work with, the forces of change
- They feel connected to others and life itself
- They feel they are a part of the larger creative process that they can influence, but cannot unilaterally control.

While personal mastery is grounded in competence and skills, it goes beyond these, because it moves the individual from self-interest towards an interest of service-to-others or servanthood. Therefore Senge (1990) takes the position that real vision cannot be explored in isolation and that it is grounded in the idea of purpose, i.e. the individuals’ sense as to who they are.

When one considers personal mastery in the context of the organisation and change management and leadership, it is then understandable that personal mastery becomes a component of the learning organisation or should be in any organisation that wants to achieve effective on-going change. In the new economy, as well as in economies that are forced to undergo change amidst world recession or even merge, as currently is the case, organisations need to inculcate a culture of learning in order to encourage growth and improvement. Learning organisations focus on application and reflection to generate personal mastery and self awareness which is key to how well the individual is facing with reality. This becomes particularly important when one considers the notion of change management and leadership within the organisation and the manner in which change is perceived and handled by the individual within the organisation. It is thus
important for organisations to actively develop and encourage personal mastery for their employees, as it is a key component to ensuring that change initiatives are well received and managed by their staff.

- **Kubler-Ross model for personal change**

Elizabeth Kubler-Ross (1969) pioneered methods in support and counselling for personal trauma associated with death and dying; hence her developing the well-known Kubler-Ross model. *Organisational change has an element of loss inherent to the process, and it is a loss often deeply felt by employees. The Kubler-Ross grief model addresses the emotional issues associated with change* (Lorenzi & Riley: 2004, 61).

This model also enables understanding of the impact change can have on individuals when experiencing change initiatives in the workplace. While it provides insight into how people deal emotionally with change, it also provides the individual with understanding and tools to be better able to cope with the impact of change.

Essentially, there are five stages that an individual will go through when dealing with grief or change. The five stages are:

- **Denial:** Denial is a conscious or unconscious refusal to accept fact, information, and reality relating to a certain situation that has occurred. This is a defence mechanism and is natural. Within a change process, people may react by denying that which points to why change is necessary and want business to continue as usual (see Chapter 1).

- **Anger:** Anger can manifest in many different ways. People become angry when a change initiative is introduced within the organisation. This anger can manifest itself within the team and people can also express anger at the leadership for instituting the change.
• **Bargaining:** People bargain or seek to negotiate a compromise, however this rarely provides a sustainable solution, especially if there is no way out of the situation. Within organisations going through a change initiative people, in this stage, may accept components of the initiative but will want to cling on to the traditional and outmoded way of working. There is also by some a realisation the old way of working is coming to an end and, as a result, individuals will bargain in order to ensure the old system or much of the old system remains in place.

• **Depression:** This is very often referred to as the *dress rehearsal* or the practice run for the aftermath. It is an acceptance of the situation but with emotional attachment. It is natural to feel a sense of sadness, regret, uncertainty, fear and other emotions. Within organisations that have embarked on change initiatives, people will also feel a sense of fear and uncertainty when they begin to realise that the old way of doing things is coming to an end and there is nothing that they can do to bring it back. In addition, individuals will also start engaging with the changes that are taking place. For example, if it is a new IT system that has been implemented, people will start experimenting with the new systems that have been put into place.

• **Acceptance:** While some individuals will be in the position to emotionally accept change within the organisation, this stage is also indicative of emotional detachment and objectivity. As this stage indicates a final acceptance of the new way of doing things and that the current reality is accepted, this not imply a positive emotional attachment. Individuals within the organisation have come to accept the new way of working is part of doing business; they no longer resist the change or continued change initiatives, and to cope with this they emotionally disconnect themselves leaving the impression of acceptance.

Within organisations, it is important to consider the model by Kubler-Ross (1969) in order to understand the emotional process an individual goes through when confronted with a change initiative that has been endorsed by the organisation. In addition, it must
also be noted that not everyone will react in a similar manner to change within an organisation. While some will proceed slowly through these phases or with greater speed, however some individuals may become stuck at a particular phase and it may be very difficult or even impossible for them to move through to the next phase in a positive manner.

- **The Organisational Change Curve**

  According to Finney (2003), the organisational change curve enables understanding of the experience an individual has within the process of change occurring within an organisation. These experiences are characteristic of various phases depicted in the organisational change curve.

- **Shock / surprise:** This is the initial reaction to change and may range in intensity from a *barely noticeable flinch to a highly traumatic outpouring of emotion* (Finney: 2003, 2). Therefore, the greater the treat to the *status quo* the greater the emotional reaction will be.

- **Denial:** Typical tactics that are used when people do not agree to the change initiatives include *withholding support and participation to such an extent that the change process becomes very difficult to implement* (Finney: 2003, 3).

- **Hostility / Anger:** Once confronted with the impending change, many clients express their displeasure through negative reactions or through open and direct challenges. This may be as a result of the learning that is taking place i.e. the individual may be placed in a situation where they are not yet competent regarding the new system or change that has been embarked upon and as a result may express frustration.

- **Negotiation:** Similar to the Kubler-Ross model (1969), some individuals will negotiate with the change initiators but irrespective the outcome, note should be
taken that once change has been embarked upon, it is not possible to return to the point from which was departed.

- **Depression**: Once the reality of change sets in, individuals may feel a sense of nostalgia and longing for the past or old ways of doing things. This affects some more than others; often they exhibit false acceptance by ‘going with the flow’. This stage is essentially about letting go and dealing with the associated negative feelings that come with that realization.

- **Trial**: This stage depicts situation in which individuals decide to try the new way of working. It represents a conscious decision to let go of the old way and to attempt the new. This stage is characterized by uncertainty, hesitancy and also fear of the unknown. However, the overriding sense in this stage is that of exploration and experimentation with the new.

- **Acceptance**: This is essentially the stage of acceptance of the new way of working, which has become norm within the organisation. The stage is characterised by individuals that have accepted change, learnt the new way of working, and is competent in doing things differently. Work has settled down into the new routine.

Whether reactive, sequential or cyclical in nature, change initiatives affect people within organisations that embark on this route; more so when change is inevitable, essential and deep-cutting. While the process of change followed may be cause to deep-rooted negativism and experience, the outcome too, may add to emotional discomfort and reaction. Those who initiate and/or drive change should take note of its effect on the individual; thus, to ensure the change is robust and sustainable in the longer term.

### 3.4.2 Impact on the team

At the heart of the organisation are teams that share the responsibility to ensure that projects and initiatives are completed within the optimal period of time. Most projects
are too complex to be implemented by one person, most services need different specialists and support staff to be delivered and most products are either result of the work of a larger resources team or supply chain (Change Management Toolbook: 2007, 1). For teams to perform well, it needs to go through a number of processes in order to ensure that they reach an optimum level of performance.

In order to ensure that a change management initiative is successful, it is important that groups / teams are able to perform optimally. It is therefore important to have an understanding of the manner in which groups / teams develop to avoid potential pitfalls that cause ineffectiveness. In addition, it is important that organisations are aware of the factors that encourage optimal performance in groups. Both of these will be discussed.

- **Phases of group team development**

Groups are living entities and evolve and change over a period of time. There five stages of group development. Tuckman’s theory (Tuckman: 1965 & Tuckman & Jenson: 1977) will be used to describe the stages that groups go through in terms of its development.

- **Orientation stage: forming**

  This stage or phase marks the formation of a group, which is often characterised by tension, guarded exchanges and low levels of interaction. The members of the group monitor each other and size one another up. Because the various members are not certain about the role that they would be playing in the group, they offer strong opinions regarding issues raised.

  After a period of time however, the members of the group become more comfortable with each other and start to exchange information with the members regarding their goals and also information about themselves – they are beginning to reveal a bit more about their inner person. The reason for this is that it allows the various members to get to know each other a little better and open up to each other more and more.
• **The conflict stage: storming**

Once the tension in phase one has been dissipated, this is replaced by a higher level of tension regarding goals, procedures and authority (Forsyth: 2006, 147). The conflict stage is marked by personal conflicts between individual members who discover that they do not get along, have dissatisfaction over procedural matters, as well as over the goals of the group. Competition between the individual members for authority, leadership and more prestigious roles are also apparent within this phase and the cause of conflict (Forsyth: 2006, 148).

In addition to the above, during the forming stage, if there is a leader who has been elected, the members of the group may accept the guidance of the leader with few questions, however as the group develops and enters the storming stage, the group may question the authority of the leader and their behaviour may result in **flight** (ignoring the leader and offering as little contact as possible) or **fight** (continual challenging of the leader) responses.

While conflict may have a negative effect on group performance, conflict may result in a better understanding of each individual within the group with further positive result for group cohesion. Conflict allows for the opportunity for the members to vent and air their differences ensuring better functioning of the group if such conflict is dealt positively with. However, if conflict escalates out of control, it can seriously damage the functioning of the group and in many instances destroy the group altogether.

• **The structure development stage: norming**

During this phase, the conflict is gradually replaced by unity and better organisation. There is a deeper understanding of the individuals within the group and conclusions about each team member are reached. The first two stages are characterized by low levels of intimacy and high levels of independence and individualism, while the group at this phase of norming begins to form a unified whole. Mutual trust also develops at this stage and individuals try to reach
conclusions through consensus. The group is more organised and issues regarding roles, authority and goals within the group are clearer. Differences of opinion still arise but are resolved through group consensus and discussion.

- **The work stage: performing**
  Productivity within the group often enhances when the group matures, as a mature group is likely to spend time working together, rather than socializing, seeking direction and arguing. Also, work groups that are more mature tend to be more focused in terms of work and talk more about work-related matters than seeking direction and guidance. It is not always possible for all groups to reach this stage, as some groups can be totally destroyed by conflict and others remain in the norming stage of existence. The performing stage can only be reached once the group has been working together over a period of time.

- **The dissolution stage: adjourning**
  All groups to be effective are required to reach the stage of group performance, however, some groups dissolve when their goals have been achieved. Depending on the group experience, irrespective the fact that their goals were achieved, dissolution is always accompanied with emotions. These may be expressed as a relief or even as disappointment for not be able to work as group effectively. However, groups that successfully negotiated each stage and proceeded to the phase of effective performance may, may also experience various emotions when dissolution occurs. These are usually channelled in a positive way. Whether the dissolution is planned or unplanned, there is still a period of mourning that requires supportive interventions.

The phases of group development are cyclical in nature but often, due to various reasons, groups move to a previous phase before continuing in cyclical mode to the next phase of advance. These phases would be more difficult to identify when assessing the *status quo* of the whole organisation but those that embark on change management initiatives, would also likely to proceed through these stages. Where
organisations make extensive use of teams, consideration should be given to the fact that while the organisation requires change initiatives to take effect, teams may be caught up within the natural process of team development, while also having to attend to change impacting on individual team members and on the team as a whole. This situation makes adherence to or participation in change initiatives more difficult.

3.4.3 Impact on the organisation

Concepts such as total quality management, reengineering, right sizing, restructuring, cultural change and turnaround are often used in relation to change and transformation. It can be reasoned that these concepts highlight the same aim and this is to make fundamental changes to how business should be conducted in order to cope with a new emerging and a challenging market environment.

Various researchers indicate a number of salient characteristics of business today (Byham: 1999; Collins: 1995; Ghoshal & Bartlett: 1998; Gratton: 2000; Kotter: 1996 & Ulrich: 1998) [also see chapter 1]. These are:

- **Technology**: The introduction of technology increases efficiency, productivity, speed of production and consummate power.

- **Globalisation**: Organisations have through installation of technology become interconnected with resultant increase in the rate at which businesses operate and the way in which organisations are run.

- **Competition**: Globalisation has resulted in an increase in competition, as organisations compete for their share of the market to sustain themselves.

- **Change**: Changes within the global society happens at a geometric rate and organisations need to be sufficiently agile in order to meet new demands and challenges.
• **Speed:** As technological advances are made, technological speed has resulted in shorter product life cycles.

• **Complexity and paradox:** Operations within organisations, due to an increase in technology, are characterised by both complexity and paradox. About this Ulrich (1998) maintains that this requires of workers to perform their roles within an ever changing or dynamic environment that requires adaptation.

### 3.5 The process of change management

There are number of models that enable understanding of change initiative intervention. Some are discussed.

#### The Burke-Litwin model

The Burke-Litwin model was first published by George H. Litwin and W. Warner Burke in 1992\(^8\). This model shows the causal effects of change between the twelve key areas of organisational design. By using this model one is able to understand which organisational variables need to change and why. Further to this, the model can be used to diagnose and predict the effects of change within the organisation.

The model is characterised by the following:

- *It includes twelve theoretical constructs i.e. organisational variables*
- *It distinguishes between the culture and climate of the organisation*
- *It distinguishes between transformational and transactional dynamics*
- *It is based on previous models, empirical studies and OD practice* (Falletta: 2005, 26).

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The Burke-Litwin model is depicted in Figure 3.1⁹.

All variables are interlinked and changes to the one will inevitably result in changes to the other systems within the organisation.

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A brief description of these variables is presented in the table below:

**Table 3.2: Organisational Variables in the Burke-Litwin Model**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Environment</td>
<td>Any external condition or situation that influences the performance of the organisation, including marketplaces, world financial conditions and political / governmental circumstances.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Executive behaviour that provides direction and encourages others to take needed action includes followers' perceptions of executive practices and values and leaders role-modelling.</td>
</tr>
<tr>
<td>Mission and Strategy</td>
<td>What top managers believe and have declared as the organisation's mission and strategy, as well as what employees believe is the central purpose of the organisation; the means by which the organisation intends to achieve its purpose over time.</td>
</tr>
<tr>
<td>Culture</td>
<td>The collection of overt and covert norm, values and beliefs that guide organisational behaviour and that have been strongly influenced by history, customs and practice</td>
</tr>
<tr>
<td>Management</td>
<td>What managers do in the normal course of events with the human and material resources at their disposal to carry out the organisation's mission and strategy</td>
</tr>
<tr>
<td>Structure</td>
<td>The arrangement of functions and people into specific areas and levels of responsibility, decision making authority, communication and relationships to implement the organisation's mission and strategy</td>
</tr>
<tr>
<td>Systems</td>
<td>Standardised policies and mechanisms that are designed to facilitate work and that primarily manifest themselves in the organisation's reward and control systems (e.g. performance appraisal, management information systems, budget development and human resource allocation)</td>
</tr>
<tr>
<td>Climate</td>
<td>The collective current impressions, expectations and feelings of the members of local work units, which in turn affect member relations with supervisors, with one another and with other units</td>
</tr>
</tbody>
</table>

According to Burke (2002, 200), by examining the variables, as well as tracing their inter-relationships, this model provides opportunity to diagnosis where the change intervention needs to focus. It is widely regarded as a tool that change management practitioners use in order to effect change in the appropriate manner.

**ADKAR model**

The ADKAR model (Awareness, Desire, Knowledge and Ability) was developed by PROSCI to facilitate and manage change within organisations. While it is a results-orientated change management tool that is simple and easy to understand, yet very effective for managers and change management teams to use the ADKAR model is
mainly used to *diagnose the root cause for resistance, focus communications and to identify the barrier points to change* (Changemanagement.com: 2007, 1).

<table>
<thead>
<tr>
<th>Description</th>
<th>Activities and Reaction</th>
</tr>
</thead>
</table>
| **A** Awareness of the need to change | Awareness can be created through the following:  
  - Management communications  
  - Customer input  
  - Marketplace changes  
  - Ready access to information |
| **D** Desire to participate and support the change | Desire is created through the following:  
  - Fear of job loss  
  - Discontent with the current state  
  - Imminent negative consequences if the change is not implemented  
  - Enhanced job security  
  - Affiliation and a sense of belonging  
  - Career advancement  
  - Acquisition of power or position  
  - Incentive or compensation  
  - Trust and respect for leadership  
  - Hope in the future state |
| **K** Knowledge on how to change | Knowledge is created through:  
  - Training and education  
  - Information access  
  - Examples and role models |
| **A** Ability to implement required skills and behaviours | Ability is created through:  
  - Practice applying the new skills or using the new processes and tool  
  - Coaching  
  - Mentoring  
  - Removal of barriers |
| **R** Reinforcement to sustain the change | Changes are reinforced through:  
  - Incentives and rewards  
  - Compensation changes  
  - Celebrations  
  - Personal recognition |

The ADKAR model is a diagnostic tool, obstacles preventing achievement of effective change initiatives can be identified and dealt with, and alternatively, drivers of change

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initiatives should take account of these variables when wanting to facilitate a smooth intervention of change within an organisation.

➢ **Kotter’s change model**

This model, developed by Professor John Kotter is *the result of many years of experience in consulting with hundreds of organisations* (Rose: 2002, 1). Kotter’s model is based on the premise that change involves people and, for this reason it may create uncertainty, as well as inconsistencies in the change process. There are three progressive steps that are required, namely:

- *Unfreezing the present level of performance*
- *Moving to a new level*
- *Freezing group life to a new level* (Kotter, 1996 in Rose, 2002, 2)

Kotter’s model (1996) suggests a similar three-part framework, and can be described as follows:

- Defrost the status quo
- Take actions that bring about change
- Anchor the changes in the corporate culture

In order to gain a better understanding of the dynamics of this model, the following these elements, as referred to in the above paragraphs will be discussed.

- **Defrost the status quo**

To enable defrosting the *status quo*, a number of steps are suggested. These are:

  - **Establish a sense of urgency**: Leaders within the organisation need to provide employees within the organisation acceptable reasons embarking on a change initiative. Leaders will amongst other ways and means create a sense of urgency by giving employees an indication the current *status quo* is not sustainable in the longer term and therefore requires change to ensure this. *Creating a strong sense of urgency usually demands bold or even risky actions associated with good leadership* (Kotter: 1996, 43).
• **Form a guiding coalition by eliciting executive and peer sponsorship:** Change cannot be directed through the existing hierarchy. It must be nurtured and supported by a dedicated group of influential leaders throughout the organisation (Rose: 2002, 2). In order to ensure the change initiative is successful and sustainable in the long term, it is vital that leadership buys in to the process, and also support the change.

• **Create a vision for change:** Leaders need to create a vision or goal which draws employees in the direction of the envisaged change. According to Rose (2002, 2), without a clear vision, the change effort can dissolve into a series of incompatible projects that start to look like change for change’s sake (Rose: 2002, 2). It is therefore important the vision is clear and concise, as well as easily understandable to all employees within the organisation.

• **Communicate the vision:** Leaders need to take opportunities to communicate the vision in a consistent manner through their activities, while being supported by various sources of media.

However, Kotter cautions that a results-orientated leader may want to skip one or more of the first four steps in order to get right to the action. Doing so imperils, perhaps even condemns the change effort. Without the solid foundation established by all of these steps, any change action is unlikely to take hold and survive for the long term (Kotter: 1996, 45).

• **Take actions that bring about change**

While defrosting the status quo is an essential phase in the change management process, taking action to bring about change is equally important. However, the following should be adhered to:

• **Empower employees to implement change:** Leaders need to clear the way for employees to develop new ideas and approaches. The essential activity is to
remove obstacles that may exist within the organisation or in the minds of the employees.

- **Establish short term goals:** Short term goals need to be planned to create short term wins. Employees will not follow a vision forever without seeing concrete evidence that it works. Rose (2002, 3) mentions that employees *must see results in 12 months or they will give up or perhaps even become naysayers*. Rewards and celebrations for achievement of these short term goals are as important as when achieving long-terms goals; it keeps people focused on the long term overall objective.

- **Anchor the changes in the corporate culture**

  Acquiring participation (voluntary or forced) in the change initiative is short-term lived if the following elements in the dynamics of a change process are not given due attention.

  These are:

  - **Encourage additional changes:** Consolidated improvements will produce more change, therefore short term goals must be viewed as stepping stones towards the greater change envisaged by the organisation. Leaders within the organisation must not stop their approach after achieving short term goals but continue to mobilise employees toward achievement of the greater change envisioned.

  - **Reinforce changes made as permanent:** Leaders need to connect the changes made to the long-term overall success of the organisation, as well as to espouse the new approach on a consistent basis to ensure that change is long lasting.

No matter the model suggested to enable a successful change initiative, all deal with checkpoints believed to enable setting the scene, enabling buy in, and mark the route for continued changed initiative results originally envisaged the organisation should embark on. Implied is the value of assessment to ensure the change initiative plan and
process, the drivers of the initiative, and those who are affected by it, are linked by sufficient opportunities to ensure minimum discomfort and collective action toward an envisaged future.

3.6 Summary
This chapter has set out to define change management in terms of the manner in which it affects the individual, the team, as well as the organisation. In addition, models were outlined which will assist change practitioners and change agents to effect long-lasting and robust change within the organisation.
List of References


Chapter 4

Change Management and Leadership Competencies and Skills

4.1 Introduction
The nature of business and organisations are changing and this amongst other things is result of digital revolution. There is a realisation that the competitive edge over others within a business or industry is gained through recognition of the competencies and skills that are unique to the organisation. The recognition of these competencies and skills and the nurturing thereof, will ensure competitive advantage and success.

While competence, described as general descriptions of behaviour or actions within a particular context (HRSG: 2006, 2), is not a new concept. Research (King & Zeitham, 2001; Arora & Gambardella, 1997 & Ackerman & Eden, 2000) indicates there is an increased need within organisations to ensure competence in competencies and skills to drive employee and corporate performance and realise results so as to achieve the organisation’s strategies and vision.

In presenting this chapter, the researcher will first provide a general understanding of what competence and skills are, and then, with reference to the merged IT organisation, indicate the competencies and skills management have identified as important to ensure a sustained process of change, growth and development.

4.2 The organisational context
Ulrich (1998, 20) states that if the leader wants to achieve organizational results (he/she) must create an organisation that is imbued with capabilities to win. There is a growing realisation amongst leaders within organisations that people, and not processes, will ensure a competitive edge and success. Though planning and organising provide guidelines and directives in the form of plans, job descriptions,
organisational charts and policies, its people who do the work (Sudan & Chand: 2004, 8). It is for this reason that organisations need to have an awareness of what their unique competencies are and filter these throughout the organisation. This also implies that management and employees should receive opportunities to undergo training and development to enhance their personal capabilities, as well as those required by the organisation and to enable this in others. About this Lloyd (1998, 67), states that organisations and its leadership should look beyond seeing the organisation as a system or structure but rather as a set of competencies and capabilities that are critical to ensure continued success.

Successful organisations have become known for the competencies they possess. However, more importantly, competencies also serve as a key to translate the organisation’s vision, mission and values by enabling positive decisive action in terms of meeting the objectives set by the organisation. Competency, its nature, its acquisition and its maintenance, is emerging as the pivotal dimension of human development for employability, corporate competitive advantage and national economic success (Meyer & Sermark, 1996, 96).

4.3 Competency defined
Definitions of competencies are surprisingly controversial ... most would agree that it includes knowledge, skills and abilities (Heneman: 2002, 165). Competencies can be defined as an area of knowledge or skill that is critical for producing key outputs. Key outputs relate to the organisation and to the individual. For example, an Information Technology-type organisation needs to have within its core competencies, at an organisational level, technical sharpness, while individuals, in line with this, will be required to be competent in using the technology. Therefore it would imply that there should be a link between the competencies of an organisation and its values and expected performance, as the one cannot without the other enable the purpose of the organisation. The competencies at an organisational, occupational and individual level will first be discussed.
4.3.1 Organisational competencies
Organisations become known for the competencies they possess. For example, Microsoft is known for its technical competencies and is currently the world leader in this area. At an organisational level, there are different types of competencies that have been identified. These are: core and strategic competencies.

4.3.1.1 Core organisational competencies
Prahalad & Hamel (1990, 30) define core competencies of organisations as the combination of individual technologies and production skills that identify a company’s myriad of product lines. This is expanded upon when they also refer to tangible value-added activities that are performed more effectively and at a lower cost than that of the competition. These unique and endearing activities constitute a firm’s core competence and have salient characteristics. They are:

- Essential for the organisation’s survival and success
- Invisible to the competitors
- Unique to the organisation
- Greater than the competence of the individual
- Sustainable over the long term
- Few in number

4.3.1.2 Strategic organisational competencies
Strategic competencies are defined as managerial systems, technologies, production processes or the systems necessary for mission achievement require competencies which are essential to simply compete in the market place and which when they are superior to others in the industry provide the competitive advantage (Meyer & Sermack:1996, 98).

By using strategic competencies, organisations are able to map out what their competency requirements are so as to ensure their success. Unlike core organisational competencies, strategic competencies are relatively easy to imitate and can change
over time. These are often linked to the strategies and goals of an organisation. Typical strategic organisational competencies include but, are not limited to the following:

- **Learning:** This means the organisation’s ability to be innovative and creative and to leverage their knowledge in order to move forward towards a successful future.

- **Speed:** According to Ulrich (1998, 20) *speed can be assessed by an ends and a means*. This means that the organisation is able to quickly measure the type of processes that they have in place and assess the speed at which they can adapt.

- **Boundarylessness:** Jack Welch\(^{11}\) who was CEO of General Electric coined this concept insisting that in order to achieve success, it is critical that organisations are able to collaborate across business and functional units in response to the needs of the market place relatively quickly.

- **Accountability:** This means the ability of the organisation to create employee ownership for all result areas within the organisation.

Some organisations do not concentrate on core and/or strategic competencies; rather, they focus on enhancing competencies at an individual or job functional level. However, it is important that organisations establish what their core and strategic competencies are, and to entrench these through the process of institutionalisation (which includes training and learning / socialisation) at an individual level. *Core / institutional competencies are (thus) expectations of behaviour / skills / values that are crucial to the success of each employee and therefore to the success of the entire organisation* (Berger & Berger: 2004, 23). It is therefore important for organisations to identify what their core and strategic competencies are in order to ensure success in the competitive global arena.

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4.3.2 Occupational Competencies

Occupational competencies are those competencies that are linked to a specific occupation or other roles within the organisation. Many organisations refer to these job families. The competencies required within a specific job family or set are linked to the specific role or function that functionaries perform within the organisation. These competencies are generally underpinned by a defined body of knowledge, skills and values. Very often organisations develop competency dictionaries so as to assist with the defining of competencies to ensure these are acquired by employees and to serve as matrix of assessment. A technical competency dictionary is typically an outcome of the organizational functions and the role expectations from performing that function (Shermon: 2004, 169). A competency dictionary will thus provide information about the job role and how it is aligned to the expectations of the organisation.

4.3.3 Vocational Competencies

Vocational competencies refer to the technical competencies that are necessary to be performed in accordance to specific standards required for a job or occupation. These competencies

- Translate the organisation’s vision, goals and strategic objectives into expected employee deliverables.
- Reduce hiring costs and absenteeism.
- Identify areas for employee development that are linked to organisational objectives.
- Target training in order to achieve the most return on investment.
- Identify the gap between the current skills set and the future requirements (HSRG, June 2006: 2).

According to Meyers and Sermack (1996, 4), competence is the demonstration of knowledge, skill, personal attributes and value orientation. By default, competencies imply:

- Performance of a competence demonstrated in a manner that is clearly defined in terms of criteria that enable assessment thereof.
• There is integration of knowledge, skills, personal attributes and value orientation.
• Skills that are contained within a competency refer to psycho-motor ability but can include cognitive and conceptualisation as well.
• Personal attributes that are constructs of the personality essential for effective performance.
• Value orientation in the sense of directing the behaviour of an individual.

Stated in another way, competencies include:

• **Knowledge:** This refers to cognition but it can also include the qualifications required to perform a specific role or function within an organisation.
• **Skills:** This refers to the proficiency that is required to complete a task within a job role or function.
• **Attributes:** This refers to the personality and other characteristics required for performing a specific role or function within an organisation.

In essence, competencies need to be described in terms of what can be measured and as a result, they contain proficiency levels which are relevant to a specific job / role / function within an organisation.

### 4.4 Change Leadership Competencies

In order to facilitate change, there needs to be change leaders who embody the competencies required to ensure effective change and transformation if the organisation aims to operate effectively and to sustain itself within an ever-changing global environment.

At the heart of the organisation are teams that share responsibility to ensure projects and initiatives are completed within the optimal period of time. *Most projects are too complex to be implemented by one person, most services need different specialists and support staff to be delivered and most products are either result of the work of a larger resources team or supply chain* (Change Management Toolbook: 2007, 1).
In order to ensure the change and transformation process is on-going and robust, it is important to identify those competencies and skills that will enable initiatives to assess whether or not leaders possess sufficient competence. To ensure this, Kaplan and Norton (1991) have identified organisational capital (or leadership) as the key to obtaining success. Similarly, Pealow (2008, 1) mentions that leaders often operate in a sense of urgency and need to bring others together to share in the development of a vision and action, address risk, work with change and engage in complex communications. Leadership competencies exist to support these activities. It is therefore important to enable that leaders within organisations are adequately equipped with competencies that certain sustainable change, growth and development. Pagon, Banutai, Bizjak, (2008, 2) reiterates this by mentioning that leaders play an important role in setting an example for all those values, behaviours and considerations expected from employees. Leaders have to achieve the changes within the organisation in such a way that they are accepted and implemented in a way that results in not only better job performance but also in the general understanding and satisfaction of all employees.

Against this background, it is then appropriate to highlight the expectations that are required of leaders who manage and drive change within their organisation. These are that leaders should be able to:

- **create and ensure value** by focusing on the customer and by being open to change and new ways of thinking.

- **execute strategy** by understanding the strategy; setting directions, targets and accountability; communicating openly, and provide feedback, and encourage team work.

- **develop human capital** by learning from others and developing themselves, developing others, leading by example and setting high standards.
Adding to this, change management leaders should possess appropriate knowledge, which includes understanding and insight in the structures and processes within their organisation; have self-knowledge, and have knowledge of change management and leadership, as well as knowledge of how to encourage change, growth and development within an organisation.

Proper definition of the organisation and its people, and to possess competencies and skills that operationalise knowledge (which includes understanding of the purpose, mission, vision, and values of the organisation), will also ensure that leaders are competent to meet the expectations set by their organisation.

The aim of this research was to identify those competencies and skills that would be needed to enable management of a merged IT organisation to lead a process of change management and to ensure an on-going change, growth and development within the organisation. The following table (4.1) provides a list of the competencies and skills that were suggested by executive management prior to commencing the research. These competencies served as focal starting point for discussion during the various focus group sessions in attempt to identify a list of competencies and skills, clarity and define them, and seek consensus on which would be finally viewed as important to the company’s vision and mission (See Chapter 2).
Table 4.1: Change management and leadership competencies and skills identified by senior management of an IT organisation

<table>
<thead>
<tr>
<th>List of competencies</th>
<th>List of skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Personal Work Goals and Objectives</td>
<td>Computerised Presentation</td>
</tr>
<tr>
<td>Adapting and Responding to Change</td>
<td>Emotional maturity</td>
</tr>
<tr>
<td>Adherence to principles and values</td>
<td>Facilitation</td>
</tr>
<tr>
<td>Coping with Pressures and Setbacks</td>
<td>Fairness</td>
</tr>
<tr>
<td>Creating and Innovating</td>
<td>Feedback</td>
</tr>
<tr>
<td>Deciding and Initiating Action</td>
<td>Reliability</td>
</tr>
<tr>
<td>Formulating strategies and concepts</td>
<td>Transparency</td>
</tr>
<tr>
<td>Persuading and Influencing</td>
<td>Integrity</td>
</tr>
<tr>
<td>Presenting and Communicating Information</td>
<td>Listening</td>
</tr>
<tr>
<td>Relating and Networking</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>Working with People</td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Relationship building / sustaining relations</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
</tr>
<tr>
<td>Feelings and emotions</td>
<td></td>
</tr>
<tr>
<td>Personal insight</td>
<td></td>
</tr>
<tr>
<td>Social ease</td>
<td></td>
</tr>
</tbody>
</table>

4.5 Summary
The purpose of this chapter was to define the concepts of competence and competencies and skills. Differentiation was made between strategic, core and occupational competencies. While management of the IT organisation did not use this differentiation, they preferred to differentiate between those competencies that are categorised as ‘extremely important’ and ‘highly important’ to possess, while also indicating those that relate to emotional intelligence. More will be outlined on this in the following chapter.
List of References:


SECTION C: ANALYSIS AND OPERATIONALISATION
Chapter 5

Data analysis and findings

5.1 Introduction

This chapter provides the outcome of participatory action research (see Chapter 2) undertaken to identify the knowledge base, competencies and skills members of the management-leadership corps should possess to ensure a process of sustained change, growth and development within their organisation.

Through a set of informal interviews and focus group sessions, the researcher was able to identify those competencies and skills important to and for the merged IT organisation that was focus of this research. In addition, data is provided of the knowledge base deemed important to lead the organisation toward sustained change, growth and development.

Finally, this chapter will serve as basis for recommendations proposed in the next and last chapter of this treatise.

5.2 Knowledge Base

By reviewing job descriptions, minutes of meetings and an assessment of organisational policy, as well as undertaking informal interviews with members of executive and senior management, and thereafter an analysis of the contents of a series of focus group sessions a knowledge base emerged that was deemed important in enabling the leadership strata to guide the organisation toward an envisioned level of sustained change, growth and development. The following interdependent components of what should be viewed as a ‘unified knowledge base’ or ‘knowledge set’ are:
Insight and understanding

- of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation (i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture).

- of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development (i.e. insightful understanding of theory relating to change management).

- about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development (i.e. knowledge and insightful understanding of role of manager / leader in the process of change management).

- about the department / section in and through which change, growth and development is to be effected (i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation).

- in the design, implementation and management of change to effect a change management process within the organisation and within each department / section (i.e. understanding of and ability to implement change project management endeavours).

- about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others (i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others).

5.3 Competencies

A number of competencies were identified and these are depicted in Tables 5.1 to 5.3 and indicate their level of importance for the merged IT organisation to enable an on-
going process for sustained change, growth and development. Competencies are grouped according to those of ‘extreme importance’, ‘high importance’ and, those associated with ‘emotional intelligence’.

The following competencies were identified as being ‘extremely important’ for management to possess.

**Table 5.1: Exchange management and leadership competencies of ‘Extreme Importance’**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Description of competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting and responding to change</td>
<td>• Adapts to changing circumstances</td>
</tr>
<tr>
<td></td>
<td>• Tolerates ambiguity</td>
</tr>
<tr>
<td></td>
<td>• Accepts new ideas and change initiatives</td>
</tr>
<tr>
<td></td>
<td>• Adapts interpersonal style to suit different people or situations</td>
</tr>
<tr>
<td></td>
<td>• Shows an interest in new experiences</td>
</tr>
<tr>
<td>Adherence to principles and values</td>
<td>• Upholds ethics and values</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates integrity</td>
</tr>
<tr>
<td></td>
<td>• Promotes and defends equal opportunities</td>
</tr>
<tr>
<td></td>
<td>• Builds diverse teams; encourages organisational and individual responsibility towards community and environment</td>
</tr>
<tr>
<td>Formulating strategies and concepts</td>
<td>• Works strategically to realise organisational goals</td>
</tr>
<tr>
<td></td>
<td>• Sets and develops strategies</td>
</tr>
<tr>
<td></td>
<td>• Identifies and develops positive and compelling visions of the organisation's future potential</td>
</tr>
<tr>
<td></td>
<td>• Takes account of a wide range of issues across, and related to the organisation</td>
</tr>
<tr>
<td>Persuading and influencing</td>
<td>• Gains clear agreement and commitment from others by persuading, convincing and negotiating</td>
</tr>
<tr>
<td></td>
<td>• Makes effective use of political processes to influence and persuade others</td>
</tr>
<tr>
<td></td>
<td>• Promotes ideas on behalf of oneself or others</td>
</tr>
<tr>
<td></td>
<td>• Makes a strong personal impact on others</td>
</tr>
<tr>
<td></td>
<td>• Takes care to manage one’s impression on others</td>
</tr>
<tr>
<td>Presenting and communicating Information</td>
<td>• Speaks fluently</td>
</tr>
<tr>
<td></td>
<td>• Expresses opinions, information and key points of an argument clearly</td>
</tr>
<tr>
<td></td>
<td>• Makes presentations and undertakes public speaking with skill and confidence</td>
</tr>
<tr>
<td></td>
<td>• Responds quickly to needs of an audience and to their reactions, as well as feedback</td>
</tr>
<tr>
<td></td>
<td>• Projects credibility</td>
</tr>
<tr>
<td>Relating and networking</td>
<td>• Establishes sound relationships with customers and staff</td>
</tr>
<tr>
<td></td>
<td>• Relates well to people at all levels</td>
</tr>
<tr>
<td></td>
<td>• Builds wide and effective networks of contacts</td>
</tr>
<tr>
<td></td>
<td>• Uses humour appropriately to bring warmth to relationships with others</td>
</tr>
</tbody>
</table>
Working with people

- Shows respect for the views and contributions of team members
- Shows empathy
- Listens, supports and cares for others
- Consults others and shares information and expertise
- Builds team spirit and reconciles conflict
- Adapts to the team and fits in well

Competencies categorised as ‘highly important’ for management to possess to enable a process of on-going change and growth, are depicted in Table 5.2.

Table 5.2: Exchange management and leadership competencies of ‘High Importance’

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Description of competence</th>
</tr>
</thead>
</table>
| Achieving personal work goals and objectives | • Accepts and tackles demanding goals with enthusiasm
• Works hard and puts in longer hours when it is necessary
• Seeks progression to roles of increased responsibility and influence
• Identifies own development needs and makes use of developmental or training opportunities |
| Coping with pressures and setbacks | • Maintains a positive outlook at work
• Works productively in a pressurised environment
• Keeps emotions under control during difficult situations
• Handles criticism well and learns from it
• Balances the demands of a work life and a personal life |
| Creating and innovation | • Produces new ideas, approaches, or insights
• Creates innovative products or designs
• Produces a range of solutions to problems |
| Deciding and initiating action | • Takes responsibility for actions, projects and people
• Takes initiative and works under own direction
• Initiates and generates activity and introduces change into work processes
• Makes quick, clear decisions which may include tough choices or considered risks |
| Planning and organising | • Sets clearly defined objectives
• Plans activities and projects well in advance and takes account of possible changing circumstances
• Identifies and organises resources required to accomplish tasks
• Manages time effectively
• Monitors performance against deadlines and milestones |
| Report writing | • Writes convincingly
• Writes clearly, succinctly and correctly
• Avoids unnecessary use of jargon or complicated language
• Writes in a well-structured and logical way
• Structures information to meet needs and understanding of intended audience |
Various competencies (see Table 5.3) linked to ‘emotional labour and intelligence’ were also identified as important to possess, as they would enable individual managers to generate inner effectiveness, which in turn would enable them to cope with the effects of role performance in driving change, growth and development, as well as enable them to maintain emotional control and to enable this in others. These are depicted in the following table (Table 5.3).

Table 5.3: Competencies associated with Emotional Labour / Intelligence

<table>
<thead>
<tr>
<th>EMOTIONAL LABOUR / INTELLIGENCE-RELATED COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
</tr>
<tr>
<td>Empathy</td>
</tr>
<tr>
<td>Feelings and emotions</td>
</tr>
<tr>
<td>Personal insight</td>
</tr>
<tr>
<td>Social ease</td>
</tr>
</tbody>
</table>

Research also uncovered the following skills (see Table 5.4) that were identified as important to enable a process of change, growth and development within the organisation, as well as to be aligned with the identified competencies.
### Table 5.4: Skills required for initiating and leading sustained change, development and growth within the IT organisation

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description of skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitation</strong></td>
<td>This includes:</td>
</tr>
<tr>
<td></td>
<td>• Responds appropriately to the needs of the group</td>
</tr>
<tr>
<td></td>
<td>• Includes all group members in the activities and discussions</td>
</tr>
<tr>
<td></td>
<td>• Ability to build rapport with the entire group</td>
</tr>
<tr>
<td></td>
<td>• Ability to keep all group members focused on the tasks at hand</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>This includes:</td>
</tr>
<tr>
<td></td>
<td>• Response and reaction to communication content (verbal and non-verbal)</td>
</tr>
<tr>
<td></td>
<td>• Constructive response and reaction when required to assess or appraise</td>
</tr>
<tr>
<td></td>
<td>• Adherence to sound interpersonal communication</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>This includes:</td>
</tr>
<tr>
<td></td>
<td>• Encouraging people to express opinions</td>
</tr>
<tr>
<td></td>
<td>• Clarifying perceptions of what has been conveyed</td>
</tr>
<tr>
<td></td>
<td>• Restating essential points and ideas</td>
</tr>
<tr>
<td></td>
<td>• Reflecting on the speaker's feeling and opinions</td>
</tr>
<tr>
<td></td>
<td>• Summarising content of the message while checking for validity</td>
</tr>
<tr>
<td></td>
<td>• Acknowledging opinions and contributions of the speaker</td>
</tr>
<tr>
<td><strong>Computerised presentation</strong></td>
<td>This includes:</td>
</tr>
<tr>
<td></td>
<td>• Design and layout in terms of neatness and correctness of content layout</td>
</tr>
<tr>
<td></td>
<td>• Providing main ideas with supporting details</td>
</tr>
<tr>
<td></td>
<td>• Creativity without causing distraction</td>
</tr>
<tr>
<td></td>
<td>• Presentation with focus on presenter and not on the presentation slides</td>
</tr>
<tr>
<td><strong>Oral presentation</strong></td>
<td>This includes:</td>
</tr>
<tr>
<td></td>
<td>• Logicality of structure (including clear introduction, unfolding content and conclusion)</td>
</tr>
<tr>
<td></td>
<td>• Use of non-distracting voice, body language and pace</td>
</tr>
<tr>
<td></td>
<td>• Style of presentation (including message impact, non-distracting verbal and non-verbal communication)</td>
</tr>
<tr>
<td></td>
<td>• Correct use of visual aids indicating preparation, ease of use and coherence</td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td>This includes:</td>
</tr>
<tr>
<td></td>
<td>• using various types of questions in various communication settings appropriately to</td>
</tr>
<tr>
<td></td>
<td>• Gain information of self, others and the situation</td>
</tr>
<tr>
<td></td>
<td>• Enhance understanding and insight, either in self or in others and/or in the situation</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>This includes:</td>
</tr>
<tr>
<td></td>
<td>• Understanding of purpose of presentation</td>
</tr>
<tr>
<td></td>
<td>• Keeping the message clear and concise</td>
</tr>
<tr>
<td></td>
<td>• Being prepared</td>
</tr>
<tr>
<td></td>
<td>• Being vivid when delivering the message</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>This includes:</td>
</tr>
<tr>
<td></td>
<td>• Constructing thoughts and ideas in an understandable manner</td>
</tr>
<tr>
<td></td>
<td>• Communicating concepts and ideas in written format</td>
</tr>
<tr>
<td></td>
<td>• Ability to construct sentences in an easily understandable manner</td>
</tr>
</tbody>
</table>
There is a link between knowledge, competencies and skills and behavioural attributes required of management to possess who drive the process of change, growth and development; these to motivate employees to buy into the process, and to work collaboratively toward the mission and vision of the organisation.

Table 5.5 presents those attributes that are aligned with competencies and skills required of management to possess in enabling their role as change and development agents, as well as to fulfil the role expectations required of them as managers and leaders within the IT organisation.

<table>
<thead>
<tr>
<th>ATTRIBUTES</th>
<th>DESCRIPTION OF ATTRIBUTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional maturity</td>
<td>The ability to manage a situation that is beyond the individual’s control so that the outcome produces a result that is most desirable to all parties concerned.</td>
</tr>
<tr>
<td>Fairness</td>
<td>The ability to make an impartial decision that is unbiased and equitable to all parties concerned</td>
</tr>
<tr>
<td>Flexibility</td>
<td>The ability to adapt to a new set of circumstances within an established situation as it changes</td>
</tr>
<tr>
<td>Integrity</td>
<td>The ability to process information in a fair and equitable manner that adheres to a strict moral and ethical code in line with the organization’s values.</td>
</tr>
<tr>
<td>Relationship building / sustaining relations</td>
<td>The ability to develop and maintain a kinship with others in a way that ensures that there is mutual respect and understanding of the person in an ever changing environment</td>
</tr>
<tr>
<td>Reliability</td>
<td>The ability of a person or system to perform and maintain its functions in routine circumstances, as well as hostile or unexpected circumstances</td>
</tr>
<tr>
<td>Service orientation</td>
<td>The ability to listen and understand others in a manner that anticipates what they will be requiring so as to ensure customer satisfaction</td>
</tr>
<tr>
<td>Transparency</td>
<td>The ability to be open and honest in the manner in which one behaves and interacts with others.</td>
</tr>
</tbody>
</table>
Collectively viewed, Table 5.6 depicts the knowledge base, skills and attributes viewed as ‘extremely important’ for management to possess to drive the process of on-going change, growth and development within the IT organisation.

**Table 5.6: Knowledge base, competencies and attributes defined as extremely important to ensure sustained process of change, development and growth within the IT organisation**

<table>
<thead>
<tr>
<th>EXTREME IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adapting and responding to change</strong></td>
</tr>
<tr>
<td><strong>Competency Definition</strong></td>
</tr>
<tr>
<td>Shows respect for the views and contributions of other team members; shows empathy; listens, supports and cares for others; consults others and shares information and expertise with them; builds team spirit and reconciles conflict; adapts to the team and fits in well.</td>
</tr>
</tbody>
</table>

**Description of the Competence:**
- Adapts to changing circumstances
- Tolerates ambiguity
- Accepts new ideas and change initiatives
- Adapts interpersonal style to suit different people or situations
- Shows an interest in new experiences

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insight and understanding</td>
</tr>
<tr>
<td>- of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation <em>(i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture).</em></td>
</tr>
<tr>
<td>- of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development <em>(i.e. insightful understanding of theory relating to change management).</em></td>
</tr>
<tr>
<td>- about the nature of the change manager role and its related sub-role</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation skills</td>
</tr>
<tr>
<td>Feedback skills</td>
</tr>
<tr>
<td>Listening skills</td>
</tr>
<tr>
<td>Questioning skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairness</td>
</tr>
<tr>
<td>Flexibility</td>
</tr>
<tr>
<td>Relationship orientated</td>
</tr>
</tbody>
</table>
Adherence to principles and values

Competency Definition
Upholds ethics and values; demonstrates integrity; promotes and defends equal opportunities, builds diverse teams; encourages organisational and individual responsibility towards the community and the environment.

Description of the Competence
- Upholds ethics and values
- Demonstrates integrity
- Promotes and defends equal opportunities
- Builds diverse teams; encourages organisational and individual responsibility towards community and environment

Knowledge
- Insight and understanding
  - of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation (i.e. knowledge)

Skills
- Facilitation skills
- Feedback skills
- Listening skills

Attributes
- Fairness
- Fairness
- Integrity
and insightful understanding of organisation / department / section and of basic theory relating to organisation culture.

• of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development (i.e. insightful understanding of theory relating to change management).

• about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development (i.e. knowledge and insightful understanding of role of manager / leader in the process of change management).

• about the department / section in and through which change, growth and development is to be effected (i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation).

• in the design, implementation and management of change to effect a change management process within the organisation and within each department / section (i.e. understanding of and ability to implement change project management endeavours).

• about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others (i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others).

<table>
<thead>
<tr>
<th>Formulating strategies and concepts</th>
<th>Competency Definition</th>
<th>Description of the Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works strategically to realise organisational goals; sets and develops strategies; identifies, develops positive and compelling visions of the organisation’s future potential; takes account of a wide range of issues across, and related to, the organisation.</td>
<td>Works strategically to realise organisational goals</td>
<td>• Works strategically to realise organisational goals</td>
</tr>
</tbody>
</table>

| • Questioning skills | • Relationship Orientated |
| • Speaking skills | • Reliability |
| • Transparency | • Transparency |
- Sets and develops strategies
- Identifies and develops positive and compelling visions of the organisation's future potential
- Takes account of a wide range of issues across, and related to the organisation

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insight and understanding</strong></td>
<td>- Facilitation skills</td>
<td>- Fairness</td>
</tr>
</tbody>
</table>
| - of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation  
  *(i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture).* | - Feedback skills                           | - Fairness                   |
| - of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development *(i.e. insightful understanding of theory relating to change management).* | - Listening skills                          | - Integrity                  |
| - about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development *(i.e. knowledge and insightful understanding of role of manager / leader in the process of change management).* | - Questioning skills                         | - Relationship Orientated     |
| - about the department / section in and through which change, growth and development is to be effected *(i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation).* | - Speaking skills                           | - Reliability                |
| - in the design, implementation and management of change to effect a change management process within the organisation and within each department / section *(i.e. understanding of and ability to implement change project management endeavours).* | - Computerised presentation skills           | - Service Orientated          |
| - about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others *(i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in* | | - Transparency                  |
**Persuading and influencing**

**Competency Definition**
Gains clear agreement and commitment from others by persuading, convincing and negotiating; makes effective use of political processes to influence and persuade others; promotes ideas on behalf of oneself or others; makes a strong personal impact on others; takes care to manage one’s impression on others.

**Description of the Competence:**
- Gains clear agreement and commitment from others by persuading, convincing and negotiating
- Makes effective use of political processes to influence and persuade others
- Promotes ideas on behalf of oneself or others
- Makes a strong personal impact on others
- Takes care to manage one’s impression on others

**Knowledge**
- Insight and understanding
  - of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation *(i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture).*
  - of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development *(i.e. insightful understanding of theory relating to change management).*
  - about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development *(i.e. knowledge and insightful understanding of role of manager / leader in the process of change management).*
  - about the department / section in and through which change, growth and development is to be effected *(i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation).*
  - in the design, implementation and management of change to effect a

**Skills**
- Facilitation skills
- Listening skills
- Questioning skills

**Attributes**
- Emotional maturity
- Fairness
- Flexibility
- Transparency
change management process within the organisation and within each department / section (i.e. understanding of and ability to implement change project management endeavours).

- about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others (i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others)

### Presenting and communicating information

#### Competency Definition

Speaks fluently; expresses opinions, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility.

#### Description of the Competence:

- Speaks fluently
- Expresses opinions, information and key points of an argument clearly
- Makes presentations and undertakes public speaking with skill and confidence
- Responds quickly to needs of an audience and to their reactions, as well as feedback
- Projects credibility

#### Knowledge

- Insight and understanding
  - of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation (i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture).
  - of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development (i.e. insightful understanding of theory relating to change management).
  - about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development

#### Skills

- Facilitation skills
- Listening skills
- Oral Presentation skills
- Questioning skills
- Speaking skills
- Computerised Presentation Skills

#### Attributes

- Fairness
- Fairness
- Integrity
- Reliability
- Transparency
(i.e. knowledge and insightful understanding of role of manager / leader in the process of change management).

- about the department / section in and through which change, growth and development is to be effected (i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation).

- in the design, implementation and management of change to effect a change management process within the organisation and within each department / section (i.e. understanding of and ability to implement change project management endeavours).

- about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others (i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others).

### Relating and networking

<table>
<thead>
<tr>
<th>Competency Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily establishes good relationships with customers and staff; relates well to people at all levels; builds wide and effective networks of contacts; uses humour appropriately to bring warmth to relationships with others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of the Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes sound relationships with customers and staff</td>
</tr>
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<td>Relates well to people at all levels</td>
</tr>
<tr>
<td>Builds wide and effective networks of contacts</td>
</tr>
<tr>
<td>Uses humour appropriately to bring warmth to relationships with others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Insight and understanding</td>
</tr>
<tr>
<td>- of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation (i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture).</td>
</tr>
<tr>
<td>- of the change management and leadership process in terms of its nature</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>- Facilitation skills</td>
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<tr>
<td>- Listening skills</td>
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<tr>
<td>- Questioning skills</td>
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<td>- Speaking skills</td>
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<table>
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<tbody>
<tr>
<td>- Fairness</td>
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<td>- Fairness</td>
</tr>
<tr>
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</tr>
<tr>
<td>- Relationship Orientated</td>
</tr>
<tr>
<td>- Reliability</td>
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<td>- Transparency</td>
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</table>
and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development *(i.e. insightful understanding of theory relating to change management).*

- about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development *(i.e. knowledge and insightful understanding of role of manager / leader in the process of change management).*

- about the department / section in and through which change, growth and development is to be effected *(i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation).*

- in the design, implementation and management of change to effect a change management process within the organisation and within each department / section *(i.e. understanding of and ability to implement change project management endeavours).*

- about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others *(i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others).*

<table>
<thead>
<tr>
<th>Working with people</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency Definition</strong></td>
</tr>
<tr>
<td>Shows respect for the views and contributions of other team members; shows empathy; listens, supports and cares for others; consults others and shares information and expertise with them; builds team spirit and reconciles conflict; adapts to the team and fits in well.</td>
</tr>
</tbody>
</table>

**Description of the Competency:**
- Shows respect for the views and contributions of team members
- Shows empathy
- Listens, supports and cares for others
- Consults others and shares information and expertise
- Builds team spirit and reconciles conflict
- Adapts to the team and fits in well

**Knowledge**

- Insight and understanding
  - of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation (i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture).
  - of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development (i.e. insightful understanding of theory relating to change management).
  - about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development (i.e. knowledge and insightful understanding of role of manager / leader in the process of change management).
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**Skills**

- Facilitation skills
- Listening skills
- Questioning skills

**Attributes**

- Fairness
- Integrity
- Relationship orientated
Table 5.7 depicts the knowledge base, skills and attributes viewed as ‘highly important’ for management to possess to drive the process of on-going change and development within the IT organisation.

**Table 5.7: Knowledge base, competencies and attributes defined as highly important to ensure sustained process of change, development and growth within the IT organisation**

<table>
<thead>
<tr>
<th>Highly Important</th>
<th>Competency Definition</th>
<th>Description of the Competency</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Attributes</th>
</tr>
</thead>
</table>
| **Achieving personal work goals and objectives** | Accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks progression to roles of increased responsibility and influence; identifies own development needs and makes use of developmental or training opportunities. | • Accepts and tackles demanding goals with enthusiasm  
• Works hard and puts in longer hours when it is necessary  
• Seeks progression to roles of increased responsibility and influence  
• Identifies own development needs and makes use of developmental or training opportunities | • Insight and understanding  
  - of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation (i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture).  
  - of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development (i.e. insightful understanding of theory relating to change management).  
  - about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development | • Facilitation skills  
• Feedback skills  
• Listening skills  
• Questioning skills | • Emotional Maturity  
• Fairness  
• Fairness  
• Flexibility  
• Relationship orientated  
• Service Orientated |
• about the department / section in and through which change, growth and development is to be effected *(i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation)*.

• in the design, implementation and management of change to effect a change management process within the organisation and within each department / section *(i.e. understanding of and ability to implement change project management endeavours)*.

### Coping with pressures and setbacks

**Competency Definition**
Maintains a positive outlook at work; works productively in a pressurised environment; keeps emotions under control during difficult situations; handles criticism well and learns from it; balances the demands of a work life and a personal life.

**Description of the Competency**
- Maintains a positive outlook at work
- Works productively in a pressurised environment
- Keeps emotions under control during difficult situations
- Handles criticism well and learns from it
- Balances the demands of a work life and a personal life

### Knowledge
- **Insight and understanding**
  - of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development *(i.e. insightful understanding of theory relating to change management)*.
  - about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development *(i.e. knowledge and insightful understanding of role of manager / leader in the process of change management)*.

### Skills
- Facilitation skills
- Listening skills
- MS Powerpoint skills
- Questioning skills
- Speaking skills

### Attributes
- Emotional Maturity
- Fairness
- Integrity
- Reliability
- Transparency
- about the department / section in and through which change, growth and development is to be effected (i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation).
- about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others (i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others).

<table>
<thead>
<tr>
<th>Creating and innovating</th>
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<tbody>
<tr>
<td><strong>Competency Definition</strong></td>
<td></td>
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<tr>
<td>Produces new ideas, approaches, or insights; creates innovative products or designs; produces a range of solutions to problems</td>
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<table>
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<tr>
<th><strong>Skills</strong></th>
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<tbody>
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<tr>
<td>- Feedback skills</td>
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<tr>
<td>- Listening skills</td>
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<tr>
<td>- Questioning skills</td>
<td></td>
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<tr>
<td>- Speaking skills</td>
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<tr>
<td>- Fairness</td>
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<tr>
<td>- Integrity</td>
<td></td>
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<tr>
<td>- Relationship Orientated</td>
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<tr>
<td>- Reliability</td>
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<tr>
<td>- Service Orientated</td>
<td></td>
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<tr>
<td>- Transparency</td>
<td></td>
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</tbody>
</table>
• about the department / section in and through which change, growth and development is to be effected (*i.e. in-depth knowledge and insightful understanding of the function and management of department / section within the organisation*).

• in the design, implementation and management of change to effect a change management process within the organisation and within each department / section (*i.e. understanding of and ability to implement change project management endeavours*).

• about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others (*i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others*).

### Deciding and initiating action

**Competency Definition**

Takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activity and introduces changes into work processes; makes quick, clear decisions which may include tough choices or considered risks

**Description of the Competency**

- Takes responsibility for actions, projects and people
- Takes initiative and works under own direction
- Initiates and generates activity and introduces change into work processes
- Makes quick, clear decisions which may include tough choices or considered risks

<table>
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<tr>
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<th>Attributes</th>
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</thead>
<tbody>
<tr>
<td>❖ Insight and understanding</td>
<td>❖ Facilitation skills</td>
<td>❖ Emotional maturity</td>
</tr>
<tr>
<td>• of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation (<em>i.e. knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture</em>).</td>
<td>• Feedback skills</td>
<td>• Emotional maturity</td>
</tr>
<tr>
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<td>• Fairness</td>
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<tr>
<td></td>
<td>• Questioning skills</td>
<td>• Flexibility</td>
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<td>• Reliability</td>
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<td></td>
<td></td>
<td>• Service orientated</td>
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<td>• Transparency</td>
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</table>
growth and development *(i.e. insightful understanding of theory relating to change management)*.

- about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development *(i.e. knowledge and insightful understanding of role of manager / leader in the process of change management)*.
- about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others *(i.e. insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others)*.

### Planning and organising

**Competency Definition**
Sets clearly defined objectives; plans activities and projects well in advance and takes account of possible changing circumstances; identifies and organises resources needed to accomplish tasks; manages time effectively; monitors performance against deadlines and milestones.

**Description of the Competency**
- Sets clearly defined objectives
- Plans activities and projects well in advance and takes account of possible changing circumstances
- Identifies and organises resources required to accomplish tasks
- Manages time effectively
- Monitors performance against deadlines and milestones

**Knowledge**
- Insight and understanding
  - of the change management and leadership process in terms of its nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development *(i.e. insightful understanding of theory relating to change management)*.
  - about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development *(i.e. knowledge and insightful understanding of role of manager / leader in the process of change management)*.

**Skills**
- Facilitation skills
- Feedback skills
- Listening skills
- Questioning skills
- Computerised Presentation Skills

**Attributes**
- Fairness
- Flexibility
- Integrity
- Relationship orientated
- Transparency
in the process of change management).

- about the department / section in and through which change, growth and development is to be effected (i.e. *in-depth knowledge and insightful understanding of the function and management of department / section within the organisation*).
- in the design, implementation and management of change to effect a change management process within the organisation and within each department / section (i.e. *understanding of and ability to implement change project management endeavours*).
- about inner effectiveness through emotional intelligence to enable the self as construct to deal with the effects of emotional labour generated by the nature and process of a change management endeavour, as well as to enable this within others (i.e. *insightful understanding of inner effectiveness, emotional control and maturity, as well as enabling this in others*).

### Reporting writing

#### Competency Definition
Writes convincingly; writes clearly, succinctly and correctly; avoids the unnecessary use of jargon or complicated language; writes in a well-structured and logical way; structures information to meet the needs and understanding of the intended audience

#### Description of the Competency
- Writes convincingly
- Writes clearly, succinctly and correctly
- Avoids unnecessary use of jargon or complicated language
- Writes in a well-structured and logical way
- Structures information to meet needs and understanding of intended audience

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Insight and understanding</td>
<td>• Facilitation skills</td>
<td>• Fairness</td>
</tr>
<tr>
<td>• of the organisational culture and climate, and specifically with reference to the mission, vision and core values of the organisation (i.e. <em>knowledge and insightful understanding of organisation / department / section and of basic theory relating to organisation culture</em>).</td>
<td>• Listening skills</td>
<td>• Fairness</td>
</tr>
<tr>
<td>• of the change management and leadership process in terms of its</td>
<td>• Oral Presentation skills</td>
<td>• Integrity</td>
</tr>
<tr>
<td></td>
<td>• Questioning skills</td>
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</tr>
<tr>
<td></td>
<td>• Speaking skills</td>
<td>• Reliability</td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td>• Transparency</td>
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</tbody>
</table>
nature and role; barriers to organisational change and development, and paths leading and guiding all employees including management toward a unified and sustained process of organisational change, growth and development *(i.e. insightful understanding of theory relating to change management)*.

- about the nature of the change manager role and its related sub-role systems that will affect organisational change, growth and development *(i.e. knowledge and insightful understanding of role of manager / leader in the process of change management)*.
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- in the design, implementation and management of change to effect a change management process within the organisation and within each department / section *(i.e. understanding of and ability to implement change project management endeavours)*.
Table 5.8: Emotional Intelligence competencies required of management to ensure sustained process of change, development and growth within the IT organisation

<table>
<thead>
<tr>
<th>EMOTIONAL LABOUR / EMOTIONAL INTELLIGENCE RELATED COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings and emotions</td>
</tr>
<tr>
<td>Competency Definition</td>
</tr>
<tr>
<td>Handles feelings about self and others well and channels emotions positively</td>
</tr>
<tr>
<td>Description of the Competence</td>
</tr>
<tr>
<td>Appreciation for the perspective of other people, and for what they think and feel about things</td>
</tr>
<tr>
<td>Personal insight</td>
</tr>
<tr>
<td>The degree to which own feelings are understood and the feelings of others</td>
</tr>
<tr>
<td>Description of the Competence</td>
</tr>
<tr>
<td>Ability to deal with feelings about self and the feelings of others and to channel emotions positively</td>
</tr>
<tr>
<td>Empathy</td>
</tr>
<tr>
<td>Competency Definition</td>
</tr>
<tr>
<td>The insightful understanding of entering into another person’s situation, thoughts and feelings</td>
</tr>
<tr>
<td>Description of the Competence</td>
</tr>
<tr>
<td>Ability to understand one’s feelings about self and of others</td>
</tr>
<tr>
<td>Social ease</td>
</tr>
<tr>
<td>Competency Definition</td>
</tr>
<tr>
<td>Being flexible in approach and style to different work and social situations</td>
</tr>
<tr>
<td>Description of the Competence</td>
</tr>
<tr>
<td>Ability to be flexible in approach and style to different work and social situations</td>
</tr>
</tbody>
</table>

In addition to identifying a knowledge base and competencies and skills, the researcher enabled a self-assessment undertaken by each member of the three-tier management and leadership corps within the IT organisation. This was undertaken to ascertain their level of knowledge pertaining to their organisation and/or their department / section; to ascertain what attributes they possess, as well as to enable assessment of their level of competence and ability to employ related skills. Assessment based on the premises of the Likert scale with the following assessment key was developed:

Table 5.9: Likert Scale Measurement Key

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Never demonstrates this competency</td>
</tr>
<tr>
<td>2</td>
<td>Occasionally demonstrates this competency</td>
</tr>
<tr>
<td>3</td>
<td>Often demonstrates this competency</td>
</tr>
<tr>
<td>4</td>
<td>Always demonstrates this competency</td>
</tr>
</tbody>
</table>
Tables 5.10 to 5.12 depict the tier (i.e. the management-leadership category) average for each competence. These three tables should be read in conjunction with Tables 5.13 to 5.15.

**Table 5.10: Outcome of assessment of competencies categorised as ‘extremely important’ relating to specific management and leadership tier**

<table>
<thead>
<tr>
<th>COMPETENCIES OF ‘EXTREME IMPORTANCE’(^{12})</th>
<th>Executive Leadership Tier [N = X]</th>
<th>Senior Leadership Tier [N = X]</th>
<th>Middle Leadership Tier [N = X]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
<td>Average Score</td>
<td>Average Score</td>
<td>Average Score</td>
</tr>
<tr>
<td>Adapting and responding to change</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Adherence to values and principles</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Formulating strategies and concepts</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Persuading and influencing</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Presenting and communicating information</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Relating and networking</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Working with people</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^{12}\) Competencies indicated as two and lower are viewed as those that require to be developed or further developed within individuals who are members of a specific management and leadership tier.

**Table 5.11: Outcome of assessment of competencies categorised as ‘highly important’ relating to specific management and leadership tier**

<table>
<thead>
<tr>
<th>COMPETENCIES OF ‘HIGH IMPORTANCE’</th>
<th>Executive Leadership Tier [N = X]</th>
<th>Senior Leadership Tier [N = X]</th>
<th>Middle Leadership Tier [N = X]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
<td>Average Score</td>
<td>Average Score</td>
<td>Average Score</td>
</tr>
<tr>
<td>Achieving personal work goals and objectives</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Coping with pressures and setbacks</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Creating and innovation</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Deciding and initiating action</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Writing and reporting</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 5.12: Outcome of assessment of competencies relating to the ‘emotional labour / intelligence’ relating to specific management and leadership tier

<table>
<thead>
<tr>
<th>Competencies RELATING TO EMOTIONAL LABOUR / EMOTIONAL INTELLIGENCE</th>
<th>Executive Leadership Tier [N = X]</th>
<th>Senior Leadership Tier [N = X]</th>
<th>Middle Leadership Tier [N = X]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Score</td>
<td>Average Score</td>
<td>Average Score</td>
</tr>
<tr>
<td>Empathy</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Feelings and emotions</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Personal insight</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social ease</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Tables 5.13 to 5.15 informs of those competencies assessed as ‘strengths’ and ‘to be developed’ within the members of the different management-leadership tiers within the IT organisation.

Table 5.13: Competencies of ‘extreme importance’ viewed as strengths and development areas for each tier

<table>
<thead>
<tr>
<th>COMPETENCIES OF EXTREME IMPORTANCE</th>
<th>Strength areas</th>
<th>Developmental areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Executive leadership Tier</td>
<td>Senior leadership Tier</td>
</tr>
<tr>
<td>Adherence to values and principles</td>
<td>Adherence to values and principles</td>
<td>Adherence to values and principles</td>
</tr>
<tr>
<td>Formulating strategies and concepts</td>
<td>Formulating strategies and concepts</td>
<td>Formulating strategies and concepts</td>
</tr>
<tr>
<td>Presenting and communicating information</td>
<td>Presenting and communicating information</td>
<td>Presenting and communicating information</td>
</tr>
<tr>
<td>Working with people</td>
<td>Working with people</td>
<td>Working with people</td>
</tr>
</tbody>
</table>
Table 5.14: Competencies of ‘high importance’ viewed as strengths and development areas for each tier

<table>
<thead>
<tr>
<th>COMPETENCIES OF HIGH IMPORTANCE</th>
<th>Strength area</th>
<th>Developmental areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Executive leadership tier</td>
<td>Senior leadership tier</td>
</tr>
<tr>
<td>Achieving personal work goals and objectives</td>
<td>Achieving personal work goals and objectives</td>
<td>Achieving personal work goals and objectives</td>
</tr>
<tr>
<td>Creating and innovation</td>
<td>Creating and innovation</td>
<td>Creating and innovation</td>
</tr>
<tr>
<td>Coping with pressures and setbacks</td>
<td>Coping with pressures and setbacks</td>
<td>Coping with pressures and setbacks</td>
</tr>
<tr>
<td>Deciding and initiating action</td>
<td>Deciding and initiating action</td>
<td>Deciding and initiating action</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>Planning and organising</td>
<td>Planning and organising</td>
</tr>
<tr>
<td>Writing and reporting</td>
<td>Writing and reporting</td>
<td>Writing and reporting</td>
</tr>
</tbody>
</table>

Table 5.15: Competencies linked to ‘emotional labour /intelligence’ viewed as strengths and development areas for each tier

<table>
<thead>
<tr>
<th>COMPETENCIES RELATED TO EMOTIONAL INTELLIGENCE</th>
<th>Areas to build on</th>
<th>Developmental areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Executive leadership tier</td>
<td>Senior leadership tier</td>
</tr>
<tr>
<td>Empathy</td>
<td>Empathy</td>
<td>Empathy</td>
</tr>
<tr>
<td>Feelings and emotions</td>
<td>Feelings and emotions</td>
<td>Feelings and emotions</td>
</tr>
<tr>
<td>Personal insight</td>
<td>Personal insight</td>
<td>Personal insight</td>
</tr>
<tr>
<td>Social ease</td>
<td>Social ease</td>
<td>Social ease</td>
</tr>
</tbody>
</table>

With regards to competencies viewed as ‘extremely important’ (See Tables 5.10 to 5.13) the following deductions are made:

5.3.1 All three management and leadership tiers indicate they ‘often’ adhere to the values and principles important to the organisation and present and communicate information.
5.3.2 Both Executive and Middle Management Tier members formulate and strategies and concepts, while members of the Senior Management Tier scored lower on this competence.

5.3.3 The members of the Middle Management Tier scored higher on working with people and persuading and influencing than the members of the Executive and Senior Management Tiers.

5.3.4 All management and leadership strata but more so the Senior Leadership Tier scored low on adapting and responding to change within the IT organisation.

5.3.5 All management and leadership strata and more particularly the Executive Management Tier scored low on relating and networking.

Data presented in Table 5.11 and 5.14 indicate that with regards those competencies viewed as ‘highly important’:

5.3.6 All members of the three Tiers scored the same level of competence (i.e. often used the competence) for creating and innovation; coping with pressure and setbacks and planning and organising.

5.3.7 Members of the Middle Management Tier scored higher on deciding and initiating action (significantly higher in comparison to the members of the Senior Management Tier) and writing and reporting (significantly higher in comparison to the members of the Executive Management Tier).

5.3.8 Members of the Executive Management Tier scored lower than the members of the Senior and Middle Management Tiers on achieving personal work goals and objectives.

It can be deduced from Table 5.12 and 5.15 that with regards to competencies relating to ‘emotional labour and intelligence’:

5.3.9 The members of all three Tiers scored equally high on ‘often’ using the competencies empathy and feelings and emotions.

5.3.10 While the members of the Executive Management Tier rated themselves less competent in personal insight and social ease, both the members of the Senior and Middle Management Tiers also rated themselves low on social ease.
The findings presented above (based on 5.3.1 to 5.2.11) and also on the outcome of the self-rating assessment indicate that:

i. The members of the Middle Management Tier are more competent in using those competencies that are viewed as ‘extremely important’ to possess.

ii. The members of the Executive Management Tier are the least competent in using those competencies that are viewed as ‘extremely important’ to possess.

iii. While the members of Middle Management Tier are more competent in using those competencies that are viewed as ‘highly important’, the members of the Senior Management Tier rated themselves slightly better on using these competencies than the members of the Executive Management Tier.

iv. Pertaining to those competencies relating to ‘emotional labour and intelligence’ both the Senior and Middle Management Tiers rated themselves better able to use these competencies than the members of the Executive Management Tier.

v. Irrespective their level of importance, it could be deduced the following competencies, described as relating to intra- and interpersonal (i.e. adapting and responding to change; persuading and influencing; relating and networking; working with people; coping with pressures and setbacks; personal insight and social ease) being rated with lowest score, need to be enhanced within all of the three Tiers.

vi. There may be a relationship between the type of role and function the members of each Tier perform within the IT organisation and the self-assessment rating given for each competence. This being so, it may explain why members of the Executive and Senior Management Tiers rate lower on intra- and interpersonal competencies than the members of the Middle Management Tier.

5.4 Summary

This Chapter presented the outcome of a process of data-gathering and the presentation thereof. While those competencies (with related skills and knowledge base) in a sense categorised as ‘extremely important’ may also be viewed as ‘core competencies’, those as categorised as ‘highly important’, may be viewed as
‘occupational competencies’, and those relating to ‘emotional labour and intelligence’ be viewed as emphasising intra- and interpersonal relations and effectiveness. Recommendations, based on the findings and deductions in this chapter will be detailed in the next and final chapter of this treatise.
Chapter 6

Findings and Recommendations

6.1. Introduction
Within the new knowledge economy, change is important in order to ensure that organisations remain or sustain their competitive edge. Therefore it is important to conduct research within such organisations in the area of change management and, specifically, with regards to competencies and skills relating to change management and leadership. In addition, with regards to long-term sustainability of organisations, there is a desired need, as has never before, to exert pressure on leadership to ensure that change happens in a manner that is positive and that harnesses ‘people’ energy. This may even imply that leadership is required to possess competencies and skills that have not necessarily been required of them before. It is therefore important to understand what these competencies and skills are and why they are important from a leadership and organisational perspective.

Research, as undertaken by the researcher as contracted consultant, will contribute toward identifying those competencies and skills required of the leadership strata of a merged IT organisation to guide employees toward results that will enable sustained organisational change, growth and development.

While the content of this chapter is the culmination of research effort, as discussed in Chapter 2, it also reports on the outcome of the research in the form of recommendations that are based on the findings outlined in Chapter 5.
6.2 Assessment of research objectives

In reflecting on the reliability and validity of research effort that was enabled through implementation of a participative research methodology, a brief assessment each research objectives will follow.

The general research objective was detailed as follows:

**General research objective:**
The researcher aimed to:

- Identify and define the competencies and skills that change leaders deem as important to ensure change within and sustain development and growth of merged IT Company.
- Develop a Change Leadership Competence and Skills Self-assessment Matrix to enable the leadership corps to access their level of competence in terms of the identified competencies and skills associated with the role of change leaders within the IT Company.

- **Specific Research Objective 1:**

  *To describe the facilitators and inhibitors relating to organisational change that requires change leaders to enable effective change within an organisation* (See Chapter 1 and Chapter 3).

As discussed in Chapter one, the manner in which organisations operate is changing due to changes in the way in which business is being conducted. The following provides evidence for this.

- Factors associated with high performing organisations emphasise that such organisations identify specific competencies and skills to ensure these organisations develop a competitive edge over others *(See Section 1.2).*
- The changes and their requirements should enable businesses achieve their mission *(See Section 1.3).*
• Identification of the characteristics of high performing organisations *(See Section 1.4).*

• Contextualisation high performing organisation imperatives within change initiatives, as well as to identify difficulties or challenges associated with change *(See Section 1.5).*

• Identifying the risks associated with change management and leadership initiatives *(See Section 1.5.1).*

• Highlighting the requirement for development of change leadership competencies *(See Section 1.6 and Table 1.1)*

➢ Specific Research Objective 2

*To define the nature and function of Change Leadership within an organisation* (see Chapter 3)

In order to ensure that objective two was achieved, the concept change management was introduced, defined and discussed in Chapter 3. This laid the platform for further exploration of literature relating to the concept which also included mention to competence and skills development, as well as

• providing considerations that organisations should deliberate when embarking on a change initiative *(See Section 3.3 and detailed in Table 3.1)*

• the impact that change within organisational context may have on the organisation itself, teams within the organisation, and the individual employee *(See Section 3.4).*

To enable further understanding, the process of change management was also introduced, thus providing greater insight into the nature of the change leadership role *(See Section 3.5).*
➢ **Specific Research Objective 3**

*To identify and define the concept competency type and skills* (See Chapter 4).

To achieve this objective, the researcher

- introduced the concept of competence and competencies *(See Section 4.2).*
- presented the concept competencies and skills as it relates to the general body of knowledge *(See Section 4.3).*
- indicated change leadership competencies as they relate to the IT organisation that served as a case of study *(See Section 4.4 and Table 4.1)*

➢ **Specific Research Objective 4**

*To develop a generic Change Leader Competence and Skills Matrix, indicating the knowledge base, competencies and skills required to encourage effective Change Leader role performance within the IT organisation* (see Chapter 5).

Change Leadership competencies with related skills were identified as specific and relevant to the merged IT organisation, and were categorised in terms of their nature and importance to enable a positive change management process, as well as effective change leader role performance. Relating to these competencies and skills, the researcher also identified the knowledge base to strengthen role performance.

The following serve as evidence for this.

- Competencies that were categorised as “extremely important” including the definition for each competency *(See Table 5.1)*
- Competencies that were categorised as “highly important” including the definition for each competency *(See Table 5.2)*
- Competencies that were described under the heading “Emotional Labour / Intelligence” including the definition for each competency *(See Table 5.3)*
- A skills list with definition for each skill *(See Table 5.4)*
- A list of attributes relating to the change leadership role *(See Table 5.5)*
• Indication of the knowledge base associated with the competencies and skills identified (See Tables 5.6, 5.7 and 5.8)

Specific Research Objective 5

To provide each member of the IT leadership corps with opportunity to assess their performance level of the identified competencies and skills (See Chapters 5 and 6).

In order to ensure that this objective was met, the following was conducted as part of the research process:

• All change leaders within the merged IT organisation was given opportunity to reach consensus on what competencies and skills are important to ensure a sustained competitive process of growth and development.\(^{13}\)
• All leaders completed the self-assessment and submitted it to the researcher for analysis.

6.3 Recommendations

With reference to company values (See finding 5.3.1) it is recommended that

• a workshop be developed to enable management to establish how they will operationalise these values in their scope of practice and how they in turn will enable those who report to them to do the same.
• management should develop a process of audit assessment to ensure successful operationalisation of the values of the company.

With reference to presenting and communicating (See finding 5.3.1) it is recommended that

• information on company successes be regularly disseminated to all levels of employees within the newly merged IT company.

\(^{13}\) See inserted Change Leader Competence and Skills Matrix in plastic sleeve. This to ensure copyright protection and specified by the IT organisation.
• all employees receive information regularly on the nature and impact that newly identified challenges have or may have on the company to ensure a process of on-going change, growth and development.

• management, by creating problem-solving teams, enable emerging leaders to contribute toward dealing with identified challenges and/or the impact thereof. Thus creating opportunity for peer socialisation or team coaching opportunities to ensure leadership succession.

With reference to formulating strategies and concepts (See finding 5.3.2) it is recommended that

• a mentorship and coaching programme be developed for the Senior and Executive Management tiers to enhance their competence in the areas they themselves have indicated as requiring attention.

• a consultant, where necessary, be contracted to assist leadership in formulating organisational strategies and policies and to enable them to develop appropriate assessment tools and process to audit the operationalisation of the organisational strategies and policies.

With reference to persuading and influencing and working with people (See finding 5.3.3) it is recommended that

• all members of management attend compulsory networking sessions to ensure they keep up to date with the latest developments within their fields and to share where relevant, this with those that report to them.

• the various teams are enabled to meet at inter-team sessions with the purpose to exchange ideas, discuss problems and seek suggestions to ensure on-going change, growth and development. This will enable cross-pollination, while also enabling the different teams to work in collaboration toward the mission and vision of the organisation.
With reference to adapting and responding to change (See findings 5.3.4 and 5.3.9) and to empathy and feelings and emotions it is recommended that

- all IT specialised employees and those that later will enter the company should be enabled to attend a workshop on personal mastery and self-development or any similar programme in order to enhance self awareness, as well as their response to change within their personal and professional lives.

With reference to relating and networking and personal insight and social ease (See finding 5.3.5 and 5.3.10) it is recommended that

- the departmental heads schedule meetings between the teams to
  - ensure stronger integration
  - encourage that each team enables the needs of others
  - provide opportunity for defining clear team and inter-team norms, values, and how to deal with tension that may arise between the teams.

With reference to deciding and initiating action and report writing (See finding 5.3.7) it is recommended that

- the performance management process be reviewed in order to ensure that work outputs are time bound and measured appropriately via the performance management system.
- monthly and quarterly reports be submitted in order to ensure that report writing competencies are enhanced and sustained.

With reference to achieving personal work goals and objectives (See finding 5.3.8) it is recommended that

- the Executive team be allocated a life and executive coach in order to ensure that they are able to set personal and work goals that are measurable.
• work goals are integrated into the strategy of the organisation with clear guidelines and time frames given for each deliverable within the strategy in order to enhance the Executive Management competency in this area.

6.4 Summary
This research attempted to examine the competencies required for effective change leadership within an IT organisation. In order to ensure that this was achieved, the researcher used participative research methodology that also enabled management to buy in to the process of gap-analysis. Furthermore, this research has created opportunity for leaders within the company to enhance their knowledge of the competencies that are required to be effective change leader.
List of References

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