

**UNIVERSITY OF KWAZULU-NATAL**

**The Impact of Organisational Change on Staff Currently Within the Registrar's  
Division, University of KwaZulu-Natal**

By

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202525611

A dissertation submitted in partial fulfilment of the requirements for the degree of  
Master of Business Administration

Graduate School of Business and Leadership

College of Law and Management Studies

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Year of submission: 2012

## **Acknowledgement**

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this study would not have been possible:

- the staff at the Graduate School, especially Wendy Clarke, and Julie Wyngaard for their assistance and patience;
- my supervisor, Mr Alec Bozas, without whose assistance this would not have been possible;
- to my friends and colleagues who rendered their support;
- all respondents who assisted by answering the questionnaire for this study

## **ABSTRACT**

Transitional (major) change is occurring more often today than in the past. The University of KwaZulu-Natal has undergone several major changes in recent years, including a merger, restructuring and staff redeployments. The aim of this study was to assess the impact of these changes on staff employed in the Registrar's Division and to offer recommendations for recovery or improvement, if any. Arising from this aim, the main objectives were to assess specifically the impact on staff morale, perceptions, attitudes as well as the level of communication during the changes. A probability sample of 50 employees was drawn from within the Registrar's Division. The population size consisted of 200 staff from all sections of the Registrars Division, i.e Legal Services, Student Academic Administration, Information and Communication and Services, Committees Section as well as the Office of the Registrar. A quantitative study was done and data was collected using a questionnaire that was emailed to the sample group. The questionnaire comprised a likert scale consisting of 29 questions. After several attempts, a response rate of only 46% was obtained. An analysis of the data was conducted using SPSS. The findings highlighted deficiencies in staff morale and perceptions as well as communication during the changes. The findings also implied that positive staff attitudes existed within the Division. The primary recommendations made in this study were, that communication must be immediately enhanced at all levels and that the Division has to immediately embark on change management interventions using models of change. It was further recommended that another study be conducted with a much larger sample size to verify these findings. It was also suggested that an inferential analysis be conducted to assess the correlation between communication between change and staff morale and perceptions.

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# CHAPTER ONE

## INTRODUCTION TO THE RESEARCH

### 1.1 Introduction

The University of KwaZulu-Natal (UKZN) has undergone significant organisational changes since 2004. The changes began with the merger of two Universities, namely the University of Durban-Westville and the University of Natal. The new institution was named the University of KwaZulu-Natal, as it is known to day. Several other changes followed: changes to staff conditions of service, post-merger re-structuring, demotions and promotions, new reporting lines, changed leadership, staff displacements, staff redeployments and changes to other conditions. Conversations with staff reflected anxiety and general poor staff satisfaction. Hence the motivation for this study was born. It was apparent that staff felt the impact of the changes severely and that insufficient change management interventions had taken place. This chapter will cover the background of the study, the motivation for the study, the problem statement, the research questions, the objectives of the study, the limitations of the study, the significance of the study, the chapter outline and a summary.

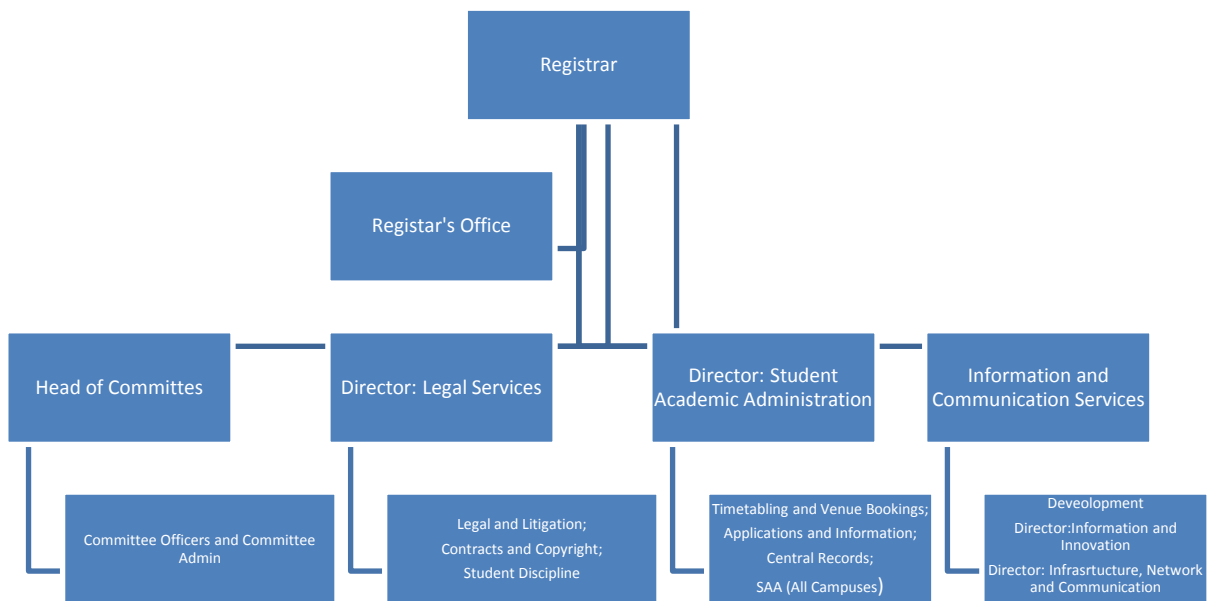
### 1.2 Background

As indicated, staff in UKZN have experienced major change since January 2004 to date. The staff faced further changes as UKZN adopted a new structure. At the time of the merger, a College Model was also planned, proposed and approved for implementation by the UKZN Council. This model promised the following benefits, extracted from the Vice Chancellors Communique (Makgoba 2011):

- To obtain structural and functional efficiency;
- To streamline decision-making;
- To create academic critical mass;

- To reduce the administrative burden on academics;
- To promote transformation of the university; and
- To bring UKZN in line with best practice.

Within the Registrar’s Division, the new structure has resulted in fewer positions, and many staff were unseated from their permanent positions and placed into a pool. They were requested to re-apply for their previously held positions or any other suitable position. Many staff were also placed into lower positions. The following figure indicates the structure the Registrar’s Division currently.



**Figure 1.1: Organogram of the Registrar’s Division**

Adapted from [www.ukzn.ac.za](http://www.ukzn.ac.za).

The above figure is an Organogram of the Registrar's Division as it appears following the changes. Information and Communications Services, previously a separate Division, now falls under the Registrar's Division.

A third voluntary change that staff were faced with was the option to migrate to a new set of conditions of service. The University has adopted a new pay structure and have invited staff to move on the new pay structure, which was conditional upon them accepting the new conditions of service. Staff stood to lose certain benefits by accepting the new conditions of service. A comparison of the various conditions of service is attached as Appendix 1.

There was limited evidence of and almost no literature on any change management initiatives, nor any formal dedicated activities undertaken by UKZN during the periods of change. However, there was some indication that staff were informed, consulted and on occasion counselled which may have been indicative of change management practices. There was also the presence, during the changes, of an appointed change expert to assist Executive Management during the re-structure. The extent to which staff had been actively part of change management processes was not clear. The impact of the changes on staff was also not clear.

### **1.3 Motivation for the Study**

The motivation for this study stemmed from interactions with several members of staff, resulting in the perception that job satisfaction was low. This study has the potential to benefit a wide range of stakeholders, as follows:

- a) Senior management would be better informed from the study, on the climate within the Registrar's Division and be able to formulate strategies accordingly;
- b) Staff would benefit as this study serves as a voice for them to be heard and changes to be made accordingly;

- c) Students, as clients, would benefit significantly. The Registrar's Division serves the direct need of students. Unhappy and demoralised staff are a threat to client service excellence;
- d) The wider society would benefit. Reduction in staff morale leads to inefficiencies which eventually compromises the institution's output. This could have an impact on research and teaching, which eventually negatively affects the society we live in;
- e) The University, as an organisation, is negatively impacted by low staff morale. The image of the University is at stake, and taking cognisance of the recommendations in the study would be of benefit; and
- f) Parents who pay for their children's education will benefit from knowing that their money is well spent at an Institution of excellence, through the promotion of staff efficiencies.

Sikorska-Simmons (2006) suggests that a relationship exists between staff perceptions of the working environment, job satisfaction and client satisfaction. This study assesses job satisfaction in terms of perceptions, attitudes and morale of staff within the Division.

#### **1.4 Problem Statement**

The impact of organisational change on staff within the Registrar's Division, UKZN and on all the staff at UKZN, may have been significant. There was a view that there were low levels of staff morale, perceptions and attitudes, none of which served the organisational goals of the University. This had far-reaching consequences to clients and society at large. While organisational change has taken place, individual change was seemingly not addressed. There has been insufficient organisational change management intervention and communications may have not been adequate to assist with individual change.

The perceived problem that existed was that the Registrar's Division was not functioning optimally due to reduced job satisfaction. The question this study aims to answer is: What impact did the changes have on staff job satisfaction in terms of morale, perception and attitudes?

### **1.5 Research Questions**

- What were the changes in the Registrar's Division, UKZN?
- What is the staff morale in the Division?
- What are the staff's perceptions of the changes?
- What are the staff's attitudes to work?
- How much consultation and communication occurred before the changes were made?

### **1.6 Objectives of the Study**

- To assess the morale of staff in the Registrar's Division;
- To assess staff perceptions of changes in the Registrar's Division;
- To assess the attitude to work of staff in the Registrar's Division;
- To assess the level of communication and consultation prior to the proposed changes.

### **1.7 Limitations of the Study**

Whilst the instrument was valid and reliable, there are some limitations in the study:

- The largest section in the Registrar's Division was Information and Communication Services (ICS). ICS had only recently been incorporated into the Registrar's Division. Therefore the responses which comprised substantively of ICS staff, emanated from experiences in the previous Division;

- The target sample size was fifty; however, in spite of numerous reminders for responses, only 23 responses were received. The research may have produced stronger results if more members of the Division had responded;
- The time allocated for the study was very limited, with less than two months available. More time would have yielded a higher response rate and deeper literature research.

### **1.8 Significance of the Study**

This study was significant as the Registrar's Division was informed of significant information on staff morale and perceptions, and overall job satisfaction. If the recommendations of the research were to be implemented, the benefits would be as follows:

- improvement in staff retention;
- improved workforce harmony;
- improved client satisfaction, and
- improved productivity and efficiency.

### **1.9 Chapter Outline**

The chapter contents are as follows:

- Chapter One provides an overview of the study;
- Chapter Two presents the literature that was reviewed;
- Chapter Three explains the research methodology that was used for this study;
- Chapter Four presents the analysis of the data collected;
- Chapter Five discusses the data analysis;
- Chapter Six offers the recommendations and conclusion of the study.



## 1.10 Summary

The study covers four main areas:

- A review of the literature on the following:
  - Popular change models that could be easily implemented;
  - The role of change agents in change;
  - The role of leaders in change;
  - The importance of individual and organisational change;
- An explanation of the methods and methodology;
- The research findings, and
- Analysis and discussion of the research, with conclusions.

The recommendations are two-fold i.e. they enhance communication to staff having undergone major organisational changes and suggest avenues for change intervention.

Chapter two that follows contains the literature review.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.1. Introduction

The objectives of the study were mainly to assess the attitudes, perceptions and morale of staff in the Registrar's Division, UKZN following major Organisational change. Communication during these changes was also assessed. Whilst such assessments were recorded using questionnaires, recommendations to address the problems could only be borne out of researching models of change and understanding organisational change. The research was mapped as follows:

- An organisation was defined as well as the concept of change to illustrate the focus of the research;
- Organisational change, change agents and change processes was explained in detail to provide an understanding of what these changes entail;
- Communication was researched to unpack how communication during changes should be implemented.

This review indicated that change is the experience of something new, which is what staff in the Registrar's Division have experienced over the past years: new centres of work, new managers, new roles, and some new salary levels. 'Transformational changes', as was pointed out in this review, are frequent in today's organisations and are very complex. Also, there seemed to be a focus on the importance of management and leadership roles as 'change agents' during major change. This review stressed the importance of proper change interventions, what they are, and how change affects individuals.

## **2.2 The Organisation**

The objective of assessing the impact of change of staff in an 'organisation' is the aim of the study. It was therefore imperative to research an organisation its elements.

An organisation may be viewed as a societal entity, comprising participants, all working or performing activities within a structure (Daft, 1989, cited in Senior and Fleming, 2006). UKZN, for example, can be viewed as an organisation in that as a social entity, it is an institution of higher learning, the participants being mainly academics, support staff, and students; these participants collaboratively contribute to research and learning. An Organisation is therefore a system of interacting subsystems (Senior and Fleming, 2006).

### **2.2.1 The Elements of an Organisation**

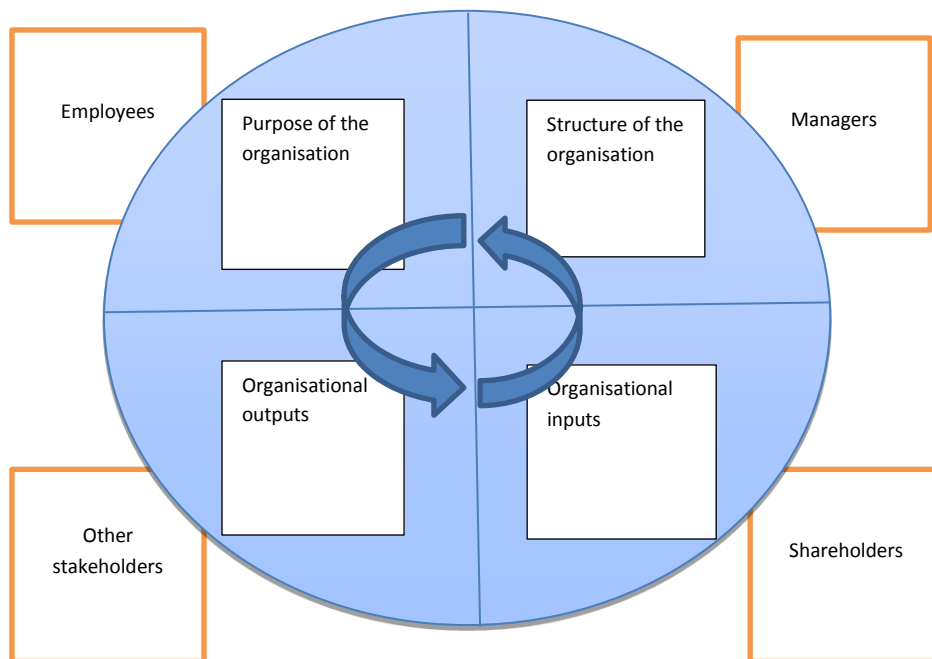
It is important to understand that the entire organisation has many elements. These include inputs into the organisation, the formal subsystem, the informal subsystem and outputs. Using UKZN as an example, these terms are explained below:

- Inputs: research and teaching material, research and teaching staff, external funding, government subsidies.
- Formal subsystem: University Council, Executive team, operational structures, for example, the various Colleges, the Registrar's Division, the Universities Organisational structure and UKZN's vision and strategy.
- Informal subsystem: UKZN's leadership styles, social and political influence, and its culture.
- Outputs: UKZN's organisational goals are met, resulting in employee satisfaction and customer (student) satisfaction.

Nel, Werner, Poisat, Sono, Du Plessis, Nqalo, Van Hoek and Botha (2011) indicate that an organisation is dynamic and constantly adapting to external pressure.

Furthermore, an organisation is a co-ordinated unit of people who function toward a common goal or set of goals.

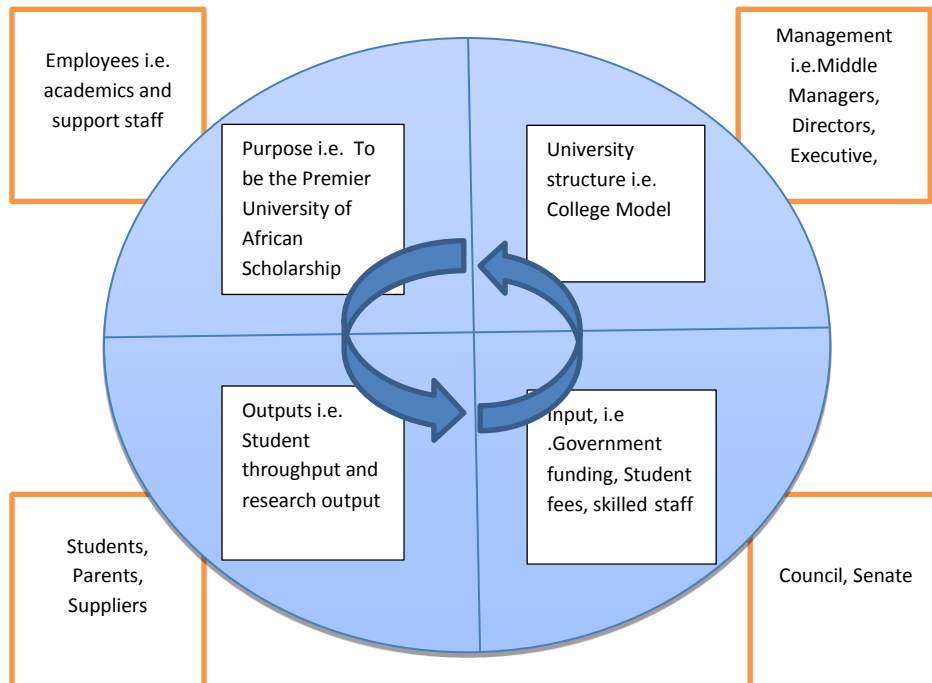
The following model developed by AJ du Plessis (Nel *et al.*, 2011) depicts this concept:



**Figure 2.1: The Organisation**

Adapted from Nel *et al.*, 2011. **Human Resource Management**, Cape Town: Oxford University Press, p.434.

Adapting the model above, an overview of UKZN as an organisation is provided (Nel *et al.*, 2011) below:



**Figure 2.2: UKZN as an Organisation**

Adapted from Nel *et al.*, 2011. **Human Resource Management**, Cape Town: Oxford University Press, p.434.

It is clear that there are many components that influence the organisation. Within the core of the organisation, we have the purpose of the organisation, the structure, inputs and outputs. These signify the reason that the organisation exists and are inter-related.

Supporting the core, one finds the employees, management, shareholders (council, senate as in the case of UKZN, i.e. who the organisation is responsible to) and other stakeholders (students, parents, suppliers, etc), who play a role in the organisation.

## **2.3 Change**

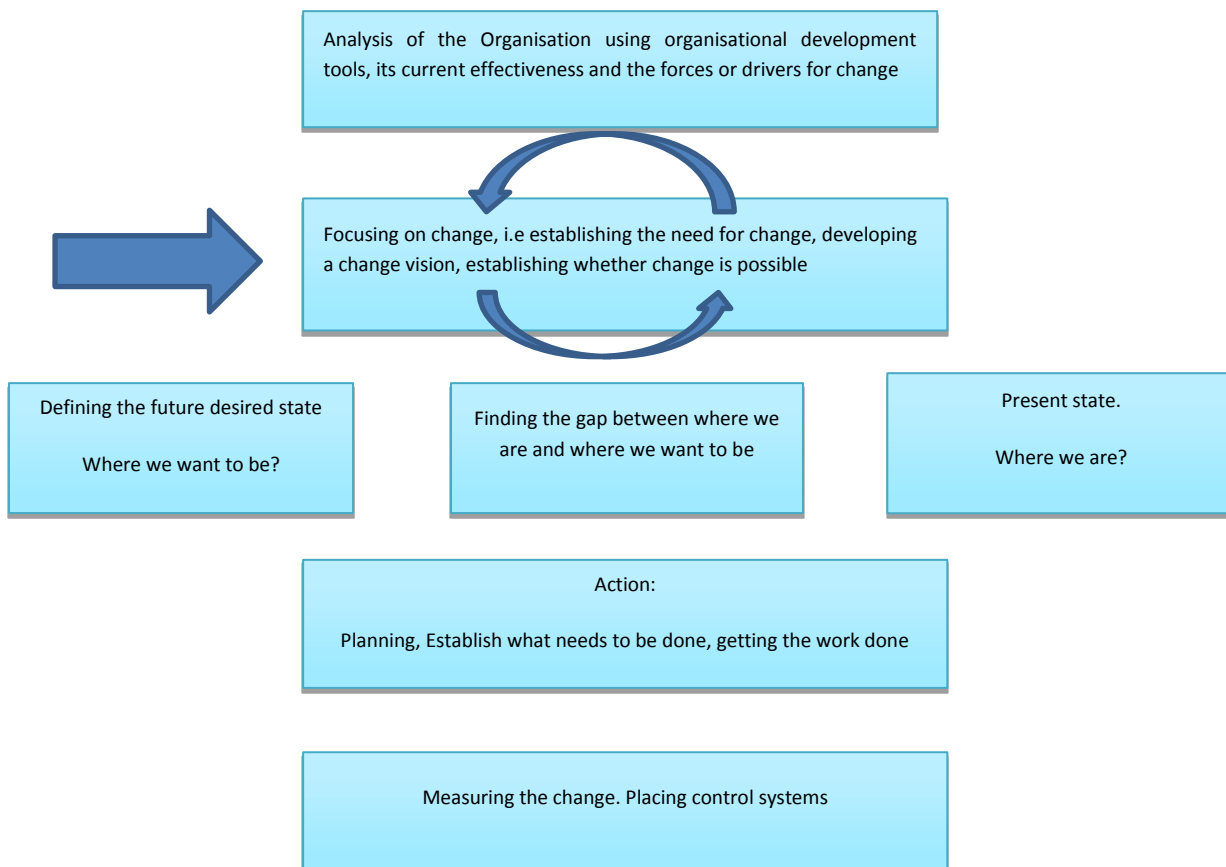
In assessing the impact of changes as part of the study, change has to be firstly defined. Change is ever present in today's society (Herzig and Jimmieson, 2006). Change can be described as the experience or learning of something new. It could also mean the unlearning of something (Cameron and Green, 2004). Change occurs at organisational level and at individual level (Van Tonder, 2006; Cameron and Green, 2004). "Change becomes necessary when there is a noticeable gap between what an organisation is trying to do, and what it is actually accomplishing. It occurs when positive steps are taken to reduce this disparity" (Jones, 2010: 311 cited in Nel *et al.*, 2011: 432). Change that is not planned and which follows a natural course of events is regarded as coercive change. Transformational changes are planned and normally large scale; they entail changes to structures and relationships (Vinger and Cilliers, 2006).

## **2.4. Organisational Change**

Organisational change may have had an impact on staff within the Registrar's Division. However, organisational change being a focus of the study, it is uimportant to define, explore and explain organisational change in detail. Nel *et al.*, (2011) distinguish between organisational development, organisational renewal and organisational change, and indicate that they are interchangeable. Organisational development is the use of behavioural science to plan interventions for increasing organisation health and effectiveness. Organisational renewal entails new norms that organisations communicate and is understood throughout the organisation. Both organisational development and organisational renewal involve and facilitate organisational change (Nel *et al.*, 2011). Organisational change derives from organisational development, the definition of which has been provided previously. According to Senge *et al.*, (2006), a programme in organisational development involves:

- An evaluation of the organisation’s operations, culture, strategic objectives or reward systems, which is carried out systematically;
- Determining of plans or changes for improvement;
- Implementing changes to total organisation for improvement in organisational effectiveness.

The following diagram of the change management process highlights the relationship between organisational change management and organisational development:



**Figure: 2.3: Organisational change management as a component of organisational development.**

Adapted from Cawsey T and Deszca G, 2007. **Toolkit for Organisational Change**, London: Sage Publications Ltd; p94.

Cawsey and Deszca (2007) indicate that there are two types of change i.e. incremental (continuous or adaptive changes) and revolutionary (strategic) changes. These changes may be either re-active or anticipatory. The reasons for change are outlined as follows:

- Incremental or continuous change: Arises either out of anticipation of a future event or reactively changing to environmental change.
- Discontinuous or radical change: Strategic planned change in prediction of a future major event or response to a significant past crisis, like poor performance.

#### **2.4.1 Features of Organisational Change**

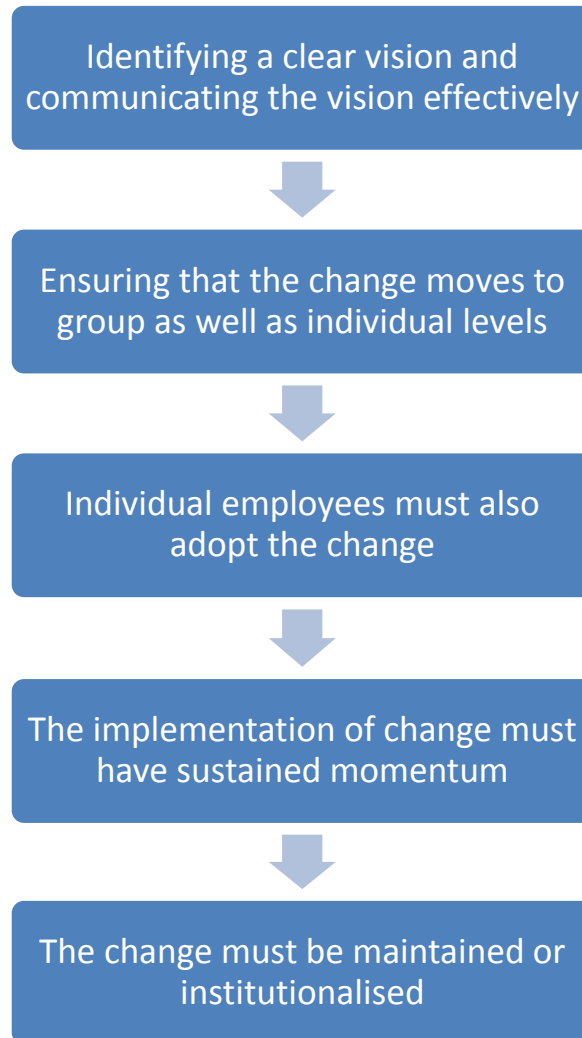
Schein (2006) argues that organisational development uses behavioural science to intervene in organisational processes with an aim of improving organisational effectiveness. He further explains that organisational change must be planned and managed from the top and that the following core features in respect of 'organisational change' have remained constant over the years:

- It has a purpose with an intention to improve;
- It is intentional or planned;
- It is driven by information;
- It is values-centred;
- It is action-oriented;
- It is learning focused, based on theory and experience.



## 2.4.2 Organisational Change Process

The following process steps for successful change have been identified from Whelan-Berry and Somerville (2010):



**Figure 2.4: Successful Change Process**

The success of the change process can be optimised by the use of change drivers, which are activities or behaviours of leaders (or those implementing change) that enable each step of the change process. An example of this, using UKZN, is an intervention of the Vice-Chancellor to hold several meetings and to relay the vision of changes facing UKZN.

From the above, it may be deduced that change management is enforcing or implementing the basic steps of the change management process.

### 2.4.3 Leadership and Organisational Change Agents

Senior and Swailes (2010) suggest that different Leadership styles or approaches may be needed for different change processes. This is explained in the following model of change (Dunphy and Stace, 1998, 1993 cited in Senior and Swailes, 2010).

**Table 2.1: Model of Change**

Source: Dunphy and Stace 1998, 1993 as cited in Senior, B and Swailes, S (2010). *Organisational Change*. Pearson Education Limited, England pg 262.

	Fine Tuning	Incremental adjustment	Modular transformation	Corporate transformation
Collaborative	<b>Type 1</b>		<b>Type 2</b>	
Consultative	Participative evolution		Charismatic transformation	
Directive	<b>Type 3</b>		<b>Type 4</b>	
Coercive	Forced evolution		Dictatorial transformation	

As per Senior and Swales (2012), the top row represents several types of change :

- Fine Tuning: Refining of methods and processes (minor changes).
- Incremental adjustment: changes are distinct, but still at a small scale, e.g. small structural change.
- Modular transformation: major change in part of the organisation, e.g. restructuring an entire Division.
- Corporate transformation: major changes across the entire Organisation.

The Left Column represents the Leadership Style required:

- Collaborative: Involves wide participation of employees.
- Communicative: Involves employees in setting goals.
- Directive: Largely managerial authority.
- Coercive: Forced or imposed change.

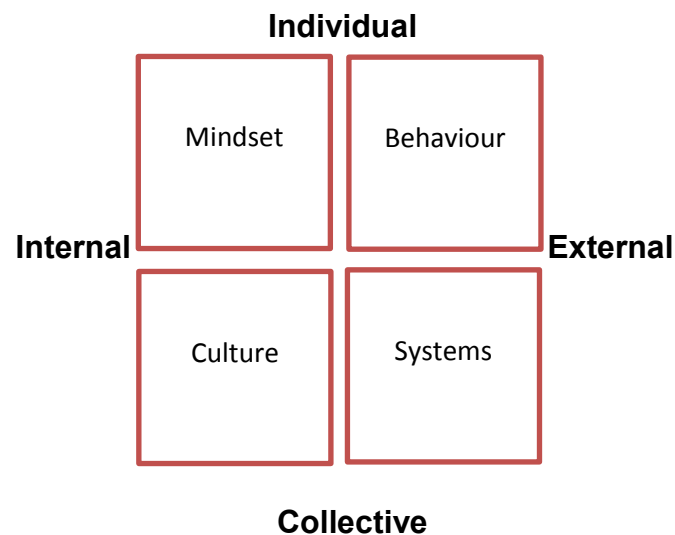
The model suggested that Type 1 and 2 leadership styles are required in dealing with employees who support the change mostly or employees who are less prone to resistance. Type 3 and 4 leadership styles are required where employees are generally resistant to and appose change initiatives.

According to Anderson and Ackerman (2010), leaders, in general, are not skilled in change, which does not mean that leaders are not skilled managers, but that they require skills in managing or leading change more effectively. Anderson and Ackerman (2012) further indicate that changes that occur in Companies today are much more transformational, and transformational change requires a deeper understanding of change and new leadership skills. Transformation is more prevalent in companies today and is highly complex.

Managers are seen as internal agents for change (Case, Vandenberg and Meredith, 1990; Saka, 2003; Lyn and Williams, 2006). Burnes 2004 (as cited in Lyn and Williams, 2006) refers to change agents as those responsible for directing, facilitating and organising in organisations. This is typically the role of the middle manager. Herzig and Jimmieson (2006) argue that the role of middle managers during change is essential as they push performance during change and cater directly to employees' emotional needs during change. However, managers are problem solvers and do not pretend to be objective; they blame lack of time and information, or may even the complexity of a situation, on the lack of being proper change agents to their staff, (Senge *et al.*, 1999, as cited in Saka, 2003).

According to Wilbur (as cited in Anderson and Ackerman 2010), conscious change leaders must develop mastery in their approach to managing change. This requires that a focus on all areas of change must be addressed adequately.

Wilbur offers a model for change leader accountability as depicted hereunder:



**Fig 2.5: The Four Quadrants of Conscious Change Leader Accountability**

Adapted from Anderson, D and Ackerman, L (2010). **Beyond Change Management**, San Francisco: Pfeiffer. p4-6.

According to Anderson and Ackerman (2012), this model indicates that:

- change agents must attend to all four quadrants, i.e. mindset, behaviour, culture and systems. The mindset quadrant focuses on values, beliefs and commitment.
- The behaviour quadrant focuses on work styles, skills and actions. Culture entails norms, climate, relationships and systems structures, business processes and technology.

- It is not sufficient to focus on just one quadrant, e.g. systems simply, because a leader is skilled in that area. Excellence in change management is a focus in all quadrants for mastery to be achieved in managing change.

In contrast, however, a study done in 2006, with seven different Universities (UKZN excluded) as a sample, shows that not only does sound leadership exist in the sector, but these leaders also manage change fairly successfully (Vinger and Cilliers, 2006).

#### **2.4.4 Implementing and Managing Organisational Change**

Karyn (2002), Vinger and Cilliers (2006), Saka (2003), Kuntz and Gomes (2012) and Herzig and Jimmieson (2006) indicated that most literature depicts implementation and management of change as probably the most challenging management responsibility.

According to Lines 2005 (cited in Kuntz and Gomes, 2012), the success and sustainability of organisational changes are dependent on:

- acceptance of change by employees;
- opportunities made available for participation;
- ensuring that relevant competencies are developed to sustain the change.

Lewin (1947, cited in Schein, 2006) proposed a three phase change management model which involves the following:

- Unfreezing. This key process involves breaking the status quo. During this phase, acceptance of the new changes must be obtained and employees must be made to feel safe regarding the changes.
- Move/ Change. During this phase, changes must be made and staff must be motivated.

- This final step is the stabilisation phase. Changes are embedded and new behaviours must be safe from regression.

Kotter (2012) indicates that 70% of change interventions fail. He proposed an 8 step process to avoid failure. The eight steps are as follows (Kotter 2012):

**Table 2.2: Kotter’s Eight Steps of Change**

Source: [www.kotterinternational.com](http://www.kotterinternational.com)

<b>NO. AND NAME OF STEP</b>	<b>DESCRIPTION OF STEP</b>
1. Creating urgency	Conduct market examination to evaluate competitive realities  Discuss current, potential crises or major opportunities
2. Forming a change coalition	Influencing the creation of groups that can lead change within the organisation
3. Creating the vision	Create a vision to lead the change  Develop strategies to achieving vision
4. Communication	Every opportunity must be used to communicate the new vision and strategies. Coalition influence useful at this stage
5. Empowering others to act	Get rid of obstacles to change  Changing systems to aid the change  Encourage risk taking
6. Planning for short term wins	Plan for performance improvements  Recognising improvements
7. Consolidate improvements while still producing change	Gain credibility to change systems that contradict the vision  Developing employees who can implement the vision
8. Institutionalising new approaches	Connect success with new behaviours  Leadership development and succession

Kotter (2012), in his article titled 'Accelerate', explains that change has reached a fast pace and that companies today experience change almost every few years. Kotter (2012) advocates that to stay ahead, companies today need to have dual systems of operating, one dedicated to operational issues and the other focused on change strategies. He proposed an enhanced strategy to meet the needs of modern fast-paced organisations (Kotter, 2012):

- Create a sense of urgency around a single opportunity;
- Create and build a guiding coalition. This is a strategic network of volunteers that will guide and assist with the change;
- Formulate a strategic vision and develop change initiatives;
- Enhance communication of the vision to create buy-in, thereby increasing the network of volunteers;
- Accelerate movement toward the opportunity and vision. Utilise the strategic network to remove barriers;
- Celebrate short term wins;
- Don't declare victory too soon. Keep striving;
- Strategic changes must be institutionalised in the culture.

Before organisational change can be implemented and managed effectively, it is important to understand the impact of the change on individuals.

#### **2.4.5 Impact of Organisational Change on Individuals**

Objectives one, two and three aimed to assess the impact of the changes on staff, particularly their morale, attitudes and perceptions respectively. Morale, attitudes and perceptions are individual responses and research on individual response to change was conducted to provide an understanding of staff attitudes, perceptions and morale during change.

This importance is highlighted by Franckeiss (2012), who points out that it is important to implement organisational change while remaining mindful of the impact on individuals. Franckeiss (2012) also indicated that senior management, during change, must ensure that individual emotional elements of change are provided for and that there is successful individual transition to the new working reality.

The impact of change on an individual depends on one's mindset. The mindset of an individual is one's worldview or perceptions. One's mindset is his core beliefs of himself, others and general life (Anderson and Anderson, 2001). This is relevant to the perceptions and attitudes of staff within Registrar's Division. To further illustrate this point, consider that change occurs in employees' behaviours, values, or frameworks that underlie and explicitly shape their work for the organisation (Katz and Kahn, 1978, March, 1981, Marshak, 1993, Coghlan, 2000, Sullivan *et al.*, 2002 as cited in Wheelan-Berry and Somerville, 2010).

Remembering that individuals make up an organisation's workforce, forces successful change Leaders to consider the impact of change on individuals when implementing change processes. Change processes are complex and challenging for organisations. Failed organisational change initiatives range from one third to as high as eighty percent of change efforts (Fisher, 1994, Beer and Nohria, 2000, Higgs and Rowland, 2000, Hirschhorn, 2002, Knodel, 2004, Sirkin *et al.*, 2005, Kotter, 2008 as cited in Whelan-Berry and Somerville, 2010).

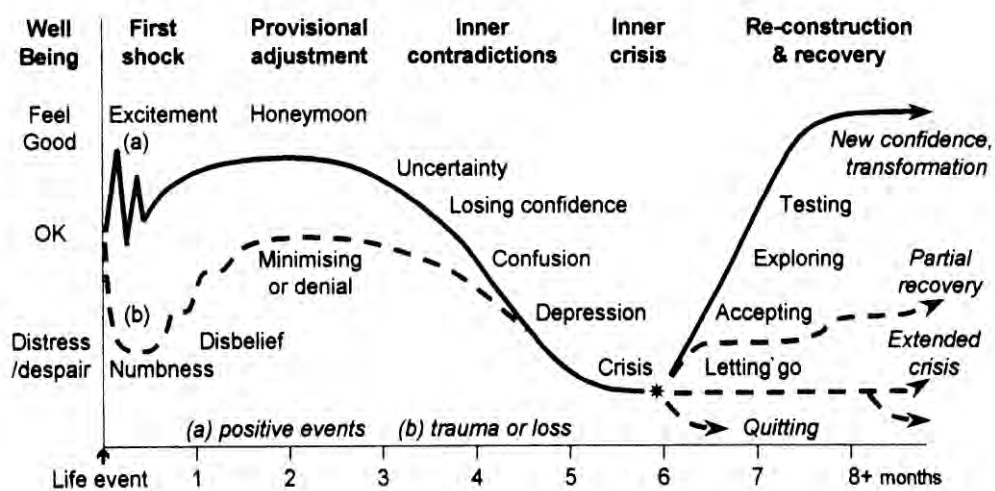
Dahl (2011) indicated that organisational change has potentially negative effects on employee health. Blau (1985) suggests that job satisfaction, involvement and commitment are related to absenteeism. These studies also stressed that change agents (those implementing the change) must focus on the individual during organisational change.

Van Tonder, (2006) states that individuals experience minor change, but are less aware of minor changes. Examples of a minor change would be the experience of trying on new clothes or taking a different route to work. Major changes are changes that individuals take cognisance of, like death of a loved one, being dismissed from



work, or on a more positive note, winning the lotto. Van Tonder (2006) further states that major changes are those changes that have an impact on an individual's lifestyle, life perspectives, and which affect one's daily living. Daily activities are routine in character and tend to confirm a level of stability. When routine activities are interrupted, one experiences change.

This stability is viewed as a constant and change is viewed as the exception. In other words, on the face of it, change occurs far less frequently and the stability in an individual's life is a more frequent occurrence. According to Williams (2008), humans respond to change transitionally. One must pass several stages to adapt to major change. Changes can range from bad events like death, loss, separation, divorce or a good event like winning a prize. These changes in one's life, if managed well, can lead to opportunities or turning points, but if not dealt with properly, may lead to depression, breakdown, and sometimes even suicide. The transitional process of human response to change is depicted below:



**Figure 2.6: Phases and Features of the Transition Cycle**

Source: The Eos Life~Work Resource Centre

<http://www.eoslifework.co.uk/transprac.htm>

From the model, it follows that an individual, during trauma, loss or change, experiences uncertainty, loss of confidence, confusion, depression and eventually crisis point. These feelings may have a direct impact on staff morale, perceptions and attitudes. At this stage, interventions are required urgently to assist the individual to recover and re-construct.

A similar model is the John Adam's Seven Stages Transition Model (1989). The message of this model is that people have a natural response to change which occurs in a series of phases. They may also fall into a pit during any phase and they must be allowed to experience all the phases and re-emerge to deal with the new reality (Anderson and Anderson, 2001). The phases are:

- Losing focus of what the issue is;
- Minimising the impact of the change;
- Falling into a pit of anger, confusion, victimisation, blame and withdrawal;
- Letting go of the past;
- Testing the limits;
- Searching for meaning;
- Integration.

According to Anderson and Anderson 2001, an individual experiences all phases during change. Change agents (managers, leaders) must support and facilitate staff through the phases. According to Edgley-Pyshorn and Huisman (2011), there are many studies on changes in Higher Education institutions and there is emphasis on the fact that those heading the Institutions play the most important role in driving change management initiatives.

Van Tonder (2006) indicates that an organisation cannot exist without its employees and that individual employees must be engaged in the change initiative for change to take place effectively. The importance of communication in assisting employees with individual change is highlighted in the following paragraph.

#### **2.4.6 Communication During Organisational Change**

This paragraph relates to Objective 4 of the study. i.e Communication during Organisational Change. In today's climate of daunting work challenges, the worth of human capital must be nurtured (Friedman, 2005; Luthans and Youssef, 2004 cited in Mayfield and Mayfield, 2012). Mayfield and Mayfield (2012) suggest that leader verbal communication is effective in ensuring an outcome of staff motivation. Sullivan (1988) cited in Mayfield and Mayfield (2012) recommend three techniques for leaders to improve staff motivation and well-being:

- using empathetic language and expressing concern for staff well-being;
- using directive language when setting goals and
- sharing of organisational or cultural interpretations.

Varner II (2000) proposed a model of communication from a corporate strategic perspective which also encompassed the cultural dimension of communication. Most organisations like UKZN are comprised of various cultures and effective communication gives consideration to that. Varner II (2000) proposed the model of 'Intercultural Business Communication' which encompasses the following:

- business strategy,
- intercultural strategy, and
- communication strategy.

Business strategy in communication was regarded as a vital component as all communication takes place within a business context. The communication strategy focused on communication imperatives like corporate communication policy and the intercultural strategy ensured that issues of race, nationality and gender were not overlooked.

Organisations involved in transformational change should adopt communications models as part of their corporate change strategy. This would ensure that the new vision of the Organisation is well communicated throughout the organisation. Combining the leadership language indicated in Mayfield and Mayfield (2012) with

the communication channels indicated in the model by Varner II (2000), one could optimise communications during change.

## **2.5 Conclusion**

The research provided indicated that change must occur in an organisation in order to meet with external needs and remain effective and productive. It also emphasised that change had to be managed effectively and that sound leadership skills and communication were required to ensure successful implementation. It was also critical for managers to recognise employee needs and address these needs during times of change. It was pointed out that a change agent's task was not easy and skills in all areas of change were needed. The literature showed that individual change differed from organisational change. There was also research on individual response to change. Most literature on individual response to change focused mainly on transitional change. Transitional change impacts on human perceptions, attitudes and morale which is the focus of this study. An abundance of models existed for implementing change effectively. This review merely focused on three i.e. Kurt Lewin's Change Model and Kotter's two models of change. The review also revealed the importance of leadership strategic communication and the benefits thereof. A model for strategic communication was explained. Chapter three which follows contains the research methodology as employed.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter outlines the research methods employed in this study. It begins with the aim and objectives of the study. The study was mono-method i.e. only one type of research is used (Molina and Cameron, 2012). The reasons for choosing a quantitative research paradigm are explained later in the chapter.

The questionnaire process targeted employees within the Organisation, mainly employees affected by organisational change. These employees included first line managers and staff. The chosen questionnaire style is discussed and the reasons and relevance for the questionnaire style are outlined. A validity test on the questionnaire was also conducted.

Reasons were outlined as to why this target group was chosen. The geographic area and chosen organisation were discussed. Strategies employed in data collection were also discussed and reasons were provided for chosen strategies. Ethical issues, reliability and validity of the study were covered within context.

The research design and methods that were used during this study were discussed with specific reference to instrument construction, recruitment of study participants, validation, and the administration of the questionnaire.

Tests utilised during data analysis were discussed and reason for chosen tests are provided.

### **3.2 Aim and Objectives of the Study**

The aim of the study was to assess the impact of organisational change on staff within UKZN's Registrar's Division. The following objectives were identified:

- To assess the morale of staff in the Registrar's Division;
- To assess staff perceptions of changes in the Registrar's Division;
- To assess the attitude to work of staff in the Registrar's Division;
- To assess the level of communication and consultation prior to the proposed changes.

In addressing all objectives, it was sufficient to research employees within the division and assess their morale, perceptions, attitudes and communication.

### **3.3. The Geographical Area and Chosen Participants**

A direct source was used for this quantitative research. Direct sources that provided information that lie closer to the truth are referred to as primary data (Leedy and Ormrod, 2010). The staff within the Registrar's Division, UKZN, provided primary information on the impact of the changes. The chosen areas for the identification of employees were UKZN's Westville campus in Westville, Durban; UKZN's Howard College Campus in Glenwood, Durban; Edgewood Campus in Durban and Pietermaritzburg Campus.

These campuses represented staff within the Registrar's Division. The other remaining campus i.e. the Nelson R Mandela School of Medicine, had no staff from the Registrar's Office. The staff located at Howard College also provided services to the students at the medical school. All campuses were chosen for the study to ensure equal representation.

### **3.4 Data Collection Strategies**

The population was essentially all the staff in the Registrar's Division. The Registrar, the Directors and any other senior managers were excluded from the

population as they were considered as management driving the change and not as part of the staff affected by change. Fifty staff members were chosen as the sample size out of a population 200. This technique in establishing the population size is referred to as probability sampling. A simple non-probability technique of sampling was used. The chosen sample of fifty comprised of staff randomly selected from different locations.

The low sample size of fifty, with a response rate of 42%, was deemed acceptable for this study. Sekaran (2003) argues that samples less than 'thirty' are too low and suggests that the results of such research should not be readily generalised. Therefore the recommendations from this research cannot be immediately implemented without further research being conducted.

Data were collected by conducting a survey on the chosen sample. The instrument used to conduct the survey was a Likert scale questionnaire.

### **3.5. Research Design and Methods**

Research may be either quantitative or qualitative, or both (Sekaran 2003). Quantitative research or data is normally data that are in a numerical form e.g. statistics and percentages. Qualitative research is the description, interpretation, verification and evaluation of observations to discover underlying meanings to gain new insight (Leedy and Ormond, 2005).

#### **3.5.1 Description and Purpose (Quantitative Analysis)**

This study encompassed a quantitative research approach. Whilst qualitative analysis is the analysing of data, quantitative analysis is seen by some as not only analysing data, but including the process of collecting and classifying the data (Bortz and Doring, 2006; Schnell *et al.*, 2008 (as cited in Flick, 2011)). Flick (2011) further explains the steps of quantitative analysis:

- find relevant texts relevant to the study;
- draw a sample and define the counting unit;

- derive a system of categories which must be
  - independent of each other;
  - exhaustive;
  - distinguishable;
  - precise and
  - based on discrete dimensions

A quantitative approach was thus adopted. Information on staff perceptions, morale and attitude as well as communication was collected. Standard questions were developed for the research instrument. The use of a Likert scale allowed for the responses to be analysed using the statistical package SPSS. Variables (categories) were defined which were independent of each other, distinguishable and precise. The scientific analysis was conducted in line with the steps outlined by Flick.

### **3.5.1.1 The Questionnaire**

The questionnaire comprised 39 questions, using a 5 point Likert scale. A pilot study was conducted using 7 individuals and the following was noted:

- almost all respondents readily used the neutral selection on the 5 point Likert scale, thereby providing almost no measurable data;
- the questions were grouped under the headings 'Staff Morale', 'Staff perceptions', 'Staff Attitudes' and 'Communications'. However, this generated some reluctance from the respondents to conduct the assessment.

It was decided that the Likert scale be changed to a 4 point scale. It was too small a sample, to risk having the majority of the respondents provide a neutral response to most of the questions. The headings were also removed and records of the groupings of the questions were kept for future analysis.



The final questionnaire is attached as Appendix 2. The questions were developed with the sole purpose of extracting data on staff morale, attitudes and perceptions and to assess the level of communication during the organisational changes.

For analysis purposes, the questions were numbered from 1 to 39, with a further addition of the biographical questions. The responses to the questions are ranked from *strongly disagree* (1) to *strongly agree* (4). The question statements are all optimistic i.e. all are positive statements about the impact of the changes. Therefore, a low score of (1), *strongly disagree* indicated a negative response and a positive response was identified by a 3 (*agree*) or 4 (*strongly agree*). Consistency and validity of the research instrument was ensured.

### **3.5.1.2 Recruitment of the Study Participants**

The study participants were approached via email and in face to face meetings. The questionnaire was sent to 50 staff and a mere 23 were returned, a response rate of 46 percent. It was difficult to obtain responses. Staff did express interest in the research but were unwilling to respond out of fear of being victimised. This was in spite of the fact that on several occasions, prospective respondents were assured that their responses would be kept confidential and would be stored in a secure place and that there was no reason for them to have any reservations. They were advised that the study could well bring about an improvement in their lives. They were also informed that the head of the Division, the Registrar, had signed the gatekeeper's letter and granted approval for the study.

The questionnaire was sent out to all departmental employees and was followed by two subsequent reminders and numerous phone calls. Responses were received by email and by hand delivery. Regrettably, even though many departmental employees supported the need for the research, they declined to respond out of fear of victimisation. This severely limited the study as the low response rate meant that the results are not generalisable.

### **3.5.2 Verification of the Reliability and Validity of the Instrument**

Verification relates to whether an instrument for running a test is developed correctly. Verification is the process of checking and being certain to ensure the reliability and validity of a study (Morse, Barrett, Mayan, Olson and Spiers, 2002). Morse *et al.*, (2002) discussed verification strategies to ensure reliability and validity. Some are discussed below:

#### **3.5.2.1 There Must be Methodological Coherence i.e. the Research Question Link With the Components in the Methods Conducted.**

In this study, the 39 questions in the questionnaire all addressed the research problem. The questions were grouped according to questions on staff perceptions, morale, attitudes and communication, which were the actual objectives in conducting this research.

#### **3.5.2.2 The Sample Must be Appropriate.**

The sample for this study was appropriate as the respondents who are the staff of the Division best represent or have experience in respect of the research topic.

#### **3.5.2.3 The Concurrent Collecting and Analysing of Data is the Essence of Reliability and Validity.**

Validation relates to whether the instrument is the right instrument for the job. 'An analysis of the inputs and outputs should be made to see that the results are reasonable' (Render, Stair and Hanna, 2012, 579). The questionnaire was designed around the objectives of the study in order to ensure validity. Measurement of validity is concerned with whether operationalisation and the scoring of cases adequately reflect the concept the researcher seeks to measure (Adcock, and Collier, 2001). Reliability is the ensuring that the instrument

produces consistent results over time, an accurate sample is represented and the results of the study must be reproduced under a different methodology (Joppe as cited in Golafshani, 2003, pg 598). The use of a 4 point Likert scale, instead of a 5 or 7 point Likert scale may have also had an impact on the reliability of the instrument used. Chang (1994) suggests that a higher point Likert scale reduced the internal reliability and consistency of the instrument. This view was consistent with statements made by Cronbach (1950) and Komorita and Graham (1959, as cited in Chang, (1994). A Cronbach Alpha Test was conducted on the instrument (questionnaire).

### 3.5.3 Reliability of the Questionnaire

According to Sekaran (2003), a Chronbach alpha of 0.60 is poor; those in the region of 0.70 are better and those that are above 0.80 are good. The closer to one the Cronbach Alpha is, the better. The reliability of the study was confirmed with a coefficient of 0.937. The Cronbach Alpha co-efficient of 0.937 confirmed the reliability of the questionnaire.

Cronbach's Alpha	No of Items
.937	42

### 3.5.4 Administration of the Questionnaire

The questionnaire was typed out using Microsoft Word. The following documents were attached to the questionnaire:

- The gatekeeper's permission letter.
- The informed consent letter.

The questionnaire was emailed to all recipients. Responses were printed and placed in a file and stored securely. All respondents were sent an email thanking them for their input.

All responses (data) were electronically recorded on SPSS and used in the analysis of this study.

### **3.6 Ethical Issues**

Ethical clearance for this study was applied for and obtained. All responses were treated with strict confidentiality and were kept in a safe place. Respondents were made aware that completing the questionnaire was voluntary.

### **3.7 Summary**

Although the response rate was low and there were serious limitations in respect of the sample size due to the reluctance of employees to participate in the survey, it was pleasing to note that each grouping of questionnaire scored well on the Cronbach alpha test. It was hoped to have obtained close to fifty responses, not the paltry twenty-three.

The next chapter presents an analysis of the data.

# CHAPTER FOUR

## PRESENTATION OF FINDINGS

### 4.1 Introduction

The purpose of this study was to evaluate the perceptions, attitudes and morale of staff in the Registrar's Division, UKZN, who have experienced several organisational changes. The study also aimed to evaluate the communication process used during the organisational changes. Based on the findings, recommendations have been made and are presented in Chapter Five. In addition, ways to resolve challenges arising from individual change of the respective staff are proposed in Chapter Five. This chapter presents the results of the analysis.

The research questionnaire used for the study was a 4 point Likert scale. The design of the Likert scale assists in examining how strongly subjects agree or disagree with a statement (Sekaran, 2003). The Likert scale was ideal for this study as the researcher was able to develop a questionnaire that tested staff responses (*strongly disagree, disagree, agree and strongly agree*) to questions that were grouped together, in accordance with the components that formed the objectives of the study (perceptions, attitudes, morale and communication).

### 4.2 Data Analysis Organisation

The aim of this chapter was to be present the findings made. A statistical software package was used to store, analyse and describe the data. Statistical software packages have several advantages i.e. they assist in graphical displays, provide a range of available statistics and provide increased user friendliness (Leedy and Ormrod, 2005). The chosen software for this analysis was SPSS version 13 (student version).

The research process was designed based on published works of notable authors on research, such as Sekaran (2003), Leedy and Ormrod (2011) and Leedy and Ormrod (2005).

The data presentation began with a descriptive analysis. The biographical data were presented first and then a descriptive frequency analysis was presented on each question. Graphical representations are also provided for better understanding, with a summary at the end.

Inferential analysis followed by performing simple correlations.

#### 4.2.1 Biographical Data Statistical Analysis (descriptive)

**Table 4.1**

Biographical data: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	56.5	56.5	56.5
	Female	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

Male representation exceeded females by 12%.

**Table 4.2**

Biographical data: Sectional representation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SAA	6	26.1	26.1	26.1
	Office of Registrar	2	8.7	8.7	34.8
	ICS	8	34.8	34.8	69.6
	Legal Services	1	4.3	4.3	73.9
	Committees	6	26.1	26.1	100.0
	Total	23	100.0	100.0	

The sectional representation of respondents corresponded somewhat with the staffing size of each section. ICS, which is the largest section, had the highest response

rate of 34.8%, followed by the second largest section, SAA at 26.1 percent, followed by Legal Services.

Of note, however, was the Committees section which provided a high response rate although they were the smallest in the Division. This probably indicated the eagerness of staff to resolve issues plaguing the section.

**Table 4.3**

Biographical data: Role (Staff or Management)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Staff	16	69.6	69.6	69.6
	7	30.4	30.4	100.0
Total	23	100.0	100.0	

The total responses showed significantly higher responses from staff. This was due to the fact that the number of staff within the Division comprised a far higher figure than managers.

#### 4.2.2 Question Analysis

Analysis, where relevant, on each question on the Likert scale, followed.

##### 4.2.2.1 Staff Morale

Table 4.4 to Table 4.12 represent questions 1 to 9 on the questionnaire relating commonly to staff morale.

**Table 4.4: Morale-Positive effect on career (Q1)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	26.1	26.1	26.1
Disagree	10	43.5	43.5	69.6
Agree	6	26.1	26.1	95.7
Strongly Agree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Cumulatively (*strongly disagree* and *disagree*), a high percentage (69.6%) of respondents believed that the changes did not have a positive effect on their career. Staff development was regarded to be important for staff morale.

**Table 4.5: Morale - Feel Motivated (Q2)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	5	21.7	21.7	21.7
Disagree	7	30.4	30.4	52.2
Agree	9	39.1	39.1	91.3
Strongly Agree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Some 52% of the respondents did not feel motivated. Lack of motivation has a negative impact on staff satisfaction.

**Table 4.6: Morale - Disruption to Work Life (Q3)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	13.0	13.0	13.0
Disagree	11	47.8	47.8	60.9
Agree	8	34.8	34.8	95.7
Strongly Agree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

A total of 60.9% of respondents did not agree that the changes did not disrupt their work life. Organisational change does bring about work life disruption. Managing the work life disruption of staff effectively is important.

**Table 4.7: Morale - Great Career (Q4)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	5	21.7	21.7	21.7
Disagree	9	39.1	39.1	60.9
Agree	7	30.4	30.4	91.3
Strongly Agree	2	8.7	8.7	100.0
Total	23	100.0	100.0	



A large percentage (60.9%) did not agree that they have a great career within the University. This question is similar to questions 1 and 2 in that all three questions target career development. It was concerning that staff felt they did not have career development opportunities as they posed a threat to staff retention.

**Table 4.8: Morale - Happy (Q5)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	30.4	30.4	30.4
Disagree	9	39.1	39.1	69.6
Agree	7	30.4	30.4	100.0
Total	23	100.0	100.0	

In total, 60.9% of respondents indicated that they are not happy at work. This was a key indicator that staff morale is low.

**Table 4.9: Morale - Great Team (Q6)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	13.0	13.0	13.0
Disagree	2	8.7	8.7	21.7
Agree	16	69.6	69.6	91.3
Strongly Agree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Most respondents agreed that they worked in a great team. This presented an opportunity toward achieving a higher staff morale, with the assistance of other morale building interventions.

**Table 4.10: Morale - Energy (Q7)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.3	4.3	4.3
Disagree	2	8.7	8.7	13.0
Agree	14	60.9	60.9	73.9
Strongly Agree	6	26.1	26.1	100.0
Total	23	100.0	100.0	

A high percentage of the respondents indicated that they had the energy to learn

new things. This may have provided the space required for instilling new organisational goals and help improve staff morale.

**Table 4.11: Morale - Confident (Q8)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	43.5	43.5	43.5
	Strongly Agree	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

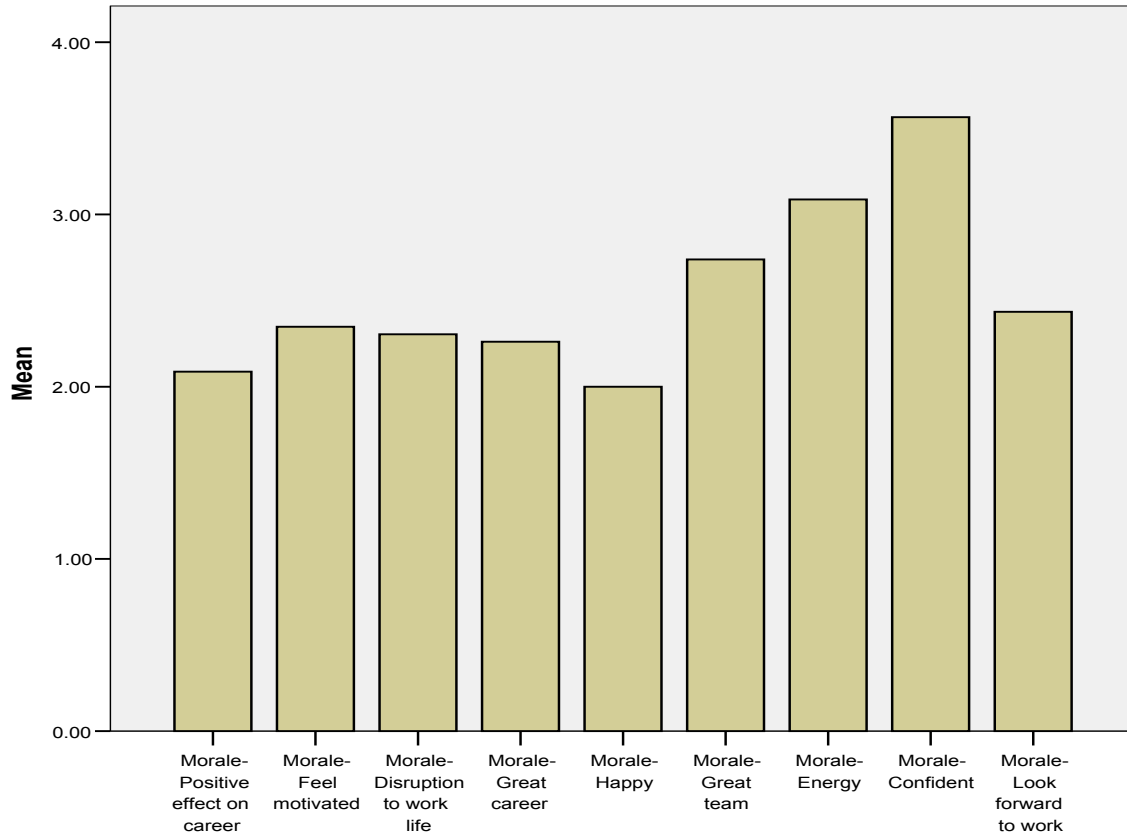
A major percentage of respondents indicated they are confident in what they do.

**Table 4.12: Morale - Look Forward to Work (Q9)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	17.4	17.4	17.4
	Disagree	7	30.4	30.4	47.8
	Agree	10	43.5	43.5	91.3
	Strongly Agree	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Most of the respondents indicated that they look forward to coming to work.

These findings in respect of staff morale are collectively depicted in the following graphical representation:



**Figure 4.1: Staff Morale Within the Registrar's Division, UKZN.**

#### 4.2.2.2 Staff Perceptions

Table 4.13 to Table 4.21 represent questions 10 to 18 on the questionnaire relating commonly to staff perceptions.

**Table 4.13: Perception-College Model Serves the Needs of Customers (Q10)**

		Fre- quenc.1y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	8.7	9.5	9.5
	Disagree	10	43.5	47.6	57.1
	Agree	8	34.8	38.1	95.2
	Strongly Agree	1	4.3	4.8	100.0
	Total	21	91.3	100.0	
Missing	System	2	8.7		
Total		23	100.0		

A large number of respondents indicated that they do not believe that the College

Model best served their customers. This was concerning as client satisfaction is a key factor during organisational change.

**Table 4.14: Perception - Merger was Positive Step (Q11)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	13.0	13.0	13.0
Disagree	7	30.4	30.4	43.5
Agree	13	56.5	56.5	100.0
Total	23	100.0	100.0	

A major view of the respondents was that the merger was a positive step for the University.

**Table 4.15: Perception - Restructure, Division More Productive (Q12)**

	Frequency	Percent	Valid Percent	Cumulative Percent
ang Strongly disagree	3	13.0	13.0	13.0
Disagree	10	43.5	43.5	56.5
Agree	7	30.4	30.4	87.0
Strongly Agree	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Some 56% of respondents did not believe that the re-structure enhanced the Division's productivity. Productivity is a key driver of change and change success is measured primarily by productivity.

**Table 4.16: Perception - Changes, Division More Productive (Q13)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	8.7	8.7	8.7
Disagree	8	34.8	34.8	43.5
Agree	12	52.2	52.2	95.7
Strongly Agree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Although many respondents believed that the re-structuring into the College Model did not improve Divisional productivity (Q12), the majority of the respondents indicat-

ed in this question that they believed that, at the inception of change (the merger), their Division was more productive.

**Table 4.17: Perception - Changes, Improved Image for Division (Q14)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	8.7	8.7	8.7
Disagree	13	56.5	56.5	65.2
Agree	6	26.1	26.1	91.3
Strongly Agree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

A majority of the staff did not agree that the changes improved the image of the Division. This may have been indicative of complaints received from external stakeholders.

**Table 4.18: Perception - Changes Implemented Efficiently (Q15)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	26.1	26.1	26.1
Disagree	7	30.4	30.4	56.5
Agree	10	43.5	43.5	100.0
Total	23	100.0	100.0	

The majority of the respondents (56.5%) did not agree that the changes were implemented efficiently

**Table 4.19: Perception - Treated Fairly During Changes (Q16)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	26.1	26.1	26.1
Disagree	5	21.7	21.7	47.8
Agree	10	43.5	43.5	91.3
Strongly Agree	2	8.7	8.7	100.0
Total	23	100.0	100.0	

Although morale basically seemed low, the majority of the respondents admitted to being treated fairly during the changes.

**Table 4.20: Perception - Management Supportive During Changes (Q17)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	13.0	13.0	13.0
Disagree	5	21.7	21.7	34.8
Agree	14	60.9	60.9	95.7
Strongly Agree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

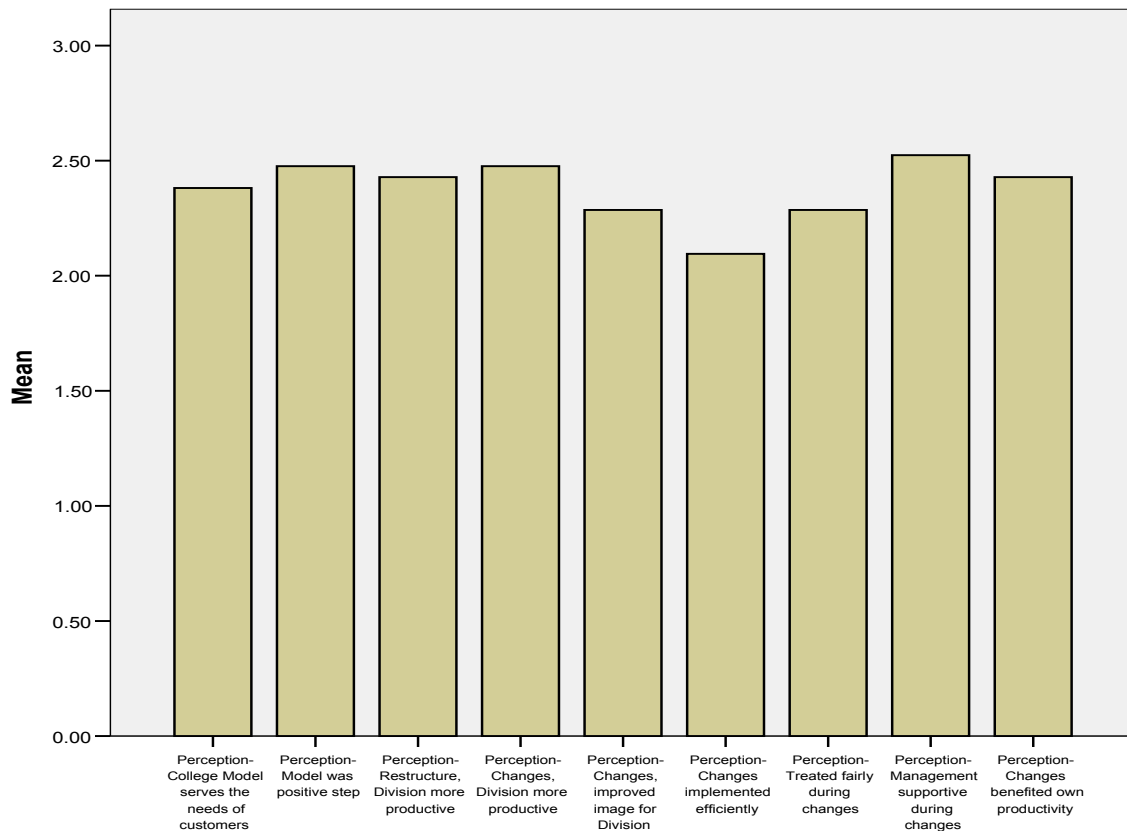
A large portion of the respondents (70.2%) felt that management supported them during the changes.

**Table 4.21: Perception - Changes Benefited Own Productivity (Q18)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	8.7	8.7	8.7
Disagree	8	34.8	34.8	43.5
Agree	12	52.2	52.2	95.7
Strongly Agree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

A slender majority of the respondents (13 to 10) believed that the changes were of benefit to their individual productivity. This contradicts the fact that they did not agree that the Divisional productivity has increased. They see their own productivity enhanced but not the Divisions, which may be an indication that staff do not see the bigger picture underlying the changes.

These findings are further illustrated below:



**Figure 4.2: Staff Perception in the Registrar's Division, UKZN**

#### 4.2.2.3 Staff Attitudes

Table 4.22 to Table 4.31 represents questions 19 to 28 on the questionnaire relating commonly to staff attitudes.

**Table 4.22: Attitudes - Support Division's Strategic Goals (Q19)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.3	4.3	4.3
Disagree	4	17.4	17.4	21.7
Agree	14	60.9	60.9	82.6
Strongly Agree	4	17.4	17.4	100.0
Total	23	100.0	100.0	

Some 78.3% of the respondents indicated that they support the Divisional goals,

which may indicate a promise for future improvements in morale and job satisfaction. The fact that almost 22% did not support the statement indicates that it would pay the division to work on improving employee morale, attitudes and commitment.

**Table 4.23: Attitudes - Give My Best (Q20)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	8.7	8.7	8.7
Disagree	1	4.3	4.3	13.0
Agree	9	39.1	39.1	52.2
Strongly Agree	11	47.8	47.8	100.0
Total	23	100.0	100.0	

A large percentage (86.9%) of staff indicated that they strive to give their best in their job. To have 13% of employees who did not agree though, means that there is room for management to improve on this set of responses.

**Table 4.24: Attitudes - Support All Changes (Q21)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	8.7	8.7	8.7
Disagree	9	39.1	39.1	47.8
Agree	9	39.1	39.1	87.0
Strongly Agree	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Though a slender majority of twelve respondents actually supported the changes, eleven did not support them. This indicated a deeply divided division which management needs to placate and convince of the necessity for the changes.



**Table 4.25: Attitudes - Support Some Changes (Q22)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	8.7	9.5	9.5
	Disagree	5	21.7	23.8	33.3
	Agree	10	43.5	47.6	81.0
	Strongly Agree	4	17.4	19.0	100.0
	Total	21	91.3	100.0	
Missing	System	2	8.7		
Total		23	100.0		

Two respondents to the questionnaire failed to respond to this question. This was an indication that there was probably fear of exposure. The majority of respondents (14 out of the 21) agreed that they supported the changes.

**Table 4.26: Attitudes - Accepted All Changes (Q23)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	8.7	8.7	8.7
	Disagree	3	13.0	13.0	21.7
	Agree	14	60.9	60.9	82.6
	Strongly Agree	4	17.4	17.4	100.0
	Total	23	100.0	100.0	

In this case, the majority of respondents indicated they accept all the changes, though for five employees (13%) to disagree illustrates the need for management intervention.

**Table 4.27: Attitudes - Accepted Some Changes (Q24)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	4.3	4.8	4.8
	Disagree	10	43.5	47.6	52.4
	Agree	8	34.8	38.1	90.5
	Strongly Agree	2	8.7	9.5	100.0
	Total	21	91.3	100.0	
Missing	System	2	8.7		
Total		23	100.0		

10 agreed accepted some of the changes and 11 did not.

**Table 4.28: Attitudes - Willing to Help (Q25)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	4.3	4.5	4.5
	Disagree	1	4.3	4.5	9.1
	Agree	10	43.5	45.5	54.5
	Strongly Agree	10	43.5	45.5	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

An overwhelming 91% of respondents indicated a willingness to help. This indicated a good sense of loyalty.

**Table 4.29: Attitudes - Willing to Adapt (Q26)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	8.7	9.1	9.1
	Agree	14	60.9	63.6	72.7
	Strongly Agree	6	26.1	27.3	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

As above, an overwhelming 90.9% of respondents indicated they were willing to adapt.

**Table 4.30: Attitudes - Changes, Willing to Seek Advice (Q27)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	4.3	4.3	4.3
	Disagree	1	4.3	4.3	8.7
	Agree	16	69.6	69.6	78.3
	Strongly Agree	5	21.7	21.7	100.0
	Total	23	100.0	100.0	

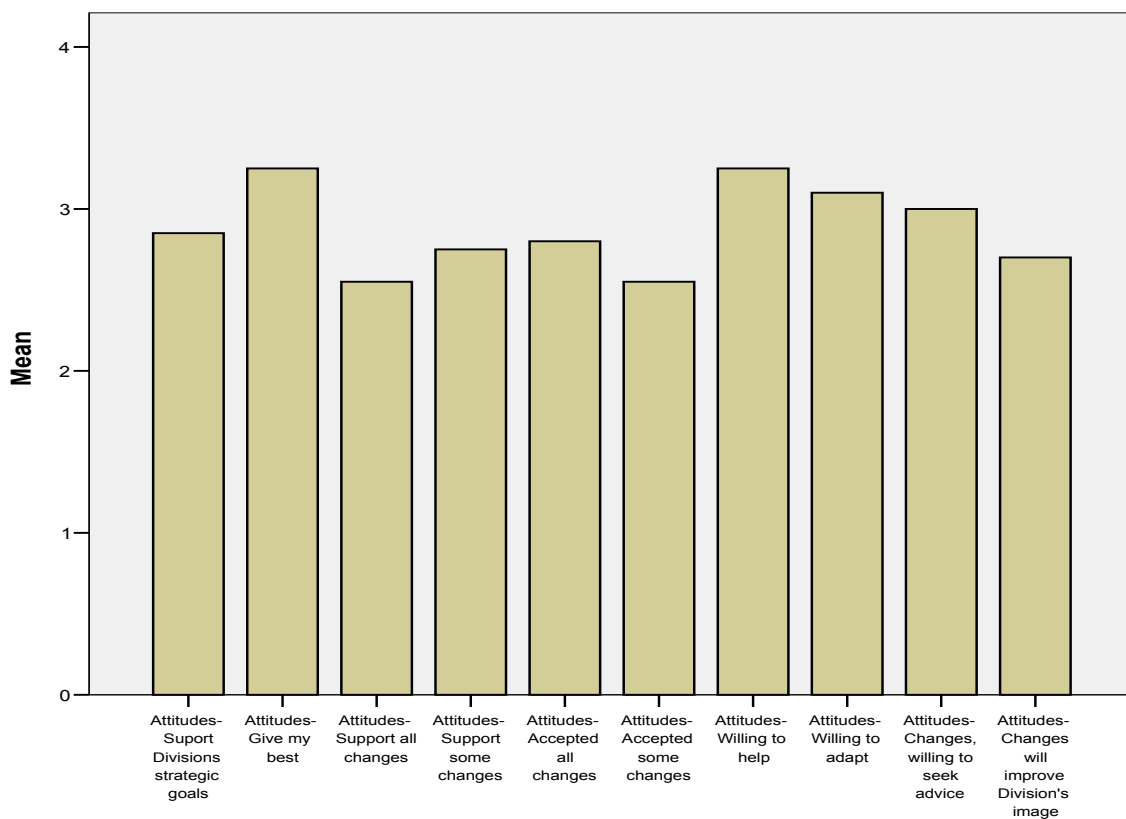
Again a large number (21) of respondents (91.3%) were willing to seek advice regarding the changes; this indicates a sense of commitment to the department and the university.

**Table 4.31: Attitudes - Changes Will Improve Division's Image (Q28)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	4.3	4.3	4.3
	Disagree	9	39.1	39.1	43.5
	Agree	8	34.8	34.8	78.3
	Strongly Agree	5	21.7	21.7	100.0
	Total	23	100.0	100.0	

Responses were split on this statement about whether the changes will improve the Division's image. Improved communication and employee input might alleviate things.

The findings on 'attitudes' are illustrated below:



**Figure 4.3: Staff Attitudes Within the Registrar's Division**

#### 4.2.2.4 Communication

Table 4.32 to Table 4.42 represent questions 29 to 39 on the questionnaire relating commonly to communication.

**Table 4.32: Communication - Consulted on all changes (Q29)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	21.7	22.7	22.7
	Disagree	10	43.5	45.5	68.2
	Agree	6	26.1	27.3	95.5
	Strongly Agree	1	4.3	4.5	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

Some 68.2% of respondents indicated that they were not consulted on all changes. This was a matter of concern as it indicated probable lack of communication.

**Table 4.33: Communication - Consulted on Some Changes (Q30)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	21.7	22.7	22.7
	Disagree	7	30.4	31.8	54.5
	Agree	9	39.1	40.9	95.5
	Strongly Agree	1	4.3	4.5	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

In total 54.5% majority respondents felt they were not consulted on even some of the changes. That is an alarming percentage.

**Table 4.34: Communication - Aware of All Changes (Q31)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	21.7	22.7	22.7
	Disagree	8	34.8	36.4	59.1
	Agree	8	34.8	36.4	95.5
	Strongly Agree	1	4.3	4.5	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

In total, 59.1% of respondents did not agree that they were aware of all the changes, and again, the respondents were split on this matter. Clearly, better communication would change this situation.

**Table 4.35: Communication - Aware of Some Changes (Q32)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	17.4	18.2	18.2
	Disagree	8	34.8	36.4	54.5
	Agree	9	39.1	40.9	95.5
	Strongly Agree	1	4.3	4.5	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

Though 54.5% of respondents did not agree that they aware of some of the changes, 43% agreed, indicating that the division has two schools of thought on this issue. Again, management needs to improve the flow of information.

**Table 4.36: Communication - Management/Senior Open on All changes (Q33)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	17.4	17.4	17.4
	Disagree	11	47.8	47.8	65.2
	Agree	7	30.4	30.4	95.7
	Strongly Agree	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Some 65.2% did not agree that management were open on all changes.

**Table 4.37: Communication - Management/Senior open on Some Changes (Q34)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	13.0	13.6	13.6
	Disagree	9	39.1	40.9	54.5
	Agree	10	43.5	45.5	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

Twelve respondents disagreed that management was open about the changes, but ten respondents agreed that they were open.

**Table 4.38: Communication - Communication Can be Same as Before (Q35)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	17.4	17.4	17.4
	Disagree	11	47.8	47.8	65.2
	Agree	7	30.4	30.4	95.7
	Strongly Agree	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Respondents indicated that they liked change communication to be different in future. Having said that, 15 disagreed and 8 agreed which meant that 35% supported statement, yet again there was no clear view amongst respondents, again illustrating the need for better communication.

**Table 4.39: Communication - Adequate Communication and Consultation (Q36)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	17.4	17.4	17.4
	Disagree	10	43.5	43.5	60.9
	Agree	8	34.8	34.8	95.7
	Strongly Agree	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

In total 60.9% did not agree that consultation and communication were adequate, which is consistent with the previous response.

**Table 4.40: Communication - Management Communication Not Necessary (Q37)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	14	60.9	60.9	60.9
Disagree	8	34.8	34.8	95.7
Agree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

A very high number (95.7%) believed that management communication and consultation is necessary.

**Table 4.41: Communication - Felt Included (Q38)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	26.1	26.1	26.1
Disagree	8	34.8	34.8	60.9
Agree	8	34.8	34.8	95.7
Strongly Agree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

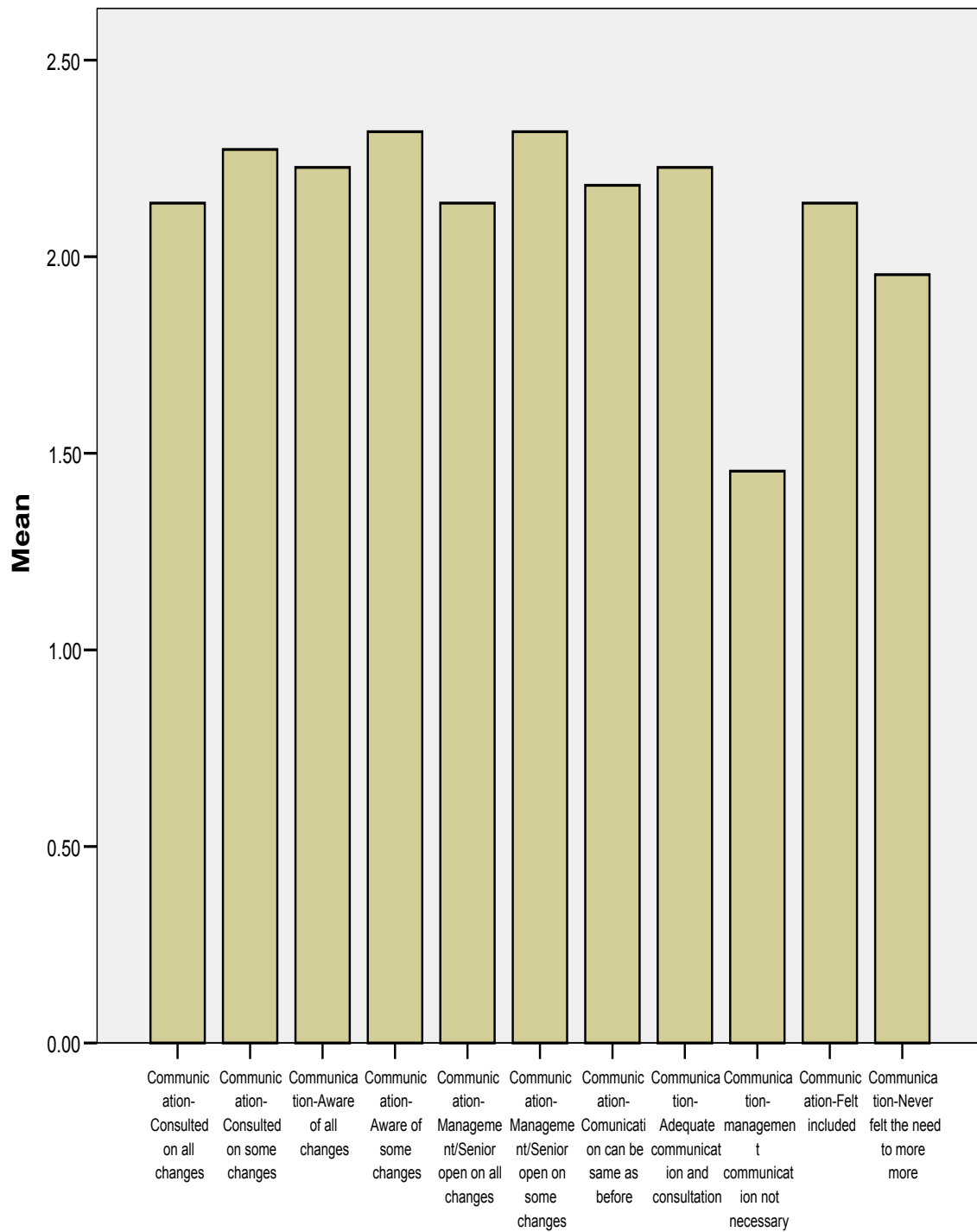
Some 60.9% of staff indicated that they did not feel included.

**Table 4.42: Communication - Never Felt the Need to Know More (Q39)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	9	39.1	39.1	39.1
Disagree	8	34.8	34.8	73.9
Agree	5	21.7	21.7	95.7
Strongly Agree	1	4.3	4.3	100.0
Total	23	100.0	100.0	

Some 73.9% indicated that they felt the need to know more than what management was telling them about the changes.

These findings in regard to communications are depicted hereunder:



**Fig 4.4: Communication in the Registrar's Division**



### 4.2.3 Descriptive Statistics: Measures of Central Tendency

**Table 4.43: Staff Morale**

	N	Minimum	Maximum	Mean	Std. Deviation
Morale-Positive effect on career	23	1.00	4.00	2.0870	.84816
Morale-Feel motivated	23	1.00	4.00	2.3478	.93462
Morale- Disruption to work life	23	1.00	4.00	2.3043	.76484
Morale- Career	23	1.00	4.00	2.2609	.91539
Morale-Happy	23	1.00	3.00	2.0000	.79772
Morale-Great team	23	1.00	4.00	2.7391	.81002
Morale-Energy	23	1.00	4.00	3.0870	.73318
Morale-Confident	23	3.00	4.00	3.5652	.50687
Morale-Look forward to work	23	1.00	4.00	2.4348	.89575

Table 4.43 indicates the morale of staff as shown by the mean and the Standard Deviation. The mean is mostly below 2.5, which is an indication that most respondents had a low morale. The standard deviation (SD) measured variability around the mean. At below 1 the SD was low, which meant that other respondents had not deviated significantly from the general findings.

**Table 4.44: Staff Perceptions**

	N	Minimum	Maximum	Mean	Std. Deviation
Perception-College Model serves the needs of customers	21	1.00	4.00	2.3810	.74001
Perception- Model was positive step	23	1.00	3.00	2.4348	.72777
Perception- Restructure, Division more productive	23	1.00	4.00	2.4348	.89575
Perception- Changes, Division more productive	23	1.00	4.00	2.5217	.73048
Perception- Changes, improved image for Division	23	1.00	4.00	2.3478	.77511
Perception-Changes implemented efficiently	23	1.00	3.00	2.1739	.83406
Perception-Treated fairly during changes	23	1.00	4.00	2.3478	.98205
Perception- Management supportive during changes	23	1.00	4.00	2.5652	.78775
Perception-Changes benefited own productivity	23	1.00	4.00	2.5217	.73048

Table 4.44 indicates the perception of staff as shown by the mean and the SD. The mean was mostly below 2.5 and the SD below 1. Staff perception was mostly low. The standard deviation (SD) measured variability around the mean. At below 1 the SD was low, which meant that other respondents had not deviated significantly from the general findings.

**Table 4.45:****Staff Attitudes**

	N	Mini- mum	Maxi- mum	Mean	Std. Devia- tion
Attitudes-Suport Di- visions strategic goals	23	1.00	4.00	2.9130	.73318
Attitudes-Give my best	23	1.00	4.00	3.2609	.91539
Attitudes-Support all changes	23	1.00	4.00	2.5652	.84348
Attitudes-Support some changes	21	1.00	4.00	2.7619	.88909
Attitudes-Accepted all changes	23	1.00	4.00	2.8696	.81488
Attitudes-Accepted some changes	21	1.00	4.00	2.5238	.74960
Attitudes-Willing to help	22	1.00	4.00	3.3182	.77989
Attitudes-Willing to adapt	22	2.00	4.00	3.1818	.58849
Attitudes-Changes, willing to seek ad- vice	23	1.00	4.00	3.0870	.66831
Attitudes-Changes will improve Divi- sion's image	23	1.00	4.00	2.7391	.86431

Table 4.45 indicates the attitude of staff as shown by the mean and the SD. The mean was mostly above 2.5 and the SD below 1. Staff attitude was mostly high. The standard deviation (SD) measured variability around the mean. At below 1 the SD was low, which meant that other respondents had not deviated significantly from the general findings.

**Table 4.46: Communication**

	N	Minimum	Maximum	Mean	Std. Deviation
Communication-Consulted on all changes	22	1.00	4.00	2.1364	.83355
Communication-Consulted on some changes	22	1.00	4.00	2.2727	.88273
Communication-Aware of all changes	22	1.00	4.00	2.2273	.86914
Communication-Aware of some changes	22	1.00	4.00	2.3182	.83873
Communication-Management/Senior open on all changes	23	1.00	4.00	2.2174	.79524
Communication-Management/Senior open on some changes	22	1.00	3.00	2.3182	.71623
Communication-Communication can be same as before	23	1.00	4.00	2.2174	.79524
Communication-Adequate communication and consultation	23	1.00	4.00	2.2609	.81002
Communication-Management communication not necessary	23	1.00	3.00	1.4348	.58977
Communication-Felt included	23	1.00	4.00	2.1739	.88688
Communication-Never felt the need to more more	23	1.00	4.00	1.9130	.90015
Valid N (listwise)	18				

Table 4.46 indicates the communication of staff as shown by the mean and the SD. The mean was mostly below 2.5. Staff communication was mostly low. The standard deviation (SD) measured variability around the mean. At below 1 the SD was low, which meant that other respondents had not deviated significantly from the general findings.

#### 4.2.4 Inferential Statistics: Correlations

Sekaran (2003) indicates that 1 represents a perfect correlation between two variables, and realistically a correlation ( $r$ ) coefficient could range between -1.0 to +1.0.

Cohen & Cohen (1983) further advise that the following correlation coefficient values express relationships, either positive or negative. A more detailed description is provided.

- When  $r$  is .1 to .3 = small correlation
- When  $r$  is .3 to .5 = moderate correlation
- When  $r$  is .5 and above = strong correlation

**Table 4.47: Correlation Between Communication and Staff Perception**

Correlations			Perception-Management supportive during changes	Communication-Felt included
Spearman's rho	Perception-Management supportive during changes	Correlation Coefficient	1.000	.673**
		Sig. (1-tailed)	.	.000
		N	23	23
	Communication-Felt included	Correlation Coefficient	.673**	1.000
		Sig. (1-tailed)	.000	.
		N	23	23

\*\* . Correlation is significant at the 0.01 level (1-tailed).

A strong correlation exists between *communication* and *staff perception*, with a correlation coefficient of .673.

**Table 4.48: Correlation Between Communication and Morale**

Correlations			Morale-Happy	Communication-Aware of all changes
Spearman's rho	Morale-Happy	Correlation Coefficient	1.000	.389*
		Sig. (1-tailed)	.	.037
		N	23	22
	Communication-Aware of all changes	Correlation Coefficient	.389*	1.000
		Sig. (1-tailed)	.037	.
		N	22	22

\*. Correlation is significant at the 0.05 level (1-tailed).

The correlation coefficient is .389 which suggests a moderate correlation between *communication* and *morale*

**Table 4.49: Correlation Between Morale and Attitude**

Correlations			Attitudes-Accepted all changes	Morale-Happy
Spearman's rho	Attitudes-Accepted all changes	Correlation Coefficient	1.000	.292
		Sig. (1-tailed)	.	.088
		N	23	23
	Morale-Happy	Correlation Coefficient	.292	1.000
		Sig. (1-tailed)	.088	.
		N	23	23

At .292, the correlation coefficient indicates that the correlation between *Attitudes* and *Morale* is small.

### **4.3 Summary**

Together, all of the above analyses portrayed a better understanding of the impact of organisational change on staff within the Registrar's Division, UKZN. The analysis conducted suggested low staff morale and negative perceptions as well as insufficient communication during the organisational changes. The analysis also suggested general positive staff attitudes.

There is also an indication that a correlation exists between communication and morale as well as communication and perceptions. The positive staff attitudes only slightly correlate with communication, suggesting that whilst communication has an impact on perceptions and morale, attitude to work is only slightly affected.

A concern is that with such a small sample, the findings at best are a pointer to what opinions the larger population may hold. Regrettably, the low response rate needs to be considered when assessing the findings. A discussion of the data analysis follows in Chapter 5.

## CHAPTER FIVE

### DISCUSSION OF RESEARCH ANALYSIS

#### 5.1 Introduction

In the study, more respondents within the Registrar' Division indicated that they look forward to coming to work every day. This, perhaps, follows through from the fact that most respondents indicated that they worked in great teams. Another positive indication was the finding that most respondents indicated that they did have the energy to learn new things and that they were willing to accept the changes. Despite the negative findings in relation to this study, these core essentials in staff behaviour may have been the key to overcoming low morale and poor communication.

The findings, although concerning, indicated definite promise of ensuring success following the implementation of organisational change. It is important to bear in mind Kurt Lewin's transitional model, which highlighted that sudden or major change does lead to a natural response in human behavior. Humans react by going through phases of shock, confusion (poor perceptions) and depression. The key feature, which was the focus point of the model in identifying crisis point in individuals. With support, individuals can move back up the transitional curve through acceptance and building new confidence, which a major portion of respondents to this study indicated they were experiencing. Without support during the crisis point, individuals may give up, quit and travel further down the transitional curve. In this regard, it was positive to note that most respondents indicated that management had supported them during the changes.

Certainly, the analysis indicated that morale and communications were generally low. However, the literature shows that this is not uncommon during changes. Reasons for this included the lack of trained change managers, poor communications and lack of adequate leadership during changes. The question that leadership should have asked was whether they focused on all quadrants of change (mindset,



behavior, culture and systems) pointed out in Wilbur's leadership accountability model. Did they simply just focus on systems? It was useful to look at each objective of the study separately.

## **5.2 The Impact of Changes on Staff Morale (Objective One)**

Tables 4.4 to 4.8 reflected highest frequencies in *strongly disagree* to *agree* (cumulative), indicative of negative responses to questions relating to staff morale. Tables 4.9 to 4.12 indicate positive responses i.e. the higher frequencies lie between *agree* and *strongly agree*.

In summary, the respondents indicated the following:

- they disagree (69%) that the changes positively affected their career;
- they do not feel motivated (52%);
- they believe (60.9%) that the changes have disrupted their work life;
- they do not believe (60.9%) that they have a great career within the University;
- they are unhappy (69.6).

However, they believed that they worked in a great team, they had the energy to learn, they were confident in what they did and do looked forward to coming to work. As indicated, these provided the basis in supporting staff to overcome their low morale and travel up the transitional curve.

Correlation studies indicated that staff morale may be impacted by communicated. This may provide some recommendation for strategies in improving staff morale.

## **5.3 The Impact of Changes on Staff Perceptions (Objective Two)**

Tables 4.13; 4.15; 4.17 and 4.18 reflect highest frequencies in *strongly disagree* to *agree* (cumulative) indicative of negative responses to questions relating to staff perceptions. Tables 4.14; 4.16; 4.19; 4.20 and 4.21 indicate positive responses i.e. the

higher frequencies lie between *agree* and *strongly agree*. In summary, the respondents' perceptions were as follows:

- Some 57.1% disagreed that the College Model best serves the need of their customers;
- Altogether 56.5% disagreed that their Division is more productive following the merger;
- Some 65.2% disagreed that the changes have improved the image of their Division;
- According to 56.5% of respondents the changes were implemented efficiently.

However they agree that:

- adopting the College Model was a positive step (56.5%);
- the Division was more productive following the changes (56.5%);
- they were treated fairly during the changes (52.2%);
- management was supportive during the changes (65.2%);
- the changes benefited their own productivity (56.5%).

Here again, concerning statistics were provided. The entire reason for any organisational change within Institutions like UKZN, is to better position themselves to achieve enhanced client satisfaction, to become more productive and to certainly enhance their overall image. With the majority of the respondents disagreeing that this has happened, urgent attention was required by Registrar's management to unpack these issues. Another strategy would be to increase communication as correlations studies have strongly suggested that staff perceptions are impacted by communication.

However, respondents indicated some positive perceptions about the future, and indicated which need to be preserved by increasing communications and providing sound leadership.

#### **5.4 The Impact of Changes on Staff Attitudes (Objective Three)**

All Tables 4.22 to 4.31, excluding Table 4.27, indicated only positive responses i.e. the higher frequencies lied between *agree* and *strongly agree*. Question 4.24 (table 4.27) reflected a major frequency with negative responses (52.4%). However, this does not correlate with the preceding question and was ignored. The preceding question (Q23) asked the respondents to indicate if they accept all of the changes and a high majority of respondents (78.3%) at this point indicated *agree*. It did not make sense then that a majority held the view that they accepted only some of the changes (Q24). Obviously if you support ‘all’ of the changes, you will support ‘some’ of the changes.

An explanation for this could be the fact that respondents were trying to say that they did not just accept ‘some of the changes’, but they accept ‘all of the changes’. There was certainly hesitancy to indicate they ‘agree’ with both questions. The intention was to know whether, if they did not accept ‘all’ the changes, then did they accept at least ‘some’ of the changes.

In summary, the majority of respondents’ attitudes are positive, and:

- support the Division’s strategic goals;
- believe in giving their best;
- support ‘all’ of the changes;
- accept ‘all’ of the changes;
- are willing to help;
- are willing to adapt to the changes;
- are willing to seek advice regarding the changes;
- believe that the changes will improve the Division’s image.

## 5.5 Communication During the Organisational Change (Objective Four)

All Tables reflected highest frequencies in *strongly disagree* to *agree* (cumulative) indicative of negative responses to questions relating to communications. The high majority view must be noted, ranging from 54.5% to 95.7%.

In summary, the majority of respondents felt the following regarding communication:

- they were not consulted on all nor some of the changes;
- they were not aware of all nor some of the changes;
- management and senior management were not open on all nor some of the changes ;
- communication in future changes must be the same as before;
- communication and consultation was not adequate;
- there was a strong majority view (95.7%) that management communication is necessary;
- they did not feel included;
- they do feel the need to know more regarding changes.

It was clear that almost all respondents indicated that they needed management communication. In Kotter's 8 step model, it was pointed out in step 4 that management should use every means possible to communicate the new vision and strategies of the organisation. Management at UKZN needed to ask themselves whether this was done and managers within the Registrar's Division need to ask the same question. The analysis of the data strong suggested that this has not been done.

## **5.6 Conclusion**

This results of the study were not statistically sound due to the small sample size and poor response rate, which was the reason why one of the primary recommendations was for further study to confirm the results or otherwise. The fact that there was a low response rate is in keeping with the pilot study where staff reflected hesitation and fear of completing the questionnaire.

In terms of the responses and the analysis, acknowledging respondents' feedback, and providing the necessary guidance, support and stronger communication was what was required for overall success. Respondents indicated clearly the right attitudes and some have aligned perceptions, which may have indicated that the low morale within the Division was not deliberate or based on unrealistic ambitions or selfish wants. Poor communication, untrained change agents, and leaders not focusing sufficiently on individual change were probably the more likely cause of the lack of morale and misaligned perceptions.

Chapter Six, which follows, contains the conclusions and recommendations.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This study was intended to assess the impact of organisational change on the staff in the Registrar's Division, University of KwaZulu-Natal, and to provide recommendations for recovery. This study was successful in achieving this. The literature review provided an adequate understanding of the many changes that the University has undergone since 2004 when it was formed, following a merger of two former Universities.

The literature review provided an understanding of key aspects in change management with a focus on individual change. Research was carried out on staff within the Registrar's Division using quantitative research methods.

The research analysis showed that certain deficiencies may have existed in staff morale and staff perceptions. There were also clear indications of the lack of communication during change. Assessing staff morale and perceptions, as well as assessing communications prior to the changes, were the objectives of the study.

Furthermore, the research suggested that a relationship exists between communication and staff morale as well as between communication and staff perceptions. This provided opportunities for developing corrective strategies.

These objectives are further discussed and recommendations for improvement are provided. The background statement clearly outlined several changes that took place in the Division since 2004. It was evident that these changes were transformational and not minor. The review revealed that transformational changes required extensive change management interventions and highly experienced change managers and leaders. There was no evidence of such interventions carried out by the Division or by the University at large, which was an indication that leaders may have lacked change management skills.

Repeated major transformational changes that occur within relatively short spaces of time are rare, albeit that we live in a dynamic world. A single transformational change requires time for settling in or re-freezing as indicated in Lewin's model of change (unfreeze, change, refreeze). The researcher recommends that further study is conducted to assess areas that require refreezing.

It is further recommended that Kotter's model (Accelerate) of dual systems (one for operational issues and one dedicated for change strategy) be applied or reviewed prior to any further changes.

## **6.2 Objective One: Assessment of Staff Morale**

**Literature review:** The literature review indicated clearly that individual change is the centre of any organisational change and that change managers must be effective in dealing with change. It was also evident in the review that individuals must go through a natural change process when dealing with change i.e. transitional change.

In order for staff to move up the transitional change path into recovery, acceptance and confidence, their attitudes' are a key value. If support is not provided for this, these staff could move deeper down the transitional path into crisis stage.

**Fieldwork:** The research analysis revealed that staff morale was certainly low. A major percentage of respondents indicated that they were unhappy. The analysis, however, also provided an indication that staff did feel that they worked in great teams and that they were confident in what they did. This provided a basis for the improvement of staff morale. Furthermore correlation studies suggested that a relationship exists between staff morale and communication.

**Recommendation:** The low staff morale should be communicated to all management levels within the Division and interventions are required to prevent staff with low morale to plummet into crisis. This is required to prevent staff losses and also ensure staff are productive and efficient. A model for intervention has been proposed in Objective One and as suggested, staff need to be 'refrozen' into the new visions of the organisation. Part of refreezing is reviewing morale and finding ways

for improvement. Communication strategies need to be adopted to ensure that changes are thoroughly communicated to all levels.

### **6.3 Objective Two: Assessment of Staff Perceptions**

**Literature review:** The literature review on this objective was the same as Objective Two. However, of particular importance here was the discovery of Wilbur's model of leadership accountability wherein it was clear that 'mindset' formed a core quadrant during change management.

A mindset is the perceptions of staff during change. It is important that perceptions are aligned with the new vision before change implementation. These perceptions are best aligned by those in leadership roles.

**Fieldwork:** The analysis revealed that staff perceptions may have been low. Respondents did not perceive that the changes enhanced productivity, the Division's image, or that the changes better served the clients.

**Recommendations:** Staff had mostly negative perceptions regarding the changes, which require intervention, such as re-affirming UKZN's vision and goals. Kotter's dual model may help to prevent future change from bringing about misaligned perceptions. Correlation studies strongly suggested that a relationship exists between communication and staff perceptions. It is therefore crucial that a model of communication is developed and implemented to align staff perceptions with organisational goals. Communication strategies are further discussed in point 6.5.

### **6.4 Objective Three: Assessment of Staff Attitudes**

**Literature review:** The literature review is shared with Objective Two and Three. Here again, mindset was important. Mindset encompassed attitudes as well as perceptions. Both had to be optimally aligned to accept change.

**Fieldwork:** The data analysis clearly indicated that staff attitudes, despite low morale, were well aligned to organisational goals. Most respondents indicated their



willingness to help, the energy to learn new things and the willingness to accept the changes. This is highly important in order for staff to move up the transitional curve into a realm of positive morale and perceptions. A key feature of the transitional curve is the 'willingness' to recover. This is an individual decision despite the need for support.

**Recommendations:** The Division's management needs to immediately capitalise and harness this attitude. Close the gaps in communication immediately and employ strategies that get these staff with the right attitudes to influence others and to spread the word of the new vision.

These staff had the ability to be their own change agents. During 'refreezing' of the new organisational goals, their attitudes must be used as a medium of transfer. Management should provide them with all the policies and plans, and share project ideas of the renewed vision as they have the attitude to receive such.

## **6.5 Objective Four: Assessing Communication and Consultation Prior to the Changes**

**Literature review/ background study:** There was limited communication prior or during changes in UKZN or the Registrar's Division. The UKZN website was extensively searched and only the communiqué from the Vice-Chancellor regarding changes was found. Communication as an important factor during change was established in the literature review. The role of change agents and leaders as communicators of change was revealed. Furthermore, it was revealed that communication language was important and that encompassing business strategy, communication strategy and intercultural strategy provided better overall communication in organisations.

**Fieldwork:** The analysis revealed that communication may have been low prior to the changes. It was also evident that respondents wanted to know more than what was told to them, indicating that insufficient information may have been provided

about the changes. Respondents also indicated they would not like the communication to be the same in future change.

**Recommendations:** The changes should be communicated to every level, even at this stage. This is line with Kotters 8 step model to change. Leaders within the Division must adopt /align themselves with language skills as proposed by Mayfield and Mayfield (2012). A strategic communication model must be adopted to improve overall communication. A relevant model for UKZN and the Registrar's Division is the model proposed by Varner II (2000).

### **6.7 Limitations of the Study**

The limitations of the study have been discussed in Chapter Three. For further research, it is recommended that a larger sample size is used. It is also recommended that further study be expanded to include research on the following correlation: communication/consultation and staff morale, perceptions and attitudes.

### **6.8 Suggestions for Further Research**

Given the low response rate, it is important that a larger, statistically sound study be carried out. To succeed though, potential respondents will have to be convinced of their anonymity.

An additional suggestion is that a qualitative study be conducted, as the responses to such a study would yield in-depth data concerning the issues that respondents may be dissatisfied with. Such a process would result in greater understanding of the problems.

### **6.9 Concluding Comments**

The organisational change challenges within the Registrar's Division, UKZN, have been identified and analysed. Recommendations have been provided for recovery.

Three models, Kotter's 8 step model, Kotter's dual model and Lewin's model for change have been proposed under various objectives. However, these models are inter-related and further research into them will enable the development of an adequate framework for change implementation within the Registrar's Division, UKZN.

It must be noted that this study was on a small scale with a population of 50 and a response rate of only 46%, which is 23 responses. Given the low number of respondents, the accuracy of the research process and the data analysis must therefore be confirmed by secondary studies before the recommendations can be applied or generalised to other Divisions in the University.

In the event that the recommendations made in this research are adopted and implemented, the process needs careful monitoring, so that if the desired results are not being yielded, the process can be adapted.

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**COMPARISON BETWEEN THE NEW CONDITIONS OF SERVICE AND EXISTING 2006 CONDITIONS OF SERVICE**

The purpose of this document is to enable a better understanding of the key differences between the new Conditions of Service and existing Conditions of Service. The table below illustrates:

March 2004 CoS	July 2004 CoS	February 2006 CoS	January 2012 CoS
<b>HOUSING LOAN GUARANTEE AND HOUSING ALLOWANCE</b>			
<p><u>Para 9.1 Housing Loan Guarantee</u> In CoS but not usable due to change in the law FICA.</p> <p><u>Para 9.1 Housing Allowance</u> All staff members will receive a monthly housing allowance, as negotiated from time to time at the JBF, regardless of whether or not they are property owners.</p>	<p><u>Para 9.1 Housing Loan Guarantee</u> In CoS but not usable due to change in the law FICA.</p> <p><u>Para 9.1 Housing Allowance</u> All staff members will receive a monthly housing allowance, as negotiated from time to time at the JBF, regardless of whether or not they are property owners.</p>	<p><u>Para 9.1 Housing Loan Guarantee</u> In CoS but not usable due to change in the law FICA.</p> <p><u>Para 8.1 Housing Allowance</u> All staff members will receive a monthly housing allowance, as negotiated from time to time at the JBF, regardless of whether or not they are property owners.</p>	<p>Not included in the new Conditions of Service, it has become a redundant benefit.</p> <p>Part of Total Remuneration Package (TRP), in future staff to get their salary increase on their TRP value – higher base.</p>
<b>LEAVE</b>			
<p><u>12.1.1 Annual Leave</u> (i) Staff members are entitled to 30 (thirty days) working days annual leave per calendar year excluding the shutdown period.</p> <p>Leave accumulation up to 120 days, but encashment restricted on 15/20 ratio.</p>	<p><u>12.1.1 Annual Leave</u> (i) Staff members are entitled to 30 (thirty days) working days annual leave per calendar year excluding the shutdown period.</p> <p>Leave accumulation up to 120 days, but encashment restricted on 15/20 ratio.</p>	<p><u>Para 11.1 Annual Leave</u> New employees employed on or after 1 January 2008 will be entitled to 24 days of leave excluding shutdown period leave.</p> <p>Leave accumulation up to 120 days, but encashment restricted on 15/20 ratio.</p>	<p><u>Para 10. Annual Leave Entitlement</u> All permanent staff members are entitled to a total of 27 (twenty-seven) working days annual leave per annum inclusive of shutdown leave period.</p> <p>Leave accumulation up to 60 days, encashment once a year, subject to annual leave recorded on the system.</p>



March 2004 CoS	July 2004 CoS	February 2006 CoS	January 2012 CoS
<p><b>Sick Leave:</b> 30 working days per calendar year on full pay and thereafter 30 days per calendar year on half pay. Sick leave entitlement on full and half pay will accrue, as stated above, to a maximum of 90 (ninety) working days on full pay and 90 (ninety) working days on half pay.</p> <p><b>Special Sick Leave:</b> Staff who have a minimum of 10 (ten) years' service and are not eligible to be considered for temporary disability leave in terms of a University disability fund, may, in exceptional circumstances and subject to approval of the appropriate authority, be granted a one-off period of 90 (ninety) working days special sick leave on full pay.</p> <p><b>Special Leave:</b> Academic Staff: 22 days per calendar year Support Staff: 15 days per calendar year</p>	<p><b>Sick Leave:</b> 30 working days per calendar year on full pay and thereafter 30 days per calendar year on half pay. Sick leave entitlement on full and half pay will accrue, as stated above, to a maximum of 90 (ninety) working days on full pay and 90 (ninety) working days on half pay.</p> <p><b>Special Sick Leave:</b> Staff who have a minimum of 10 (ten) years' service and are not eligible to be considered for temporary disability leave in terms of a University disability fund, may, in exceptional circumstances and subject to approval of the appropriate authority, be granted a one-off period of 90 (ninety) working days special sick leave on full pay.</p> <p><b>Special Leave:</b> Academic Staff: 22 days per calendar year Support Staff: 15 days per calendar year</p>	<p><b>Sick Leave:</b> 30 working days per calendar year on full pay and thereafter 30 days per calendar year on half pay. Sick leave entitlement on full and half pay will accrue, as stated above, to a maximum of 90 (ninety) working days on full pay and 90 (ninety) working days on half pay.</p> <p><b>Special Sick Leave:</b> Staff who have a minimum of 10 (ten) years' service and are not eligible to be considered for temporary disability leave in terms of a University disability fund, may, in exceptional circumstances and subject to approval of the appropriate authority, be granted a one-off period of 90 (ninety) working days special sick leave on full pay.</p> <p><b>Special Leave:</b> Both academic and support staff: 15 (fifteen) working days per calendar year.</p>	<p><b>Sick Leave:</b> Staff members are entitled to 36 working days sick leave on full pay per 3 (three) year cycle starting in 2012 which will be granted in terms of the BCEA.</p> <p><b>Special Sick Leave:</b> Subject to recommendation by the Disability Management Committee and approval of the Executive Member: staff who are hospitalised or are deemed to be temporarily disabled by a University approved disability fund, may be granted a maximum of an additional once off period of 60 working days sick leave on full pay.</p> <p><b>Special Leave:</b> Support staff: 15 (fifteen) working days per calendar year. Academic, this is under further review as per Council approval.</p>
<b>TRANSFER OF LEAVE</b>			
<p>Staff members who join the University immediately after leaving another University, State or Parastatal institution as a permanent staff member, may transfer a portion of their outstanding leave to UKZN as their starting leave balance. This applied to both annual leave and sabbatical leave for academics and only annual leave for support staff.</p>	<p>Staff members who join the University immediately after leaving another University, State or Parastatal institution as a permanent staff member, may transfer a portion of their outstanding leave to UKZN as their starting leave balance. This applied to both annual leave and sabbatical leave for academics and only annual leave for support staff.</p>	<p>Staff members who join the University immediately after leaving another University, State or Parastatal institution as a permanent staff member, may transfer a portion of their outstanding leave to UKZN as their starting leave balance. This applied to both annual leave and sabbatical leave for academics and only annual leave for support staff.</p>	<p>Not part of the new CoS as this is obsolete due to the fact that it does not apply to new staff on the new CoS. Leave earned outside the University poses an unnecessary financial risk to the University.</p>
<b>FINANCIAL ASSISTANCE FOR STAFF DEVELOPMENT</b>			

March 2004 CoS	July 2004 CoS	February 2006 CoS	January 2012 CoS
Financial assistance for further study is granted to staff, through Staff Training and Development, for other study provided that such study is considered relevant to their career prospects within the University.	Financial assistance for further study is granted to staff, through Staff Training and Development, for other study provided that such study is considered relevant to their career prospects within the University.	Financial assistance for further study is granted to staff, through Staff Training and Development, for other study provided that such study is considered relevant to their career prospects within the University.	Not part of the new CoS as it is obsolete due to the fact UKZN provides tuition remission for staff to pursue career aligned professional development.
Staff members who obtain a qualification higher than that required as the criteria for appointment to the position held, shall be granted a one-off payment in accordance with the prevailing University policy.	Staff members who obtain a qualification higher than that required as the criteria for appointment to the position held, shall be granted a one-off payment in accordance with the prevailing University policy.	Staff members who obtain a qualification higher than that required as the criteria for appointment to the position held, shall be granted a one-off payment in accordance with the prevailing University policy.	Not part of the new CoS as the University policy on remuneration effectively rewards the impact of the acquisition of new competencies gained from further study through Performance-based pay, Performance Pay Progression, and Personal Development plans.
<b>RECOGNITION FOR ADDITIONAL QUALIFICATIONS</b>			
Once every 24 (twenty four) months thereafter a permanent staff member is reimbursed for the actual cost of a ticket for rail, bus or air travel within South Africa. After 48 (forty eight) months the benefit extends to a spouse or registered domestic partner.	Once every 24 (twenty four) months thereafter a permanent staff member is reimbursed for the actual cost of a ticket for rail, bus or air travel within South Africa. After 48 (forty eight) months the benefit extends to a spouse or registered domestic partner.	Once every 24 (twenty four) months thereafter a permanent staff member is reimbursed for the actual cost of a ticket for rail, bus or air travel within South Africa. After 48 (forty eight) months the benefit extends to a spouse or registered domestic partner.	Not part of the new Co as this benefit is not accessible to almost all staff and is outdated in its usage and applicability.
<b>STAFF TRAVEL REIMBURSEMENT</b>			

It is our sincere hope that you have a clear picture of the similarities and the areas of difference between the Conditions of Service applicable to new staff employed from January 2012 and existing Conditions of Service.

Regards

Dr. Mojaki Mosia

Executive Director

Division of Human Resources

## QUESTIONNAIRE

Name: (OPTIONAL)  
 Grade:  
 Are you a line Manager:  
 Section:

:Race  
 :Gender  
 :Age  
 :Qualifications

Kindly indicate your response with an X

	Strongly Disagree 1	Disagree 2	Agree 4	Strongly Agree 5
<b>STAFF MORALE</b>				
The changes have had a positive effect on my career within UKZN				
I feel motivated in my job				
The changes have caused limited or no disruption to my work life				
I have a great career within the University				
I am happier than I have ever been in my job				
I have a great team that I work with				
I have the energy to learn new things				
I am confident in what I do				
I look forward to coming to work everyday				
<b>STAFF PERCEPTIONS</b>				
The College Model best serves the needs of my customers				
The merger between the former UDW and University of Natal was a positive step for employees				
My Division is now more productive as we have recently re-structured				
My Divisions productivity improved since the inception of the changes				
My Divisions image has improved since the inception of the changes				
The changes were implemented methodically and efficiently				
I was treated fairly during all the changes				
My management was supportive during changes				
The organizational changes since the merger (inclusive) have benefited my own productivity				
<b>ATTITUDES</b>				
I support the Division's strategic goals				
I strive to give off my best in my job				
I support ALL the organisational changes in my Division since the merger (inclusive)				
I support SOME of the organizational changes in my Division since the merger (inclusive)				
I have accepted ALL the changes				
I have accepted SOME of the changes				
I am willing to assist others when the need arises				
I am willing to adapt to the changes				
I am willing to seek assistance and advice regarding the changes				
The changes will improve the Division's image				

**COMMUNICATION**

I was completely consulted on ALL changes since the merger (inclusive) before they were implemented				
I was completely consulted on SOME changes since the merger (inclusive) before they were implemented				
I was completely aware of ALL changes since the merger (inclusive) before they were implemented				
I was completely aware of SOME of the changes since the merger (inclusive) before they were implemented				
My management and senior management were confident, communicative and open with ALL of the changes				
My management and senior management were always confident, communicative and open with SOME of the changes				
I am happy for all further changes to be communicated in the same manner as previous changes				
There has been adequate communication and consultation in all current and previous changes				
I do not believe that it is necessary for management to communicate or consult with me on any of the changes				
During the changes, I felt very included				
I never felt the need to know more than what management were saying about the changes				

## INFORMED CONSENT

### ***The impact of organisational change on staff currently within the Registrar's Division, University of KwaZulu-Natal***

You are being asked to participate in the above study.

As a staff member you have first-hand experience of the many changes that UKZN has undergone since and including the merger in 2004. Not much is known about the impact of these changes on staff. Your participation in this study will certainly help to provide clarity. Results for this study may be useful to embed past, current and future organizational changes optimally.

If you agree to participate, you will only be required to answer the following questions. You are assured anonymity. All information is confidential.

Your participation is voluntary. If, at any time you wish to withdraw your participation, you are free to do so without prejudice.

### QUESTIONNAIRE

Name (OPTIONAL) \_\_\_\_\_

Gender \_\_\_\_\_

Are you a line Manager or Staff: \_\_\_\_\_

Section \_\_\_\_\_

Kindly indicate your response with an X

	Strongly Disagree 1	Disagree 2	Agree 4	Strongly Agree 5
The changes have had a positive effect on my career within UKZN				
I feel motivated in my job				
The changes have caused limited or no disruption to my work life				
I have a great career within the University				
I am happier than I have ever been in my job				
I have a great team that I work with				
I have the energy to learn new things				
I am confident in what I do				
I look forward to coming to work everyday				
The College Model best serves the needs of my customers				
The merger between the former UDW and University of Natal was a positive step for employees				
My Division is now more productive as we have recently re-structured				



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28 September 2012

Mr Sivanathan Arumugam Moodley  
Graduate School of Business and Leadership  
Westville Campus  
UKZN  
Email: [moodleys60@ukzn.ac.za](mailto:moodleys60@ukzn.ac.za)

Dear Mr Moodley

**RE: PERMISSION TO CONDUCT RESEARCH**

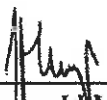
Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

*"The impact of organizational change on staff currently within the Registrar's Division, University of KwaZulu-Natal (UKZN)".*

It is noted that you will be constituting your sample by randomly handing out questionnaires to staff members in the Registrar's Division.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

  
\_\_\_\_\_  
Professor J.J. Meyerowitz  
REGISTRAR

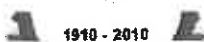
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**Office of the Registrar**

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## Siva Moodley

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**From:** Julie Wyngaard  
**Sent:** 10 October 2012 03:03 PM  
**To:** Siva Moodley  
**Cc:** Alec (abozas@mweb.co.za)  
**Subject:** Ethical Clearance Application Approval - S Moodley 202525611

Dear Mr Sivanathan Moodley

Your Ethical Clearance application for your MBA Project entitled *The Impact of Organisational Change on Staff Within the Registrar's Division, University of KwaZulu-Natal (UKZN)* was approved on 10 October 2012.

You may proceed with your research (conducting your questionnaires/interview)

**NB**

1. If you at any stage during your research you decide to send questionnaires to a company/organisation where you have not obtained a gatekeepers letter a letter will be required and needs to be submitted to my office.
2. If you change your questionnaire you must submit a copy of the new questionnaire to the committee for approval
3. If you change the title of your research please advise the administrator at your school.

Your form has been forwarded to the Research Office for final approval after which you will be issued an official Ethical Clearance approval letter on which it will indicate your Ethical Clearance number. This will be sent to you by post and a copy will be sent to the school for filing.

Kind Regards,  
Julie Wyngaard

Graduate School of Business and Leadership  
UKZN Westville Campus  
031 260 2784  
[wyngaardj@ukzn.ac.za](mailto:wyngaardj@ukzn.ac.za)

==== Please find our Email Disclaimer here-->: <http://www.ukzn.ac.za/disclaimer> =====