INVESTIGATING SUPPORT STAFF'S EXPERIENCES OF PLACEMENT IN THE RE-CONFIGURED UNIVERSITY OF KWAZULU-NATAL: A CASE STUDY OF ONE SCHOOL

BY

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DECLARATION

I, Nomsa Abigail Ndlovu, declare that this dissertation is my own work **"Investigating support staff's experiences of placement in the re-configured University of KwaZulu-Natal: a case study of one school."**
All the sources used or quoted have been indicated and acknowledged and listed in the references.

I further declare that this work has not been submitted previously for any degree at any university.

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This dissertation has been submitted with/without my approval.

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ABSTRACT

In this dissertation I aimed at understanding and explaining what support staff have experienced during the placement and redeployment process at the University of KwaZulu-Natal. Support staff are crucial to the success of the vision and the mission of the university, therefore it was necessary to hear their voices. Five support staff members participated in this study. Using a qualitative case study approach, I sought to answer the following critical questions: 1) How did support staff experience placement and redeployment? 2) What can we learn from the support staff's experiences of placement and redeployment in both the School and the University?

The literature review included the following issues: placement and redeployment in the organisation change, organisational change, how change occurred in the organisation, the human factor during organisational change, resistance to change, change management, leadership during change management, communication and education during managing change, participation and involvement and the role of organisational culture in organisational change. I adopted Lewin's theory of change as the framework for this study. This framework gives rise to thinking about a planned approach to changing things.

Data were generated from focus group interview and document analysis. I examined data through ten themes, as follows: communication about placement, support staff participation and involvement in decision making about placement, shock, fear and confusion, experiences of application and placement process, handing over process, timing of placement and induction, new organisational structure and reporting lines, workload, job description and clarification of role, before the reconfiguration versus after the reconfiguration.

The findings revealed that communication, participation and role clarification were key to successful implementation of change. From the findings, I concluded that power tactics and despotism cannot implement compliance, but can lead to resistance. Employee participation and involvement makes the employees feel appreciated and respected.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Background to the study

This study sought to reveal and explain what support staff members had experienced during the placement and redeployment process at the University of KwaZulu-Natal (UKZN), South Africa. According to a report by the South African National Working Group, reconfiguration of the institutional landscape of the higher education system was essential if such institutions were to rise to the challenges the country faced (Panchal & Cartwright, 2001, Bauer & Wilkinson, 2005, Papadakis, 2005, Van der Merwe, 2007, Reddy, 2007). UKZN was formed on 1 January 2004 as a result of the merger between the University of Durban-Westville and University of Natal in terms of the Higher Education Act, No 101 (DoE, 1997). These two KwaZulu-Natal Universities were among the first institutions to be merged as part of government's reforms aimed at reconfiguring and restructuring higher education.

UKZN adopted and developed a college model to simplify and streamline its governance systems. The model was adopted following a long process of discussion within the institution and in-depth research of a range of overseas institutions where the model in various forms was in operation, including the United Kingdom's Imperial College, the Universities of Aberdeen, Edinburgh, Newcastle-upon-Tyne, Manchester Institute of Science and Technology (UMIST) and the University of Sydney in Australia (University of KwaZulu-Natal, 2010). After this consultative process, UKZN established four colleges, each headed by a Deputy Vice-Chancellor, namely: the College of Agriculture, Engineering and Science; the College of Health Sciences; the College of Humanities; and the College of Law and Management Studies (University of KwaZulu-Natal, 2008). Each college is made up of a number of schools.

In 2010, a review was instituted on the functionality of the UKZN college model with the focus on structural alignments, roles and responsibilities in line with founding documents and best international practice (University of KwaZulu-Natal, 2010). The review was conducted by an external panel of experts who had first-hand experience of college models. This study utilise three recommendations from the panel of experts. These three recommendations are:

a. Recommendation 1: A two-layer structure

- UKZN is operating what may be called a "hybrid model" – three layers: the old faculty/school system with the new college/school system superimposed. One reason for this three-layer structure may have been to ease the transition of the University from the Faculty system to a college system by retaining the known. The overlap and duplication of functions, and the tension that ensues, are caused by the fact that UKZN's college structure has too many layers (UKZN, 2010)

b. Recommendation 2: A college-school structure

- In attempting to reduce the many layers in the college system, the panel of experts suggested that faculties should be removed. There was also agreement that schools were the primary constituent academic units, whose structural role is to coordinate cognate disciplines to fulfil the research agenda (UKZN, 2010). From this agreement therefore, the panel of experts recommended that the school layer clearly needed to stay. One written submission actually articulates the panel's view on the matter: "I would suggest that ----the faculties should disappear, with the schools growing in size, and taking on the role of faculties" (University of KwaZulu-Natal, 2010).

- However, what the panel recommended was not so much an abolition of faculties, but a merging of faculties and schools – a process whereby fewer,

larger "mega" schools are created that function like "mini" faculties (University of KwaZulu-Natal, 2010).

c. Recommendation 3: Appropriate administrative support in schools

- For the mini-faculties to function effectively, the new schools needed to be better resourced in terms of administrative support than were the previous schools. It was recommended that each Head of School be empowered through the provision of an administrative team that included an administrator (an equivalent of a Faculty Officer, or a Faculty Manager in a very large and complex school); a Finance Officer; a Personal Assistant, and appropriate technical and administrative staff. The Faculty Office staff would need to be re-deployed (University of KwaZulu-Natal, 2010, p. 29-30).

In November 2010, the UKZN Senate supported the above recommendations and principles outlined in the proposal for reorganisation made by the Executive Management Committee. Senate agreed that in 2011 the university should prepare for implementation of reconfiguration for 2012. During 2011, it was recommended that wide consultation with academic and support staff be undertaken in order to engage meaningfully and encourage staff to be positive to the reconfiguration idea (University of KwaZulu-Natal, 2010). Throughout 2011, support staff engaged in the process of reconfiguration, and by October 2011 placement and redeployment had begun.

These placements involved the shifting of staff from their previous positions to other posts for the purpose, with training and development, of making the best possible use of the available human resources (Cloete, 1991). Placement can be defined as a process of assigning a specific job to a candidate; that is, assigning a specific rank and responsibility to an individual by matching the requirement of a job with the qualifications and skills of the candidate (Choi & Ruona, 2010). In this study, placement refers to shifting of individual to suitable positions in order to simplify and streamline resources.

During this process of reconfiguration, other staff members were redeployed. Redeployment refers to re-allocation and re-training of labour owing to redundancy or change in technology and business situation (Hano & Terry, 1997). In the case of UKZN, redeployment was done in accordance to the change in business situation to suit the reconfigured college model. According to the Vice Chancellor of UKZN, "The college model was developed in the context of the merger between the former Universities of Durban-Westville and Natal as a means of empowering the academic sector in a large and complex university and provide a means of integrating not only the two previous institutions, but also the various centres and campuses of the new university (Makgoba, 2011, p.1). Mbadi (2011, p. 1) further posits that

"The basis of reorganisation and restructuring of the College Model is summed up in the vision of the project: to simplify and streamline for success". In every organisation, change is often very threatening particularly to the status quo, and that people can resist change because it causes discomfort (Agboola & Salawu, 2011)

From this background, it is important to establish the different experiences that the various UKZN staff had during and after the reconfiguration of the University system. There is very little knowledge on how support staff at UKZN has experienced the entire process of placement and redeployment. The voices of the support staff are often unheard. Yet, this sector of the university is crucial in supporting the academic staff in fulfilling the vision and the mission of the university. This dissertation therefore sought to reveal and explain the different experiences that support staff members went through during the placement and redeployment process in one School at UKZN.

1.2 Focus and purpose of study

According to Bews and Uys (2002) the decision for an organisation to reconfigure is often a twofold process. Firstly, the need to restructure the organisation and clarification as to whether this comes from a decline in corporate activities. Secondly, the desire to streamline and make the organisation more efficient (Bews & Uys,

2002). UKZN is a large institution striving to be the "Premier University of African Scholarship" (University of KwaZulu-Natal, 2012, p.1). The university, in its desire to advance its goals, embarked on a process of reconfiguration. The purpose of the reconfiguration was to fine-tune the organisation by making more effective use of its human resources through an understanding that people are its very foundation (Yuguo, 2005). Hay and Fourie (2002) state that in the reconfiguration process, South African higher education systems cannot afford to sacrifice their valuable human resources. Previous literature also advocates that people are the greatest resource in any organisation, because they can transform all other resources and are key to how an organisation performs (Barney & Wright, 1998). But how does a human being become a 'resource'? It cannot be assumed that everyone is necessarily a resource; people can sometimes become a liability in an organisation. By reconfiguring, involving placing and redeploying of its support staff, it can be assumed that the UKZN sought to make maximum use of its human resources.

1.3 Key research questions

1. How did support staff experience placement or redeployment?
2. What can we learn from the support staff experiences of placement or redeployment in the selected School and the University?

1.4 Significance of the study

Placement and redeployment meant change in the work environment of the support staff at the university. Some staff members were moved and relocated to different campuses. Some staff were given different portfolios. Most of the support staff feared losing their jobs, since some of the processes were not clear, since UKZN was the only university in South Africa that adopted the college model and this was the first time that the college model was reviewed. This study sought to contribute to the growing knowledge in terms of how support staff members have experienced the reconfiguration at UKZN. Such knowledge is useful in informing policies and

processes about organisational renewal, especially at Tertiary Institutions, which would want to follow the UKZN College model. This study also gives voices to the support staff, who, in most cases, where reconfiguration takes place are voiceless, with most views and recommendations coming from the academic staff members.

1.5. Definitions of terms

In this study I have used certain terms that guide the study. I thus clarify these terms in order to explain and assist the reader.

1.5.1 Support Staff

UKZN condition of service define support staff as staff members appointed and remunerated within Peromnes levels 1-17 (University of KwaZulu-Natal, 2007)

1.5.2 School

School is define as an academic Schools within which disciplines offer a comprehensive range of undergraduate and postgraduate programmes across five campuses of UKZN (http://www.ukzn.ac.za).

1.5.3 Change

Hyman, Watson and Munro (2002) define change as a condition in which an organisation cannot continue functioning as before. Van de Ven and Sun (2011) further argue that change is an on-going and never-ending process of an organisational life.

1.5.4 Organisational change

Organisational change is a method of implementing a corporate strategy made by organisational leaders and decision makers (Dunphy, Griffiths, & Benn, 2003).

Organisational change is defined as coordinated change in an organisational structure, systems, processes and products, intended to improve the attainment of one or more organisational objectives (Lines, 2005, Boohene & Williams, 2012).

1.5.5 Change management

Change management is the process by which an organisation moves towards its future state and realises its vision (Gill, 2011). In the case of this study, change management refers to change in the leadership of support staff where managerial and administrative duties and responsibility were reallocated to new support leadership.

1.5.6 Organisational structure

Organisational structure is a prescribed pattern of affiliation among people in an organisation. It articulates the behaviours in which individuals relate to each other in order to achieve organisational objectives (Bush, 2003).

1.5.7 Organisational culture

According to Jung, Scott, Davies, Bower, Whally, McNally & Mannion (2009) organisational culture is generally considered to be one of the most important factors in bringing about organisational change. Ravasi and Schults (2006) defined culture as a set of mutual assumptions that steer understanding and actions in an organisation by defining appropriate behaviour for various situations. UKZN has its own culture and patterns of how things are done, and reconfiguration brought fear of the unknown, with change being seen as a threat to existing teams and positions.

1.5.8 Resistance to change

Resistance to change is action taken by individuals or groups when they perceive the change as a threat to them (Marsee, 2002) Change challenges peoples' ability,

experiences and practices, and support staff saw restructuring as a challenge to their ability, experiences and practices (Marsee, 2002, Agboola & Salawu, 2011).

1.5.9 Organisational renewal

Organisational renewal is a form of change and learning where improvement processes in the organisation become part of the culture of the workforce and management (Sono & Nel, 2004). Organisational renewal deals with organisational change and advancement and this demands that the organisation invest in some resources that will enhance the organisation (Sono & Nel, 2004).

1.6 Organisation of the study

The study consists of five chapters. Chapter One is the summary of the study and describes the background of the study, focus of the study, research questions and significance of the study. It also provides the various definitions of terms used in the study. Chapter Two scrutinises literature on placement and redeployment in organisations, change, change management, human resources during reconfiguration, resistance to change, organisational structure, organisational culture and the theoretical framework. Chapter Three describes the research design and methodology of the study. Chapter Four presents and discusses data that was generated. Chapter Five draws the main findings, conclusion and gives some recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In Chapter One the study was introduced and the background and the problem under investigation were laid down. Chapter Two presents an overall review of the literature on change. According to Marshall and Rossman (1994), a deliberate debate of correlated literature creates a rational framework for the research and arranges it within a practice of enquiry and a context of related literature.

This chapter unfolds through themes. Firstly, the placement and redeployment concepts are examined. Placement and redeployment form the background of this study so that one can understand and explain what support staff members have experienced during these processes.

Secondly, change and change management concepts are explored. The reconfiguration was a change and for change to be successful it needs to be managed. It was therefore necessary to look at the concepts of change and change management.

During change, human factors need to be taken into consideration, to understand what goes on during organisational change, and therefore, it is imperative that the concept of the human factor is discussed in this chapter.

Lastly, literature suggests that people often resist change. This study therefore explores the various aspects of change, focusing specifically on resistance to change.

2.2 Exploring key concepts

2.2.1 Placement and redeployment in the organisation

Placement can be defined as a process of assigning a specific job to a candidate; that is, assigning a specific rank and responsibility to an individual by matching the requirement of a job with the qualifications and skills of the candidate (Choi & Ruona, 2010). It is an act of placing or arranging (*The American Heritage Dictionary of the English Language*, 2000) and shifting of officials to other places of employment, or assigning them to other posts for the purpose of training and development and in order to make the best possible use of the available manpower (Cloete, 1991, p. 232). In the case of the UKZN reconfiguration, placement therefore refers to shifting of individual to suitable positions in order to simplify and streamline resources.

Redeployment refers to re-allocation and retraining of labour as changes in technology and business situations call for labour mobility between skills (Hano & Terry, 1997, p. 261). It is a shift (of something or someone) from one place or use to another for greater effectiveness (*The American Heritage Dictionary of the English Language*, 2000), withdrawal and redistribution of forces in an attempt to use more effectively (*Collins English Dictionary*, 2009), or a staff member's transfer into a suitable vacant position as a consequence of his/her redundancy (*Monash University*, 2011). Redeployment in UKZN refers to staff that are placed in other positions within the university owing to their jobs having become redundant.

2.2.2 What is change?

Change is the fight between what exists and what is desired (van der Merwe, 2003; Theron, 2007). They further state that it is an inevitable feature of the human experience. Change is an occurrence that influences one's personal life and brings about alterations in both personal and employment spheres (van der Merwe, 2003). Change can be described as a chain of shared events, actions, and activities unfolding

over time in a context that describe or account for how entities develop (Ford & Greer, 2006). Hence, anything different that mirrors or implies a departure from the prevailing practice in a given situation may be considered to be a change (Thurlow & Mills, 2009). Change is an inexorable part of life (van der Merwe, 2003).

Various literature suggests that change is a worldwide phenomenon that runs through the fibre of all organisations, regardless of size and business type and is therefore seen as a "normal" outcome of survival and development in a changing society (French & Bell, 1978,
Hyman et al., 2002, Burnes 2004, De Vos et al., 2010). According to Fullan (2000) change is multidimensional and can differ between the same people as well as within the group. Ford, Ford and D'Ameloi (2008) state that change cannot simply be change for change's sake, but change because compelling information about the organisation is indicating that it is necessary to adjust. Change entails bringing new discourses into a constant existence and the job (Ford, 1999). Important to note is that change does not happen overnight and it is sometimes not an easy transition and organisations that fail to introduce their planned change successfully usually pay a heavy price (Edmonds, 2011). Edmonds (2011) concurs with Kotter (2007), when stating that an organisation that handles change well succeeds, and the one that handles it poorly usually fails to meet the change desired goals.

Kimbrough and Burkett (1990) posit that change is a purposeful endeavour to adjust the status quo by influencing the functions, structure or purpose of the organisation. Change is vital to organisational survival (Thurlow & Mills, 2009). According to Iles and Sutherland (2001), change is usually deliberate and well organised though sometimes it can be volatile and effected by individuals is a personal experience for each individual and can require certain compromise to achieve the desired (Iles and Sutherland 2001, Veneklasen, 2006, Theron, 2007).

2.2.3 Organisational change

Organisational change is a method of implementing corporate strategy made by organisational leaders and decision makers to change their organisations for the better (Dunphy, 1996). It is defined as coordinated change in organisational structures, systems, processes and products intended to improve the attainment of one or more organisational objectives (Lines, 2005, Boohene & Williams, 2012). Choi and Ruona (2010) also define organisational change as a premeditated effort to make transformations in the organisational work setting for the purpose of increasing individual development and improving organisational performance. It embraces the process by which organisational members' beliefs, and attitudes about change are altered so that they perceive change as necessary and likely to be successful (Choi & Ruona, 2010). This process of organizational change is described by Lewin's (1951) theory as unfreezing.

2.2.4 How does change occur in the organisation?

According to Wirth (2004) before moving an organisation towards change in a meaningful way, leaders need to overcome the lethargy of the existing way of doing things. Change begins by examining and challenging many of the beliefs, attitudes, and behaviours of people within the organization (Wirth, 2004). Change is further discussed in detail in the theoretical framework of the study but needs to be mentioned because of its relationship to how change occurs in the organisation. For change to occur, members of the organisation must come to recognise that their current ways of doing things are no longer working and need to improve them to achieve the desired organisational goals (Choi & Ruona, 2010). However, change is often a difficult and arduous process, and nothing can be done without a solid plan (Iles & Sutherland, 2001).

Handling of change differs from one organisation to another, depending on the nature of business, the actual change and the people involved. However, important to note is

the fact that in most cases change is imposed on employees by the organisation leaders and often they are expected to adjust without complaint (Williams, 1994 as cited in McHugh, 1996). Management within organisations are usually blamed for looking at the needs of the organisation and overlooking the needs of employees during change (Williams, 1994). Employees are negatively affected by reconfigurations because when these major changes such as eradication or closing down of divisions that had become redundant or no longer efficient, amalgamation of divisions and reaction of new interrelationship occur, people lose their sense of security and this affect their lives (Eriksson & Sundgren, 2005, Van Vuuren, Beelen & de Jong, 2010, Goldman, 2012). People's insecurities towards change also negatively affects the process as they bring along baggage to the change arena, which is potentially damaging to the successful roll-out of any change orientated intervention (Goldman, 2012, p.1).

In the past decade, change has become increasing common. In order to adjust to the ever-changing environment, restructuring is one option that may improve the organisations performance (Kotter, 1995). Reconfiguration/restructuring many take any form such as closing down of business or consolidating an operation, but when it takes place it impacts on the nature and operation of the organisation (Lin, Lee & Peterson, 2006).

According to Gleibs, Noack and Mummendey (2009), change process shapes people's willingness to support and adjust to it. They argue further that the key point to understand organisational members' reaction during change is to investigate how their identification with the previous state of things is related to their attitudes towards the current change (Gleibs, Noack & Mummendey, 2009). Forcing individuals to change or abandon a valued identity often triggers negative reactions to change (Weick & Quinn, 1999). Amiot, Terry and Callan (2007) highlight that when predicting adjustment to organisational change, the organisation has to reconsider the relationship between old and new identity and the fact that employees must relinquish an identity that was previously important to them and shift their allegiance to the newly reconfigured organisation. They also argue that human factors need to be taken

into consideration to understand what goes on during organisational change (Amiot, Terry & Callan, 2007). Organisational change may lead to members of the organisation experiencing and reacting to loss of the previous status quo and this could be the point where the individual's sense of self is in transition (Von Eck, 2007, p.116). Poor change management practices can upset the change that is being effected and can have undesirable effects on future change initiatives (Bordia et al., 2011).

According to Choi (2011) practitioners and managers need to be competent and trained in the process of transforming organisations, and be informed about group processes in order to manage the process of change and have the support from the employees. Furthermore, practitioners need to learn that employees' attitudes toward organizational change can be moulded by appropriate efforts at the organisational level (Aguilera, Dencker, & Yalabik, 2006). Pettigrew and Wipp (1991) concur with the above when they argue that organisational change is not an incident that is separated from an organisation's history or other circumstances from which the change emerges. They argue that, rather the organisational change should be regarded as a continuous process that occurs in a given context.

2.2.5 The human factor during organisational change

Various researches have indicated that consideration of the human factor involved in change should govern the enactment of any change process as employees have to cope with uncertainty and stress associated with a changing work context (Kavanagh & Ashkanasy, 2006; Bordia, Restubog, Jimmieson & Irmer, 2011). Cummings and Worley (2005) argue that change will not be successful if it does not look at the human side of organisations. Mthiyane (2006) further clarifies the importance of people as a resource in an organisation arguing that the success of an organisation rests mostly in the development of the skills and abilities of the people and that quality service is subject to the capabilities, commitment and motivation of the people who provide it in school and colleges.

When decisions about reconfiguration are made, leaders of the organisations should consider their organisations' restructuring histories, as prior knowledge could be drawn upon to reduce mistakes, improve on decision making and lower stakeholders' anxieties (Bergh & Ngah-Kiing Lim, 2008). However, few studies have considered the effects of experience on restructuring (reconfiguration) action and examined how such experiences might influence post-restructuring (reconfiguration) performance (Bergh & Ngah-Kiing Lim, 2008). Van Straaten Theron and Dodd (2011) investigated staff perception on reconfiguration and discover that during reconfiguration/merger there is high level of insecurity and fear of retrenchment and loss of security. Vazirani and Mohapatra (2012, p. 33) support the above assertion when they state that employees have a fear of losing their jobs when there is change, but this can be mitigated by extensive communication strategies where employees' worries can be addressed in various ways. Wyngaardt and Kapp (2004), in their study on the impact of merger or reconfiguration on the human factor, concluded that the negative impact of mergers or reconfiguration on people could be avoided or reduced if the process is planned and managed properly. Some people suffer from depression, while others lose their self-esteem and confidence in the process of reconfiguration and these are the people who tend to resist the change process.

2.2.6 Resistance to change

Confronted with a change, members in an organisation do not automatically assume a defensive stance but resist the obligation of change or the way that change is imposed on them (Fuegen & Brehm, 2004, Knowles & Lin, 2004, Self, 2007, Choi & Ruona, 2010). While some may look forward with anticipation, believing that a change has been long overdue, it is important to note that resistance to change is a serious challenge for organisational leaders (Self, 2007). Resistance to change is action taken by individuals or groups when they perceive that change is a threat to them (van der Merwe, 2003).

Boohene and Williams (2012) see resistance to organisational change as an obstruction to organisational development and growth and this is due to its negative repercussions. Resistance is a phenomenon that affects the change process, delaying or slowing down, obstructing or hindering its implementation (del Val, Manuela & Martinez, 2003). However, it is important to note that in any organisation, change is very threatening to the status quo, and people can resist change because change causes discomfort and feelings of insecurity.

According to Schuler (2003), people resist change because of fear of the unknown, fear of failure, disagreement with the need to change, losing something of value, leaving a comfort zone, misunderstanding, and lack of trust.

Fear of the unknown: Change implies uncertainty and may require a leap of faith, and this is very risky (Schuler, 2003). Not knowing what may potentially happen can lead to heightened anxiety and resistance to change (Kotenikov, 2003). In the context of UKZN, reconfiguration meant placement and redeployment and support staff's fear of being placed or redeployed in other positions and this can bring insecurity and fear.

Fear of failure: Addressing fear of failure may require further skills and abilities, as some people might feel that they will not be able make the transition (Schuler, 2003). Others may be fearful that they are too old to learn new skills if the organisation has gone through a number of changes.

Not understanding the reason for change: Unsatisfactory information and misunderstanding of change can result in people not understanding the reason for change and therefore they might feel that the new direction is wrong and become sceptical about the likelihood of its success (Kotenikov 2003, Schuler, 2003).

Losing something of value and leaving a comfort zone: Familiar habits, practices and environment provide trust and security, whereas change brings lack of self-confidence (van der Merwe, 2003). A change of job threatens a person's sense of identity, and

this will lead them to resist change because they fear a loss of status and feel insecure if they are to leave their comfort zone (Schuler, 2003). Any deviancies from a comfortable situation or practices bring about the feeling of insecurity and give rise to resistance to change (van der Merwe, 2003). Goldman (2011) in his study found that people viewed change as very personal thus giving rise to their own expectation and interpretation of change and what change will do to them.

Misunderstanding and lack of trust: People resist change when they do not understand the process, and there is lack of communication. In a survey which was conducted at the newly reconfigured institution, Reddy (2007) explored various employee issues, to investigate communication, participation, motivation, job satisfaction, and staff perceptions on the impact of reconfiguration and loyalty within the context of education. The study identified a number of problems related to the reconfiguration process, including poor communication, top-down management style, no participative decision-making, lack of extrinsic motivation, decreased job satisfaction, and the absence of institutional loyalty. However, despite their discontent, most staff members supported reconfiguration objectives and remained intrinsically motivated and committed to academia and students (Reddy, 2007).

2.2.6.1 Phases in resistance to change:

Van der Merwe (2003, p. 42) cites seven phases of resistance to change:

*Phase 1: Shock***:** An individual's first feeling and natural reaction to change is an intense feeling of interference in his or her life.

*Phase 2: Counter-reaction***:** This is manifested in the immediate rejection of change. Related reactions are withdrawal from, and avoidance of change, accompanied by escapism, which is a form of ignorance of the necessity for change.

Phase 3: Grouping: Individuals form themselves into groups representing those in favour of and those against. In these groups change is collectively discussed and explained.

Phase 4: Anxiety: Anxiety that change is being brought about, irrespective of the people's reactions develops. An inability to accept the proposed change may be projected onto someone else and that person is blamed for the change. A safe space is thus created to defend the status quo and provide sufficient time to become accustomed to the change.

Phase 5: Rationalisation: A change in focus from the past to the future occurs during this phase. Those concerned try to understand what the change is all about.

Phase 6: Acceptance: New situations and customs are tested and support for the change starts to develop.

Phase 7: Internalisation: New relations, procedures and practices have been tested and insight gained into the new, changed working situation, which now becomes the norm.

2.2.7 Change management

Change management is the process by which an organisation gets to its future state and its vision (Gill, 2011). Change management requires deliberate planning and delicate implementation and above all involvement of the people affected by change (Secrest, Iorio & Martz, 2005). While traditional planning processes delineate the steps of the journey, change management attempts to facilitate that journey (Lorenzi & Riley, 2000). Therefore, creating change starts with creating a vision for change and then empowering individuals to act as change agent's to attain that vision (Ball, Douglass, Hoehn & Hoehn, 1997).The empowered change management agent's need plans that provide total systems approach which are realistic, and are future oriented

(Einbinder, Lorenzi, Ash, Gadd & Einbinder, 2010) . Change management encompasses the effective strategies and programs to enable those change agents to achieve the new vision (Andrews, Cameron & Harris (2008). Change is a constant feature of organisational life and the ability to manage is seen as a core competence of successful organisations (Burnes, 2004).

Change management is a process by which an organisation moves towards its future state and realises its vision (McHugh, 1996). McHugh (1996) further states that in order to deal with its demands, the organisation needs to reshape its mission, goals, structure and culture.

Change management is an organisational process aimed at empowering the employees to accept and embrace changes in their current business environment (Moll, 2010). In the case of this study, change management refers to change in the leadership of support staff where managerial and administrative duties and responsibility are relocated to new support leadership. During change management, communication is essential and crucial as it helps to dispel or create perceptions whether positive or negation (Moll, 2010). Literature reveals that important factors in managing change and dealing with resistance to change are leadership, communication and education, the existing culture of the organisation, participation and involvement of the staff, and facilitation and support (Kotter & Schelesinger, 1979, as cited in Panozzo, 2007). Hughes (2007) and Gill (2011) further denote that for successful change management the organisation depends on the acceptance, participation and commitment of all employees who are part of the change process.

Effective change must be both led and managed, and clear leadership is the prerequisite for successful change (Panozzo, 2007). Literature further indicates that effective leaders are those who understand the situation and adapt and effectively communicate what needs to be achieved (Hersey & Blanchard, 1977).

2.2.7.1 *Leadership during change management*

Change is a continuous motion and will happen, but its direction and speed can only be influence by the leadership of the organisation (Taylor, 2011). He further states that the role of the leadership is very critical in ensuring that change is managed properly. The leadership of the organisation must lead by example and sometimes use their authority and power to direct and achieve the desired change (Fullan, 2000). Leadership must take steps to develop and maintain a level of communication that stimulates conviction and confidence and reduce the level of resistance to change (Boohene & Williams, 2012).

2.2.7.2 *Communication and education during managing change*

Organisations are communicating bodies and therefore communication is integral to understanding change management (Hughes, 2007). Change management literature highlights the importance of communication during organisational change and how communication can facilitate the achievement of change (Pundzienė, Alonderienė and Buožiūtė, 2007, Panozzo, 2007, Lewin, 2007). Pundzienė et al. (2007) further suggest that the success of organisational change depends on internal communication. They argue that communication is an elusive part of the organisational change efforts and is considered as the vital element in planning, implementing and managing change (Pundzienė et al., 2007). Daft (1998, cited in Pundzienė at el. 2007) states that communication is the process by which information is exchanged and understood by two or more people, with the intent to influence behaviour.

Communication regarding any change must be effectively communicated and consistently on-going (Panozzo, 2007). Communication can be most helpful in easing the way to a more effective process for change (Robbins, 1987). Pundzienė and colleagues (2007) argue that communication is paramount in effecting change, and leaders need to communicate the justification for change clearly to staff in order to gain their trust and for staff to buy into change. Panozzo (2007) highlights how

communication is important in effecting change, with leaders needing to communicate the rationale for change clearly to staff. This is highlighted by Kotter and Cohen (2002) who argue that the purpose for communication is to encourage understanding, cultivate commitment and release energy from a critical mass of people. Witherspoon and Wohlert (1996, cited in Frahm & Brown, 2007) agree with the above assertions, when they found that information that is distributed downward and differentially was found to be a commodity to be negotiated and a limited resource to be protected and that the flow of information stops at supervisor level.

2.2.7.3 *Participation and involvement*

Participation is a process in which influence or decision is shared between superiors and their subordinates (Bordia, Hobman, Jones, Gallois & Callan, 2004, p. 514). An organisation should embrace the „learning together' approach characterised by a broad spectrum of participation within the organisation and among stakeholders (Hohn, 1998). Participation and the involvement of stakeholders and staff members who are mostly affected by change are important in order to inform regarding the change processes and provide ownership and participation for staff and to decrease resistance and encourage participation (O'Donnell & Boyle, 2008). Participation is associated with reduced levels of physical and psychological stress (Bordia et al., 2004). Staff participation involves building of relationship and interactive culture between the employer and the employee (Gill, 2011). During change, the leaders need to effectively engage with the employee in order to maintain and heighten employee support.

Change agents can offer a range of supportive efforts to reduce resistance through facilitation and support by providing staff with training in new skills or by offering support in listening and alleviating fear and anxiety about change (Robbins, 1987; Ramanujam, Keyser & Sirio, 2005). Fostering a sense of participation during change can make an employee embrace change with enthusiasm. It is difficult for individuals to resist change decision in which they have participated in (Hughes, 2007).

Furthermore, those opposed to change can be brought into the decision making process (Robbins, 1987, p. 316). Jimmieson, Peach and White (2008) in a study investigating employees' intention to support an organisational change, discovered that employees who felt they were involved in decisions related to organisational change reported higher intentions to support change.

Panozzo (2007) also notes the importance of considering the culture and sub-culture of an organisation and their impact on change. For change to be successful and enduring, the culture of the organisation must shift to be more open and receptive to change (Panozzo, 2007, Ramanujam, Keyser & Sirio, 2005).

2.2.7.4 *The role of organisational culture in organisational change*

Schein (1992 cited in Khan & Rashid, 2012) defined organisational culture as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. To emphasize this, Liebenberg (2004) defines culture as the learned, shared, tactical assumptions on which people base their daily behaviour. Organisational culture is further defined by Bush and Anderson (2003, p. 1) as "an expression that tries to capture the informal, implicit, often unconscious side of any human organisation". They further state that culture is elusive and can be easier felt than described. Harling (1989) asserts that culture is a vital angle in order to help balance the prevailing emphasis on structure.

According to Plummer (2006, p. 24) culture is a serious element of any organisation. Plummer further posit that in higher education, institutional cultures are the definite patterns of norms, values, practices, beliefs, and assumptions that shape the behavior of individuals and groups in a university and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus. Sinclair (1993) and Plummer (2006) further state that culture interweaves multiple

organisational features that unite the individual organisational member to other members and to the institution itself. Culture is difficult to discern and to change because its roots lie in subconscious beliefs and attitudes that manifest themselves behaviourally in individuals and in observable ways in the practices of organisations (Sinclair, 1993).

Research has shown that organisations that cultivate a "strong" culture develop clear values which give their employees the reason to embrace the culture and develop a working relationship amongst employees (Sinangil, 2004 and Khan & Rashid, 2012). The University of KwaZulu-Natal was based on faculties and the faculties operated with teams where there were Deputy Dean for the undergraduate studies and postgraduate studies and the support sectors were working together with the Deputy Deans. This was the culture that prevailed and the patterns of doing things. Reconfiguration seems to have brought fear of the unknown with change seen as a threat to existing teams and positions. The stability which seemed to prevail which I have described above was under threat and people were not certain if this organisational culture would still prevail. Organisational culture is very important in a study of organisational life; it is therefore important to look at the organisational culture at the University of KwaZulu-Natal.

According to Bush and Anderson (2003) and Panozzo (2007) organisational culture gives an organisation a sense of identity of "who we are" and "what we stand for" and "what we do". Support staff have also learned to survive in their internal and external relationships and they hold onto their cultural assumptions because this provides meaning and makes life predictable (Liebenberg, 2004). An organisation's culture encapsulates what has been good and what has worked in the past, and placement and redeployment disconcert what has worked before. This has brought about uncertainty with the reconfiguration. Leadership plays an important role in the culture of an organisation. It should provide an opportunity for support staff leaders to gain commitment from relevant stakeholders through shared beliefs, values and vision.

Leaders who share this with their subordinates promote positive risk-taking behaviours among their followers and mobilises them towards the levels of effort for success. This helps in the development of collaborative and professional organisational culture (Chipunza & Gwarinda, 2010). Reconfiguration brings about different cultures from other departments or in the case of this study faculties, such as procedures and systems of operation and there is therefore a need for the creation of common distinctive culture.

In a study of corporate culture, Ogbor (2001, p. 559) highlights that culture is an instrument for universalisation of managerial interest for suppression of conflicting ideas and perpetuating of corporate and societal hegemony. Ogbor further argues that if unexamined, culture becomes an ideology by which the managerial elite exercises and legitimises power within organisations.

Culture is determined through organisational rituals, beliefs, meanings, values, norms and language (Panozzo, 2007). The elements that make up an organisational culture are mission statements, stories and language, rules and policies, symbols, organisational structure, and power structures (Ramanujam, et al., 2005).

Mission and values statements: This describes the values and purpose of an organisation. These values underpin the behaviours and attitudes of individuals within schools and colleges and they may not be explicit (Bush & Anderson, 2003, p. 89). An organisation which follows the value based management style gives direction to its employees not in the literal terms but in terms of objectives, goals and mission statements (Ashforth & Mael, 1996). The mission statement should be known by employees of the organisation. The mission statement behind reorganisation and reconfiguration at UKZN is "Simplify, streamline for success" and this mission statement might not have been understood by some of the support staff (Corporate Relation Division, 2011).

Norms and meanings: Culture accentuates shared norms and meanings (Bush & Anderson 2003). They further state that interaction between members of the organisations leads to behavioural norms and which gradually become culture (Bush & Anderson, 2003). At UKZN, although there had been a lot of interactions around the reconfiguration and the College Deputy Vice Chancellors invited support staff of their College, internal communication within faculty tended to focused on the academic staff and the individuals in the faculty who were in positions for an example Principal Faculty Officers and Faculty managers.

Rituals and ceremonies: Culture is articulated through rituals and ceremonies which are used to support and celebrate beliefs and norms (Bush & Anderson, 2003). In the case of this study the rituals and ceremonies include yearly registration and graduation ceremonies, and these define the culture of UKZN as everybody gears up for these rituals, events and ceremonies. The rituals and ceremonies usually succeed because everybody is clear about their roles and responsibilities. Reconfiguration seem to have brought uncertainty about who would be doing the registration and graduation and issues of whether there was enough staff to handle registration and graduation.

Stories and language: The most effective way in which an organisation communicates its culture is through stories and the language that is used (Cameron, 2004). During the preparation for reconfiguration at UKZN the language that seemed to be common was placement, redeployment, redundancy which was referred to as being placed in the "pool", and retrenchment. All this brought about uncertainty and fear among the support staff and those staff who were secretary to the Dean and Deputy Deans of the faculty who were informed if they would be placed in a "pool" or regarded as redundant and had to apply for new position or their own positions.

Organisational structure: Walsh (2004) states that culture expresses itself through how people think, feel and act. Then individuals' thoughts, feelings, and actions would likely be reflected through the structures they design. Structure articulates the prescribed patterns of relationships between people in the organisation where staff

hold authorised positions which partly define their behaviour (Bush, 2003). Bush (2003) further argues that structure is significant in emphasizing the potential for managers-leaders to restructure the organisation to meet changing requirements of the organisation. Ranson, Hinings, and Greenwood (1980,

as cited in Walsh, 2004), suggest that the idea of structure is seen to represent an arrangement of activities that is normally enduring and persistent. The main feature of organisational structure is its patterned regularity (Ranson, Hinings & Greenwood, 1980). Barley (1986, as cited in Walsh, 2004) suggests that structure can be simultaneously viewed as a continuous action and as a set of institutionalised traditions. On the other hand, Bush (2003) posits that structure provides a degree of clarity which may be comforting in times of rapid and multiple changes.

Riley (1983 as cited in Walsh, 2004) defines structures as the procedures and resources that people use in interaction. Going a step further Bush (2003) argues that there is a dependent relationship between culture and structure. Iqbal and Sharma (2012) state that depending on its strategy, an organisation establishes a particular structure over a period of time. Some organisations are tight and give limited freedom and scope to their employees, while others are highly flexible. Iqbal and Sharma further postulate that structure is basically a follow up of the strategic choice that an organisation makes. Walsh (2004) sees organisational structure as a manifestation of cultural rules and values.

 Bush (2003, p. 63) identifies six objectives of structure:

- The economic and efficient performance of the organisation
- Monitoring the activities of the organisation
- Accountability for areas of work undertaken by groups and individual members of the organisation
- Co-ordination of different parts of the organisation and different areas of work

- Flexibility in order to respond to future demands and development, and to adapt to changing environment influence.
- The social satisfaction of members working in the organisation

Power structures: The pockets of real power in the organisation can involve senior executives or a group of executives: the people who have the greatest amount of influence in decision-making relating to operations and strategic issues (Ramanujam et al., 2005). In the case of UKZN, this would mean the Council of the University, which is the highest decision-making body within the university structure. It is constituted according to the Higher Education Act, 1997. It has the greatest influence in the university (University of KwaZulu- Natal, 2009).

Employee support of organisational change: Employee support of organisational change is central in determining whether change initiatives will succeed or fail (Kotter, 1995). When employees or members of the organisation believe that they have nothing to gain from the change, they tend not to support the change but if they perceive or anticipate a benefit, they tend to be proactive towards change (Hornung & Rousseau, 2007)

2.3 Theoretical framework

A theoretical framework is a lens through which the data is analysed and interpreted, as well as represented. This determines how the researcher positions himself/herself in terms of research (Denzin & Lincoln, 1980).

There are a number of theories on change, but this study will utilise the Kurt Lewin's (1951) 3-step model of change. The power of Lewin's theorising rests not in a formal propositional kind of theory, but in his ability to build "models" of procedures that attracts attention to the right kinds of variables that need to be conceptualized and observed (Chediel, 2009). Lewin's (1951) theory of change is suitable for this study as it seeks to understand and explain how the UKZN support staff's experienced

placement and redeployment. This theory was adopted to further understand how change occurred at UKZN and establish how support staff regarded this change.

2.3.1 The change process: Unfreeze -change -refreeze model

According to Lewin, (1951) the process of change can be considered as having three basic stages: unfreezing, changing and re-freezing. This framework gives rise to thinking about a planned approach to changing things (Nicklos, 2004). The practice in this approach sounds like looking before you leap. In other words, the beginning and ending point of the unfreeze - change - refreeze model is stability (Harsh, 2011).

2.3.2 Planned change model

An appropriate framework characteristic of the planned change model is that the change process is problem solving (Saxena, 2009). Managing change is seen as a matter of moving from one state to another, especially from the problem state to the solved state (Chediel, 2009, Saxena, 2009). The purpose of the planned change is to preserve the organisation and keep it viable (Robbins, 1987). According to Chediel (2009) diagnosis or problem analysis is usually acknowledged as crucial. Chediel further states that objectives are set and achieved at various levels and in various areas or functions. Thoughtful planning is complemented by efforts to obtain support and commitment (Saxena, 2009). The net effect is transition from one state to another in a planned, orderly fashion (Boohene & Williams, 2012). Successful change requires unfreezing the status quo, change to a new state and refreezing the change to make it permanent (Robbins, 1987, p. 314). He further state that the strength of Lewin's theory lies in its ability to build a model of processes.

Figure 1: Lewin's theory of change

2.3.4 UNFREEZE

Unfreeze stage is the first of the three stages in the process of change which deals with readiness and re sistance to change (Ford & Ford, 2010). This stag e is about getting ready to cha nge that is the replacement of old ideas (van der Merwe, 2003). I t involves getting to a point of understanding that change is necessary and getting ready to move away from one's current comfort z one (Davis & Newstrom, 1 985, Rob ins, 1987). This stage of change involves preparing the organisation to accept that change is necessar y a nd that i t will invol ve breaking down the e xisting state and tr ying to build up a new one (Wirth, 2004). To pre pare the organi sation successfully, the leaders need to challenge the belief s, values, attitudes and behaviours to increase the driving forces of the existing situation or status quo (Van der Merwe, 2003, Theron, 2007). When the core existence of the organisation is exa mined, the leaders start looking at cha nge (Kotter, 20 07). In the c ontext of this stud y, unfreezing implies engaging the university support s taff a nd convincing them t hat restructuring was necessary. Thi s was done through the revie w of the college model b y the exte rnal review. I t entailed helping the m to bu y into the restr ucturing id ea, including the placement and redeployment process es invol ved. In the case of UKZN , the college Deputy Vic e Chancellors were tasked with the responsibility of communicati ng with the support staff in their colleges to gain the buy in of the support s taff in a form of workshops and information sessions to ensure everyone was sufficiently informed of the processes.

Communication of the process during this stage is very vital as any miscommunication can perpetuate resistance to change. Resistance to change is a concept that deals with the implementation of change during the unfreeze stage (Foster, 2010). When this stage is implemented successfully, most members in each stakeholder groups evaluate ways in which they are being counterproductive and what should be done (Pettigrew, 1992). However, fear of change is one of the greatest restraining forces met by individuals facing the change process (Van der Merwe, 2003, Choi et al., 2010). To overcome this fear, organisation members' beliefs and attitudes need to be altered (Kotter & Schlesinger, 1979). Members of the organisation should be made to accept that change is inevitable and they must develop a sense of comfort. A balance between fear of not changing and changing must be reached since both are essential for motivation of staff members (Pettigrew, 1992). When an organisation fails to reach or achieve its intended aims of its change efforts, it is often considered to be implementation failure rather than change failure itself (Choi et al., 2010).

2.3.5 CHANGE

The second stage in the process of change model is change or movement (Theron, 2007; Ford & Ford, 2010). This second stage is where the actual movement takes place, namely: the process is set in motion that changes the established practises in favour of the new procedures and behaviours (Theron, 2007; Ford & Ford, 2010). However, this stage is often the hardest as people are unsure or even fearful (van der Merwe, 2003). Therefore, support is important here and can be in the form of training, coaching, and expecting mistakes as part of the process (Change-Management-Coach, 2008). This is where people begin to resolve their uncertainty and start looking at new ways of doing things. It is also useful to keep communicating a clear picture of the desired change and the benefits to people so that they do not lose sight of where they are heading (Change-Management-Coach, 2008). In this study, this change refers to placement and redeployment activities where staff members were placed in different positions or redeployed to other sections within UKZN.

2.3.6 REFREEZE

According to Lewin (1951), refreezing is the final step in the change process. This is the stage where change begins to take shape and people begin to explore new ways of doing things and establish stability once the changes have been made (Ford & Ford, 2010). At this stage, the changes are accepted and become the new norm (Davis & Newstrom, 1985). The external signs of the refreeze are an established organisation chart and consistent job descriptions (Pettigrew, 1997). People form new relationships and become comfortable with their new routines. This is also the stage at which change is anchored as culture and begins dealing with barriers and resistance to change (Ford & Ford, 2010). If change is to be successful, the new situation needs to be refrozen so that it can be sustained over time (Robbins, 1987). Robbins (1987) further argues that unless this last stage is adhered to, there is a very high possibility that the change will be, unfrozen, short-lived and employees will regress to their prior equilibrium. In the context of this study, this involves support staff becoming comfortable and beginning to function in their new positions and organisational renewal.

2.4 Conclusions

The purpose of this chapter was to review the literature on change and provide justification for the theoretical framework aimed at analysis of the data collected for the study. This chapter explored some of the key concepts such as: what is change?; How does change occur in the organisation?; the human factor during change, resistance to change, leadership during change management, communication and education during managing change, participation and involvement, and the role of organisational culture in organisational change. This chapter has also examined the Lewin's (1951) 3-step model of change, namely: the unfreeze - change -refreeze model and utilized it as the theoretical framework for this study. The next chapter focuses on the research design and methodology used in the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter Two of this dissertation explored the various relevant literature and established the theoretical framework which is suitable for this study. This particular study is about support staff's experiences of placement and redeployment in the re-configured UKZN. This chapter outlines the research design, rationale for the methodology and the methods used.

3.2 Research paradigm

A paradigm guides the types of research questions that will be posed, the methodological approach to the inquiry, and the criteria for assessing the trustworthiness of the inquiry (Plack, 2005). According to Guba and Lincoln (1994), a paradigm is a set of basic beliefs that represents a worldview. A paradigm defines the nature of the world and the individual's place within it, and guides action (Guba & Lincoln, 1994). Adding on this definition Kuhn (1970 as cited in Crotty, 1998:p35) describes a paradigm as a "unitary package of beliefs about science and scientific knowledge… an overarching conceptual construct, a particular way in which scientists make sense of the world or some segment of the world". Furthermore Guba and Lincoln (1994) note that a paradigm contains the investigator's assumptions, and not only about the manner in which an investigation should be performed (that is, methodology), but also about how the investigator defines truth and reality (that is, ontology), and how the investigator comes to know that truth or reality (that is, epistemology).

Various researchers had explored a number of research paradigms relevant to their areas of work (Mertens, 1998; Oakley, 2000; Plack, 2005; Cohen et al., 2009; Creswell, 2009).

This study is located in the interpretivist paradigm. Interpretivism is based on the belief that individuals seek to understand the world in which they live and work in (Creswell, 2009). Cohen, Manion and Morrison (2009) posit that this approach provides a framework for researchers to study and understand people's beliefs, experiences and attitudes. This study sought to understand support staff's experiences, beliefs, behaviours and attitudes on placement and redeployment.

In terms of ontology (nature of reality), this approach assumed that reality was constructed intersubjectively through meaning and understanding developed socially and experientially (Creswell, 2009). Therefore, the reality was socially constructed, meaning that there were a number of ways of seeing the world. Individuals construct their own realities and these differ from one person to the other.

Epistemologically, interpretivism assumes that the participants and the researcher are interdependent (Guba, 1990). In this study, the researcher was dependent on the support staff to provide the information about the experiences. As the researcher, I seek to understand the phenomena through the experiences of the participants; that is, to understand and explore placement and redeployment through their experienced realities: how they interpreted the events, their contexts and situations during and after the reconfiguration process at UKZN (Cohen et al., 2009).

3.3 Research design: Case study

The study adopted a case study approach. A case study is a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest" (Bromley, 1990, p. 302). The purpose of a case study is to get an in-depth understanding of natural settings and to recognise the complexity of the context (Punch, 2009). The unique strength of a case study is its ability to collect detailed

information using a variety of data collection procedures over a sustained period of time (Stakes, 1995 as cited in Creswell, 2009, p. 13). Case studies provide a unique example of real people, in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen, Manion, & Morrison, 2009). Henning (2004) argues that a case study focuses on discovery rather than confirmation. This study is case study of one school within one College at UKZN. The focal point of this case was support staffs experiences placement and redeployment of the staff within UKZN. Therefore, a case study design is suitable for this study as it is an in-depth investigation utilised to discover and capture the reality of the participants' lived experiences and perceptions about placement and redeployment in this one school at UKZN.

3.4 Qualitative research

Qualitative research attempts to study human actions from the perspective of the social actors themselves and understand events in the context in which they occur, and produces thick descriptive data (Babbie & Mouton, 2002). The main goal of qualitative research is describing and understanding rather than explaining social action (Babbie & Mouton, 2002). Moreover, in qualitative research the researcher takes the „insider view' on social actions (Mason, 2002). This is further highlighted by Hancock (1998) who states that qualitative research is concerned with evolving descriptions of social phenomena, it seeks to assist us in understanding the world in which we live and why things are the way they are. Because of the in-depth nature of this study and its purpose seeking to explore, describe and understand, and that qualitative research is essentially interpretive, it fits very well in the interpretivist paradigm (Creswell, 2009). Qualitative research enables the researchers to understand the human behaviour as it is experienced by the participants (Arkava & Lane, 1983). Creswell (2009) argues that qualitative research systematically reflects on who the researcher is in the inquiry, and is constantly sensitive to the researcher's personal biography and how it shapes the study. In qualitative research, the researcher acknowledges bias, values and interest (Creswell, 2009). Denzin and Lincoln (2003)

also posit that qualitative research enables the researcher to study the experiences of the participants in their natural setting, while attempting to interpret the experiences in terms of the meanings the participants bring to them.

3.5 Description of the sample

Qualitative sampling techniques are concerned with seeking rich information from specific groups and sub-groups in the population (Hancock, 1998, p. 3). When selecting the study participants, the main focus should be getting relevant people who can talk about what they do and in the process, provide rich data, and therefore purposive sampling was used for this study (Henning, 2004). Purposive sampling takes place when the researcher makes specific choices about the people to include in the sample (Creswell, 2009). The researcher targets specific groups that possess particular characteristics and chosen for a specific purpose (Cohen et al., 2009). Purposive sampling has elements of theoretical sampling (Henning et al., 2010). This theoretical sampling requires most appropriate people to take part in the study. However, participants selected purposively are not a representation of a population, hence the findings from the in-depth, qualitative interviews cannot be generalised to the whole population. In this case, the results from this study cannot be generalised to other whole universities support staff.

The sample of participants was drawn from one school at UKZN. Five administrative (support) staff were selected. The purpose in choosing the support staff from this school was familiarity with the staff and the researcher was previously a member of staff in that School a few years before the reconfiguration. The five administrative officers chosen to take part in this study were affected by the reconfiguration process at the University. Their positions were considered to be redundant and therefore had to reapply for new positions, in which they were placed and redeployed to.

3.6   Methods of data generation

The study used multiple instruments for data generation. It used documentary analysis of institutional policies that provided a contextual framework for placement and redeployment. These documents were used in this study because they were perceived to be authoritative, credible, objective and factual (Denscombe, 1998). Focus groups discussions were used to gain understanding of and insight into the group's experiences of placement and redeployment (Punch, 2009). Further focus group was used to gather information about the ideas and the feelings of the support staff about reconfiguration (Rabiee, 2004).

3.6.1 Interviews

Researchers in qualitative studies predominantly use interview methods for data generation (Babbie et al., 2002). Interviews can investigate issues in an in-depth way, discover how the participant feels about the topic, and add a human dimension to impersonal data (Punch, 2009). According to De Vos et al. (2010), interviews are used to gain a detailed picture of participants' beliefs or perceptions about a particular topic and are useful to obtain information about personal feelings and perceptions of the participants. Mertens (1998) contends that interviews allow intimate, repeated and prolonged involvement of the researcher and the participants, which enables the researcher to get to the root of what is being investigated.

3.6.2 Focus group interviews

Focus group discussions were used in this study because they were a method of using in-depth group interviews, in which participants are preferred because they are a purposively selected, although not necessarily representative (Thomas et al., 1995). The participants in the focus group are „focused on a given topic' (Thomas et al., 1995). Participants in focus group discussions were selected on the criteria that they would have something to say on the topic, are within the age-range, have similar

socio-characteristics and would be comfortable talking to the interviewer and each other (Thomas et al., 1995). According to Rabiee (2004) a unique feature of the focus group interview is its group dynamic, therefore the variety of the data generated through social interaction of the group are often deeper and richer than those obtained on one to one interviews. Member of the group should feel more comfortable with each other to engage in discussion. According to Krueger (1994) in depth data can only be generated if individuals in the group are prepared to fully engage in discussion and therefore he advocates for homogenous group.

In this study, the focus group discussions were conducted with a group of support staff who were regarded as redundant during the reconfiguration of the college model and therefore had to reapply for new positions in one school at UKZN. The focus group discussion was conducted to gain insight into the experiences and opinions of support staff regarding placement and redeployment and into their understanding of what placement and redeployment comprises. The participants in the focus group were interviewed once and the interview lasted for one hour 30 minutes. The participants were willing to share their experiences of the reconfiguration.

3.6.3. Document analysis

The other method used for generating data in this study was document analysis. Document analysis involves reading a lot of written materials in order to obtain unbiased data and inform the development of in-depth questions (Denscombe, 2002, & Henning et al., 2004). Document analysis may provide information that is not easily available from conducting interviews (Henning et al., 2004). Documentary analysis was done through reading each document of placement, redeployment and institutional policies, which were used to provide a contextual framework for an increased understanding of individual experiences, as well as reconfiguration reports of UKZN. The motivation for using documents analysis was that documents were easily accessible and they provided a background to the study. Notes were made on each of the documents read from the university website, Senate minutes, and Human

Resource documents on the policies of placement and redeployment. The advantage of documents was that data was already provided and needed only to be read and understood to obtain data.

3.7   Data analysis

Data analysis is a messy, ambiguous, time-consuming, creative and fascinating process which does not proceed in a linear fashion, but in a spiral format and is not tidy that sometimes the process overlaps another (Rabiee, 2004; De Vos et al., 2010). Data analysis is an attempt to organise, account for, and provide explanation of data so that some kind of sense may be made out of it (Cohen et al., 2009). Data analysis, therefore, refers to a process of bringing order, structure and meaning to the mass of collected data (De Vos et al., 2010; Henning, Rensberg & Smit, 2010). Data that was generated through focus group interview and document analyses was arranged and thematic analysed in order to identify themes and patterns and experiences (Aronson, 1994).

Data analysis process starts during the data collection, by competently ensuring that the discussions and generating rich data from the interviews, complementing them with the recorded information (Rabiee, 2004). Rabiee further state that the next phase is followed by familiarising with the data, by reading transcripts in their entirety several times. The purpose is to gain understanding and to make sense of the interview as a whole before breaking it into themes. According to Taylor & Bogdan (1989 as cited in Aronson 1994, p.1) themes are defined as units derived from patterns such as "vocabulary, recurring activities, meanings and feelings". They further state that themes are recognised by putting together certain element of ideas and experiences that are sometimes meaning less when viewed on their own.

I transcribed the data verbatim to ensure that I stayed close to the data. Henning (2004, p.103) views the analysis process as the heartbeat of research. I wrote down notes of my thoughts and feelings. I read and reread the transcriptions in their entirety

in order to be familiar with the data. Coding of data was done as a process of organising the material into chunks or segments of text before bringing meaning to information (Creswell, 2003: Rabiee, 2004). After generating themes, I applied some coding scheme - for instance, colour and keywords - to those categories and themes, by diligently marking passages in the data using the codes. Coding may take several forms, including abbreviations of keywords, and colour coding. An appropriate coding opted for in this study was abbreviations of keywords.

Testing emergent understandings was part of this phase in evaluating the data for their usefulness and centrality. This was done by determining how useful the data were in revealing answers to the questions being explored and how central they were to the story that was unfolding about the phenomenon being studied.

3.8. Trustworthiness

In qualitative research case studies in general are not concerned about measuring or quantifying information but explore meaning, personal experiences and perceptions (Punch, 2010). Trustworthiness was a very important part of this study. The findings reflect the reality of the experiences and perceptions of the staff and provide the participants with the opportunity to review the researcher's interpretation of data (Guba & Lincoln, 1994). In this study, in order to maximise trustworthiness of the findings, the data were sent back to the staff members for verification of their experiences and perceptions, thus minimising the researcher bias (Guba & Lincoln, 1994). Trustworthiness in this study was strengthened by dependability, credibility and transferability and confirmability.

Dependability: Dependability denotes the point in which the reader could trust that the findings indeed occurred the way the research indicates (Durrheim & Wasserman, 2002 as cited in Maree, 2007). In this study I maintained honesty of the finding through data generation instruments namely, focus group interview and document analysis.

Credibility: Credibility of the study depends on the data rather than on the researcher's own subjective opinion although a certain degree of the researcher's subjectivity is permitted (Maree 2007; Cohen et al., 2009). The credibility and accuracy of the study is compared with the findings of other studies on similar topics produced using different methods (Denscombe, 2010). Trochim and Donnelly (2006) states credibility involves establishing that the results of research are credible from the perspective of the participants.

Transferability: According to Trochim et al. (2006, p.1) transferability is the extent to which the results of a study can be transferred to other contexts or settings. Trochim et al. (2006) concurs with Belk (1989) when arguing that transferability is the level to which working hypotheses can be used in other contexts, based on valuable similarity between two contexts.

Polit and Beck (2008) posits that transferability does not include extensive claims but offers the reader of a study the opportunity to make connections between elements of their research and their own experiences. In this study, the research presented the original words of the participants as transcribed from the audio recording and what they conveyed.

*Confirmability***:** Lincoln and Guba (1985) states that confirmability is the extent to which the findings and conclusions are not biased but rather depend on the participants. Trochim et al. (2006) and Polit & Beck (2008) define confirmability as the extent to which the results can be confirmed or corroborated by others. They further states that there are few strategies that can be employed to augment confirmability, namely; through the researcher taking the devils advocates role with respect to the results or negative instances that contradict prior observation (Trochim et al., 2006).

3.9   Ethical issues

Ethical and moral aspects are extremely important. Cohen et al. (2009) posit that people are not to be misused but deserve to be treated with respect and dignity. In order to consider ethical issues, the following were done:

Permission to conduct a study: Permission to conduct the study at the University of KwaZulu-Natal was sought in order to comply with all applicable legal requirements (Bergh & Theron, 2009).

Anonymity and informed consent: The names of the participants were kept anonymous. The participants always had autonomy and were not forced into taking part in the study (Henning, 2010). Participants were informed about the research, its aims and objectives before they gave informed consent to participate. The participants were also informed that they had the right to withdraw from the study should they wish to do so without any form of disadvantage (Neuman, 2006; Cohen et al., 2007; Bergh & Theron, 2009).

Confidentiality: Discretion in qualitative research is very critical. Qualitative research investigates and explores people's belief, experiences and sensitive matters therefore it is important to exercise a huge amount of confidentiality (Babbie & Mouton, 2002). Participants were guaranteed that the data that was generated from the study would be kept confidential (Bergh & Theron, 2009).

3.10 Limitations

The UKZN University underwent the reconfiguration process and placement and redeployment of support staff occurred throughout the University. The reorganisation reduced the number of schools from 59 to 19. This study focused on one school, and few members of the support staff were interviewed from that school. Because of the small sample used, the finding from this study may not be generalized to all support

staff's experiences of placement and redeployment in the re-configured University of KwaZulu-Natal.

3.11 Conclusion

This chapter described and explained the research design and methodology used in the study. Furthermore, I acknowledged the appropriateness of the paradigm and the qualitative approach of my study. I further presented an argument on the participants, data generation methods and analysis strategies. The discussions embraced trustworthiness and ethical issues. The next chapter explores data generated from the participants' responses.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1. Introduction

Chapter Three defined and illuminated the qualitative research approach, design and methodology. I further offered an account of the approaches adopted the design of the study and data generation methods.

This chapter presents and discusses the data generated through focus group interview with a group of five placed support staff members and documents the analysis of the data generated on the UKZN reorganisation. Initially this study was targeted at both placement and redeployment candidates but it turned out that all the participants that were interviewed were placed. Although the initial focus of the study was to investigate group perspectives, the research also identified the participants by fictitious names as a way of following up on their individual unique experiences that arose during the focus group discussions. At the end of each theme I examined the overall perspective of the focus group.

To recap, this study sought to answer the following questions:

1. How did support staff experience placement?

2. What can we learn from the support staff's experiences of placement in both the selected school and the university?

Firstly, I presented the background information of the participants. This was followed by presentation and discussion of each of the themes that emerged from the qualitative analysis of data. These themes include the following:

- Communication about placement

- Support staff participation and involvement in decision-making about placement

- Shock, fear and confusion

- Experiences during application and placement process

- Handing over process, timing of placement and induction

- New organisational structure and reporting lines

- Workload, job description and clarification of role

- Before the reconfiguration versus after the reconfiguration

4.2 Biographical data

In Table 4.2.1, I presented the participants using pseudonyms for future reference. Pseudonyms were used to protect the identity of the participants and promote their confidentiality. The table also shows participants' work experience at UKZN. All participants had more than two years of work experience in the positions they occupied before the reconfiguration process and with this type of experience they would be expected to be au fait with their jobs.

Table 4.2.1 also shows the process that participants underwent from the time that they were informed that their positions were redundant to the time that they were placed. In this regard, the Table shows that while all of the participants' posts had been declared redundant, they went through different processes ranging from applying and being placed in one's previous post to taking up new posts altogether.

Table 4.2.1 Background information about participants

Name of the participant	Years of employment at UKZN	Status of position during reconfiguration
Nonkululeko	Two years, 10 months	Redundant. Applied and interviewed and placed in her previous position with the same grade and same salary.
Nomathemba	10 years	Redundant. Informed later that she needed to reapply and was placed in old position.
Nomfusi	16 years	Redundant. Applied and interviewed and placed in a position that was more or less the same as her previous position, with the same grade.
Nobesuthu	Five years	Redundant. Applied and interviewed and placed in another position.
Nojikelele	Nine years	Redundant. Applied and interviewed and placed in her previous position with the same grade and salary but with more responsibilities.

4.3 Communication about placement

According to the Senate Minutes of 24 November 2010, on the college reorganisation: Issues raised at the special meeting, it was agreed that: "There was a need for wide consultation with academic and support staff across the university so that they can engage meaningfully and buy into the process" (University of KwaZulu-Natal, 2010)
.

I asked the participants in the focus group discussion to describe their experiences of how UKZN communicated with them about placement during the reorganisation and restructuring of the college model. Nonkululeko said:

> The emails regarding the plan for the reconfiguration were circulated to the wider university community but the communication was very vague. We knew something was going to change but were not sure how it would impact us.

Nojikelele echoed the same sentiments when she stated:

> It was a very general discussion. It was not down to the nitty-gritty that we wanted to know. I asked the question over and over again, will I have to apply for my position. But, Human Resources did not us give the clarification. They could never give us clear answers and even when we phoned Human Resources they couldn't give us direct answers.

The overall sentiments from the group were that communication was inadequate and vague. The participants felt that the road shows by the Deputy Vice Chancellor (DVC) did not provide sufficient information in terms of whether or not they were to apply for their positions or whether or not the reconfiguration would have an impact on their

positions. From the responses the participants seemed not to have bought into the process due to lack of adequate information regarding the reconfiguration process.

Communication is very essential to any change process. If communication is not clear it is likely to lead to disillusionment. From the responses above it shows that the staff were not satisfied with the change process because they did not get relevant and adequate information regarding their employment status and where they stood when it came to their positions.

The importance of communication is highlighted by Hughes (2007) who argues that organisations are communicating bodies and therefore communication is integral to understanding change. It was important for the leadership of UKZN to design proper, efficient and adequate communication plans to ensure that the employees understand the whole process of reconfiguration. Literature on change also indicates that during change organisations must facilitate communication in order to achieve the required change and communication must be consistently on-going (Pundzienė, Alonderienė & Buožiūtė, 2007, Panozzo, 2007). A study by Reddy (2007) identified a number of problems related to the reconfiguration process, including poor communication, top-down management style, no participative decision-making, the lack of extrinsic motivation, decreased job satisfaction, and the absence of institutional loyalty. Reddy's (2007) results are confirmed by the findings of this study. Participants in the study expressed confusion, disappointment and the lack of job satisfaction due to the lack of communication regarding their placement during the reconfiguration process at the University.

Drawing from this study's theoretical framework on change (Lewin, 1951), communication is very vital during planned change in an organisation as any miscommunication can perpetuate resistance to change. Moll (2010) concurs with Lewin (1951) when stating that during change, communication is essential as it helps to dispel or create any perceptions of change. Leadership must take steps to develop and maintain a level of communication that stimulates trust (Boohene & Williams,

2012). Initial communication for change would be located at the unfreeze stage of the theory of change (Lewin, 1951). According to the participants' responses this stage was not implemented properly. Participants highlighted lack of information during the initial stages of the reconfiguration and even noting that Human Resources personnel could not provide them with the necessary information about their positions.

4.4 Support staff participation and involvement in decision making on placement

When I asked the participants if they participated or were involved in the decisions about their placement, their responses were follows: Nomfusi said:

> On our level, oh no, we were not involved in this at all (colleagues laugh). It was just management I think. Ya (Yes), it was more the top management. If you are talking about our line managers I mean they were not sure, they were called in once or twice. It was just discussions with the upper level, you know top level and things, I don't know. We were never consulted or asked or I can't remember, I must think back, but I can't think of any point.

Nomathemba said:

,,,No, we were not involved. Our line managers were also not sure what was going to happen''

Nonkululeko also voiced similar sentiments by saying:

"No, it was just to inform us, it wasn't like where you said something they will take that into consideration, because they already had their things planned out how they wanted it."

I further probed as to whether the DVC's road shows were not some form of consultation with the staff and the following responses were given:

Nobesuthu said:

> They did not consult anyone; they just came and told us that we have to do this. They didn't even consult people informing them about what they were thinking of doing. They did what they did without asking. They did not tell us that they were thinking of doing something, how we felt about it and where we could get involved when they are making changes, they just made changes without consulting us.

In concurring with Nobesuthu, Nojikelele stated:

> They did not consult us, and they did not know what we were doing in our offices. They just thought that because you are dealing with finance, they think finance is just capturing forms in the system but there is more than that.

Nonkululeko also agreed with the other participants when she reported that:

> The expectation was when we looked at the emails that came up, things looked like we were secure. Things looked like they were fine and even our managers weren't sure. Almost up till the end we were almost ok, it seems like we were going to be okay. Then the big bomb, we are not, all of us are not okay, we were shocked.

All the participants concurred that there were road shows by the Deputy Vice Chancellor of the School in question but to them these road shows were to inform them and not to elicit their participation or involvement. In their views, the road shows were mainly to rubberstamp employee involvement because the staff had to attend, but staff was not fully engaged with the process or their views taken into

consideration. Unlike this process that took place at UKZN, literature argues that the human factor needs to be taken into consideration to understand what goes on during organisational change (Amiot, Terry & Callan, 2007). Practitioners and managers need to be competent and trained in the process of transforming organisations, and informed about group processes in order to manage the process of change and have buy- in from the employees (Choi at el. 2010). University leadership needed to consult and bring the employees of the University into the process of change. The reconfiguration process needed to be participatory, where management and employees engaged and exchanged ideas. If the process was conducted in this manner, the staff may have had no disgruntlements because they would have been included as part of the process of change.

From participants' responses it appears that change was a nuisance that was not necessary. They seemed to classify change as something that the management decided must happen yet it did not add any value to the university system. These sentiments are in agreement with the theory of change which indicates that the unfreeze stage is the stage that involves preparing the organisation members to accept that change is necessary. It involves getting to a point of understanding that change is essential and getting ready to move away from the current comfort zone (Davis & Newstrom, 1985). If the employees were involved in the process of change then they would have understood the main goals and objectives of the reconfiguration and accept it.

4.5 Shock, fear and confusion

I asked the participants how they received the decision about their positions being redundant.

In expressing her feelings Nonkululeko responded:

> The expectation was when we looked at the emails that came up; things looked like we were secure. Things looked fine and even though our managers weren't

sure but they, they assured us that we are fine, and almost up till the end we were almost ok, it seems like we were going to be okay. Then the big bomb, we are not, all of us are not okay, we were shocked.

In support of the response by Nonkululeko, Nomathemba stated that:

With me I felt like oh, gosh! This is unfair. How can they tell us that we are ok and our positions are safe and then all of the sudden we are in a pool? What is going to happen? We were not sure whether there would be any vacant posts for us or will this affect us in such a way that some will be retrenched or something."

Nomfusi articulated her response as follows:

"I thought oh! This is the way that they are getting rid of us."

Nobesuthu said:

The Head of School called the whole department and informed us that in our department there was only one position and we were all in the pool. Everyone was totally shocked. Everybody did not have positions only one person had a position. I mean, nobody said anything much then but everyone was so worked up.

All the participants concurred with Nonkululeko that the expectation that they had was that they were safe and secure in their positions. Even their managers did not alert them to any danger that their status might change. But when they were informed that their positions were redundant they were shocked and feared that they were losing their jobs. This lack of communication between management and staff led the staff members to feel betrayed in the process of change. Staff wanted to be aware of the

process and what it aimed to achieve in the beginning and not in the end as they only discovered. This left staff in a state of shock, fear and confusion.

The condition of shock, fear and confusion that is expressed by the participants is congruent with what Schuler (2003) posits when he states that change brings about uncertainty and may require a leap of faith, and that it is very risky. Not knowing what may potentially happen can lead to heightened anxiety and resistance to change (Kotenikov, 2003). When decisions about the reconfiguration are made, leaders should consider their organisations' restructuring histories as prior knowledge could be drawn upon to reduce mistakes, improve on

decision-making and lower stakeholders' anxieties (Bergh & Ngah-Kiing Lim, 2008). According to the UKZN, change management document by Interchange International entitled "The Change Cycle Company" on college reorganisation, which is available on the university website, the first stage of dealing with change is the loss of the comfort zone and this can be illustrated by the millipede (ishongololo) that is feeling fearful and behaving in a paralysed way. During change people's doubts and concerns must be understood and managed.

From what the participants said they most likely did not cope with this stage of dealing with change. As much as the organisation had its own problems, it looks like they (the participants) were unable to accept the proposed change and they looked like the millipede that is curling up and unhappy (http://crtt.ukzn.ac.za/Homepage.aspx).

(http://crtt.ukzn.ac.za/Homepage.aspx)
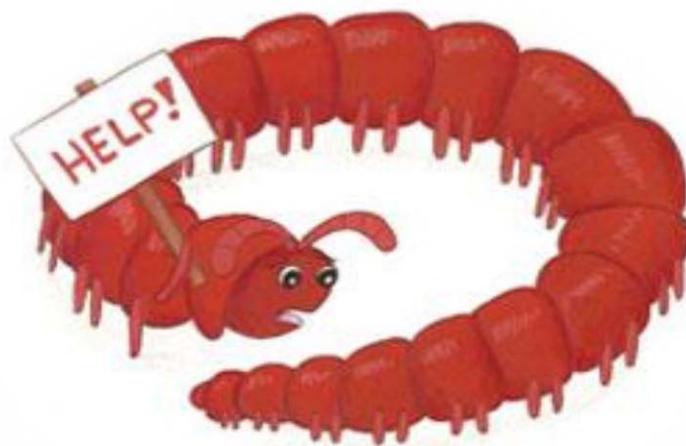
Shock, fear and confusion according to the study's theoretical framework are necessary and are to be expected when people are exposed to change (Lewin, 1951). This is the stage of „unfreeze' where the status quo is challenged. The change of status quo deals with fear of change which is one of the greatest restraining forces met by an individual facing the change process. But it appears that the participants did not seem to realise that this had to happen and therefore the impact on them was very severe. However this is not an abnormality during change.

4.6. Experiences during application and placement process

In the course on my interviews with the participants the issue of their experiences regarding application and placement processes came up even before I asked any question in this regard. The following sentiments were expressed.

Nobesuthu said:

> We started seeing posts being advertised, we thought okay, let us go ahead and apply and as I was a Grade 10, I applied for many posts in Grade 10 and I was not even called for an interview. In fact one of the Human Resource staff called me to ask me if I was a contract staff and that was the worst thing that could happen in all that. We were told specifically that no contract staff were to apply for these jobs. What happened was that people who were in Grade 12 and were supervised by me were called for Grade 10 interview positions and I was in charge of them and was never called for interviews for Grade 10 positions. I was like really, really disheartened that I was not called for any of those interviews.

Nonkululeko had the same perception:

> I went through the whole process of applying for 15 to 16 positions as I was told that my position did not exist in the new structure. I could not focus and the only thing on my mind was that I need to get a job. I applied for positions that I would not have applied for in normal circumstances because I needed security. My first priority was to get a job.

Nomfusi reported:

> I remember I was on leave and I was told that my position was advertised. I got back and they told me that it was my position, but when I looked at the job description it was very generic. There was nothing specific about my job and I even phoned Human Resources personnel and they said I can just apply. I responded that how could I apply for something that I have never done. I cried because I was stressed and I went back home without applying for the position. I was so stressed as when we first started here we were interviewed and we got the jobs, why were they re-interviewing us again?

Nomathemba said:

> I am still in the same position that I was in before the restructuring. When I was about to apply, Human Resources phoned me and told me that I had to meet with my line manager. So, my line manager phoned me and told me that I didn't need to apply. So, I am secure in my position and I had to stay in my position but they have added more work on top of what I had before.

Nojikelele said:

Mina (Me), I went through the application and interview process yet I am still in the same position and they have added more work with no salary increase."

The essence of the participants' responses is that they had to apply for as many positions as were advertised including those that they did not qualify for. Their main concern was that they needed security as they had commitments and families to care for. This anxiety and lack of security emanates from the fact that the participants were not made aware of what this change process that was taking place at the university entailed and therefore were living in the dark and were insecure. Participants' experiences are consistent with Hay and Fourie's (2002) observations that during reconfiguration there is a high level of insecurity and fear of retrenchment. This insecurity also brings out the fact that the employees were clearly not part of the reconfiguration process, because if they were, they would have known exactly what was happening at every stage of the change process. To avoid such a scenario, Wyngaardt and Kapp (2004) argue that the negative impacts of reconfiguration on people could be avoided or reduced if the change process is properly planned and managed to include everyone who is affected by the process.

The implication of the responses is that there was no consistency in the manner in which the application and placement processes were done. One participant had to apply, and go through an interview for her to be placed and another participant was informed that she no longer needed to apply for her position but was placed in her original position.

The literature reviewed indicates that a balance between the fear of not changing and changing must be reached (Pettigrew, 1992). Choi at el., (2010) state that the reason for organisations' incapacity to achieve the intended aims of their change effort is often considered as implementation failure rather than the change itself. From what

has been reported by participants it seems as though inconsistency in the application process was the problem and not the change itself.

4.7 Handing over process, timing of placement and induction

My discussion with the participants moved on to the handing over process, timing of placement and induction. When the positions were advertised staff applied and people were appointed and placed into new positions, so I wanted to find out about the handover process, timing of placement and induction.

In response to this, Nomfusi said:

> It was very difficult because there was no one to hand over. It was very difficult to know how things are done in the new department as there was no one to show you. You did not know where things were kept, and you had to try and figure this out on your own. You had no one to give you direction.

Nomathemba echoed the same sentiments:

> Nobody was willing to help you. If somebody who was in that job and had now moved to another job, when you were to attend the interviews it was like a competition. Let's say I if did not get my job and Nomfusi got it, then when Nomfusi calls me to get more information, I would say no, I wouldn't help her. If they thought they were better and that I was not the right person for the job, they would ask why I would ask them. They would think „they were supposed to hire me I am not going to give you any information just do the research on your own'. You know that is what is happening.

Nobesuthu also said:

> In my case what happened was that all the staff had been moved to their new positions there and I had to start in this position and there was no one to hand over too. I was informed towards the end of December that I was to start in my new position on 1 January 2012. I was working a few hours in my new position and a few hours in my old position.

Nonkululeko further said:

> "It is not very easy to hand over a person that is in the middle of examinations, to another school, and that's why I said that the whole timing of the process was bad."

From the above responses, what one can deduce is the fact that this reconfiguration at UKZN came with a lot of ills for the support staff. Firstly, there was no process of handover or takeover. Participants indicated that though staff were moved and placed in different positions there was no one to hand over to. The timing of the changeover was particularly challenging as the period between October to April is a very crucial for support staff as they deal with admissions, orientation, registration, Masters and Doctoral examination, and some services would have been compromised by the moving of staff into other positions.

Secondly, from the participants' responses no induction was conducted when one started in their new position. Lastly, this reconfiguration created a lot of competition, animosity and jealousy among fellow employees. While creating a competitive environment is sometimes good for an organisation to achieve its goals, this kind of competition and animosity that was experienced by the participants during this process of change was destructive as fellow employees were refusing to work together and assist one another.

The implication from the responses is that the handing over, timing of the placement and induction were of essence to the success of the placement but apparently management did not adequately consider this. Reports from participants show that the impact of how this was planned brought confusion and there were gaps in some departments and service delivery was somehow compromised. Data from this study also illustrates that there was no proper planning in the implementation of placement as staff were moved without any consideration as to who would handle the function of the staff that had been placed in another department, what the critical functions were at that point in time and who would induct the new appointees to the positions. Staffs were forced to work in two different departments to try and ensure that service was not compromised.

As I indicated earlier, the human factor needs to be taken into consideration to understand what goes on during organisational change (Amiot, Terry & Callan, 2007). Change will not deliver if the human side of organisations is ignored (Cummings & Worley, 2005). Wyngaard and Kapp (2004) in their study where they conducted a survey on the impact of merger/reconfiguration on humans concluded that the negative impact of mergers/reconfiguration on people could have been avoided or reduced if the process had been planned and managed properly.

This study's theoretical framework argues that the change stage is where everything, and everyone, is off balance (Lewin, 1951). This stage is often the hardest as people are unsure or even fearful. Support is really important here and can be in the form of coaching, and expecting mistakes as part of the process (Change-Management-Coach, 2008). Yet, participants' responses indicate that coaching was not available as staff had to find their own way in their new departments. When they could move into their new roles staffs were working in two departments so they did not compromise service delivery to both students and staff.

4.8 New organisational structure and reporting line

When I asked the participants about their experiences in their new reporting lines and the flattened structures this is what they had to say:

Nonkululeko said:

"I think our college structure was the last structure to be finalised. There was always an issue about our structure."

Nomfusi said:

"Nobody wanted to tell us, it was the biggest secret ever."

The participants were asked to explain further about flatter structure where everyone was on the same grade, with only the school manager as the line manager.

Nonkululeko said:

> I'm reporting to a school manager who is responsible for, how many staff? The whole school! She cannot train me in my specific area. Mmh, it's not her fault, I didn't say it's her fault. In our office we are all on the same level. Who's training who? It doesn't make sense. She cannot be involved in my day to day activities. There is no line manager really. There is also no senior person to take charge of things; you know what I am saying. If we are asked to give a report on something, there is no one to take that responsibility. All of us are in the same position so there is no one senior to see that someone does these reports as we are all on the same level. Our line manager cannot do the reports because she does not do these reports. And things like that.

 Nomathemba further said:

Previously we had principal faculty officers. If your line manager was not available you would go to them and thereafter everything would go smoothly, but now it is not so.

Nojikelele said:

When we need authorisation or something like that, we have to wait for her to come back so that she can give us the go ahead. Like when we are processing the bookings she is the only person who can authorize. We can't do a thing without her. Even the approving process, if I am placing an order for a flight it gets delayed because it has to stay in the system even though she is on leave. Then the quote expires and the money goes up.

All the participants reported that their structure was the last structure to be approved. Even when the structure was still being finalised they were not told what the structure would be like. This is negated by an email which was sent to all staff by the Executive Director: Human Resources dated 4 October 2011 that the proposed structures for each of the colleges was available on the College Reorganisation website http://crtt.ukzn.ac.za/UniversityNotices.aspx

Participants' responses highlight a sense of dismay with the way the new structure is operating and report that it was not properly considered. They reported that their line manager is so distant from what they are doing and also unable to assist them with their daily conflict as she does not have the time and does not even understand their responsibilities. The reason why it is difficult for the line manager to assist them all at the time they need assistance is because she is the only person who has the authority to assist them in the new structure. Further when they need authorisation if the school manager is on leave there is no one to approve their request and this delays the process and contradicts the purpose of the reconfiguration of simplifying and streamlining for success. Clearly, the participants are highlighting that the previous hierarchical

structure that was in place was better than the current one as it was efficient in terms of service delivery and goal attainments for support staff.

Structure is significant in that it emphasizes the potential for managers/ leaders to restructure the organisation to meet changing requirements (Bush, 2003). Depending on its strategy, an organisation establishes a particular structure over a period of time. Some organisations are tight and give limited freedom and scope to the employees, while others are highly flexible. Structure is basically a follow up on the strategic choice that an organisation makes (Sharma, 2010). Walsh (2004) sees organisation structure as a manifestation of cultural rules and values.

Having established that the „unfreeze' stage was not appropriately engaged with this affects the second stage of change. The participants appear not to be enthusiastic about the move to new practices. This stage involves development of new norms and development with the change occurring in the structure (Van der Merwe, 2003).

4.9 Work load, job description and clarification of role

In the focus group discussion on issues of workload, job description and clarification of roles was raised by the participants. The participants voiced this in the following comments:

Nomathemba said:

> I have to work here until 8pm, and I am here at 6am to ensure that everything is running smoothly. I do not get paid overtime for this. I was told that I am exceeding the overtime that is allowed.

Nojikelele concurred with Nomathemba by saying:

"They added more into what I was doing before. More work but there's no money. If they did something about my grade, maybe I would feel much better about the job."

Nomfusi said:

> We don't have our proper job descriptions, we are not sure of what is expected from us, because sometimes the college staff will tell you this is your portfolio you need to do this and we also say to the college staff this is your portfolio but now no one wants to take on more responsibility. Right now we are not clear what we are really doing. I don't have a proper job description. If I had a job description I would know exactly what I needed to do and what I don't have to do and I can plan ahead. With me, the job is not more it's just that there is uncertainty, I am not sure what am I supposed to do, I don't know whether I have got more or less, because it keeps coming.

Participants' responses suggest misunderstanding and confusion surrounding role definitions particularly differences between college and school functions. Both staff members from the school as well as the college do not want to take on more responsibility. There is an impasse because everyone is guarding their territory and does not want to impose on what they think is not their role. Further to that there is a sense of dissatisfaction with the whole reconfiguration as they feel that their workloads had increased and there were no proper job profiles to guide them. The responses from participants also show disgruntlement in terms of the way they are being financially rewarded for their activities.

The literature suggests that any deviancies from a comfortable situation or practices bring about the feeling of insecurity and give rise to resistance to change (van der Merwe, 2003). Change of job threatens a person's sense of identity, and they will resist change because they fear a loss of status and feel insecure at having to leave

their comfort zone (Schuler, 2003). Resistance to change is action taken by individuals or groups when they perceive that change is a threat to them (van der Merwe, 2003). Boohene and Williams (2012) also see resistance to organisational change as another obstruction to organisational development and growth due to its negative repercussions.

The study's theoretical framework asserts that the external signs of the „refreeze stage' are an established organisation chart, consistent job descriptions, and so on (Pettigrew, 1997). From the participants' responses staff should be at the stage of resolving their uncertainty, but due a larger workload, unclear job description and vague roles and responsibilities it is difficult to move to this phase.

4.10 Before the reconfiguration versus after the reconfiguration

When I asked the participants that it is eight months after the reconfiguration, was it better before or after the reconfiguration, their responses were as follows:

Nonkululeko said:

> I did the same thing, my reporting was obviously different, the setup of the office was different, so I would say before was better, definitely. I worked with a team that knew where we were going, we had direction and we knew what we needed to do.
>
> In terms of approvals and committees and those things, I feel that the reconfiguration is working for we no longer have all those committees.
>
> The committee was reduced, remember we used to sit in postgraduate meetings every month and wait for approval for the next month. Now those are the little things as the academic leaders can actually sign them. We can have it done immediately. There is some good that you can say they have done. But when it comes to the actual placement of staff and those things that affected us, it wasn't a nice experience.

Nomathemba also said:

So I am still in the same position, same grade so nothing has changed. The only thing that has changed is that they have added a lot of work on top of what I had before. So, previously it was better.

Nobesuthu said:

„"I am really happy here, but it is just with the grade. You do not feel so good having a lower grade than what it was before. I am really happy with this job."

When the researcher probed this further, the participants said:

Nojikelele said:

"Maybe we are crying now, but maybe next year things will be much better. This is the 1st year of reorganisation."

Nomfusi said:

"I think things will be better next year."

Nonkululeko said:

With the reorganisation we have taken more responsibility in our positions. This is also moulding you and teaching you, those types of things you have to take responsibility for that under normal circumstances you would not. We are taking responsibility that previously was taken by our seniors. This is teaching us.

The underlying message seems to be that before the reconfiguration the participants were much more at ease, they knew what was expected of them and were able to deliver. Currently they feel that they are still trying to deal with the reconfiguration and its uncertainty as well as their new responsibility. They also have a positive outlook that this is still the first year of the reorganisation so things would be better in the following year. One of the participant stated that the committees had been reduced tremendously and decisions are now made quickly as they no longer need to wait for another committee the following month to make a decision.

These findings support Ilka, Gleibs, Noack and Mummendey (2009) who argue that the change process shapes people's willingness to support and adjust to it. They also argue that the key point to understand organisational members' reactions during change is to investigate how their identification with the previous state of things is related to their attitudes towards change. When predicting adjustment to organisational change, the organisation has to reconsider the relationship between old and new identity and the fact that employees must relinquish an identity that was previously important to them and shift their allegiance to the newly reconfigured organisation (Amiot, Terry & Callan, 2007). These above findings from previous research support, this study results where the participants are willing to identify with the new system and acknowledge the positive things that have come with it.

The last stage of this study's theoretical framework for change is „refreeze'. Here, change begins to take shape and people are looking at new ways of doing things and establishing stability once the changes have been made (Jones, 2010). The changes are accepted and become the new norm (Davis & Newstrom, 1985). Taking in the responses of the participants this stage is affected by the way that the initial stage of unfreeze was managed. The common feeling among the participants was mainly negative. However, although the general feeling of the participants was negative there were other staff members who felt that they were happy that they were in their new positions. The negativity was not about the reorganisation but mainly about the implementation process. Therefore from the responses of the participants it would

seem that the participants have not reached the refreeze stage where change is accepted as new normality.

4.11 Emerging issues

In this chapter I have presented selected extracts of responses from the focus group interview using semi-structure questions and document analysis with support staff from one school at the University of KwaZulu-Natal. The data has been thematically analysed and presented. Each theme has been presented by illuminating the responses of the participants to various interview questions that were asked. The findings are also structured around the following research questions:

- How did support staff experience placement?

- What can we learn from the support staff experiences of placement both the School and the University?

Below, the findings are briefly discussed in relation to the study's research questions.

4.11.1 How did support staff experience placement?

The findings of this study revealed that participants felt that communication about the placement process was insufficient, inadequate and very impersonal. While the UKZN management had provided road-shows about the reconfiguration of the college model, participants felt that they were not prepared for the impact of the placement as the core of placement was never properly addressed. The participants also concurred that due to non-participation and non-involvement they could not support the decision about their placement and therefore were more suspicious about the whole process. The findings suggest that the attempt by UKZN management to have everyone onboard for the reconfiguration was not enough. Whether staff members were ready or not this change could not be avoided.

In terms of the application and placement process the participants felt that it was flawed as there was no plan and strategy. The fact that two decisions were made concerning one person was a problem, for an example in the case of Nomathemba who was initially informed that was she redundant and placed in the "pool" and later informed that she was no longer redundant.

The process of handing over and induction was characterised by disintegration and erratic processes where staff that left their old position were unable to hand over to new incumbents, and also when they took on new a position their line manager was incapacitated to induct them as they were also newly appointed and had no idea what was required of them.

4.11.2 What can we learn from support staff experience of placement in both the School and the University?

Emerging from the finding is that while shock, fear and confusion is expected and is part of change, it looks as if the participants did not like what was happening.. This is well articulated by the protesting millipede (shongololo) that is not happy about what is happening (http://crtt.ukzn.ac.za/Homepage.aspx).

(http://crtt.ukzn.ac.za/Homepage.aspx)
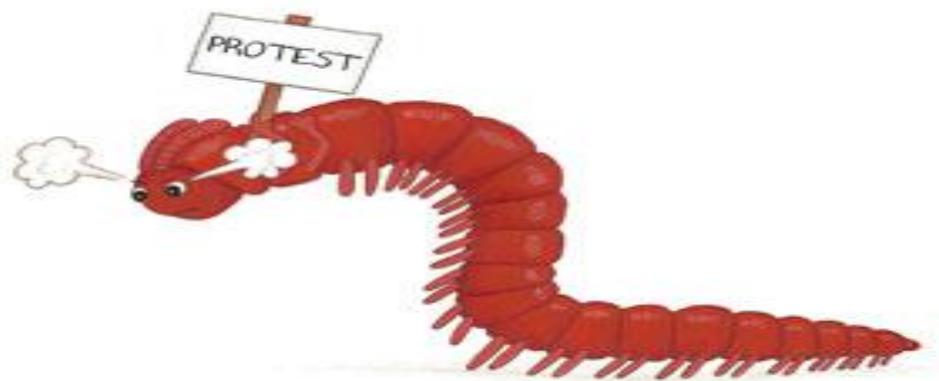
The findings from participants indicate that the participants were not happy with the applications and placement processes. This process was characterized by inconsistency, very stressful and had very serious impacts on them due to the ways they were handled. The application and placement processes were not the same for all the participants. For example, one participant had to apply for her position while another participant was initially informed that she was redundant but was later informed that she no longer needed to apply and would get her position back.

Timing of change in the organisation is very critical in that if change is introduced during a busy time it can lead to counter-productivity. The findings indicate that the placement of staff was ill-timed. Placement was done during a critical time of admissions, orientation, registration, and Masters and Doctoral examinations. This was not a conducive period to be moving staff from one department to the other.

Results also show that the participants felt that they were over stretched where one participant indicated that she comes in at 6 am and leaves at 8pm. Where roles were not clarified people ended up working longer hours than their normal working hours and hating change. It is very important that when change occurs that roles are clarified so that people do not end up working for longer hours than they are supposed to and feel that they are not appreciated for their efforts. Without clarification of roles, it becomes difficult to engage staff in performance management.

With regards to the reporting lines, the participants felt that the previous structure was better in the sense that they had immediate line managers (Senior Faculty Officer) who were able to assist with daily conflict that arose, were able to approve and process documentations that needed immediate authorisation, whereas now the school manager was tardy due to that the fact that the she is inundated with work and is also not available because of the meetings that she has to attend.

Participants also felt that they were not against the reconfiguration of the college model, but that the implementation of placement was problematic and   to some extent

inhumane in the way that it was administered. Change sometimes fails not because people resist it but because of the way it is introduced and implemented.

4.12 Conclusions

This chapter has presented the findings. The emphasis was on the themes that emerged from the data. The themes depicts that there was a lack proper planning around the placement process and staff were not adequately informed about their redundancy. What further transpired is that support staff had no issues when it came to the reconfiguration of the college model, but had a problem with the manner in which the placement process was rolled out.   The next chapter deals with the summary, conclusions and recommendations therefore.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations that will inform future research. The study was intended to understand and explain what support staff members have experienced during the placement and redeployment process in one School at UKZN. .

5.2. Summary of the research

In Chapter One the study was introduced. Therein, I indicated that the problem under investigation was to understand and explain what support staff members had experienced during placement and redeployment process at the university and to hear the voices of support staff as this sector is crucial to the success of the vision and the mission of the university. I further dealt with the background and the setting of the study where I indicated that after the first democratic elections in South Africa, the government instituted the reconfiguration of the institutional landscape of the higher education which led to the merger between the University of Durban-Westville and University of Natal in terms of the Higher Education Act, No 101. UKZN adopted a college model to simplify and streamline its governance systems. In 2010 the UKZN college model was reviewed by an external panel of experts and recommendations were made. In 2011 UKZN prepared for the implementation of the recommendations i.e. reconfiguration of the college model. In 2012 the new structure came into effect.

Chapter Two presented an overall review of the literature on change including the theoretical framework that guides and directs the study was presented. I scrutinised in detail the concepts of placement and redeployment, organisational change, how change occured in the organisation, and the human factor during organisational change. I further discussed resistance to change, change management, leadership

during change management, communication and education during managing change, participation and involvement and the role of organisational culture in organisational change. I then deliberated on the theoretical framework which formed the context of this study in order to comprehend and explain what support staff members had experienced during the placement process. I used Lewin's (1951) 3-step model of change, namely; the change process which has three basic stages: unfreezing, changing and re-freezing which supports planned change. The result originating from the literature delivered a theoretical framework which served as the backbone to the study. A qualitative research approach was deemed suitable for this study.

In Chapter Three qualitative research approach, design and methodology were described and explained. In this chapter justification for the approaches I used were offered. This study utilized the case study approach, using focus group interviews and document analysis as part of the data collection. Ephemeral synopsis and the rationale for the paradigm were provided. The study is located within the interpretivist paradigm which is based on the belief that researcher seeks to understand the participants in the world that they live and work. Further, I used purposive sampling for the selection of the participants in the study. Trustworthiness was a very important part as it reinforced dependability, credibility and transferability of the study. Ethical issues were considered by seeking permission to conduct a study at UKZN in order to comply with all legal requirements, and the names of the participants were kept anonymous.

Chapter Four presented and discussed the data generated through focus interviews with the five placed support staff members and document analysis regarding the UKZN reorganisation. The background of the participants' experience was discussed and the themes that emerged from the data generated such as communication about placement, support staff participation and involvement in decision making about placement, shock, fear and confusion, experiences of application and the placement process, the handing over process, timing of placement and induction, new

organisational structure and reporting lines, workload, job description and clarification of role and before the reconfiguration versus after the reconfiguration

On the basis of the work I described above and the following research questions:

- How did support staff experience placement?

- What can we learn from the support staff experiences of placement both the School and the University?

I arrived at the following conclusions.

5.3 Conclusions

5.3.1 Communication

The findings show that communication plays a pivotal role during change and failure to implement effective communication is likely to lead to resistance to change. In the case of this study, the findings indicate that communication flow was flawed and the methods that were employed to activate communication did not achieve the intended purpose.

5.3.2 Participation and involvement

It is very important that employees at all levels are involved in the change process. In most cases change efforts fail because of how top management implements change. Management needs to share and offer an open and participatory atmosphere for information dissemination between the employees and themselves. This will provide a platform for sharing of accurate information between management and employees. This is because if certain valuable information is omitted during the so called informative and participatory dialogues during change process, this will lead to cynicism and distrust. Consideration of the human factor during change process should also guide how change is being implemented because humans are an important

part of the process of change and how far they support the reconfiguration will guide the success of the process.

5.3.3. Shock, fear and confusion

Shock, fear and confusion may happen during the process of change. How such problems are handled influences the success or failure of a change process. Placement posed a challenge as well as a threat to the participants therefore it was not easy for the participants to accept change.

5.3.4 Application, placement, handing over, induction and reporting lines

Change was made difficult by the absence of a manager who understood the critical process at the time because they were also newly appointed to their positions as school managers. Another challenge was for the staff members to leave their current positions in disarray as they were expected to occupy new positions. They wanted to hand over properly to new incumbents and were expected to be inducted and trained in their position but this was not done.

5.3.5 Timing

Timing of the change is very imperative as this determined whether the change is successful or not. A change agent must never underestimate timing as it determines whether change gets embedded and becomes a culture or not. Management needs to understand that adjustment to change takes time and therefore cannot expects that once change has taken place the employees will adjust by moving from the denial to the commitment phase. Individuals adjust differently and the speed of adjustment is unique to each individual.

5.3.6 Workload and clarification of roles

The participants acknowledged that their workload had increased due to unclear roles, and additional demands because some employees had left and were not replaced, and this was making it difficult for them to cope. Partly, what leads to staff being overloaded are unclear job descriptions as staff take on responsibilities and are unable to share work responsibilities. Role clarification is very crucial in that it helps staff to understand what the roles are and what is expected from them.

On the basis of the conclusions above, the next section focuses on a couple of recommendations.

5.4. Recommendations

Communication must never be overestimated or underestimated by change agents. During change, all aspects of communication must be explored, even using junior line managers to communicate change. It is imperative that top management uses the resources that employees trust to communicate change. The support staff seemed to have trusted their immediate line managers and this was one resource that should have been utilised to communicate the placement process. Using line managers could have alleviated stress, fear, anxiety and confusion.

It is very important to engage all employees in the change effort in order for them to voice their concerns. This can lead to these anxieties being address and the whole organisation moving towards the same goals. During the process of change, staff should be allowed to participate and be involved in change initiatives to reduces skepticism and encourage them to speak out their views through conversations. Engaging support staff in the change process enables them to own the process and the decision no longer becomes an executive management decision, as the whole organisation tends to support the initiatives of the change process. Running change programme and road shows without fully understanding the employees concerns and

allowing staff to express their concerns is a recipe for disaster. Management should be open to their employees about change and how it would affect them so that employees may make informed decisions about what is going to happen. The more open employees are about their feelings on change, the more open they will be about organisational change. Power tactics and despotism cannot implement compliance, but can arouse resistance. Employee participation and involvement makes the employees feels appreciated and respected.

Placement process should be done in phases to allow the newly appointed managers to familiarise themselves with the process in their sphere of work and thereafter deal with the placement of their subordinate as the next steps for them to understand what caliber of support they needed to enhance the vision of the university. It is recommended that for better functioning of change, managers should have been inducted and their opinions be considered and respected. If this had happened, the process would have run smoothly.

Change must be implemented with alertness as it may either enhance or lower morale in any organisation. Most participants in this study were not entirely against placement but were not happy about the timing, as they were not prepared to deal with the change process as yet. To some it presented a challenge while to others it was a threat.

Role clarification needs to be done so that staff may operate efficiently. Without role clarification it is impossible to assess the efficiency of placement and for performance management to be carried out.

5.5. Final remark

A university-wide study is necessary to understand how staff experienced re-organisation and how the reconfigured structure can be made to work better.

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APPENDIX I

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

Research Office, Govan Mbeki Centre
Westville Campus
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 8350
Fax No: +27 31 260 4609
wymanst@ukzn.ac.za

17 March 2012

Mrs SA Ndlovu [200269736]
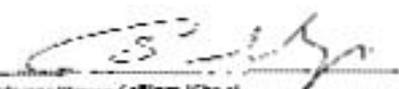School of Education

Dear Mrs Ndlovu

Protocol reference number: HSS/0232/011M
Project title: Investigating support staff's experiences of placement and redeployment in the reconfigured University of KwaZulu-Natal: A case study of one school.

In response to your application received dated 14 May 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)
Humanities & Social Science Research Ethics Committee

cc Supervisor: Professor V Chikoko
cc Academic Leader: Dr MN Davids
cc Mr N Memela / Mrs S Naicker

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

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APPENDIX II

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

29 May 2012

Ms Nomsa Abigail Ndlovu
Education
UKZN
Email: ndlovuna@ukzn.ac.za

Dear Nomsa

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to access staff of one School of the University of KwaZulu-Natal to conduct research towards your postgraduate studies, provided Ethical clearance has been obtained. Permission is also granted for you to access extracts of relevant Minutes.

We note the title of your research project is:

"Investigating support staff's experiences of placement and redeployment in the re-configured University of KwaZulu-Natal: A case study of one School".
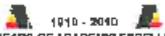
Please note that the data collected must be treated with due confidentiality and anonymity.

Yours sincerely

Professor J J Meyerowitz
REGISTRAR

Office of the Registrar
Postal Address: Private Bag X54001, Durban 4000, South Africa
Telephone: +27 (0) 31 260 8005/2205 Facsimilia: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za
Website: www.ukzn.ac.za

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APPENDIX III

Investigating support staff's experiences of placement in the reconfigured University of KwaZulu-Natal: A case study of one School

From:
Sent: 20 August 2012 02:03 PM
To: Nomsa Abigal Ndlovu
Cc:
Subject: PERMISSION TO CONDUCT STUDY

Dear Ms Ndlovu

████████ is granting you permission to conduct your study in our School. ████████ asked me to inform you that he wishes you the best of luck in your studies.

Kind Regards
Khanyie

Secretary to the Dean
E-mail:

PERMISSION LETTER TO THE DEAN

<div align="right">

13 Cunningham Road

Northdene

4093

29 May 2012

</div>

<u>Attention</u>: The Dean

University of KwaZulu-Natal

Westville Campus

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH :

"Investigating support staff's experiences of placement and redeployment in the re-configured University of KwaZulu-Natal: A case study of one School"

My name is Nomsa Abigail Ndlovu a Master of Education student at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree, I am therefore required to conduct research. I kindly request permission to conduct research in the University of KwaZulu-Natal

The study seeks to understand and explain what support staff has experienced during the placement and redeployment process at the university. The planned study will focus on two school managers, one principal academic administrative officer and seven administrative officers. The study will use semi-structured interviews; focus group interviews and, documents review.

There will be no financial benefits that participants may accrue as a result of their participation in this research and their identity will not be divulged under any circumstance/s. All responses will be treated with strict confidentiality. Pseudonyms will be used to represent

their names. Participation is voluntary; therefore, they are free to withdraw at any time they may so wish without incurring any negative or undesirable consequences/penalty.

For further information on this research project, please feel free to contact my supervisor, Professor V Chikoko 031-260 2639. E-mail: chikokov@ukzn.ac.za.

In addition, should you have any queries please feel free to contact me directly using the following contact details: Nomsa Abigail Ndlovu; Tel: 031 260 3867; Cell: 0837876889 E-mail: ndlovuna@ukzn.ac.za

Yours sincerely,

NA Ndlovu

APPENDIX V
LETTER OF CONSENT

13 Cunningham Road
Northdene
4093
14 May 2012

Dear Sir/Madam

RE: REQUEST FOR YOUR PARTICIPATION IN A STUDY:

"Investigating support staff's experiences of placement and redeployment in the re-configured University of KwaZulu-Natal: A case study of one School"

My name is Nomsa Abigail Ndlovu a Master of Education student at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree, I am therefore required to conduct research. I request you to participate in this study. I plan to interview you and to use your responses from the interview as data toward my research. Two interviews will be held with the school managers and the principal academic administrative office. Two interviews will be held with the focus of seven administrative officers. Participants will be interviewed for approximately 45 minutes and each interview will be voice-recorded.

Your participation is entirely voluntary. If at any time you wish to withdraw your permission for the use of this data, you may do so without incurring any penalties. In my data analysis pseudonyms will be used and your identity will be kept anonymous. The data will be used in my dissertation at the University of KwaZulu-Natal. I will not use it for any other reason without your permission.

For further information on this research project, please feel free to contact my supervisor, Professor V Chikoko 031-260 2639. E-mail: chikokov@ukzn.ac.za.

In addition, should you have any queries please feel free to contact me directly using the following contact details: Nomsa Abigail Ndlovu; Tel: 031 260 3867; Cell: 0837876889

E-mail: ndlovuna@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated.

Yours sincerely

Ms NA Ndlovu

I, _____, have read and understood the above and consent to participate in the abovementioned study. I consent to my responses being used as data in the research project. I understand that participation is voluntary and that my responses are completely confidential and that my name will not be used in the analysis of the data of the dissertation.

_____   _____   _____

Signature   Name of Staff   Date   Investigator

APPENDIX VI

FOCUS GROUP INTERVIEW SCHEDULE

Investigating support staff's experiences of placement in the reconfigured University of KwaZulu-Natal: A case study of one School

Focus group interview schedule: Administrative officers

This Interview schedule is designed to investigate support staff's experiences of placement and redeployment in the reconfigured University of KwaZulu-Natal. This schedule: Administrative officers.

1. **Background information**

    Briefly tell me how long you have been employed by UKZN and the status of your position before and after the reconfiguration.

2. **Experiences of placement or redeployment**

    2.1. What was your experience of communication during the process of placement and redeployment?

    2.2. Were support staff involved appropriately in the process of placement and
        redeployment (staff participation)?

    2.3. Tell me how you received the decision about your positions being redundant?

        - Resistance to change
   - Human factor and issues of anxiety

2.4 Tell about handing over process, timing of placement and induction
during this period.

2.5 Your reporting lines have changed can we talk out in this reconfigured
UKZN?

2.6 How is you're your workload in this reconfigured UKZN?

2.7 It is 8 months since the reconfiguration was it better before or after the

reconfiguration?

APPENDIX VII

14/03/2013

To whom it may concern

This is to certify that I have proof read Nomsa Ndlovu's document and made any corrections to grammar and spelling, and made any suggestions regarding changes to content for her to consider.
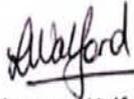
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