An analysis of the change management process with specific reference to mergers

By

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Submitted in partial fulfilment of the requirements for the degree of Magister in Business Administration at the Nelson Mandela Metropolitan University Business School

Promoter: Prof N Kemp

November 2006
"I Thembelani McDonald Vanqa hereby declare that:

- The work in this dissertation is my own original work;

- All sources used or referred to have been documented and recognized; and

- This dissertation has not been previously submitted in full or partial fulfillment of the requirements for an equivalent or higher qualification at any other educational institution."
The successful completion of this study would have been impossible without the support, advice, assistance and encouragement of others.

I would like to record my sincere thanks and appreciation to the following:

- The Almighty God for His blessings of wisdom, protection, provision and the gift of life
- Prof Norman Kemp, my promoter, for his professional and constructive guidance during the course of my research efforts
- Dr J Pietersen for his assistance in analyzing the research data
- My wife, Zukie for her dedication and encouragement
- My late daughter Anelisa for her love, understanding and motivation
This study was intended to provide an analysis of the merger process of the Port Elizabeth Technikon on the basis change management models available according to theory. Before this discussion could ensue, it became necessary that the concept of change management be defined in detail so as to create a common basis of understanding in dealing with the change management models.

There are various models that considered for discussion, namely the Lewin’s change model, the Hayes and Hyde’s change model, the Cummings and Worley’s change model and the Anderson and Anderson’s change process model. It was established that all available change models were based on the works of the Lewin’s change model. It was the Anderson and Anderson model that was found to more comprehensive in term of the various consideration it brought forward to the change manager or changing organization for consideration.

Following the discussion on change models, a discussion of the research methodologies available followed. A survey methodology was decided to be appropriate for this study. An e-mail postal survey was decided as the appropriate process. The beauty of the e-mail postal survey was that it combined the benefits of personal and postal surveys. The Anderson and Anderson change model was used as a basis for devising questions in the questionnaire. The empirical study revealed that communication, consultation and resistance to change were not dealt with appropriately and as such staff morale had been greatly sacrificed. Be that as it may, it suffices to say that there is still chance to make things right.

Top management needs to strengthen communication, consultation and feedback mechanisms. Secondly top management needs to establish a training and coaching program and a system for identifying and rewarding best performance. Opportunities for celebrating short-term victories should not be passed on since these enhance a sense of success and victory. The organization also needs to develop a system for harnessing new learning that will inform new ways of doing things which will become the cornerstone of the new culture.
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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

“When you are through changing, you are through. Change is a process, not a goal; a journey, not a destination.” These are the words of Kriegel and Brandt (1985), quoted in Waters (2002:59). The latter part of this statement only confirms a reality that the Greek philosopher, Heraclitus noticed some 2500 years ago when he said, “Change is the only constant” (Goman, 1992:3). In line with statement, Leo Buscaglia, in his famous speech, “Only You Can Make A Difference”, further reinforced that since the only thing that is constant in our lives is change, the only positive response to change should therefore be to embrace it whole-heartedly.

It is the foregoing statements about change that have prompted an interest in the researcher to pursue this research study. Whilst, as these statements suggest, change is constant and a journey that should be embraced, it would seem that even today companies still experience strife just thinking about change. This observation and the fact that, according to Ms Lourens, MBA lecturer for Human Resources Strategy at the NMMU Business School, people spend almost 60 to 80 percent of their lifetime at work, highlighted the role that change at work plays in the lives of the people.

This research study focuses on how the change process has been managed in mergers, in order to ensure that the related stresses and strains alleviated or minimised. The research study looks into the theoretical steps that should be followed during the change management process. The study also looks at various change management approaches that are available for selection by companies and institutions undergoing a merger process. Lastly, the study focuses into the change management approach that best embraces all possible challenges posed by a merger and then an assessment of merger process of the University of Port Elizabeth and Port Elizabeth Technikon with particular reference to the former Port Elizabeth Technikon.
1.2 THE PROBLEM STATEMENT

Taking the above into account, the problem statement was formulated as follows:

What is the process of change management in mergers?

1.2.1 Subproblems

According to Leedy (1997:20), in order for the main problem to be solved properly, it needs to be broken down into smaller questions that would need to be addressed first in order to arrive at a solution for the main problem. These questions are referred to as subproblems and have been formulated as follows:

- What is the process of change management in theory?
  In this subproblem the focal area would be getting an understanding of the process of change as depicted by theory. This will be assisted by considering literary sources available.

- What change management approach should be adopted in mergers?
  In this subproblem consideration would of the available change management approaches in general. Thereafter, a selection will be made of the most appropriate change management approaches to companies engaging in mergers.

- What change management approach is being adopted in the merger process between the University of Port Elizabeth and Port Elizabeth Technikon?
  In this subproblem, if possible, a selection would be made of the change management approach that has been adopted. Thereafter, its benefits and drawbacks will be discussed against the backdrop of most appropriate change management approach selected in the above subproblem.
1.3 DELIMITATION OF THE STUDY

For the purpose of keeping this research study precise and unambiguous, the focus and application of concepts used throughout this study are defined as follows:

1.3.1 Change management process

The study focuses on change management processes that are appropriate to all companies in general. Whilst most of these processes are applicable to all businesses, care has been taken to focus specifically on those that pertain to companies undergoing mergers.

1.3.2 Geographic delimitation

This study took the form of a pilot study. The geographic boundaries of this study were the Port Elizabeth area where the University of Port Elizabeth and Port Elizabeth Technikon are based. According to research theory, this means that the results of this study hold true for the merger process of these institutions only, whilst inferences may be drawn for other companies and institutions that may be presented with the similar circumstances as those of the two institutions are exposed to.

1.4 DEFINITION OF KEY CONCEPTS

In terms of this study, any reference to the following concepts will carry the following meanings:

1.4.1 Change

“Change is a new way of thinking, communicating and acting to create new relationships and encounters to reflect the way an organization defines itself, the way it responds to its customers, and the way it does its business now and in the future” (Felkins, Chakiris and Chakiris, 1993:1).
1.4.2 Change management

According to Hiatt and Creasey (2003:1) change management is the process, tools and techniques to manage the people-side of business change in order to achieve the required business outcome, and to realize that business change effectively within the social infrastructure of the workplace.

1.4.3 Merger

According to Appelbaum, Gandell, Yortis, Proper, Jobin (2000:1) mergers and acquisitions are a process of combining two business units and achieving synergy in order to improve overall performance that will also increase competitive advantage.

1.5 REVIEW OF RELEVANT LITERATURE

Appelbaum, et. al (2000:1) argued that although mergers are intended to improve the overall performance of its new entity, recent research demonstrates that the inverse has been true in reality. The authors contend that the results show that the new entity, which is the product of a merger, ends up with negative performers. Appelbaum, et. al (2000:1) attribute this negative performance to poor human resource planning. The authors cited communication, corporate culture, change and stress as the main factors that must be attended to in order to ensure that the change process progresses smoothly and presents the required results.

Pasmore (1994:1) argued that organisations should move away from the reactionary approach to change and realise that change is here to stay and that the only appropriate way to deal with change is to always be anticipatory in one’s approach. The author further argued that a proactive approach to change can be achieved by highly flexible organisations with flexible people who are willing to take responsibility for change whilst designing flexible technology that will help organisations deal with change effectively. The author also suggested organising work in a way that encourages teamwork and collaboration whilst embracing new ways of doing things thereby encouraging creativity, innovation
and initiative. The author further added that it also helps to review management’s approach to change because the organization will grow as far as its management allows it to grow.

Goman (1992:6) maintained that the pace of change is forever accelerating and that organisations that fail to change will soon be obsolete. The author further confirmed Pasmore’s argument in favour of a proactive approach to change by saying that the best time to change is before a company is forced to because during this time the organisation still has some leverage on how it will manage the change. When this time has expired the organisation will be forced to make sacrifices that could have been avoided if action was proactive.

Goman (1992:6) further claimed that the most difficult behaviours to change are those that are responsible for past success – which can be validated by the old sayings “If it ain’t broken why bother to fix it” or “It’s always worked well why should we change it for the sake of changing”. The author targeted the following as areas that could be worked on to improve the organisation’s management of change - confidence, challenge, coping, counterbalance and creativity.

Senior (1997:7) argued that organisations are living organisms that are prone to natural process of growth. The author continued that this natural growth in itself involves change, either in form or character. The author identified the uncertainty of the future for organisations as the foremost driver of change within organisations. According to the author, the fact that organisations cannot tell hundred percent how the future will be, forces them to be constantly changing so that their survival may be guaranteed no matter how the future turns out to be.

Kreitner, Kinicki and Buelens (2002:547) stated the following as reasons for top management failures during the organisational change management process;

* Failure to establish a sense of urgency about the need for change;
* Neglect to create a powerful guiding coalition that is responsible for leading and managing change;
* Failing to establish a vision that guides the change process;
Inability and drive to effectively communicate the new vision;
* Not removing obstacles that impede the accomplishment of the new vision;
* Failing to systematically plan for and create short-term wins to reinforce achievement with the change process;
* Declaration of victory too soon; and
* Not anchoring changes in the organisation’s culture.

All the above-mentioned authors raised pertinent points about managing change that require further study.

1.6 ASSUMPTIONS

The researcher assumed that there are certain change management approaches that companies can choose to adopt when engaging in a merger process.

The researcher further assumed that the change management approaches are independent of the type of company and would as such achieve the same objective irrespective of the nature or type of organisation that adopts them.

1.7 RESEARCH DESIGN AND METHODOLOGY

In this section the broad methodology that was followed in the study is described. The following procedure was adopted to solve the main problem and subproblems.

1.7.1 Literature survey

The change management approaches which should be adopted by organisations in general, and especially those undergoing mergers, were identified from various literature sources.
1.7.2 Empirical study

The empirical study consisted of:

1.7.2.1 E-mail surveys

The e-mail survey method was preferred to other methods of primary data collection because it integrated the benefits of personal and mail surveys. The interviewer was able to explain any ambiguities that would have arisen from the questions asked and also would have dealt with questions that may be deemed sensitive whilst giving the respondent flexibility to choose when to answer the questionnaire. This was very crucial given that the questionnaire was administered during the November examinations period. The questions were in English as this is the common language amongst all staff at the PE Technikon. In order to ensure maximum participation the respondents were guaranteed anonymity.

An e-mail survey method was conducted amongst the staff of the former Port Elizabeth Technikon, using a questionnaire drawn up by the researcher, to establish what change management approach has been adopted for the merger process between the University of PE and PE Technikon. The reason for choosing staff of the PE Technikon was because the researcher was known to most of them and as such overcome difficulties connected to obtaining responses given the sensitivity of the merger process.

1.7.2.2 Measuring instrument

As mentioned above, the researcher developed a comprehensive questionnaire for this research project to determine what approach has been adopted for the merger process between the University of PE and PE Technikon. A structured questionnaire with a few open-ended questions was utilized in order to ensure that the data collected would be manageable and also to remove any sense of bias that might exist if unstructured questions were used.
1.7.2.3 Sample

The sample for this study was drawn from staff of the PE Technikon. The sample comprised of 50 members of staff across the faculties and departments of the former PE Technikon (Main and College campuses). The size of the sample was chosen in such a way that it would be enough to produce relevant data that would be useful in aiding the aims of the study, also enough to ensure greater feedback. Care was taken to ensure that, as far as it was possible, the sample was representative. The e-mail surveys were once-off surveys that were conducted during the month of November 2005.

1.8 SIGNIFICANCE OF THE RESEARCH

This study is significant in the light of the transformational changes that the Department of Education is introducing into higher education in South Africa. The Department of Education’s “Size and Shape” document which was published in 2000, made clear its intentions of merging institutions of higher learning with a view of attaining maximum performance via synergistic relations that would help to avoid duplications in offering programmes and save resources.

Mergers will continue, as has been the case in Natal with the Durban Institute of Technology, which was constructed from the merger of ML Sultan Technikon and Natal Technikon. In 2004, the merger of the PE Technikon, the University of Port Elizabeth, and the Vista PE Campus was concretised by the approval of the new name, Nelson Mandela Metropole University. This was the beginning, the daunting task of dealing with change would follow once these institutions were merged from January 2005. The researcher envisaged that through this study those driving the change and the staff of all institutions involved in the merger would find lessons that would be useful for charting the way forward in the new institution - Nelson Mandela Metropole University.

Apart from these institutions, it is likely that once the current mergers that are on the agenda of the department of Education are finished, the Department may decide to institute other mergers to further streamline higher education. If this
be the case, which is highly likely to happen, then lessons learnt throughout this study may be useful for those institutions involved. This study may also be a steppingstone towards far more involved studies in the future to focus on change management within higher education institutions.

1.9 OUTLINE OF THE STUDY

This study includes the following chapters:

Chapter 1: The introduction and background of the study
Chapter 2: Change management defined
Chapter 3: An analysis of change management models. The focus of this chapter is on change management approaches in general; and also with the intention of selecting the best approach available and gauging the merger process against it.
Chapter 4: Research methodology for the empirical study
Chapter 5: Findings and analysis of results
Chapter 6: Final conclusions and recommendations
CHAPTER TWO

CHANGE MANAGEMENT DEFINED

2.1 INTRODUCTION

In the previous chapter the concept of change management was introduced briefly. This chapter will look further into defining change management, the types of change, the forces of change, resistance to change, benefits and possible challenges. Possible ways that an organisation can stifle the change management process will be discussed, followed by measures that can be taken to prevent them.

2.2 WHAT IS CHANGE MANAGEMENT?

According to Hussey (1995:9) change is one of the critical aspects of effective management. The author contends that because businesses operate in everchanging environments, their success will always depend on how fast they are able to adapt to changes in their environments. Carnall (1999:143) further argues that part of effective management by managers includes the ability to identify the right things to do in the future and also the ability to adapt in order to achieve these new goals.

Paton and McCalman (2000:36) identify the following competencies a change manager must possess in order to make his function successful:

- Applying communication skills both within and outside the managing team;
- Maintaining motivation and providing leadership to all concerned;
- Facilitating and orchestrating group and individual activities;
- Negotiating and influencing skills;
- Employing planning and control procedures;
- Managing on all planes, upward, downward and within the peer group; and
- Knowing and influencing the rationale for change.
It is these flexibility requirements from managers and also the pace and predictability of events in the operating environment that trigger the need for frequent, fast change in organisations (Colenso, 2000:5). Rye (2001:10) introduces recognizing the organisation’s reaction to changes as an integral part of effective change management. Cummings & Worley (2001:17) further add that apart from the changes that are introduced by the environment the organisation may also introduce changes from within to increase its effectiveness.

Given the above, it can be concluded that change management is a process of monitoring environmental changes and their effects in a way to ensure future success. This can be done by way of determining trends in the environment and galvanizing the organisation internally to be able to better respond to these challenges. This definition is confirmed by Hayes (2002:11) who said: “change management is about modifying organisations in order to maintain or improve their effectiveness.”

2.3 TYPES OF CHANGE

Anderson and Anderson (2001:3) suggested that there are three types of change that organisations are faced with, namely developmental change, transitional change and transformational change. The developmental and transitional changes are what Hussey (1995:13) suggested to be incremental change. Transformational change is referred to as fundamental change by Hussey (1995:13), whilst Hayes (2002:8) refers to transformational change as discontinuous change. Hayes further dissects the changes as follows: incremental (tuning and adaptation) and discontinuous (re-orientation and recreation) change.

Anderson and Anderson (2001:3) further stressed that it is crucial for an organisation to know which changes it is dealing with so that it can inform its strategy selection and organisational configuration to better respond to such changes. These types of change will now be discussed briefly.
2.3.1 Developmental change

According to Anderson and Anderson (2001:4) developmental change is the improvement of the organisation’s existing way of operating. This can be done by increasing employee skills through training, improving performance of business processes or selling more products. Hussey (1995:13) adds to this list a change in work methods and processes, a change in factory layout and new product launches. Hussey (1995:13) also sees these changes as outcomes of the natural progression in the organisation’s way of operating. Anderson and Anderson look at developmental change as merely a development of the organisation’s current state. This change is what Hayes (2002:8) would refer to as tuning as it only seeks “better ways of achieving or defending the strategic vision”. Hayes (2002:8) also refers to another form of incremental change as adaptation as it “responds to a pressing external demand for change.”

2.3.2 Transitional change

Anderson and Anderson (2001:4) see transitional changes to be changes that are associated with the replacement of the old state with a new state that will resolve the inadequacies of the old state. These changes require the design and implementation of different systems and processes that will necessitate a dismantling of current systems and processes. The authors also argue that transitional changes can be planned, paced and managed. Examples of transitional changes can be reorganisations, installations of new computer hardware, creation of new products and services and so on.

2.3.3 Transformational change

Transformational change occurs when an organisation recognises that an improvement in the old state will not lead to success in the business environment (Anderson & Anderson, 2001:4). Due to this realisation an organisation is prompted to undergo a fundamental shift from the current state to a new, transformed state. Anderson and Anderson (2001:4) argue that an organisation
engaging in transformational change will be forced to change its culture, its people’s behaviours and mindsets in order successfully implement and sustain itself over time.

Hussey (1995:13) contends that transformational change makes a noticeable impact on the organisation or part of the organisation where the change is happening. Hussey (1995:13) further suggests that if transformational change is successful, it will be noticeable both inside and outside the organisation. Hayes (2002:8) suggests that **re-orientation** as a form of transformational change involves a fundamental redefinition of the enterprise and is usually a response to anticipated future opportunities or threats.

Hayes (2002:8) also defines **re-creation** as a form of transformational change as “a reactive change that involves transforming the organisation through the fast and simultaneous change of all its basic elements”. Hussey (1995:13) and Anderson and Anderson (2001:4) give the following examples of transformational change; business re-engineering, a merger or acquisition, downscaling of an organisation, moving into completely different activities, old economy organisations moving into e-business, deregulation of utilities, and major information technology overhauls.

Anderson and Anderson (2001:4) suggests that although the transformational change can be unpredictable, uncontrollable and messy, it requires to be crafted, shaped and adapted as it unfolds. Hussey (1995:14) further adds that although there may be more glamour in successful transformational change, there is more pain and an enhanced opportunity to do lasting damage to the organisation if the change process is managed badly.

### 2.4 THE FORCES OF CHANGE

Apart from knowing the different types of change, it is also crucial that managers know the forces that are responsible for the change that they are instituting so that in the future they will be able to closely monitor the forces that drive change. Kreitner and Kinicki (2002:541) suggest that the driving forces of change can come
either outside the organisation or internally. The external forces can be classified into demographic characteristics, technological advancements, market changes and socio-political pressures. Internal forces can be classified into human resource problems/prospects and managerial behaviour (Kreitner, et al, 2002:541). The forces of change as depicted by Kreitner, et al (2002:541) are represented in the following diagram:

![Diagram of Change Forces Model](image)

Figure 2.1 Kreitner, Kinicki and Buelens’ Change Forces Model

2.4.1 The driving forces of change

Anderson and Anderson (2001:5) suggest the following driving forces of change:

- **External forces** – environment (political, economic, social, technological, legal and natural);
- **Market requirements for success** (delivery speed, customisation capability, quality levels, need for innovation, level of customer service);
- **Business imperatives** (systematic rethinking and change in mission, strategy, goals, products and services, pricing and branding);
- **Organisational imperatives** (re-engineering, restructuring or work redesign) and internal forces;
- **Cultural imperatives** (values and norms of being, working and relating in the company); and
- **Leader and employee behaviour and mindsets** (changing paradigms within the organisation).
These forces are represented in the following diagram:

![Diagram showing the Seven Drivers of Change Model](image)

Figure 2.2 Anderson & Anderson’s Seven Drivers of Change Model

The Seven Drivers of Change Model argues that the majority of the changes that organisations are forced to deal with mainly emanates from the outside environment. The idea is that whatever changes the organisation implements, it is usually a reaction to stimuli that comes from the external environment or at least an action in response to changes that are speculated on by some analytical means. This is definitely true because even if the organisation changes as prompted by an internal driver the organisation will have to read its external environment before it can implement such a change. Given that the rate of change is ever-increasing, it would be wise for organisations to look into technological and management science advances to devise tools that will help organisations to, with some degree of accuracy, depict external forces that will propel change beforehand, so as to be prepared.

Whilst understanding the drivers of change is crucial for success, there are other factors that may affect an organisation’s capability to manage change effectively. One of those factors is resistance to change. The next section will be dedicated to looking into the dynamics of resistance to change.
2.5 RESISTANCE TO CHANGE

“No matter how technically or administratively perfect a proposed change may be, people make or break it” (Kreitner, et al, 2002:551). According to Swanepoel, Erasmus, Van Wyk and Schenk (2000:755) organisations that have a history of lengthy periods of success tend to be particularly resistant to change. However, Hayes (2002:65) argues differently by suggesting that successful organisations are the ones that will have the courage and confidence to change, especially if they experience a tension or failure in some area which may impact their streak of success. Swanepoel, et al (2000:755) also noted that those organisations that have historical barriers to change tended to continue with this pattern of behaviour.

Paton and McCalman (2000:47) suggest that no matter how open an organisation is to change, there will always be some degree of resistance that it will face from its employees, suppliers, distributors and customers. Hussey (1995:24) contends that most forms of incremental change can have no resistance at all whilst all fundamental changes bring fears of redundancy or changes in responsibility.

Hussey (1995:24) dispels the myth that humans always resist change and suggest that no person would like to work for an organisation where nothing changes. The author suggests that people will only resist change if they cannot see the benefits to such a change. The author also suggests that because the employer and employee enter into a psychological contract about work, there is a tacit agreement that they enter into that carries expectations of both the employee and the employer. When the intended change violates the spirit of the psychological contract, it can lead to resistance or resentment.

The following sub-section will look into individual and organisational factors that result in resistance to change.
2.5.1 Individual factors


- Surprise and fear of the unknown – when radical changes are introduced without proper warning and preparation of workforce;
- Actual threats – job losses, loss of status, increased workload for survivors, stifled personal development;
- Imposed change – sometimes change is imposed without any explanation and that leads to resistance;
- Failure to recognise the need for change – sometimes the individuals are not convinced of the need for change and how that will affect them;
- Lack of faith in those making change – if the organisation has a history of failed change efforts individuals will resist any efforts to make changes;
- A belief that something has been overlooked – when individuals believe in the change itself, but have technical objections;
- Selective perception – the suggested changes may be perceived as threatening whilst others perceive them as challenging;
- Social disruptions – fear that change will disrupt existing traditions and working relationships; and
- Misunderstanding and lack of trust – misunderstandings are usually a product of lack of trust in those introducing the change.

2.5.2 Organisational factors

Hayes (2002:130) and Swanepoel, et al (2000:757) list the following organisational reasons for resistance to change:

- Structural inertia – internal forces that maintain order and stability hinder change and cause structural inertia;
• Cultural inertia – rigid organisational culture creates resistance;
• Work group inertia – strong group norms may impede change as change disrupts the normative expectations;
• Threats of existing power relationships – when change that occurs leads to redistribution of decision-making authority, resistance occurs;
• Threats to expertise – changes affecting specialised expertise of groups lead to resistance;
• Threats to resource allocation – changes that may lead to future resource allocation result in resistance; and
• Threats to unsuccessful change efforts – if there is a history of unsuccessful change efforts, new efforts will result in resistance, especially in organisations planning to go into a merger situation that have survived previous bad merger decisions.

2.5.3 How to prevent resistance to change


• Education and communication – the employees must be educated about the need for change so that all questions that may arise have a platform where they can be answered. Sometimes it may be necessary to motivate people by biasing change messages to increase their appeal;
• Participation and involvement – having those that will be affected by the change participate in charting the way forward and being involved in decision-making is crucial for diffusing resistance to change. It is necessary to determine when focused participation than just broad participation is needed;
• Facilitation and support – offering support (in the form of retraining and counselling) to those affected negatively by the intended change can be helpful in dealing with resistance to change. Ceremonies that mark the end of the past era can also be helpful in aiding people to ease into the future;
• Negotiation and agreement – sometimes it becomes necessary to negotiate change with would-be resistors and reach an understanding about what is intended and how the parties must react to it. Signed agreements must then be secured;

• Manipulation and co-option – manipulation is an art of covertly influencing people to change by co-opting them to play a major role in the design and implementation of the change; and

• Explicit and implicit coercion – the threat of withholding something of value to the resisting party may lead to compliance with change even though it will require close monitoring. There are, however, associated risks of resentment and anger that are associated with use of coercive strategies

2.5.4 Process approach to resistance to change

Swanepoel, et al (2000:759) further suggest a process approach of dealing with resistance to change. The process follows the following steps:

Step 1: Mobilise commitment to change through joint diagnosis of business problems. In this way the employees are prompted to come up with the way of dealing with the recurrent problems. Apart from that, all employees will then know why change had to be instituted.

Step 2: Develop a shared vision of how the organisation will need to organise itself for competitiveness. From the process of joint diagnosis it should be determined where the organisation should be at a given future time.

Step 3: Foster consensus on the new vision, the competence to enact and energy to move it along. Those managers that are not adapting to the new vision must be replaced.

Step 4: Use teamwork to break resistance by enlisting employee feedback about how to organise their departments and responsibilities. In this way the task of being answerable for change related questions will be shared broadly.
Step 5: Institutionalise revitalisation through formal policies, systems and structures. Align policies, systems and structures to the intended changes.

Step 6: Monitor and adjust strategies in response to problems in the revitalisation process. The monitoring function must be shared by all employees through the use of oversight team including employees at all levels of the organisation.

2.6 BENEFITS OF CHANGE MANAGEMENT

From the onset it would be difficult to think about any benefits that may transpire from the practice of change management. This is because humans are creatures of habit who find it difficult to deal with any form of change especially as it affects the routine of their work or social lives.

However, the following benefits have been implied in the former discussions:

- Organisations are run effectively – because organisations are managing change properly they get to be increasingly run effectively. If organisations are run effectively their long-term stability is guaranteed;
- Employees are motivated - because organisations are managing change properly, their employees become acclimatised to the changes that face the organisation and are better prepared to handle challenges that may occur;
- Initiative and creativity flourish - because organisations are managing change properly, the employees are encouraged to explore various ways and means of doing their work in a way that may pre-empt changes within the industry that they are involved in. In this way, the employees have a chance to be the drivers of the change;
- Organisational leadership is strengthened - because organisations are managing change properly, the organisational leadership becomes experienced in dealing with change, to the point where change becomes part of their daily life;
• Organisations are better prepared for the future - because organisations are managing change properly, they become better prepared to handle future changes and often times would even go as far as initiating change within the industry to regain control over industry changes; and

• Organisational growth and learning – change management challenges an organisation to be constantly looking for new ways of doing business or adapting to new ones. This process encourages the organisation’s learning capabilities and growth. As the organisation’s learning grows the organisation’s intellectual capital grows which has come to used as a measure of organisational growth.

2.7 CHALLENGES OF CHANGE MANAGEMENT

The researcher finds it ironic to discuss drawbacks of change management after having gone through the benefits thereof. In essence, the researcher does not believe that there are inherent drawbacks in change management per se, but in the way the process may be handled. Colenso (2000:9) and Hussey (1995:15) suggest the following challenges:

• High stress levels – sometimes changes becomes so rapid that employees are overwhelmed because they cannot seem to catch up. This brings a sense of helplessness in the employees and can end up affecting organisational performance negatively. People are demoralised and worn out by undergoing change too often;

• Skills and abilities that are required are not available – sometimes the change would require skills and abilities that are not available in the organisation and as such induce fear to those who may be affected negatively by this. In this instance the organisation has two options to consider: retrenchment or retraining. Unfortunately many organisations are prone to taking the retrenchment option due to financial reasons;

• Power and political games – in many change situations there is a play of power and politics which tend to affect employees negatively. In these times, fairness
and trust are lost, which may impact badly on the motivation levels of employees.

- Change approach misfit – sometimes organisations can select a wrong approach to change management which results in more problems than solutions and reflect negatively on organisational performance in the end;
- No payoff from initiative – research has shown that few changes seem to deliver on the payoff the organisation sought in introducing them;
- Necessity of change – unless people believe in the necessity of and support the change, it is doomed to failure; and
- Fashion – for some organisation, changes are introduced out of a fashion sense without any strategic intent. This is disastrous as an organisation’s workforce would find it difficult to support change initiatives in the future.

Apart from the above challenges to the change management process, there are also ways in which an organisation can undermine its own change management process. Kotter in Kreitner, et al (2002:547) suggest the following:

- Failing to establish a sense of urgency about the need for change. Often when the need for change is not emphasized as urgent, the organization and its employees would like to delay it as long as it is possible. In this way the organisation may lose momentum and the understanding of the value in the intended change;
- Failing to create a powerful guiding coalition that is responsible for leading and managing change. Change management efforts fail dismally if the organisation does not institute organisational change leadership.
- Failing to establish a vision that guides the change process. If the organisation has no vision for the change effort, how can it then expect its employees to support the initiative? Without a sense of strategic direction for the change effort, employees are not interested;
- Failing to communicate the new vision. The employees cannot be expected to be moved by what they have not seen as such it is crucial that the new change vision be communicated to all employees;
• Failing to remove obstacles that impede accomplishment of the new vision. As was the case in South Africa before the negotiated peace settlement, a conducive climate for change had to be the created which included the upliftment of political bans on all political organisations and the release of all political prisoners. The same is true with organisational change, a conducive climate for change must be created.

• Failing to create short-term wins. Pastor Creflo Dollar of World Changers International in his sermon entitled, “14 Principles of Faith” discussed the importance of having short-term wins as a necessary build-up to overall success. In this discussion he explains that one’s motivation to endure further in whatever one is doing is encouraged by having a ‘victory bank’ that registers one’s small milestone victories on this long road to long-term success;

• Declaring victory too soon. Whilst it is necessary to secure short-term victories, organisations should be careful not to claim overall victory too soon as this may create unnecessary disappointments and mistrust; and

• Failing to anchor changes in the organisational culture. Sometimes management becomes so engrossed into the process that all they do is churn out changes and not consider how these would be integrated into the current culture. The organisation then fails to deliberate on how these changes affect the culture of the organisation.

Marks (1997:267) further suggests the following as major challenges to successful change management:

• Underestimating the multitude of integration issues and problems that arise as organisations come together;

• Underestimating the drain on resources and the distraction from required performance to manage the transition from pre-merger to post-merger status;

• Underestimating the pervasiveness and the depth of the human issues triggered in a merger or acquisition;

Marks (1997:268) suggests that the major challenges may be noticed by checking the following indicators: preoccupation, imagining the worst, stress reactions, crisis
management orientation, constricted communication, illusion of control, clash of cultures, the “us” and “them” syndrome, superior vs. inferior, attack and defend, win or lose, decision by coercion, and horse trading and default.

Schraeder and Self (2003:515) suggest that the challenges that organisations face in mergers and acquisitions can be classified into the following:

- **Task challenges** – arising from wanting to integrate two incompatible business systems which can lead to difficulties like adjustment to new procedures and performance, differences in management style and accounting practices. These challenges may further result in poor technology utilisation, weak human resource systems and low employee morale;

- **Demographic challenges** – demographic challenges such as organisational size, power structures and organisational procedures can create major communication and resource distribution challenges;

- **Political challenge** – power plays which can be detected in the way that new rules, procedures, or expectations are forced onto staff. This can give rise to resistance, resentment and feelings of inferiority from staff; and

- **Cultural challenges** – it is difficult to merge two separate organisational cultures without losing some of the bedrock tenets of one of the cultures. This can also induce a power struggle as culture is about identity and maintaining the status quo as far as is possible. This process can result in staff behaving in ways that protest against the “new culture”, disappointment and blame, polarised images (downplaying the value of the old practices) and ambivalent authority, such as directing employees to be empowered.

### 2.8 PREVENTIVE MEASURES

The preventive measures that are suggested are based on overcoming the challenges and drawbacks mentioned above. The measures that are highlighted are as follows:
• Necessity of change – the organisation must ensure that the intended change is indeed necessary and can be defended within the organisational strategic intent;
• A proper change management approach – the approach chosen to implement the change must be in line with the organisation’s culture or otherwise necessitate minimal change to the organisation’s culture;
• Skills and abilities of the workforce – the organisation should ensure that the change needed will be able to be met within the scope of skills and abilities of the existing workforce or otherwise retraining should be planned;
• A stress management programme – the organisation should have a programme that will assist its employees with the pressures of the intended changes in the organisation;
• A compelling vision – the organisation should create a clear vision that will serve as a guide and inspiration for all employees during the change process. If employees can see the kind of future they are working towards they may do so with renewed motivation;
• Communication – the best way to ensure the support of everybody within the organisation during the change management process is to ensure that everybody knows exactly what is happening at all times during the process. There should be clear lines of communication through all levels of the organisation; and
• Strategic leadership – an organisation needs to ensure that there is a clear strategic leadership that is exercised during the change management process. Everybody in the organisation needs to know who is leading the change process and have trust in the individual or team that does so.

2.9 CONCLUSION

Throughout the Chapter 2, it has been made clear that the very existence of organisations is dependent on how swift they are in adapting to changes in the market. Sometimes organisations may be challenged to forecast changes in the
market and introduce changes so that when the changes come, the organisations are already a step ahead of their competition in creating the necessary changes.

The change management process has certain benefits for organisations, which have a bearing on the long-term survival of the organisation. There are also inherent challenges and related drawbacks that come with this process. However, if an organisation considers the suggested preventive measures, success may be guaranteed.

The questions entailed in the questionnaire that was used for the research study aimed to find out whether there was any resistance to change, causes of resistance and also the shortcomings that are inherent in the University of Port Elizabeth - Port Elizabeth Tecnikon merger process. The various reasons for resistance to change mentioned earlier on and the shortcomings of change management were used as a basis for crafting such questions. Chapter 3 will focus on the discussion of models that are available to assist an organisation in going through the change process.
3.1 INTRODUCTION

In chapter two the researcher defined change management, the benefits and possible challenges. The possible ways that an organisation can stifle the change management process were also discussed, followed by measures that can be taken to prevent that. In this chapter the focus will be on looking at different change management models that are available for consideration and ultimately selecting the best model that can be utilised by companies undergoing change management processes in the form of mergers.

The models that will be focused on are the Lewin’s change model, the Hayes and Hyde’s change model, the Cummings and Worley’s change model and the Anderson and Anderson’s change process model.

3.2 LEWIN’S CHANGE MODEL

According to Kreitner, et al (2002:544) all the theories on organisational change were developed from the work of social psychologist Kurt Lewin. According to Cummings and Worley (2001:17) Lewin saw change as a modification of those forces keeping a system’s behaviour stable. Lewin believed that a set of behaviour at any given moment was as a result of two opposing forces – those striving to maintain a status quo and those pushing for change. Lewin also believed that modifying the status quo produces less tension and resistance than increasing forces of change and was a more effective change strategy. According to Cummings and Worley (2001:18), Hayes (2002:52), Kreitner, et al (2002:544) and Swanepoel, et al (2000:762) Lewin’s model suggested that successful change required a three-step procedure that involves unfreezing, moving (or changing) and refreezing. According to Kreitner, et al (2002:545) Lewin’s model is based on the following principles:
The change process involves learning something new whilst discontinuing some current attitudes, behaviour and organisational practices;

- Change will not occur unless there is a motivation to change;
- The people are the hub of all change processes – whatever change that organisations put in place will always need individuals in the company to change;
- Resistance to change is found even in situation where the need for change is highly desirable; and
- Effective change necessitates reinforcing new types of behaviour, attitudes and organisational practices.

However, according to Schein (1980) in Swanepoel, et al (2000:762), who did further investigations on Lewin’s model, change may fail for three reasons, namely:

- If too much energy will be needed to move the system to the desired change state;
- If those seeking the change do not put enough energy into attempts to bring about the change; and
- If the unfreezing stage is too difficult.

The three stages of the Lewin’s change model will now be discussed briefly.

3.2.1 Unfreezing stage

According to Cummings and Worley (2001:18) the stage of unfreezing pertains to reducing the forces that maintain the status quo. Kreitner, et al (2002:545) argue that the focus of this stage is to create the motivation to change. This is done by a process called psychological disconfirmation, which introduces information that shows discrepancies between the behaviours desired by the organisation and those currently exhibited (Cummings and Worley, 2001: 17).

The idea is that the need for change is made so clear and obvious that the organisation can quickly understand this reality (Swanepoel, et al, 2000:762). Benchmarking is a process that can be used to help unfreeze an organisation
(Kreitner, et al, 2002:545). The benchmarking process describes is the overall process by which the organisation compares its performance with its competitors. Once that is finished the organisation learns how its strongest-achieving competitors achieve their results and uses that as a yardstick for its future performance.

3.2.2 Moving or Changing stage

This stage is about shifting the behaviour of the organisation to the required level of performance as informed by the benchmarking process (Cummings and Worley, 2001:18). It involves intervening in the system to develop new behaviours, values, and attitudes through changes in organisational structures and processes. Swanepoel, et al (2000:762) suggest that it may be necessary for an organisation to make use of a trained change agent or consultant to foster the new values, attitudes and behaviour.

These may be fostered through the process of identification and internalisation, where the organisation identifies with the new values, attitudes and behaviours and internalises them when they see their effectiveness to performance improvement. Kreitner, et al (2002:545) suggest that role models, mentors, experts, benchmarking results and training are useful mechanisms that might facilitate change. It is also important to emphasise to the employees that change is continuous rather than a once-off event.

3.2.3 Refreezing stage

This stage stabilises the organisation at a new state of equilibrium by using supporting mechanisms that reinforce the new organisational state such as organisational culture, processes, policies and structures (Cummins and Worley, 2001:18). Kreitner, et al (2002:545) argue that the idea of this stage is to help the employees to integrate the changed behaviour and attitudes into the normal way of doing things. The employees are given an opportunity to exhibit the new behaviours and attitudes. Once the changed behaviours and attitudes are exhibited, positive reinforcement through additional coaching and modelling is used to reinforce the stability of the change.
3.3 HAYES AND HYDE’S CHANGE MODEL

Hayes (2002:54) explains that this model is based on the three models that can be viewed as elaborations of Lewin’s model. The three models are as follows:

- **Lippitt, Watson and Westley Change Model (1958)** – this model focuses on subdividing the changing or moving stage of Lewin’s model into three sub-stages, namely:
  - Clarification of diagnosis;
  - Examination of alternative routes and goals and establishing the goals and intentions for action; and
  - The transformation of intentions into actual change efforts (Hayes, 2002:53).

- **Beckham and Harris Change Model (1987)** - this model focuses on expanding the changing or moving stage by making a specific consideration as follows:
  - Need for management mechanisms;
  - The development of activity plans; and
  - The gaining of commitment from key stakeholders (Hayes, 2002:53).

- **Egan Change Model (1988)** – this model focuses on expanding the unfreezing stage in the following ways:
  - Current scenario – assessing problems and opportunities, developing new perspectives, and choosing high impact problems or opportunities for attention;
  - The preferred scenario – developing a range of possible futures, evaluating alternative possibilities to establish a viable agenda for change, and gaining commitment to the new agenda; and
  - Strategies and plans – brainstorming strategies for moving to the preferred scenario, choosing the best strategy or best fit package of strategies into a viable plan (Hayes, 2002:53).
The Hayes and Hyde’s change model is based on six stages, which are as follows:

- Recognition;
- Start of the change process;
- Diagnosis;
- Prepare and plan for implementation;
- Implement change; and
- Review and consolidate (Hayes, 2002:54).

3.3.1 Recognition stage

This stage is concerned with recognising the external and internal factors that require change to take place. The important consideration is to ensure that outcomes that may arise from differences in perception, interpretation and decision-making are properly managed (Hayes, 2002:54).

3.3.2 Start of the change process stage

This stage is about ensuring that the need for change is translated into a desire for change. Once that has been done, all the stakeholders need to decide who will manage the change and also where an outside agent is involved establish a workable and effective change relationship. The other important aspect to consider is how to unfreeze others and cultivate the acceptance that change is needed (Hayes, 2002:54).

3.3.3 Diagnosis stage

This stage entails a process of looking at the present and identifying the intended future state. The stage looks at the present so as to understand it in terms of the context of the past history of the organisation and its environment. The important thing is to ensure that there is not too much focus on the present to an extent that it would limit the horizons.

- **Reviewing the present state**: Reviewing the present state helps to identify the required change by diagnosing the cause of a problem, identifying the deficiencies or clarifying opportunities. It also establishes a foundation
against which all changes will be tested and also obtains clarity about exactly what is changing. A review of the present also helps to define the future. Stakeholder reaction can be gauged by the data that is collected through this process.

- **Identifying the future state**: This process involves developing a vision for the organisation – a desired future. The idea is to see the organisation in terms of what it is capable of being in the future, now that the organisation has clarified its present (Hayes, 2002:54).

The diagnostic process must be properly managed so that it eases the process of employees letting go of the status quo and embracing the change. The following are important considerations:

- The diagnostic process must disconfirm the view that all is well with the status quo;
- The process must produce enough anxiety to encourage employees to search for new possibilities; and
- The future vision must offer sufficient promise to make the effort of changing worthwhile for the employees (Hayes, 2002:55).

### 3.3.4 Preparation and planning stage

There’s a common saying that goes, “If you fail to plan, you plan to fail”. Even in the case of change management, planning is very crucial. Now that the employees have been enthused by the idea of change, that process needs to be narrowed down into specific activities that must be implemented in order to realise the overall result – change. More often than not it will be necessary to have a project plan with time frames so that everyone in the organisation will be able to monitor how far the process is going and whether the milestones are being met. It is also crucial at this stage to consider the readiness of people to accept the change, possible resistance to the change and make the necessary plans to deal with it. There also needs to be a decision whether the change will be implemented fully or whether a phased or pilot implementation will ensue (Hayes, 2002:56).
3.3.5 Implementation stage

Now that the plan has been completed, implementation needs to happen. There are two possible approaches. One approach is a fully-fledged plan that entails all steps from beginning to the end. The other approach is where the beginning is clear but the end is not clear, then the change is looked at as a more open-ended, iterative process that evolves over time. The emergent approach takes tentative incremental steps towards change. Because change is dynamic there may be requirements for the review of each step as it gets completed to ensure that it worked. There may from time to time be a need to review the blueprint for the change. The implementation process is filled with checks and balances to ensure that what was intended comes out at the end of the process (Hayes, 2002:56).

3.3.6 Review and consolidation stage

Once the change has been fully implemented to the satisfaction of the organisation the post-implementation review process begins. It is however, to be noted that throughout the implementation the process of monitoring and control is running parallel to the implementation stage. The consolidation element relates to the refreezing stage of Lewin’s change model, ensuring that feedback mechanisms are built in to ensure that the gains of the newly-acclaimed state are consolidated by building them in as part of the organisational culture, processes and structures. This stage is not about just monitoring but also building and updating the change as required (Hayes, 2002:57).

The following diagram shows the Hayes and Hyde change model:

![Hayes and Hyde Change Model Diagram](image-url)

Figure 3.1 Hayes and Hyde’s Change Model (2002:54)
3.4 CUMMINGS AND WORLEY’S CHANGE MODEL

The Cummings and Worley model was designed on the basis the Lewin’s, Action Research and Contemporary Action Research models. The Lewin’s Model has been fully discussed and as such only the action research and contemporary action research models will be discussed briefly before addressing the Cummings and Worley change model.

- The action research model is composed of the following steps:
  - Problem identification;
  - Consultation with a behavioural expert;
  - Data gathering and preliminary diagnosis;
  - Feedback as key client or group;
  - Joint diagnosis of problem;
  - Joint action planning;
  - Action; and
  - Data gathering after action.

This model stresses emphasis on data gathering and diagnosis prior to planning and implementation as well as careful evaluation of results after action is taken (Cummings and Worley, 2001:20).

- The contemporary action research model is composed of the following steps:
  - Choose positive subjects;
  - Collect broad stories broad participation;
  - Examine data and develop possible propositions;
  - Develop a vision with broad participation;
  - Develop action plans; and
  - Evaluate

The contemporary action research model incorporates a substantially increased degree of member involvement in the change process and also appreciates inquiry. The appreciative inquiry encourages the process of facilitating conversations about the change that is envisaged (Cummings and Worley, 2001:21).
The Cummings and Worley change model is composed of the following steps:

- Entering and contracting;
- Diagnosis;
- Planning and implementing change; and
- Evaluating and institutionalising change.

The model is represented in the following diagram:

![Cummings and Worley Change Model (2001:23)](image)

Figure 3.2 Cummings and Worley Change Model (2001:23)

Each of the model steps will now be discussed briefly.

3.4.1 Entering and contracting stage

“Entering the organisation means the process of collecting initial data in order to understand the problems facing the organisation or the positive opportunities for inquiry” (Cummings and Worley, 2001:23). Once the problems and opportunities identified are discussed with managers and other organisation members, a contract or agreement is developed to engage in planned change. All the resource requirements are tabled in the contract and how everybody else will fit into it (Cummings and Worley, 2001:23).

3.4.2 Diagnosing stage

According to Cummings and Worley (2001:24) the diagnosis focuses on understanding organisational problems, causes and consequences or identifying the organisation’s positive attributes. The process also includes choosing an appropriate model for understanding the organisation and gathering, analysing, and feeding back information to managers and organisation members about problems and opportunities that exist. The
gathering, analysing and feeding back data are the core of the diagnostic process (Cummings and Worley, 2001:24).

3.4.3 Planning and implementation stage

According to Cummings and Worley (2001:24) once the problems and opportunities have been highlighted, then the consultant and the managers and organisational members make a plan and implement the changes. The manager and organisational members design interventions to achieve the organisation’s vision or goals and make action plans to implement them. These interventions can take any of the four different forms:

- Human process interventions at the individual, group and total system levels;
- Interventions that modify and integrate an organisation’s structure, technology and employees;
- Human resources interventions that address member performance, career planning, and workforce diversity; and
- Strategic interventions that involve managing the organisation’s relationship to its external environment and the internal structure and process necessary to support a business strategy (Cummings and Worley, 2001:24).

3.4.4 Evaluation stage

According to Cummings and Worley (2001:25) this stage is about evaluating the effects of interventions and institutionalisation of the successful processes. It gives feedback even to employees so that they are kept abreast about necessary modifications, continued progress and also possible suspension. Rewards, feedback and training will be used to reinforce successful institutional changes (Cummings and Worley, 2001:25).
3.5 ANDERSON AND ANDERSON’S CHANGE MODEL

According to Anderson and Anderson (2001:13) this model is a product of twenty years of research the authors engaged in while trying to study organisational change. This model is tailored to address all kinds of organisational changes and also captures the cyclical nature of organisational changes as well. The model has nine phases which are represented as follows:

Figure 3.3 Anderson and Anderson’s Change Process Model (2001:15)

The Anderson and Anderson change process model phases will be discussed briefly.

3.5.1 Prepare to lead the change stage

The process of change is always initiated as a response to a wake-up call that someone or a group in the organisation hears and a recognition that there is a need for change. This phase’s objective is to establish the shared intention, a strategy for a successful change and also prepare the leaders for change by:

- Clarifying roles and status of the change effort and staffing the effort with right people;
- Determining the desired outcomes and creating a clear case for change which will be used to motivate the organisational members to embrace the change efforts;
- Assessing the organisation’s capacity to deal with the change;
- Strengthening organisation’s capacity to understand, commit and model behaviour and approaches that are required to lead the change successfully;
• Designing an optimal approach, processes, conditions and structures for facilitating this change successfully; and
• Clarifying the overall change strategy (Anderson and Anderson, 2001:25)

3.5.2 Create organisational vision, commitment and capability stage

According to Anderson and Anderson (2001:129) this phase is about building organisation-wide commitment, momentum and the capacity for supporting and participating in change. This can be done by:
• Mass participation in building the case for change and the vision for the future;
• Engaging in interactive communications that deepen the understanding and build excitement;
• Organise traditional rites of passage, training and related activities that will help to impact mindsets positively;
• Seeking employee inputs on key change issues that influence leaders’ thinking; and
• Allocating responsibility for high-leverage action for key players throughout all levels of the organisation (Anderson and Anderson, 2001:130).

3.5.3 Assess the situation to determine design requirements stage

“This phase surfaces information that defines what success means and what the organisation already has in place that supports this success” (Anderson and Anderson, 2001:147).

The objective of this phase is to:
• Create clear expectations of what needs to be achieved to be successful;
• Influence the creation of various design scenarios;
• Evaluate design options;
• Help in triggering the needed course corrections during implementation; and
• Help in identifying those areas in the organisation that currently support the future state, which must change and what must be left behind (Anderson and Anderson, 2001:148).
3.5.4 Design the desired state stage

According to Anderson and Anderson (2001:159) this phase is about designing the organisational and cultural solutions that will enable the organisation to achieve its vision successfully. The objectives of this phase are as follows:

- To create the process and structure to design the desired state;
- To decide on how the four levels of design (vision, strategic, managerial and operational) will be handled and who will approve each level of design per desired state scenario;
- To decide on whether a pilot test will be used or not and the relevant dimensions; and
- To decide on what communication modes would be utilised to communicate to the entire organisation (Anderson and Anderson, 2001:168).

3.5.5 Analyse the impact stage

This phase achieves two functions, namely:

- It clarifies the magnitude of work required by the required state; and
- It ensures that the desired state will function effectively as an integrated system (Anderson and Anderson, 2001:171).

The first function is achieved by doing a gap analysis of the impacts of the desired state on the current organisation, its culture and people. This process will help to surface issues that must be addressed in order to plan how best to implement the desired state. The second function assesses the system dynamics of the future by viewing the variables built into the desired design state and projecting how they interact over time (Anderson and Anderson, 2001:172).

There are three focus areas that this phase looks into:

- The formal organisation (structures, management systems, business processes, skills, numbers of people, technology, and work practices);
- The human and cultural aspects of the organisation (mindsets, behaviour, relationships and other elements of culture); and
• The interconnections between the formal organisation and human and cultural aspects of the organisation (Anderson and Anderson, 2001:178).

3.5.6 Plan and organise for implementation stage

There are two objectives that must be fulfilled for this phase, namely:

• Identifying the actions required to implement the desired state and developing the master plan. This objective is achieved through the following steps:
  o Create the process for identifying actions required to implement the desired state and developing the implementation master plan;
  o Create plans to resolve the individual impacts of the desired state;
  o Integrate the individual impact plans to identify actions for the detailed implementation master plan;
  o Design strategies to sustain the energy for change throughout implementation and integrate them to the plan; and
  o Determine the pacing strategy and timeline and apply them to the implementation master plan (Anderson and Anderson, 2001:180-188).

• Preparing the organisation to support the implementation. This objective of this phase can be achieved through the following steps:
  o Refine and establish the conditions, structure, systems and policies and resources required to support the implementation;
  o Initiate strategies for supporting people to embrace the desired state and manage their reactions to the change; and
  o Communicate the implementation master plan to the organisation and all its stakeholders (Anderson and Anderson, 2001:191-196).

3.5.7 Implement the change stage

The previous six phases were preparing the ground for implementation and involved checking and rechecking of the involved activities to ascertain that nothing is left to chance when it comes to ensuring the success of implementation. According to Anderson and Anderson (2001:201) this phase is concerned with carrying out the implementation master plan to achieve the
desired state and to course correct both the change plan and the desired state as the needs of the organisation and its environment require. This phase entails the following steps:

- Roll out the implementation master plan and pay particular attention to the following:
  - Dealing with resistance;
  - Attending to people’s reactions; and
  - Supporting people’s internal changes by walking the talk (Anderson and Anderson, 2001:202).

- Monitor and course correct the implementation process by looking at the following:
  - Communication delivery and impact and rumour management;
  - People’s reactions and dealing;
  - Mindset and behaviour successes and failures;
  - Need for training and coaching; and
  - Opportunities to celebrate and recognise milestones, best practices, and new behaviours (Anderson and Anderson, 2001:204).

- Monitor and course correct the desired state by looking at the following:
  - Fulfilment of design requirements;
  - Fulfilment of customer and marketplace requirements;
  - Measurement of desired state;
  - Effectiveness of each aspect of the organisation (structure, systems, policies, technology, facilities, culture, skills, and so on); and
  - How well the new organisation works as an integrated system (Anderson and Anderson, 2001:206).

3.5.8 Celebrate and integrate the new state stage

According to Anderson and Anderson (2001:211) this phase is concerned with celebrating the milestone of achieving the desired state and integrating the people through the supporting them towards mastering the new mindsets, behaviours, skills and practices that make the new state successful. This phase helps the people in the organisation to master their new way of working and relating in a way that energises them through celebration. The objectives of this phase re as follows:
• Declare, celebrate and reward the achievement of the required state through use of the following:
  o Public addresses by the top management;
  o Special edition newsletters;
  o A party or dinner;
  o Rewards such as bonuses, personalised appreciation letters, and so on; and
  o Media coverage (Anderson and Anderson, 2001:212).

• Support integration and mastery of the new state by supporting individual and units by using the following:
  o Classroom training and follow-up application meetings;
  o Coaching and mentoring;
  o Identifying and rewarding best practices;
  o Job, project and skills clinics;
  o Further benchmarking of other organisations; and

• Support integration and mastery of the new state by supporting the whole system to optimise its performance through the following:
  o Setting the expectation for strengthening any aspect new state so that it better supports the effectiveness of the whole;
  o Designing and carrying out a process that all key players understand how the organisation overall organisation has to operate to meet the needs of its marketplace; and
  o Sensitising each part of the organisation to gain appreciation of how the whole system works and it contributes towards the greater good (Anderson and Anderson, 2001:217).

3.5.9 Learn and course correct stage

This is the final stage of the Anderson and Anderson change process model. Anderson and Anderson (2001:223) say that this phase is aimed to fulfil the following objectives:

• Create mechanisms for continuous improvement of the new state;
• Set up ways of evaluating and learning how the change strategy and process were designed and implemented;
• Initiate actions to improve the organisation’s readiness and ability to facilitate future changes successfully; and
• Close down the change process by dismantling temporary infrastructure and conditions that no longer serve the needs of the new organisation.

The phase entails the following activities:
• Build a system to refine and continuously improve the new state by doing the following:
  o Stretch goals to seek opportunities for course correction;
  o Wake-up call recognition system;
  o On-line information generation network;
  o Customer input boards;
  o Stakeholder input boards; and
• Learn from the change process and establish the best practice for change by looking at the following:
  o How well the change process expectations were met;
  o How well change strategy balanced speed and thoroughness;
  o How well the deliverables of each phase were created;
  o How effective the changes were for building readiness and capacity for change in the organisation and its leaders;
  o How clear and effective the decision-making processes were; and
  o How well the relationships and partnerships were created, developed, managed, and maintained to support the change process (Anderson and Anderson, 2001:227).
• Dismantle the temporary change support structures, management systems, policies and roles by:
  o Ending the special roles that people have played to support the transformation;
  o Managing the transitions of these people into their old jobs and ensure that some attractiveness is introduced in their jobs to retain them; and
3.6 CONCLUSION

The models that were discussed were the Lewin’s change model, the Hayes and Hyde change model, the Cummings and Worley change model and the Anderson and Anderson’s change process model. It was found that the Lewin’s change model is the basis for all other models. The Hayes and Hydes Model is based on the three models that can be viewed as elaborations of Lewin’s model. The models are the Lippitt, Watson and Westley Change Model (1958), the Beckham and Harris Change Model (1987) and Egan Change Model (1988).

The Cummings and Worley model was designed on the basis of the Lewin’s, Action Research and Contemporary Action Research models. The Action Research Model stresses emphasis on data gathering and diagnosis prior to planning and implementation as well as careful evaluation of results after action is taken. The Contemporary Action Research model incorporates a substantially increased the degree of member involvement in the change process and also appreciates inquiry.

The Anderson and Anderson model is tailored to address all kinds of organisational changes and also captures the cyclical nature of organisational change, which is divided into nine phases with each phase being distinct from the others. The model tries to take a wider consideration of strategic decisions that are made by those driving change and those affected in each phase and also provides a viable mechanism of dealing with challenges. Out of all these models it would seem that the Anderson and Anderson Change Model is by far the most comprehensive one which would assist organisations to manage their change process in as comfortable a manner as possible.

The questions that were coined in the questionnaire for the research study, which was used as a data collection tool, focused mainly on finding to what extent the aspects of the Anderson and Anderson Change Model have been
captured as part of the merger process between the Port Elizabeth Technikon and the University of Port Elizabeth.
CHAPTER FOUR

RESEARCH METHODOLOGY FOR THE EMPIRICAL STUDY

4.1 INTRODUCTION

In chapter three, an in-depth discussion was undertaken of the various change management models available in terms of literature, with a view of selecting one that would best attend to the challenges of change management with particular reference to mergers. The method that selected as the best option was the Anderson and Anderson Change Process Model due to its comprehensiveness.

The aim of chapter four is to describe the survey method that was employed and the theoretical basis for conducting the empirical research. It also describes the construction of the questionnaire, bias in research design, the survey population, and how the questionnaire was administered.

4.2 RESEARCH DESIGN

In order to achieve the results needed to solve the subproblems highlighted in chapter one, a questionnaire was developed comprising all the relevant indicators identified in the literature survey. According to Tuckman (1978:1), research is a systematic attempt to provide answers to questions. The researcher uncovers facts that then formulate a generalisation based on the interpretation of those facts. Beach and Alvager (1992:65) further describe research as a methodical procedure of satisfying human curiosity. Leedy (1997:5) describes research as a systematic examination to discover new information to expand or verify existing knowledge in an attempt to resolve a problem. These authors describe research as more than just observing one’s surroundings or reading the results of other’s work. Any work that claims to offer new understanding of a problem should be able to withstand scrutiny by other researchers.
4.2.1 Qualitative and Quantitative Research

As there are many approaches to research methods, a method was selected which was deemed to be the most acceptable for the particular type of research study undertaken here, namely, to investigate the process of change management in mergers. The two methods that were considered are the **quantitative research method** and the **qualitative research method**.

According to Landman (1988:70), method is described as the Latin term *methodus* and the Greek term *methodos* combined as *meta + hodos* - as the way in which the scientific researcher must select a method permitting access to the phenomenon. The method is largely determined by the nature of the phenomenon or by the sphere of investigation. Method implies a systematic procedure in analysing the phenomenon. After having settled the question of the objectives of scientific practice, the researcher’s next step is to decide on possible approaches that can be used to attain these objectives (Landman, 1988:70).

According to Leedy (1980:91), methodology is an operational framework within which the facts are placed so that their meaning may be seen more clearly. Beach and Alvager (1996:62) however, define methodology as a study of scientific methods whose objective is the improvement of the procedures and criteria employed in the conduct of scientific research. Beach and Alvager (1996:63), state that the **quantitative**, or empirical analytical research method, relates to data being expressed as numbers, whereas the qualitative research method considers data in terms of words, pictures or objects.

Quantitative or empirical analytical research may be described in general terms as that approach to research in the social sciences, which is more highly formalised. It is more explicitly controlled with a range that is more exactly defined in terms of the methods used and is relatively close to the physical sciences (Mouton and Marais, 1990:155).
Quantitative research seeks to quantify human behaviour through numbers and observations. The emphasis is on precise measurement, the testing of hypotheses based on a sample of observations and a statistical analysis of the data recorded. Relationships among variables are described mathematically, and the subject matter is, as in the physical sciences, treated as an object (Mouton and Marais, 1990:157). Variables play a key role in quantitative research. Variables take on two or more values for example, gender is a variable that can take on either a male or female value.

According to Redelinghuys (1996:4), the extent of the data and the large number of alternatives involved in complicated problems may at times negatively affect decision making, which takes place by means of ordinary logical thinking. In addition, the search for better solutions to problems created the need for more scientific methods of investigation and analysis. The use of quantitative research methods in the decision-making process offers a solution for this problem. In order to be able to apply quantitative methods, certain requirements have to be met. These are as follows:

- The problem has to be properly defined;
- Analysis of such a problem must be meticulous and comprehensive; and
- Solutions must take place consciously, rationally, logically, systematically and scientifically (Redelinghuys, 1996:5).

According to O’Sullivan and Rassel (1999:36), qualitative research methods produce verbal data, which is difficult to convert to numbers. Researchers may draw on both quantitative and qualitative research methods to conduct any one study. Qualitative research is defined by its extensive use of verbal information, its preference for developing full information on relatively few cases and its consideration of the unique features of each case.

Qualitative research methods are particularly oriented towards exploration, discovery and inductive logic (Merriam, 2001:13). No hypotheses are designed nor are any theory-building exercises performed. Data is collected through
observations, interviews and other qualitative methods. The product of the research is a new model, theory or hypothesis (Merriam, 2001:13).

Mouton and Marais (1992:159-163), summarise the following differences between qualitative and quantitative research:

**Quantitative Research:**
- Tests the hypothesis that the researcher begins with, thus hypotheses are stated explicitly and are formulated beforehand;
- Concepts are in the form of distinct variables and have an unambiguous meaning;
- Measures are systematically created before data collection and are standardised, thus the researcher remains largely aloof;
- The data is in the form of numbers from precise measurements;
- Theory is largely causal and is deductive;
- Procedures are standard and replication is assumed; and
- Analysis proceeds by using statistics, tables or charts and discussing how and what they show relates to the hypotheses.

**Qualitative Research:**
- Hypotheses are frequently undeclared or merely stated in the form of a research goal;
- Concepts are in the form of themes, motifs, generalisations and taxonomies, and as such can be interpreted in a number of ways;
- Measures are created in an ad hoc manner and are often specific to the individual setting or researcher. The researcher is involved with the phenomena or events;
- The data is in the form of words from documents, observations or transcripts;
- Theory can be causal or non-causal and is often inductive;
- Research procedures are particular and replication is very rare; and
Analysis proceeds by extracting themes or generalisations from evidence and organising data to present a coherent and consistent picture (Mouton and Marais, 1992:159-163).

The research method employed for this study is the quantitative research approach, as an attempt is made to express the results of the empirical survey in terms of statistical numbers.

4.2.2 Other research methodologies

According to Leedy (1997: 173, 191, 217 and 232), the former methodologies can be further broken down into four research methodologies which may be used depending on the type of research objective:

The historical method is usually applied to data of a documentary nature and demands systematic planning for retrieving and analysing them.

The descriptive survey method, sometimes called the normative survey method (Leedy, 1980:133), is appropriate for data that are derived from observational situations and which may lie buried deep within the minds, attitudes, feelings, opinions or reactions of people.

The analytical survey method analyses quantitative statistical data that is concerned primarily with problems of estimation and with testing statistically based hypotheses.

The experimental method is used for data derived from an experimental control situation in which two separate groups, namely, a control and experimental group are involved.

Based on the brief discussion of the abovementioned principal research methodologies and the research objective of this thesis as defined in chapter one, the normative or descriptive survey method was selected as the appropriate
research method to be utilised. The aim was to develop a general view of the change management process at the former Port Elizabeth Technikon.

4.3 SURVEY METHODS

Schnetler (1989:14-15), distinguish between three methods of data collection; namely:

- **Standardised**;
- **Unstructured**; and
- **Structured data collection**.

The standardised and unstructured data collection methods are specialised techniques and require considerable experience to administer. Structured data collection methods are not as specialised and can be utilised by most researchers.

Various structured data collection instruments are available to researchers and include the following (Schnetler, 1989:14-15):

- Individual interviews;
- Group completion of questionnaires;
- The telephone survey; and
- The postal survey.

According to O'Sullivan and Rassel (1995:177), the data collection strategy is integral to implementing a research plan. How a researcher contacts potential subjects and obtains data from them may determine the success of the project. Mail, telephone, or in-person surveys have their own strengths and weaknesses. Nevertheless, no single characteristic, with the possible exception of cost, automatically recommends one survey collection method over another. Researchers should rather consider both the study and population and select the data collection method best suited to their objectives.
According to Bless and Higson-Smith (1995:108), self-administered questionnaires can be used without the assistance of the interviewer, that is, without direct personal contact with respondents. This can be done either by distributing the questionnaire and collecting it after it has been completed, or by mailing it and asking respondents to return it. It is then called a mailed questionnaire, which is a non-personal method of gathering data (Bless and Higson-Smith, 1995:108).

**Advantages of postal surveys**

According to Emory and Cooper (1991:338), the advantages of the postal survey method can be summarised as follows:

- It allows respondents sufficient time to think about questions;
- Respondents perceive this method to be relatively anonymous; and
- It is usually the least costly method for collecting data.

According to Schnetler (1989:19-20), the following additional advantages relate to the postal survey method:

- The stimulus provided to each respondent is identical in all cases, since the questionnaire is the only means of communication between the researcher and the respondent;
- Information can be speedily obtained from the respondents;
- Postal questionnaires are usually highly structured and little use is made of open-ended questions. These two facts make the postal questionnaire relatively easy to prepare for data capture on a computer;
- There are usually neither travelling or subsistence costs, nor payments to fieldworkers. Expenditure is limited to printing costs and postal tariffs;
- Since the questionnaire is the only means of communication between the researcher and the respondent, and the questionnaires are identical, the stimulus provided is identical in all cases;
- Distance and accessibility pose no problems e.g. persons from all regions of the country are within easy reach of the researcher as compared to those living in the same town or suburb;
• It is not necessary to have the respondent’s name on the questionnaire, except in cases where follow-up studies are envisaged. Doubts concerning anonymity can influence the validity of responses, particularly when research of a sensitive nature is undertaken;
• The respondent can decide spontaneously whether to complete the questionnaire or not, and can dictate the place, time, tempo and similar variables; and
• Information can be obtained from respondents in a relatively short time, particularly in the case of extensive research.

Disadvantages of postal surveys
The following disadvantages of the postal method are provided by Schnetler (1989:21):
• The researcher has no control over how the respondents complete the questionnaire and it is possible that certain respondents may intentionally complete a questionnaire incorrectly. (This could not happen because this study could be viewed as an opportunity to give the respondents a voice which many may have considered lacking in the merger process);
• There is a negative attitude towards questionnaires as people receive many forms and questionnaires through the post, which results in many of these questionnaires not being completed; and
• The high rate of non-responses is probably the most important disadvantage of the postal questionnaire. (The interviewer set up the process in such a way that e-mail reminders were sent out before the deadline and that if additional time was required to complete the questionnaires, it was given).

According to Emory and Cooper (1991:339), the following additional disadvantages pertain to the postal survey method:
• It is not possible for respondents to qualify their answers or to discuss their answers with the researcher; and
• A low response rate is perhaps the major disadvantage of this method. Respondents who do not return the questionnaire may have definite opinions
on the subject under investigation. Bias may be introduced into the data by a poor response date.

**Telephone surveys**

Telephone interviews would have been impossible for the purposes of this research as there was no guarantee that the respondents would be there when one called. Another reason why the researcher did not make use of telephone interviews was that the questionnaires might have been less complete. Personal interviews, on the other hand, were not selected as the most appropriate method because of the following reasons (Emery and Cooper, 1991:338):

- High costs;
- The need for highly trained interviewers;
- Collection of the data would have taken a longer period;
- Not all respondents are available or accessible;
- Certain respondents are unwilling to be interviewed by "strangers"; and
- Questions may be altered or respondents coached by interviewers.

### 4.4 QUESTIONNAIRE STRUCTURE AND DESIGN

According to Leedy (1997:191), researchers need to follow specific guidelines when using questionnaires as a tool in survey research. The construction of the questionnaire will be determined by a number of factors such as content, format, type, wording and order. According to Blaxter, et al (1998:162) and Schnetler (1989:44), the measuring instrument has the greatest influence on data reliability. In view of this, questionnaires should be constructed according to certain principles.
4.4.1 Question content

There are four types of questions that are proposed by Gillham (2000:26) and Schnetler (1989:45):

- **Factual questions:** These questions are used at the beginning of a questionnaire to determine the personal and socio-demographic information from respondents. These questions are key in the sense that they may provide a basis for dividing up the group of respondents to see if their answers are different.

- **Questions on opinions, beliefs and attitudes:** The researcher uses these types of questions to probe feelings, convictions, ideas, pre-suppositions and values related to the subject being researched. These are the most difficult in that
  - people do not always have a developed opinion;
  - attitudes are complex and vary in intensity; and
  - there is also usually a limited use of scale in scaled responses.

- **Information questions:** These questions are used to accurately measure the information level to which respondents have been exposed.

- **Questions on behaviour:** These questions are used to determine awareness of a particular subject and attempt to assess the current situation. It is advisable to be very specific when asking questions about behaviour as failure would give an incorrect, distorted view.

Bless and Higson-Smith (1995:119), state that factual questions require objective information about respondents (for example age, gender and geographical location). Factual questions are straightforward and easy to answer.

Opinion questions are more problematic, since the respondent is the only person who knows the true answer. There are also many factors which may introduce distortions in the answer. The respondent may be influenced by what he/she considers socially desirable (Bless and Higson-Smith, 1995:119).
According to Blaxter, Hughes and Tight (1998:159), a questionnaire is a set of questions dealing with a specific topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration. Blaxter, et al (1998:160), states that in formulating the questionnaire, there should be no ambiguity as to the type of response intended and statements should be kept as simple as possible whilst obtaining the necessary data. Gillham (2000:1) holds that designing a questionnaire that will yield worthwhile data is a complex procedure and must meet with specific stringent criteria.

For purposes of this study, the questionnaire was designed to have fully structured questions which would require YES / NO / UNCERTAIN answers. Each question had space to specify the reasons for the answer choice to ensure that respondents did not give arbitrary answers. One rating question was also added. Limited use was made of open-ended questions (at most four questions were used) because they are difficult to analyse (Gillham, 2000: 5).

The sequencing of the questions is of great importance as commencing the questionnaire with threatening and/or sensitive questions may stop the respondent before he/she has started and may result in the respondent responding poorly or negatively. Schnetler (1989:81) cautions that question order can influence the result of the research and suggests that the following guidelines be followed:

- Easy and non-threatening questions should be placed first as the respondents may feel sufficiently relaxed and comfortable to respond later to any personal questions;
- Questions should be placed in a logical order - by grouping related questions together, respondents will perceive the questionnaire to be organised and professional;
- Questions should at an early stage already create interest and motivate completion of the questionnaire;
- Changes in the subject being addressed should be minimised and highlighted to the respondent; and
• Sensitive questions should be introduced towards the end of the questionnaire when the respondent has developed some trust and confidence.

According to Emory and Cooper (1991:370), the needs of the respondent should determine the order of questions. The following principles should be adhered to when considering the needs of the respondent:

• Questions should inspire interest and motivate the respondent to complete the questionnaire;
• Early questions should not be perceived to be threatening by the respondent; and
• Questioning should commence with simple and general items and progress to more complex and specific items.

Emory and Cooper (1991:371), states that demographic questions followed by biographical questions should be placed first since such questions are both simple and non-threatening to answer.

4.4.2 Wording of questions

The following aspects of question content have to be considered by researchers (Schnetler, 1989:57):

• If the answer required has to be definitive, the question must be definitive;
• Questions must be kept as concise as possible;
• Questions must be simple;
• In surveys conducted among all levels of the population, the questions should be worded in such a way that even the less sophisticated and less educated understand them;
• Leading questions should be avoided;
• Questions that may embarrass the respondent must be avoided as far as possible;
• Provision must be made for all possible answers.
• Questions which necessitate additional work for the respondent must be avoided; and
• Questions should be kept as short as possible.

As the most commonly used official language at the Nelson Mandela Metropolitan University’s North and Second Avenue Campuses, it was decided to employ English as the only language for the questionnaire including the covering letter as well as the reminder e-mails.

4.4.3 Pilot Study

According to Leedy (1997:192), before the questionnaire can be finalised, it is desirable to conduct a preliminary investigation in order to test and refine it. Such an investigation was undertaken, by way of a pilot study, using a similar questionnaire, among five staff members at the Nelson Mandela Metropolitan Municipality.

Leedy (1997:192) and Emory and Cooper (1991:382), emphasise the importance of conducting a pilot study to identify and rectify problems and weaknesses related to the questionnaire prior to the actual collection of the data. It is further suggested that all questionnaires be pre-tested on a small population to test whether there are any items that the respondents may have difficulty understanding.

The questionnaire for the pre-test should allow for and encourage comments from the respondents. The respondents should be informed that they are participating in a pre-test and should be requested to provide their critical analysis of all aspects of the questionnaire that they find inadequate. The questionnaire for this research was subjected to an informal pre-test.

According to Rothwell (1996:95), pre-testing is essential if the researcher is to be satisfied that the questionnaire that has been designed will perform its various functions in the interview situation. The data collected will then be as relevant and accurate as possible, the target respondents will participate and cooperate as fully
as possible and the collection and analysis of the data will proceed as smoothly as possible.

Rossi, Dwight and Anderson (1983:84) and Schnetler (1989:96), state that it is important that a questionnaire should comply with at least three objectives, namely:

• It should be executed within the ambit of available time and resources;
• It should reflect accurate information regarding the research study; and
• It should meet the aims of the research.

4.4.4 Covering letter

Leedy (1997:193) stresses the importance of the covering letter that accompanies the questionnaire. In this regard, the researcher requires the co-operation of the respondents and the covering letter should be persuasive and courteous. The researcher should offer the respondents the results of the research in return for taking the trouble and time to complete the questionnaire. A covering letter from the researcher accompanied each questionnaire administered to respondents of this study (Annexure A).

The purpose of a covering letter is:

• To explain to the respondents the purpose of the questionnaire;
• To assure respondents that the information supplied by them is strictly confidential, and that it would be impossible to identify them individually;
• For postal questionnaires, to provide respondents with the closing date for returning the completed questionnaire;
• To offer the respondent the results of the study; and
• To thank the respondents for their time and trouble.

The questionnaire was broken down into two section:

**Section A (independent variables)**, which required demographical and biographical details containing information on gender, race, occupation, length of service, faculty or department where they work, and their ob grading level.
Section B (dependent variables), required information related to respondents’ attitudes and views about various aspects of change management with respect to the processes followed by the former Port Elizabeth Technikon management.

4.5 QUESTIONNAIRE ADMINISTRATION

The researcher sent out questionnaires via e-mail. In order to elicit quick response and cooperation an accompanying letter from the promoter was attached. A period of one and half weeks was allowed for the completion of the questionnaire. This was to ensure that the questionnaires would not be forgotten in the midst of pressing official business. The questionnaires were sent by e-mail to the selected respondents on the 26th October 2005 and the responses were expected by the 4th November 2005. An e-mail reminder was sent on the 31st October 2005 to ensure that there will be a high response rate and thereby deal with the bias problem associated with postal surveys cause by poor response rates.

4.5.1 The Population and the Sample

The population for the research survey must be carefully chosen and clearly defined. In addition, measurable or quantifiable limits must be determined in order to set distinct limits for the population. The population for this study was the former Port Elizabeth Technikon staff and the size of the sample selected was 55 full-time staff members. The sample size selection was influenced by the fact that this study took place during a busy time for the institution and as such a higher response rate could not be guaranteed. A self-administered, e-mail questionnaire was used as a means of collecting the data from respondents.

4.5.2 Dealing with the bias problem

There is a susceptibility to the distortion of the data through the introduction of bias into the research design and thus particular attention should be given to the methodology to safeguard against such bias. According to Tuckman (1978:239)
the scientific attitude is violated when the researcher disregards evidence contrary to personal beliefs or arranges conditions so that only the favoured or desired outcome is likely to occur. This is known as bias.

A biased question is worded so that it encourages respondents to give one answer over another, eliciting inaccurate information. Biased questioning may illicit answers corresponding with the researcher’s own perceptions (O'Sullivan and Rassel, 1995:200). However, although questions may be intentionally worded to lead the respondent to give a specific answer, biases may also be introduced unintentionally.

The researcher has to realise and acknowledge the possibility of biased data. Failure to recognise the possible effect that bias may have in distorting the collected data when analysing and interpreting the data, and when making inferences or formulating conclusions may lead to the integrity of the researcher to be questioned (O'Sullivan and Rassel, 1995:201).

4.6 CONCLUSION

In chapter 4 the research methodology that informs the empirical research study has been outlined. The background for the research design and indepth discussion thereof ensued as a precursor to a discussion of the principles that guided the drafting of the questionnaire. Chapter 5 will focus on the analysis of data that has been gathered through the electronic questionnaires that were sent to selected members of staff of the former Port Elizabeth Technikon.
CHAPTER FIVE

FINDINGS AND ANALYSIS OF RESULTS

5.1 INTRODUCTION

In chapter four the survey method employed and the theoretical basis for conducting the empirical research for this study were described. Part of the discussion was also devoted to describing the construction of the questionnaire, bias in research design, the survey population, and how the questionnaire was administered.

In chapter one, the following key questions were posed:

- What is the process of change management in theory?
- What change management approach should be adopted in mergers?
- What change management approach is being adopted in the merger process between the University of Port Elizabeth and Port Elizabeth Technikon?

The above-mentioned questions form an integral part of the research methodology to evaluate the change management practices of the Port Elizabeth Technikon in the merger process with the University of the Port Elizabeth. In this chapter, possible answers to the above-mentioned questions will be proposed based on the results of the empirical survey of selected Port Elizabeth members of staff.

5.2 ANALYSIS OF DATA

The analysis of data is undertaken under the following headings: demographical and biographical information analysis and change management-related information analysis. The demographical and biographical information analysis section deals with information pertaining to questions posed under Section A of the questionnaire (Annexure A). This section entailed questions relating to gender, race, occupation,
length of service, faculty or department where the respondents work, and job grading level.

The next section of the data analysis encompasses information related to the specifics of the change management process at the former Port Elizabeth Technikon in relation to the Anderson and Anderson Change Model. Various aspects that are dealt with include the necessity for change, communication, adoption of change design to follow, change impact analysis, staff support systems (training, coaching, reward), the change monitoring process, and benchmarking processes.

5.2.1 Biographical information analysis

The frequency distribution of respondents by faculty, department or bureau is depicted by the following table.

Table 5.1 Respondents by faculty, department or bureau

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>1</td>
<td>3.70</td>
</tr>
<tr>
<td>B &amp; E Sciences</td>
<td>3</td>
<td>11.11</td>
</tr>
<tr>
<td>Engineering</td>
<td>4</td>
<td>14.81</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td>Academic Admin</td>
<td>7</td>
<td>25.93</td>
</tr>
<tr>
<td>Co-op Ed &amp; Ind Liaison</td>
<td>1</td>
<td>3.70</td>
</tr>
<tr>
<td>Corporate Affairs</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td>Finance</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td>Human Resources</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td>Research</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td>Computer Services</td>
<td>1</td>
<td>3.70</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Of the 55 questionnaires sent out, there were 27 respondents that replied, giving the response rate of 49.09 percent. From the above information it would seem that Academic Administration department had a greater representation. This department has three sections within it, which operate differently and separately,
namely Faculty Administration, Student Admissions and Records, and Examinations departments.

The frequency distribution of length of service within the faculty, department or bureau is represented in figure 5.1.

Figure 5.1 Respondents by length of service in faculty, department or bureau

44 percent of the respondents had more than 10 years of service within the faculty, department or bureau in which they were working in. 22 percent of the respondents had anything between five to ten years of service, whilst almost 34 percent of the respondents had anything from one to five years of service. This constituted a balanced spread amongst the different groups.
The frequency distribution of respondents by Peromnes job grading level is illustrated in figure 5.2.

Figure 5.2 No. of respondents by Peromnes job grading level

The majority of the respondents (44 percent) represented the Peromnes job grading level 11 to 14. There was also an 11 percent representation of senior academic management (deans) amongst the respondents. Middle management (job grading level 7-10) had a 44 percent representation.

The frequency distribution of job change after merger is reflected in table 5.2.

Table 5.2 No. of respondents with job change after merger

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>70.37</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>29.63</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The majority of the respondents (70.37 percent) said their jobs had changed since the introduction of the merger.
The frequency distribution of respondents by race and gender is depicted in table 5.3.

Table 5.3 No. of respondents by race and gender

<table>
<thead>
<tr>
<th>Race</th>
<th>Male (%)</th>
<th>Female (%)</th>
<th>Totals (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>2 (7.41)</td>
<td>8 (29.62)</td>
<td>10 (37.04)</td>
</tr>
<tr>
<td>Coloured</td>
<td>3 (11.11)</td>
<td>3 (11.11)</td>
<td>6 (22.22)</td>
</tr>
<tr>
<td>White</td>
<td>7 (25.93)</td>
<td>4 (14.81)</td>
<td>11 (40.74)</td>
</tr>
<tr>
<td>TOTALS</td>
<td>12 (44.44)</td>
<td>15 (55.55)</td>
<td>27 (100.00)</td>
</tr>
</tbody>
</table>

From the frequency distribution table it is clear that there was an even split between the race and gender representation within the respondents. 37 percent, 22 percent and 40.7 percent for African, Coloureds and Whites respectively were representation of race groups within the institution. The gender split of 44 percent and 55 percent between males and females was also acceptable, given that females are always marginalized in many managerial processes due to the lack of representation at higher echelons of power within institution.

5.2.2 Change management process analysis

The frequency distribution of respondents’ views on the necessity of the merger process is displayed in table 5.4.

Table 5.4 Views on the necessity of the merger process

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crucial</td>
<td>11</td>
<td>40.74</td>
</tr>
<tr>
<td>Not necessary</td>
<td>12</td>
<td>44.44</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
<td>14.81</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

There was an almost even split in views about the necessity of the merger with those who deemed it necessary at 44 percent and those who thought it was not necessary at 41 percent. 15 percent of the respondents were not sure about whether the merger was necessary or not.
The next question aimed to find out whether there was sufficient groundwork done to rally people behind the need for change. This was crucial because, according to theory, rallying people behind the change efforts guarantees eventual support for the change process. The frequency distribution of the responses is represented in table 5.5.

Table 5.5 Views on efforts to rally support for change

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient effort</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td>Effort, not sufficient</td>
<td>21</td>
<td>77.78</td>
</tr>
<tr>
<td>No effort</td>
<td>4</td>
<td>14.81</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

78 percent of the respondents felt that there was effort made, but that it was not sufficient to ensure that the whole mass of members of staff understood the need for change and neither was enough time given to embrace the change. Seven percent of the respondents felt that there was sufficient effort made to involve everyone and to clarify the need for change. 15 percent of the respondents, however, felt that there was no effort made at all. This last group of respondents would have liked to see a process where all stakeholders were prepared about the process by way of informing them about the need for change and also possible changes to their working conditions; which was the greatest source of concern for many of them.
The next question addressed whether there was clear communication of the change strategy that would be adopted in driving the change process. The frequency distribution of the responses is displayed under table 5.6.

Table 5.6 Views on the clarity of communication

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>33.33</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>55.56</td>
</tr>
<tr>
<td>Uncertain</td>
<td>3</td>
<td>11.11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

56 percent of respondents felt that there was not clear communication about which change strategy was going to be followed. Some of the comments given by these respondents were as follows:

- “There was selective communication to only the upper level of the institution, which left the majority in darkness about what was happening”;
- “There was no change strategy”;
- “Top management was concerned about protecting their turf and the organisation suffered”;
- “There was no accurate assessment and communication of implications, complications and consequences of the change”; and
- “Management had haphazard communication which explained the needs but not the process or modus operandi”.

33 percent of the respondents, however, felt that there was clear communication about which change strategy would be followed. 11 percent of the respondents were uncertain about whether or not there was clear communication about this.
The next question concerned the inclusiveness of the mapping of the process to the future. The frequency distribution of responses is displayed in table 5.7.

Table 5.7 Views on the inclusiveness of the mapping process

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>33.33</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>33.33</td>
</tr>
<tr>
<td>Uncertain</td>
<td>9</td>
<td>33.33</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

There was an even split of responses for all answer options. Of course, the respondents that were unsure about the inclusiveness of the mapping process (33 percent) only confirmed that they were not part of such process and technically can be added to the group that believed that the process was not inclusive.

The respondents that believed that the mapping process was not inclusive had this to say:

- “Referendum could have been held to ensure everybody’s contributions were taken into consideration”;
- “Staff being informed about the process in a timely manner would have given them opportunity to be prepared psychologically”;
- “The process was done incorrectly – a top down approach, instead of bottom-up”; and
- “Because the process was not inclusive, knowledge mining and retention of value adding human capital was neglected”.

The next question aimed to check whether there was a process of determining which change design would be appropriate for the merger process. The frequency distribution of responses is represented in table 5.8.

Table 5.8 No. of respondents by existence of a change design identification process

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>22.22</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>40.74</td>
</tr>
<tr>
<td>Uncertain</td>
<td>3</td>
<td>37.04</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

41 percent of the respondents denied that there was such a process of identifying which change design to follow in the merger process. 22 percent of the respondents, however, said that there was a process of identifying which change design should be followed. 37 percent of the respondents were unsure of whether such a process existed or not.

The next question intended to measure the acceptability of the change design that was chosen for the merger process. The frequency distribution of responses is represented in table 5.9.

Table 5.9 – Views on the acceptability of selected change design

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>51.85</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>40.74</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

52 percent of the respondents did not feel that the change design that was selected for the merger process was acceptable. Only seven percent of the respondents believed that the change design was acceptable. However, 41 percent of the respondents were unsure about whether the change design was acceptable or not.
The following question was intended to ascertain whether or not there was a process of measuring the impact of the suggested change design on the new organisation. The frequency distribution of responses is represented in table 5.10.

Table 5.10 Responses regarding the existence of an impact analysis process

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>22.22</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>37.04</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>40.74</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The majority of the respondents (41 percent) were unsure whether such a process existed or not. 37 percent of the respondents believed that there was no impact analysis process for the change design, while 22 percent of the respondents, felt that there was such a process.

The next question aimed to find out if there was an implementation masterplan for the change process. The frequency distribution of responses is represented in table 5.11.

Table 5.11 Responses regarding availability of an implementation masterplan

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>37.04</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>25.93</td>
</tr>
<tr>
<td>Uncertain</td>
<td>10</td>
<td>37.04</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

37 percent of the respondents believed there was an implementation masterplan whilst 26 percent believed that none existed. 37 percent of the respondents was unsure whether there was one or not.
The following question was meant to find out if the implementation process was supportive to staff. The frequency distribution of responses is represented in Table 5.12.

Table 5.12 Views on the supportiveness of the implementation process to staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>3.70</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>66.67</td>
</tr>
<tr>
<td>Uncertain</td>
<td>8</td>
<td>29.63</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The majority of the respondents (66 percent) felt that the implementation process was not supportive to staff. Only four percent of the respondents believed that implementation process was supportive to staff, while 30 percent of the respondents were unsure.

The next question aimed to ascertain the availability of a training and coaching program for the staff in their new roles. The frequency distribution of responses is represented in Table 5.13.

Table 5.13 – Views on the availability of training and coaching program

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>3.70</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>70.37</td>
</tr>
<tr>
<td>Uncertain</td>
<td>7</td>
<td>25.93</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

70 percent of the respondents felt that there was no training and coaching for staff in their new roles. Some of the comments that were given were as follows:

- “Instead of coaching and training there is seemingly more responsibilities given to staff”;
- “Staff are unsure about their future and so it becomes fruitless to offer training”;
• “Staff are left to fend for themselves”;
• “Ex-employee help is sought after by employees occupying new posts”; and
• “New roles and responsibilities are not clearly spelled out”

Four percent of the respondents believed that there was a training and coaching program, while 26 percent of the respondents were unsure whether there was one or not.

The next question intended to find out about the availability of a monitoring and evaluation plan for the effectiveness of the new organisation – its structure, systems, policies, technologies, facilities, and culture. The frequency distribution of responses is represented in table 5.14.

Table 5.14 – Views on the availability of a monitoring and evaluation plan

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>14.81</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>40.74</td>
</tr>
<tr>
<td>Uncertain</td>
<td>12</td>
<td>44.44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The majority of the respondents (44 percent) were unsure, while 41 percent of the respondents believed that there was no monitoring and evaluation plan and 15 percent of the respondents believed it was available.
The following question aimed at finding out whether there was a process of identifying and rewarding best practices, benchmarking and continuous improvement. The frequency distribution of responses is displayed in table 5.15.

Table 5.15 – Views on the availability of a process of identifying and rewarding best practices, benchmarking and continuous improvement

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>11.11</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>51.85</td>
</tr>
<tr>
<td>Uncertain</td>
<td>10</td>
<td>37.04</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The majority of the respondents (52 percent) believed that there was not such a process, whilst 11 percent of the respondents believed there was a process. 37 percent of the respondents were unsure whether it existed or not.

The next question aimed to find out the views of respondents pertaining to the chances of success for the new organisation. The frequency distribution of responses is displayed in table 5.16.

Table 5.16 Views on the chances of success for the new organisation

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>25.93</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>18.52</td>
</tr>
<tr>
<td>Uncertain</td>
<td>15</td>
<td>55.55</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The majority of the respondents (56 percent) were unsure whether or not the new organisation would be successful. At least 26 percent of the respondents believed that the new organisation would be successful whilst 18 percent of the respondents believed that the new organisation will not be successful. The majority of the respondents that were unsure were so due to many complaints that have been levelled against the process itself, as revealed in the previous questions, in
particular a lack of communication and how the matter of staff benefits was handled.

When the respondents were asked to rank the following aspects of change management process in order of importance, the following results were revealed:

- **A - Strong leadership** – this aspect was ranked number one by 48 percent of the respondents;
- **B - Transparency in dealing with all stakeholders** – this aspect was ranked number two by 33 percent of the respondents;
- **C - Willingness to listen to all stakeholders** – this aspect was ranked number three by 37 percent of the respondents;
- **D - Constant communication with stakeholders** – this aspect was ranked number four by 30 percent of the respondents;
- **E - Ability to deal with resistance** – this aspect was ranked number five by 44 percent of the respondents; and
- **F - Dealing with challenges head-on** – this aspect was ranked number six by 37 percent of the respondents.

This information is represented in table 5.17

<table>
<thead>
<tr>
<th>Factor</th>
<th>RANKINGS IN PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A</td>
<td>48.15%</td>
</tr>
<tr>
<td>B</td>
<td>29.63%</td>
</tr>
<tr>
<td>C</td>
<td>3.70%</td>
</tr>
<tr>
<td>D</td>
<td>14.81%</td>
</tr>
<tr>
<td>E</td>
<td>-</td>
</tr>
<tr>
<td>F</td>
<td>3.70%</td>
</tr>
</tbody>
</table>

When the respondents were asked whether or not there were strengths in the change process, only 41 percent of the respondents believed that there were, with 59 percent stating that there were no recognised strengths. Some of the strengths that were mentioned were as follows:

- “There is a more formal way of governing the organization”;
• “There is communication with staff on what is happening or will happen”;
• “There is a process of thinking out of the box”;
• “Management has the boldness to take decisions”;
• “In general staff want the merger to work, unlike in other mergers”;
• “There is a diverse pool of minds that are able to transform the institution”; and
• “There are different teams working together for a higher goal of the NMMU”.

When asked if there were some aspects of the merger process that required re-working, seven percent of the respondents believed that nothing required re-working, with 93 percent of the respondents stating a couple of things that needed re-working. Some of the comments that were given by the 93 percent of the respondents included the following:

• “Keep staff and students happy by informing them about what is expected from the process”;
• “Dealing with staff morale by looking well after staff more than other resources”;
• “Management is too selfish and harsh to staff and only worried about their own well-being”;
• “Proper financial planning”;
• “Too many whites still hold senior positions especially from ex-UPE”;
• “Team building exercises are necessary to ease-off tension and stress induced by the process”;
• “The whole process would need to be reworked”;
• “More transparency and communication”;
• “There is no generally-accepted dream that everyone is working towards”; and
• “Inclusiveness of staff in decision-making”.

When asked if there were any positive lessons learnt throughout the process, 44 percent of the respondents said that there were some positive lessons that could be drawn from how the process has rolled out. 56 percent of the respondents did
not see any positive lessons. Some of the positive lessons learnt from the process were identified as follows:

- “You can make it work if you want to”;
- “Good planning is essential”;
- “There are two sides to every story, endeavour to know both sides”;
- “Be positive and supportive”;
- “Value other's opinions and don't jump to conclusions prematurely”;
- “Make the process as short as possible and be realistic about the financial impact”;
- “All groups can work together, be open to people and trust them to pull through”;
- “Things will ultimately change for the better”; and
- “Always act within the best interests of the institution”.

Even though there were respondents who did not see any positive lessons in the change process, all respondents had negative lessons to cite, amongst others:

- "Change is not always better";
- "There was a general feeling of mistrust towards management";
- "There will always be others seeking their own cause";
- "Assuming that everyone understands what is happening is dangerous";
- "Personal agendas can often ruin progress";
- "Lack of communication is a killer disease in change processes";
- "Lots of uncertainty about what will happen which increases pressure on staff";
- "People are not sharing their skills and knowledge in trying to preserve their jobs";
- "Don't just trust anybody, there is high level of selfishness during the change process";
- "Lack of information and transparency makes people suspicious and negative"; and
• “Lack of tolerance of others creates the "us and them" syndrome which is destructive for change”.

When finally asked to give one piece of advice that the respondents would offer to a company undergoing a merger, the following, amongst others, were cited:

• “Ascertain necessity of change and also weigh the pro's and cons of change”;
• “Consider low-level staff interests as well”;
• “Invest heavily in your human capital”;
• “Change should not be rushed”;
• “Do not tamper with staff benefits to avoid high turnover and low morale”;
• “Effective financial planning should be done before the change process begins”;
• “Put people first because they are your most important asset”;
• “Do extensive investigation years ahead of the merger, know advantages and disadvantages”;
• “Do a pilot study, focus on key processes first and monitor progress as you go”;
• “Benchmark different departments and with other organisations that have gone through the merger process”;
• “Be prepared to compromise with staff”;
• “People are the backbone of every society or organisation, take good care of them and they'll take care of the institution”;
• “Give positive feedback on shorter time periods so that everyone is kept abreast of developments as the process flows”; and
• “Have honest dealings with employees from the beginning - straight talk, no lies”.

5.3 CONCLUSION

What could be concluded is that even though the change process in general looked grim overall, in terms of respondents’ viewpoints, there were some positive things that the process can be credited for. It was clear that from the small minority
that was informed that the institution had almost the majority of the structural and policy requirements for the merger process.

The greatest weakness in the merger process on the side of the former Port Elizabeth Technikon was lack of communication. This can be seen by the comments of the majority of respondents and also the higher percentages of the respondents that were unsure about a lot of aspects of the merger process. The merger process, in fact any change process, can only guarantee successful implementation to the extent that it has successfully communicated with all the stakeholders. The common mistake that was made was communicating through representative structures, which cannot always be trusted to communicate appropriately all messages to staff. Anderson and Anderson (2001:16) emphasise that during the change management process it becomes an absolute necessity that the top management as far as it is possible deals directly with all staff members. This is to ensure that all messages are delivered directly and personally due to the high sensitivity of the communication at this stage.

On the other hand communication should also be constant ensuring that all stakeholders are fully aware of what is going on and what will happen next. Any level of uncertainty, no matter how small, can create restlessness which may end up affecting staff morale. The greatest level of success in a change process lies in being able to keep your staff enthusiastic about the change, no matter how painful it may prove to be.

In concurring with the above arguments, Amilcar Cabral, who was the President of the People’s Movement of Guinea Bissau and the Cape Verde islands, once said, “It is the tactical process of consultation that determines the correctness of every strategy”. This is very crucial as proper consultation ensures that all stakeholders are able to be helpful to each other when uncertainties come and in that way everyone feels as if they are an important part of the process. The intent of consultation and communication should always be to get a broader buy-in by the majority of the stakeholders. The broader buy-in by the majority stakeholders ensures that the process is shortened which was also hinted at as one of key
points of advices to be taken note of in the Port Elizabeth Technikon/University of Port Elizabeth merger.
6.1 INTRODUCTION

In chapter five, the findings of the empirical study were discussed. In this chapter the researcher makes recommendations on the basis of the literature and empirical studies were conducted and draw final conclusions.

6.2 RECOMMENDATIONS

The researcher is of the opinion that it would seem like all is lost judging from the comments by some of the respondents regarding the merger process. However, there were some (including those that were unsure) who had hope that there was a chance that the merger could be successfully implemented. The following recommendations are offered:

- Salvage all communication efforts by strengthening all possible channels that can be used to ensure clear, unambiguous massive communication;
- Establish a feedback mechanism that allows a two-way stream of information and treat all reactions as worthy and valuable because everyone who takes time to comment on any aspect of the merger process views it as important;
- Install a training and coaching program for empowering staff in their new roles as it is frustrating for staff to placed in new positions without training or coaching further exacerbates their views of mistrust;
- Install a system of identifying and rewarding best performance. It was mentioned in theory that it is crucial to celebrate small victory whilst going through change so that staff morale is kept high;
• Establish an organisational learning system where all members of staff have a direct input in determining new ways of doing things thereby impacting the adoption of a new culture within the organisation;
• Determine a system of identifying value-adding human capital, so that the new organization is not worse off than it was before the merger process;
• Establish a way of culture that offers the management an opportunity to go back and undo mistakes;
• Embrace a culture of honesty and integrity where management is able to apologise for miscalculations without losing their dignity;
• Establish a culture where staff gets encouraged to suggest changes before the environment requires them so that the institutions remain on the cutting edge of changes;
• Understand the value of each employee in the change process and communicate that in all your correspondence and communication media; and
• The management must constantly be available to respond to queries, quarms, complaints and misunderstandings.

6.3 RECOMMENDATIONS FOR FURTHER STUDY

This study lends itself into further research towards a doctoral study. It is the intention of the researcher to continue towards a doctoral qualification in business administration. The new study would look at an aspect of management as it relates to change management. The possible aspects that might be investigated include the function of power, the role of leadership, the role of communication, the place of participative management, and the value of culture in change management.

Other recommended research areas within change management would be finding the synergy between project management and change management, understanding people management within a change management environment, the value or importance of coaching and training in dealing with resistance to change. The other research area could be looking at the value of mentorship and skills
development towards the change management process. The other possible research area is looking at the value of incentive and rewards programs towards the success of a change management process.

6.4 FINAL CONCLUSIONS

In the literature study various change management models were studied and a conclusion was arrived at with regards to the best change management model in terms of comprehensive guidelines for ensuring successful implementation. The model that was selected was the Anderson and Anderson Change Management Model (2001). This model became the yardstick that was used to gauge the effectiveness of the merger of the former Port Elizabeth Technikon. The model suggested the following stages:

- Prepare to lead the change stage
- Create organisational vision, commitment and capability stage
- Assess the situation to determine design requirements stage
- Design the desired state stage
- Analyse the impact stage
- Plan and organise for implementation stage
- Implement the change stage
- Celebrate and integrate the new state stage
- Learn and course correct stage

The first stage is about to ensuring that all staff are adequately aware of the need to change. Fifty nine percent of the respondents believed that the merger process not necessary and some of them were unsure. This clearly shows that the process failed from the onset. The second stage of the change process is create organisational vision, commitment and capability. The staff believed that management failed to clearly communicate with staff in a way that would secure staff commitment. The staff interviewed believed that management got entangled into playing mind games and create insecurity and heightened resistance to the suggested change. The third stage is about assessing the change situation in order
to determine design requirements. The fourth stage is about selecting the change design. In both stages the management failed to communicate which elements of the current institutions were in line which what would work for the future. Even when the change design was adopted that information not clearly communicated hence, seventy eight percent of the respondents were not aware of whether there was a change design that was being adopted by the merging institutions. The fifth stage is about analysing the impact of the suggested change design. Seventy eight percent of the respondents expressed that there was either no impact analysis process adopted or they were not aware. The sixth stage is about planning and organising for implementation. Sixty three percent of the respondents believed that either there was no implementation masterplan or were not aware of such a plan in existence. The seventh stage is about implementation. The eighth stage is about celebrating and integrating the new state. The ninth stage is about learning and course correcting. At the time of study the process was still unfolding and as such implementation was not complete and as such opinions cannot be expressed the latter stages of Anderson and Anderson Change Model with regards the PE Technikon merger process.

The final conclusion with regards to how the merger process measured against the Anderson and Anderson Change Management Model is that the Port Elizabeth Technikon failed. Even though it seemed as if all the various structural and policy arrangements that the Anderson and Anderson change management model required were in place, the process to arrive to the desired state was not clearly communicated and also not inclusive of all staff. The model stresses that communication and consultation are crucial for the total functioning of this model and ultimate successful implementation of the change process.

Furthermore, the researcher also concludes that the process was not handled in a manner that correctly dealt with resistance to change. It would seem that the top management simply pushed its change agenda regardless of what reactions were coming through the ranks and did not deal with them effectively. Another important aspect that helps in guaranteeing success is the ability of the top management to listen to all queries and complaints during this time so that ambiguities are
minimised and everybody is made to feel that they are an important part of the process.
LIST OF SOURCES


Dear Respondent

This questionnaire is part of a research study conducted by Thembelani Vanqa, an MBA student at the Nelson Mandela Metropolitan University in order to analyse the change management process with specific reference to mergers.

Your contribution will be extremely valuable and your co-operation through completion of the questionnaire would be highly appreciated. The information will be treated as highly confidential and will be used ONLY by the student for research purposes and for the completion of the study. You are guaranteed anonymity.

You are urged to please try and answer ALL questions as honestly and realistically as possible. Please answer Sections A and B. Section A pertains to biographical information, Section B pertains to questions about the change management process at Port Elizabeth Technikon. Answer all multiple-choice questions by making a cross (X) next to your selected answer. Should you require any assistance with any of the questions feel free to contact me.

Thembelani Vanqa

041-504 3707

E-mail: Thembelani.Vanqa@nmmu.ac.za
SECTION A

Tick the appropriate answers with a cross (X)

1. In which faculty do you work?
   - Art
   - Business & Economic Sciences
   - Education
   - Engineering
   - Health Sciences
   - Science
   - Law
   - Academic Administration
   - Co-op Education & Indus Liaison
   - Corporate Affairs
   - Finance
   - Human Resources
   - Research
   - Computer Services

2. How long have you worked in this faculty?
   - Less than a year
   - 1 to less than 2 years
   - 2 to less than 5 years
   - 5 to less than 10 years
   - 10 years or more

3. In which Peromnes job-grading level is your job?
   - Level 1 – 3
   - Level 4 – 6
   - Level 7 – 10
   - Level 11 – 14
   - Level 15 – 18

4. Was your job the same before the merger process?
   - Yes
   - No

5. If your answer to question 4 was NO, what was your previous job and where did you work?

6. Gender:
   - Male
   - Female

7. Race:
   - White
   - Indian
   - Coloured
   - African
Tick the appropriate answers with a cross (X)

1. What is your general opinion about the necessity of the merger with the University of Port Elizabeth?
   - Was crucial for further progress
   - Was not necessary at all
   - I am not sure

2. In your own opinion, was sufficient done to rally the people behind the need to change?
   - Yes, sufficient effort was made
   - There was effort but not sufficient
   - No, there was no effort at all

3. If your answer to question 2 above was NO, what would you have liked to see as effort?
   …………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………

4. In your opinion was there clear communication about the overall change strategy?
   - Yes
   - No
   - Uncertain

5. If your answer to question 4 above was NO, what would you have liked to see as clear communication?
   …………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………

6. Would you say the process of mapping the process to the future was inclusive enough?
   - Yes
   - No
   - Uncertain

7. If your answer to question 6 above was NO, what would you have liked to see as being inclusive?
   …………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………

8. Was there a process of identifying which change design would be appropriate for the new organization?
   - Yes
   - No
   - Uncertain
   Please specify…………………………………………………………………………………………………………………

9. In your opinion was the change design that was followed to lead the change process acceptable?
   - Yes
   - No
   - Uncertain
   Please specify. ……………………………………………………………………………………………………………………
10. In your opinion, would you say there was a process of analyzing the impact that the suggested change design would have on the new organization?

Yes □
No □
Uncertain □

Please specify. ..................................................................................................................................................

11. In your opinion was there an implementation masterplan for the change process?

Yes □
No □
Uncertain □

12. If your answer to question 11 was YES, what do you think the implementation was meant to achieve?

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13. In your opinion, would you say the implementation process is supportive to staff?

Yes □
No □
Uncertain □

Please specify. ..................................................................................................................................................

14. In your opinion, is there a training and coaching program to help staff to deal with new roles and responsibilities?

Yes □
No □
Uncertain □

Please specify. ..................................................................................................................................................

15. In your opinion, is there a plan of checking the effectiveness of each of these aspects - structure, systems, policies, technology, facilities, and culture - in an integrated system?

Yes □
No □
Uncertain □

Please specify. ..................................................................................................................................................

16. In your opinion, is there a process of identifying and rewarding best practices, benchmarking and continuous improvement?

Yes □
No □
Uncertain □

Please specify. ..................................................................................................................................................

17. In your opinion, is the change process going to be a success for the new organisation?

Yes □
No □
Uncertain □

Please specify. ..................................................................................................................................................
18. Rate the following factors in order of their importance to the process of change. Arrange them in order of importance with 1 being the most important to the least important.

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<tr>
<td>A. Strong leadership</td>
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<td>B. Transparency in dealings with stakeholders</td>
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<td>C. Wiling to listen to all stakeholders</td>
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<td>D. Constant communication with all stakeholders</td>
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<td>E. Ability to deal with resistance</td>
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<td>F. Dealing with challenges head-on</td>
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19: In your opinion what have been the strengths of the change process?

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20. In your opinion, what would you say are the areas of this change process would require reworking or revision?

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21 What would you say are the lessons that you have learnt so far in this change process?

Positive lessons:
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Negative lessons:
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22: If there was one key advice that you could give an organization that is about to enter into a merger process what would it be?

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THANK YOU VERY MUCH FOR YOUR CO-OPERATION!!!