

**AN EMPIRICAL STUDY OF THE EFFECTS OF ORGANISATIONAL CLIMATE
ON CHANGE MANAGEMENT**

A PROPOSAL PRESENTED TO:

**THE GRADUATE SCHOOL OF BUSINESS
UNIVERSITY OF NATAL
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE**

OF

**MASTER OF BUSINESS ADMINISTRATION
UNIVERSITY OF NATAL**

BY

A CHETTY 951037321

Table of Contents

List of Tables	4
List of Figures	5
Declaration	7
Acknowledgements	8
Chapter 1 Background to the Problem and Research Objectives	
1.1 Introduction	9
1.2 Importance of the Research	10
1.3 Objectives and Aims of the Study	10
1.4 Theoretical model	10
Chapter 2 Literature Review	11
2.1 Change Management	12
2.1.1 The Individual Perspective School	12
2.1.2 The Group Dynamics School	12
2.1.3 The Open Systems School	13
2.2 Change Management	14
2.2.1 Theory E	14
2.2.2 Theory O	14
2.3 Preparing for Change	16
2.4 Organisational Climate	17
2.5 Key Dimensions of Organisational Climate	18
2.6 Organisational Climate : Transformation of the corporate environment	20
2.7 Control and Change	21
2.8 Change and Stress	22
2.9 Why Change Fails	23

2.10 Lewin's Model	25
Chapter 3 Research Design and Methodology	
3.1 Problem Statement	26
3.2 Research Design and Methodology	28
3.2.1 Measuring Instrument	28
3.2.2 Administrative Procedures	28
3.2.3 Sample Design	29
3.3 Generation of Hypothesis	29
Chapter 4	
4.1 Distribution of Data	30
4.2 Managing Change	37
4.3 Organisational Climate	45
Chapter 5	
Strategies for Overcoming Resistance to Change	66
Chapter 6	
Conclusion and Recommendations	70
7. Bibliography	73
8. Appendices	
a. Questionnaire	75
b. Lewin's Force Field Analysis	81
c. Approaches to change management	82
d. Analysis of reward and recognition systems	83
e. Statistical data	84

List of Tables

Table 1	Reliability analysis for managing change scale	37
Table 2	Reliability analysis for organisational climate	45
Table 3	Managing change score by management	57
Table 4	Managing change score by years with the company	58
Table 5	Managing change score by first-line manager	59
Table 6	Managing change by diploma holder	60

List of Figures

Figure 1	Distribution of sample by management position	30
Figure 2	Distribution of sample by the number of years in current position	31
Figure 3	Distribution of sample by years of experience with organization	32
Figure 4	Distribution of the sample by gender	33
Figure 5	Distribution of the sample by age	34
Figure 6	Distribution of the sample by the organisation's mission statement	35
Figure 7	Distribution of the sample by educational qualifications	36
Figure 8	Managing change score by management position	38
Figure 9	Managing change score by respondent's years in current position	39
Figure 10	Managing change score by respondent's experience in organization	40
Figure 11	Managing change score by gender	41
Figure 12	Managing change score by age	42
Figure 13	Managing change score by mission statement	43
Figure 14	Managing change score by respondent's educational qualifications	44
Figure 15	Organisational climate score by management position	46
Figure 16	Organisational climate score by years in current position	47
Figure 17	Organisational climate score by respondent's experience in the organization	48
Figure 18	Organisational climate score by gender	49
Figure 19	Organisational climate by age	50
Figure 20	Organisational climate by mission statement	51
Figure 21	Organisational climate by respondent's educational qualification	52
Figure 22	Managing change and organisational climate scores by designation	54

Figure 23	Managing change and organisational climate by years in the current position	55
Figure 24	Managing change and organisational climate scores by experience	56

DECLARATION

I, Amaresh Chetty, declare that the work presented in this dissertation is my own and has not been submitted previously to any other university or technikon. Any work done by other persons has been duly acknowledged.

Amaresh Chetty
Masters in Business Administration
Graduate School of Business
University of Natal, Durban
June 2002

Acknowledgements

I wish to express my sincere thanks to everybody who has provided me with assistance during the course of this study.

Professor Coldwell for his supervision and guidance during the course of this study.

Dr. N. K. Gihwala.

Dines Gihwala.

S. S. Vather.

Anup Kaihar.

Saroj Thangavelu.

My late grandfather, Mr. M. T. Gihwala.

Most importantly, I would like to thank my loving parents, brother and sister, for their patience and support.

CHAPTER ONE

1.1 Introduction

This study will attempt to determine whether and how change management impacts upon employees' perceptions of organisational climate. This is particularly relevant in the South African environment where, due to many years of isolation, organisations have changed little if at all, and now find themselves faced with constant change in order to compete in the global marketplace.

"Change begets change. When people in an organisation have seen changes occur, without harmful effects to the organisation or to them or their co-workers, they are likely to accept further changes quite readily. Conversely, unfavourable experience with change encourages resistance. Executives can study their organisational climate and quietly take steps to make it more favourable to new ideas and new methods". (Johns:(1963:29)

At the outset, in order to avoid confusion, it must be mentioned that there are two main aspects to change management in an organisation, namely,

- the management of change from a managers perspective, which focuses on how to effectively manage change, using for example Lewin's model, and
- the management of change from the employees' perspective, which focuses on how employees are coping with change.

These have a direct bearing on each other.

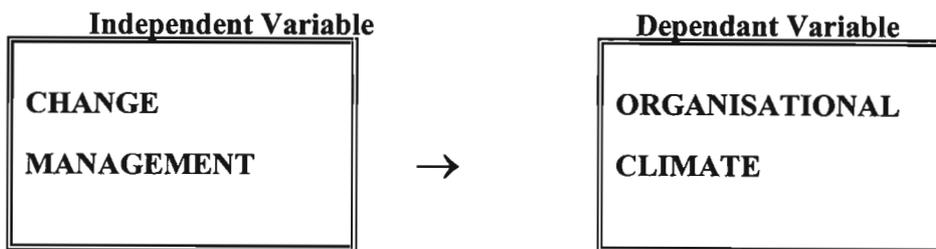
1.2 Importance of the Research

A person's perception is their reality. This study will highlight the relationship between the employees' perception of organisational climate and change management. This will allow management to attempt to create the most conducive climate necessary to facilitate change.

1.3 Objectives and Aims of the Study

1. To establish whether a relationship exists between employees' perceptions of organisational climate and change management.
2. To ascertain how employees' perceptions of change management impacts on organisational climate.

1.4 Theoretical Model



Man's behaviour in organisations is not the product of cognitive rationality or of a logical and mechanistic mode of processing information. In addition to the structural properties which managers design as a mechanism for guiding behaviour, management has also to consider the psychological-sociological climate that is equally powerful in affecting individual and group behaviour.

CHAPTER TWO

LITERATURE REVIEW

Drivers of Change

Factors typically influencing an organisation to change:

- a. The company is losing market share
- b. Market forces, eg the internet and the growth of e-commerce, require the company to adapt
- c. Company spending is too high
- d. Customers are not satisfied
- e. Employees are not satisfied
- f. Productivity has decreased

Dambrowski and van Wyk (1997:40) citing Bendix state that many South African organisations are not up to date with global changes due to the years of isolation. Dambrowski and van Wyk (1997:40) citing Huse state that adaptation to this change is vital if South African organisations are to survive. Dambrowski and van Wyk (1997:41) citing Puth states that it is human nature to resist change, which makes resistance to organisational change unavoidable.

2.1 Change Management

There are three central schools of thought on which most change management theory is based, they are,

1. Individual Perspective School
2. The Group Dynamics School
3. The Open Systems School

2.1.1 The Individual Perspective School

This school consists of Behaviourists and Gestalt - field psychologists.

The primary difference between these two advocates is that the Behaviourists view behaviour as resulting from an individual's interaction with their environment, whereas the Gestalt - field psychologists argue their behaviour is the result of environment and reason.

2.1.2 The Group Dynamics School

Burnes (1996:175) citing Levin argue that since people in organisations work in groups, individual behaviour must be seen, modified or changed in the light of groups' prevailing practices and norms.

He argues that individual behaviour is a function of the group environment.

To bring about change one's focus must therefore be at group level, and concentrate on changing the group's norms, roles and values.

Norms, are standards that define how people should behave or think in a given situation.

Roles, in an organisational sense, refer to an employees job description. These roles/job descriptions are often linked to performance targets.

Values are ideas and beliefs about what is right and what is wrong.

2.1.3 The Open Systems School

This school of thought views the organisation in its entirety. It stresses that change in any part of the organisation, will affect another unit within the organisation.

Burnes (1996:177) citing Miller refers to four principal sub-systems:

A. Organisational Goals and Values Sub-System

For effective operation, the organisation needs to ensure that its goals and values are compatible with each other, and the internal and external environments.

B. Technical Sub-System

This refers to the specific combination of knowledge, techniques and technologies which is needed by the organisation in order to function.

C. Psychological Sub-System

This is sometimes referred to as organisational climate and organisational culture. This is the system that links employees through roles, values and norms.

D. Managerial Sub-System

This sub-system is responsible for directing an organisation towards its objectives. Thus if it fails, the organisation fails.

2.2 Change Management

2.2.1 Theory E

The singular driving aim of Theory E is the creation of increased shareholder value. Citing Beer and Nohria in the Harvard Management Update (2001:4), Theory E leaders focus on strategies, structures and systems because these are "the elements that can be readily changed from top down to yield quick financial results".

The agenda tends to be dominated by financial targets and financial rewards are frequently used to drive the change.

2.2.2 Theory O

Proponents of Theory O believe that the best way to serve shareholders' long-term interests is in the creation of sustainable competitive advantages.

The emphasis is on building organisational capability. This requires a learning organisation.

Theory E approaches are top-down, whereas since Theory O is very participative, change emerges from the bottom up.

To lead a change successfully, companies must set attainable, measurable goals.

To set the ball rolling, however, you need a sponsor. The sponsor should be someone high up in the company's hierarchy.

"For the most part people embrace changes they control, and dislike being controlled, which explains why when you lead a change, you need an involvement plan. Project teams must figure out which decisions end-users will make or be consulted on".
(Lewis:2001:40)

A component of any change management plan, should to the extent possible, have project teams design all the changes to benefit those who will be affected by the change.

The motive for this is simply that people embrace change that's good for them and resist change that's bad for them.

2.3 Preparing for Change

In order to better cope with change, some of the following guidelines should be followed:

1. Accept change. Change is inevitable and universal.
2. Anticipate change. Looking for change reduces fear and resistance, thus when it does occur you will have a better chance of successfully dealing with it.
3. Encourage teamwork. Provided that these teams are properly formed and supported, they can offer numerous advantages in dealing with change.

They can act as conduits of communication both up and down the ladder, as well as across various functions.
4. Invite involvement. Invite employees to participate in influencing the changes. People support what they help create and research indicates that participation generally leads to commitment.
5. Open communication. One of the primary tasks in managing change is to let people know what's coming. Research has shown that if people know what's coming, regardless of whether it's bad, they feel better than if they don't know what's coming.

2.4 Organisational Climate

"A few years ago my organisation carried out climate surveys at ten identical bottling plants belonging to one of the world's largest soft drinks companies. The results showed that the plants with the most favourable working environment were also the most profitable". (Watkin:2001:52)

Organisational climate thus does impact on organisational performance.

Research also indicates that 50 to 70 percent of an organisation's climate is influenced by its leadership or management style. Thus good managers create good climates and poor managers create poor climates.

2.5 Key Dimensions of Organisational Climate

Flexibility

In a positive climate, new ideas are easily accepted, rules are kept to a minimum. Management focuses on efficiency and effectiveness, and not a hierarchy of authority.

Responsibility

Employees tend to be more motivated when they are empowered to accomplish tasks without needing to seek high-level approval.

Standards

A characteristic of poor climate is that management places little emphasis on improving performance.

Rewards

In a positive climate, employees are recognised and rewarded for good performance.

Clarity

If employees are uncertain of what to do, they are not motivated to perform their best.

It is imperative to inform employees of exactly what is expected of them. They must also be made aware of how they can contribute to the attainment of the organisations goals.

Team Commitment

Employees need to be proud of the organisation they belong to, and loyal to it. They also need to be able to work with fellow employees in order to successfully accomplish tasks.

The organisation can influence the way in which an individual perceives his environment. It can do this by determining the nature of the environment that the employee perceives.

2.6 Organisational Climate: Transformation of the Corporate Environment

A new modus operandi has to be implemented, and a new way of thinking developed. Worker participation must be encouraged, that is participative management.

The organisation needs to adopt a long-term, more holistic view.

Management, at all levels of hierarchy, should commit to the changes. Top management's faith in the process will inspire line managers to implement the actual changes.

Employees must be persuaded to believe that management is acting in good faith, if they have doubts they are likely to resist change efforts.

Reward systems should be revised, to operate in accordance with new goals.

2.7 Control and Change

Employees perceive one of the effects of change to be a loss of control. This could be viewed as a natural correlate of change since a person leaves the familiar and secure to be confronted by the new and the insecure. This results in stress.

The Concept of Stress

Stress is described as an umbrella concept embracing a wide variety of circumstances and reactions.

The Concept of Control

Control is described as power or mastery over the environment.

Individuals who possess control can act to change or reverse situations which are disliked.

It is important to remember that organisations may change by a variety of methods, and not all of them may be viewed as desirable by the people involved.

2.8 Change and Stress

When a change occurs, the employee who feels threatened, alienated or out of control in this new situation has a fifty percent greater chance of getting sick, than the employee who feels challenged, involved or in control.

2.9 Why Change Fails

Most change initiatives fail for one of several reasons:

1. The wrong approach is used. Typically, someone determines a new direction, a policy is written and the change is dictated.
2. There is no compelling business reason to change.
Change initiatives are viewed as yet another "program of the month" this results in even necessary changes being resisted without sound business reasons that contribute to the mission.
3. The change is sold from the top rather than communicated from the bottom. Top management's support is critical for a successful change, however, most employees want to know how the change will affect them.
4. Change is viewed as a destination, and not as a process. Change should be a process, a process of growth, innovation and improvement.

Many leaders do not realise change is a process, and launch change programmes designed to achieve goals. These results are not sustainable.

5. Leaders assume that the best time to change is during a crisis. During a crisis, the pressure to change is greater, however the organisation has less time and resources as well as fewer options.

6. Change is used to cover up poor performance.

Some leaders use change to hide poor decisions.

For change to be beneficial it must be positive and productive in both the short term and the long term.

The costs of change must be outweighed by the benefits.

7. Financial rewards are used to bring about change.

Many leaders feel incapable when they do not have the budget for incentives to motivate employees to implement change. The leaders then go about change half-heartedly, this in turn creates room for resistance to change. Employees must be motivated to change for non-financial rewards. Employees must realise the value of the change for both the organisation and themselves as individuals.

2.10 Lewin's model

Lewin advocates that the process of change involves three basic phases,

- unfreezing
- changing, and
- refreezing

Unfreezing begins when a situation is recognised as being inadequate in some way.

Change occurs when a new system is implemented.

Refreezing occurs when these new systems or processes or patterns of behaviour become part of the organisation.

CHAPTER 3

3.1 Problem Statement

Climate affects organisational processes such as communication, problem solving, decision making, conflict handling, learning and motivation, and thus affects the efficiency and productivity of the organisation, its ability to innovate and the job satisfaction and well-being that its members enjoy. The individual organisation member is affected by the climate as a whole.

Climate as an organisational attribute should be designated as "organisational climate" and climate as an individual characteristic as "psychological climate".

Bass and Drenth (1987:181) citing Joyce and Slocum stated that the difference among each individuals' "psychological climate" and the organisational climate, and the effect of this difference on the individual's attitudes, feelings, and behaviour in the organisation was studied. Studies of this concept suggested that the discrepancy in the perception of climate does affect job satisfaction and work performance.

In an overall organisational model, climate can be seen as an intervening variable in the process between input and output, and one that has a modifying effect on this process. Climate affects organisational and psychological processes, and thus acquires an influence over the results of organisational operations.

We could say that climate determines the result that the organisation will be able to enjoy from its resource input, in the form, for example, of profit, innovations, or job satisfaction.

Thus in the late 1960s, there were numerous theories, examples, and practices available which led to large-scale change efforts in organisations being developed, and implemented. In many cases the primary reason was economic, but more frequently it was based on a social or political cause - the desire to re-establish equity between the dominant cultures and minorities, the desire to achieve the full human potential, or simply, out of the creative spirit of managers and entrepreneurs.

Organisation development is a process that attempts to increase organisational effectiveness by integrating individual desire for growth and development with organisational goals. Typically, this process is a planned change effort. While an organisation development effort involves planning deliberate changes, it is not a "program" or "project" as such, but rather a continuing process.

The essential task of modern management is to deal with change.

Organisations need to provide the appropriate climate to allow growth and the development of change-responsive managers.

Organisational realities are shaped not simply by the ideal physical division of tasks and reporting relationships but also by a firm's goals, remuneration policies, leadership behaviour, technology, and managerial assumptions about the role of individuals, and what they in turn can expect from the organisation. All these factors contribute to employees' perceptions of organisational climate.

3.2. Research Design And Methodology

This study is a cross-sectional, ex post facto, correlational design. There is no control group.

Cooper and Schindler (1998:517) point out that:

"correlation coefficients reveal the magnitude and direction of relationships"

3.2.1 Measuring Instrument

A structured questionnaire concerning organisational climate will be sent to employees who have recently been affected by formal change in their work environment. The survey's responses will be structured as a Likert scale.

The questionnaire is based on the work of Daft, 1993, and Coldwell, 1976. The questionnaire of Daft has been modified.

3.2.2 Administrative Procedures

All respondents will be assured of complete confidentiality.

3.2.3 Sample Design

Respondents will be selected randomly. This is to provide an estimate of precision, which can only be achieved through probability sampling, which is based on the concept of random selection.

A list of managers will be obtained from the human resources department.

This is the sampling frame, which will be used.

The sample will be sufficiently large, that is more than 30 respondents to allow the central limit theorem to be valid.

3.3 H1: The effectiveness of change management does influence employees' perceptions of organisational climate.

CHAPTER 4

STATISTICAL AND DATA ANALYSIS

4.1 DISTRIBUTION OF DATA

Figure 1. DISTRIBUTION OF SAMPLE BY MANAGEMENT POSITION

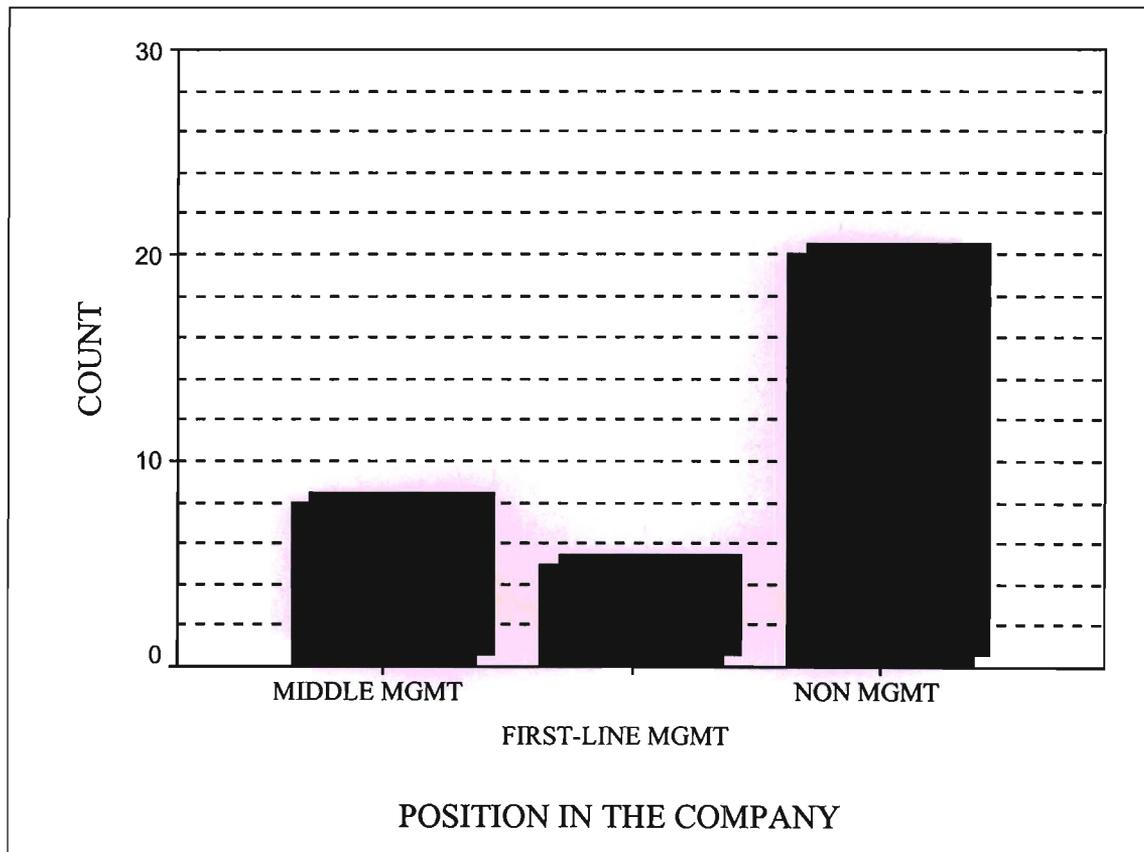


Figure 1, shows the distribution of the sample along lines of the management (mgmt) position held by the respondent. It is observed that the sample comprised of 8 respondents who were holding a middle management position, 5 respondents who were either holding a first-line management or supervisory position and 20 respondents who were holding a non-management position.

Figure 2. DISTRIBUTION OF SAMPLE BY THE NUMBER OF YEARS IN CURRENT POSITION

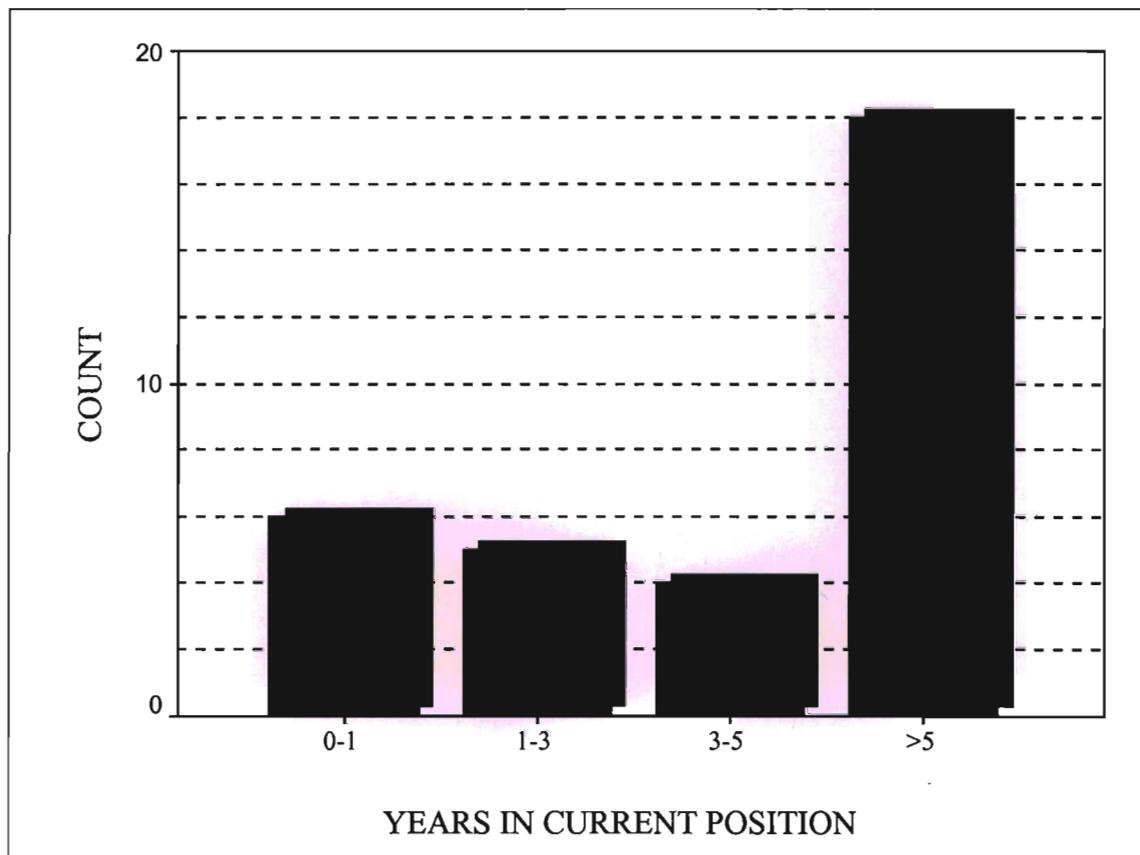


Figure 2, shows the distribution of the sample by the number of years that they (the respondents) have been in their current position. Out of the sample of 33, 6 had been in their current position for a period not exceeding a year, 5 had been in their current position for a period between 1-3 years, 4 had been in their current position for a period between 3-5 years, and 18 had been in their current position for a period in excess of 5 years. Overall, out of the 33 respondents, 15 had been in their current positions for a period less than 5 years and 18 had been in their current positions for a period exceeding 5 years.

Figure 3. DISTRIBUTION OF THE SAMPLE BY YEARS OF EXPERIENCE WITH THE ORGANISATION

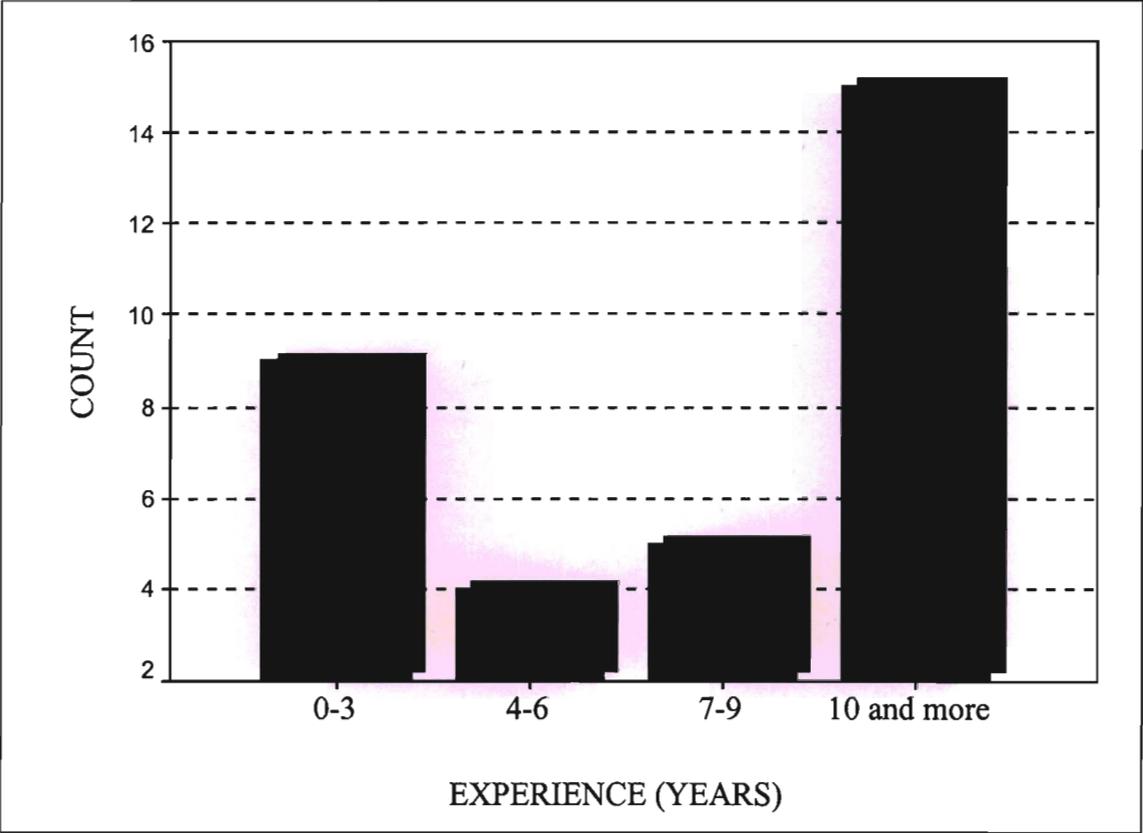


Figure 3, shows the distribution of the sample by the number of years that they have been with the organisation. It is observed that 9 respondents had been with the organisation for a period not exceeding three years, 4 had been with the company for a period between 4-6 years, 5 had been with the company for a period between 7-9 years and 15 had been with the organisation for a period of 10 years or more.

Figure 4. DISTRIBUTION OF THE SAMPLE BY GENDER

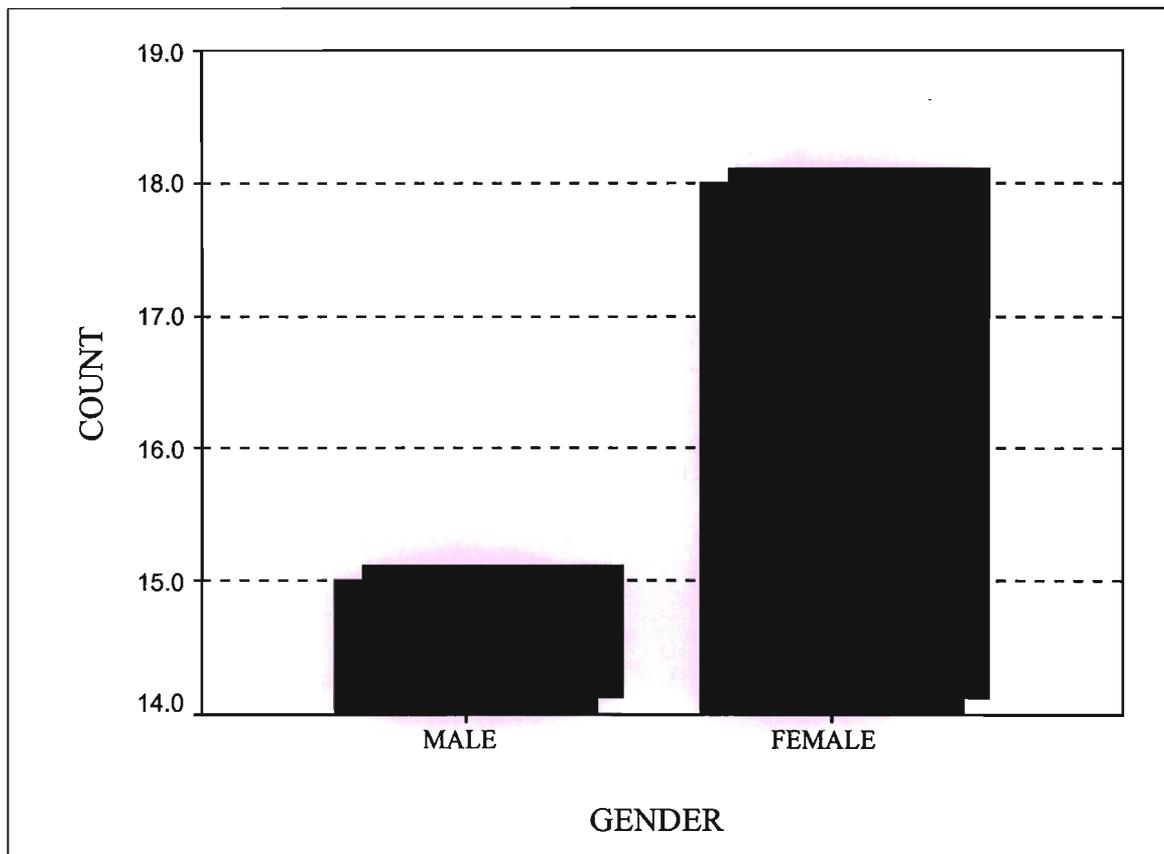


Figure 4, shows the distribution of the sample along lines of gender. As seen there were 15 male respondents and 18 female respondents in the sample.

Figure 5. DISTRIBUTION OF THE SAMPLE BY AGE

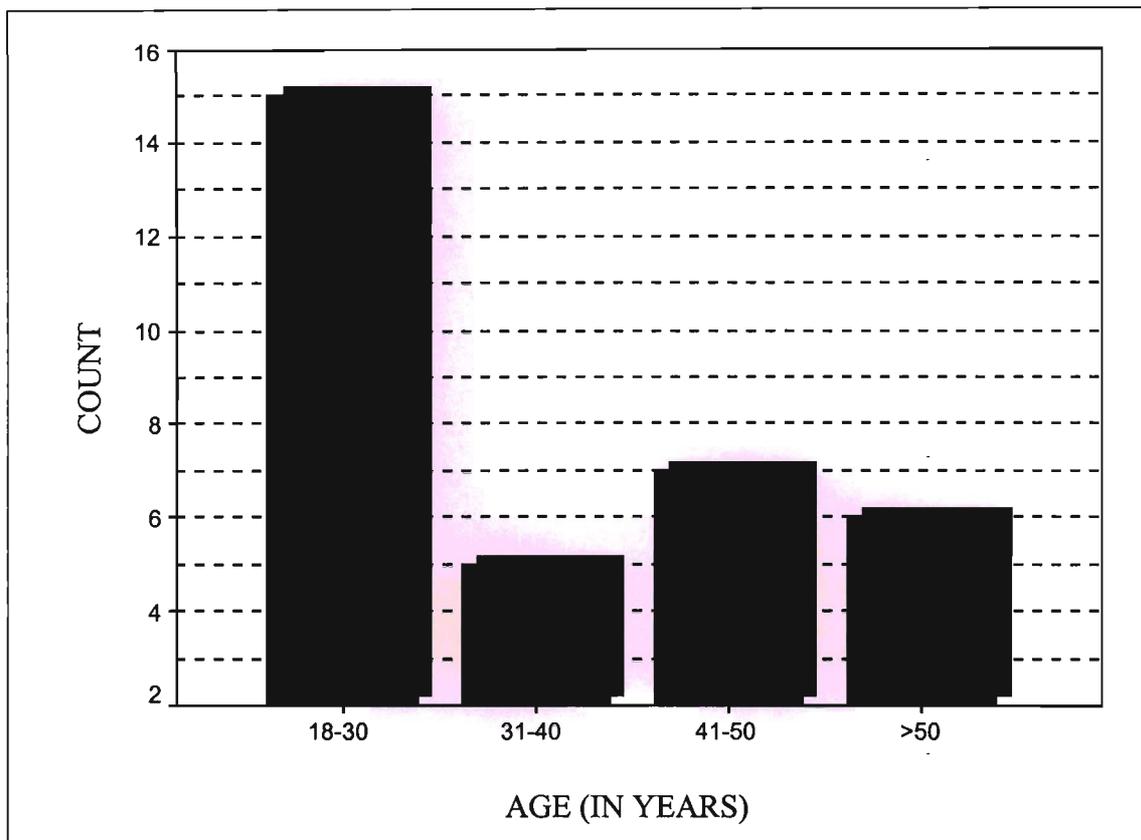


Figure 5, shows the distribution of the sample by the age of the respondents. The figure shows that 15 respondents were between 18-30, 5 respondents were between 31-40, 7 respondents were between 41-50 and 6 respondents were greater than 50 years of age. Almost half the sample was between 18-30 years of age and the balance was older than 30.

Figure 6. DISTRIBUTION OF THE SAMPLE BY THE ORGANISATION'S MISSION STATEMENT

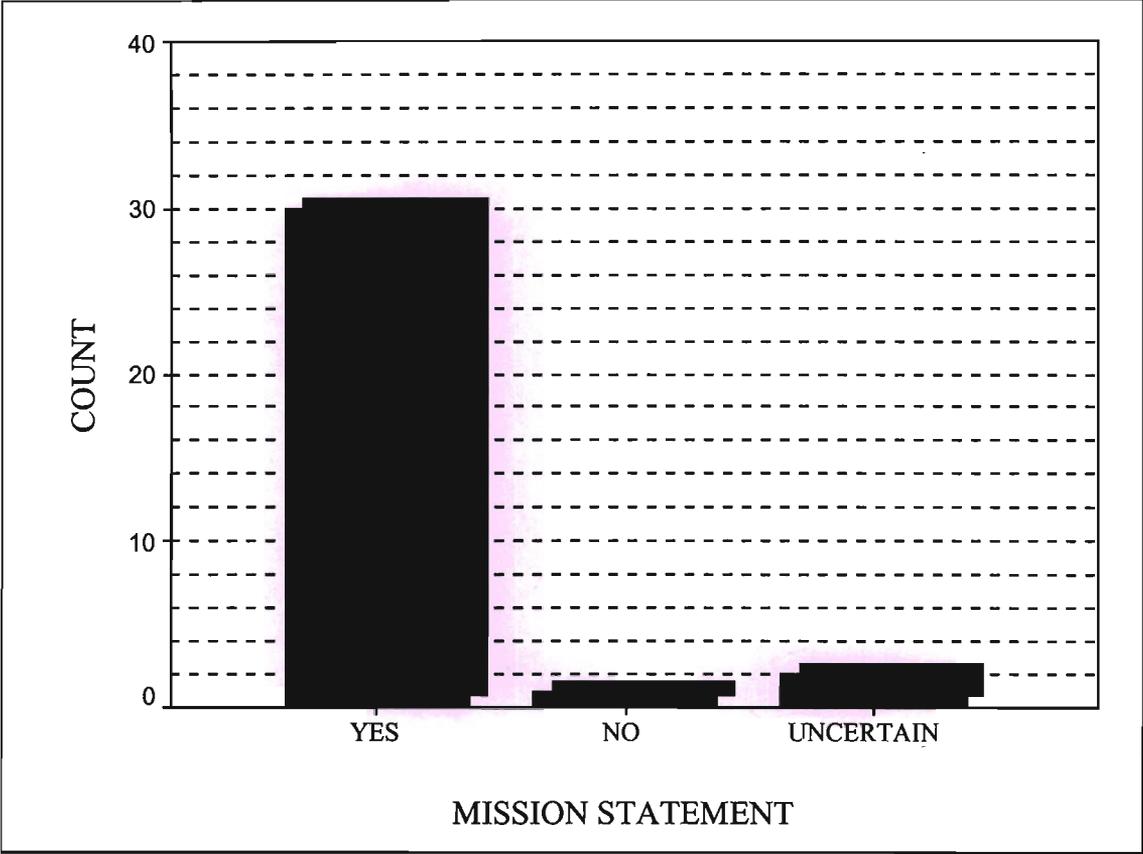


Figure 6, shows the distribution of the sample along the respondent's knowledge of the presence of the company's mission statement. It is evident that 30 out of the sample of 33 said that the organisation had a clear mission statement defining its basic purpose, 2 respondents were not certain of the presence of such a statement, and 1 respondent stated that the company did not have such a statement.

Figure 7. DISTRIBUTION OF THE SAMPLE BY EDUCATIONAL QUALIFICATIONS

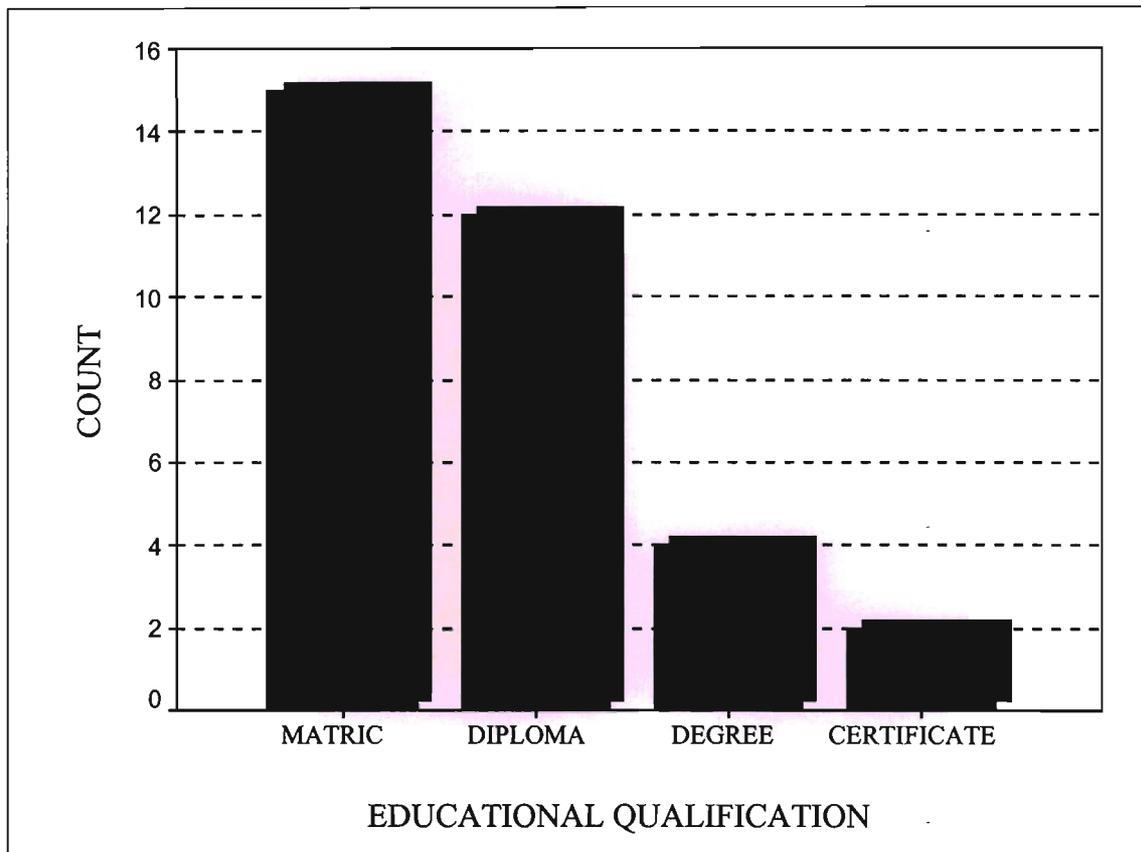


Figure 7, shows the distribution of the sample along lines of their educational qualifications. It can be seen that out of the 33 respondents that comprised the sample, 15 were matriculants, 12 had obtained a diploma, 4 were degree holders and 2 had a certificate.

4.2.1 Cronbach Alpha**Table 1. RELIABILITY ANALYSIS FOR MANAGING CHANGE SCALE****CRONBACH ALPHA FOR MANAGING CHANGE SCALE**

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
Q1.1	40.6970	11.7178	.3650	.4503
Q1.2	40.4545	12.5682	.3775	.4683
Q1.3	40.2727	12.5170	.4013	.4652
Q1.4	40.6061	12.6837	.1646	.4988
Q1.5	42.0000	12.3750	.0774	.5347
Q1.6	40.8788	13.4848	-.0756	.5841
Q1.7	40.3939	12.6837	.2486	.4836
Q1.8	40.5455	11.5682	.3675	.4472
Q1.9	41.1212	11.4223	.2696	.4691
Q1.10	40.9697	10.7803	.4344	.4188
Q1.11	41.0606	11.4337	.3606	.4462
Q1.12	41.0000	14.2500	-.1491	.5801

Reliability Coefficients

N of Cases = 33.0 N of Items = 12

Alpha = .5123

The value obtained for Cronbach Alpha is poor. In order to obtain a better value for the Cronbach Alpha, certain items had to be deleted. As can be seen above, deletion of item Q1.12 would yield a Cronbach Alpha of 0.5801. After deleting item 1.12, 1.06, 1.05 and 1.09, the value obtained for Cronbach Alpha is 0.6989. This value for Cronbach Alpha is based on eight items, namely 1.01, 1.02, 1.03, 1.04, 1.07, 1.08, 1.10, 1.11 and 1.12.

N of Cases = 33.0 N of Items = 8
Alpha = .6989

4.2.2 Graphs

Figure 8. MANAGING CHANGE SCORE BY MANAGEMENT POSITION

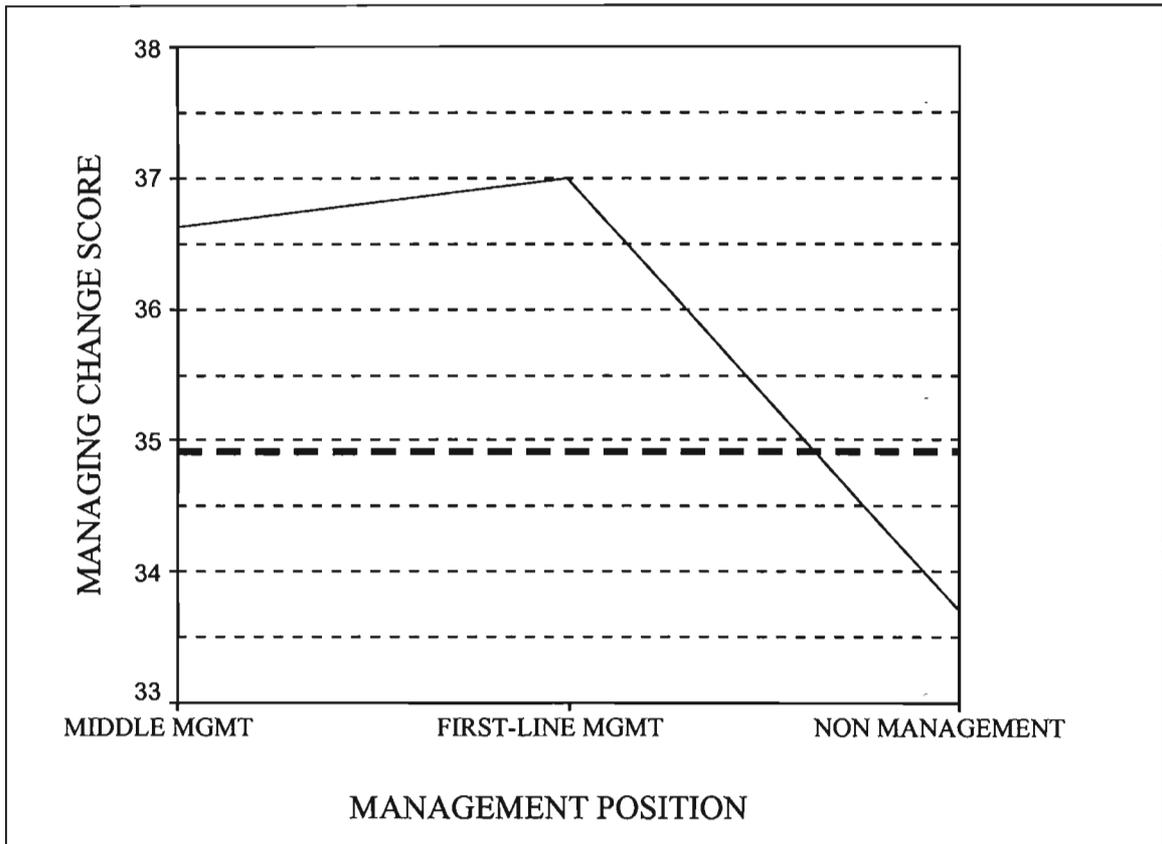


Figure 8, shows the scores obtained by the different management positions on the managing change scale. It can be seen that the highest score obtained on this scale was by the first-line managers, followed by the middle management. Non management scored the lowest on the managing scale, obtaining a score that was below the sample average of 34.9, represented by the dotted line. This shows that the first-line managers were more confident about the company's ability to manage change, followed by the middle management and finally the non management.

Figure 9. MANAGING CHANGE SCORE BY RESPONDENT'S YEARS IN CURRENT POSITION

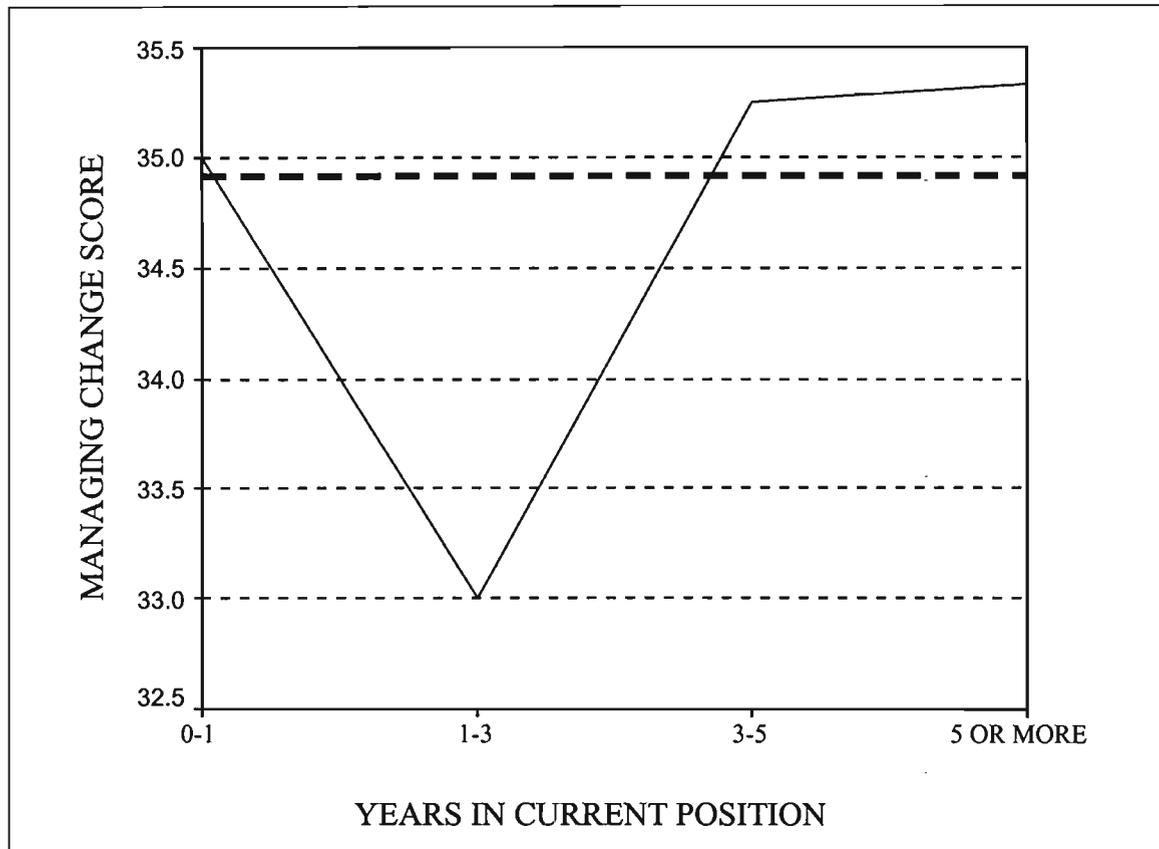


Figure 9, shows the managing change scores obtained by the respondents with different years of experience in their current positions. Those respondents who had been in their current positions for a period of 1-3 years achieved a low score for the managing change scale. The highest scores were obtained by those respondents who had been in their current positions for a period of 3-5 years or 5 or more years. The dotted reference line drawn at 34.9 represents the sample mean for the managing change scale.

Figure 10. MANAGING CHANGE SCORE BY RESPONDENT'S EXPERIENCE IN THE ORGANISATION

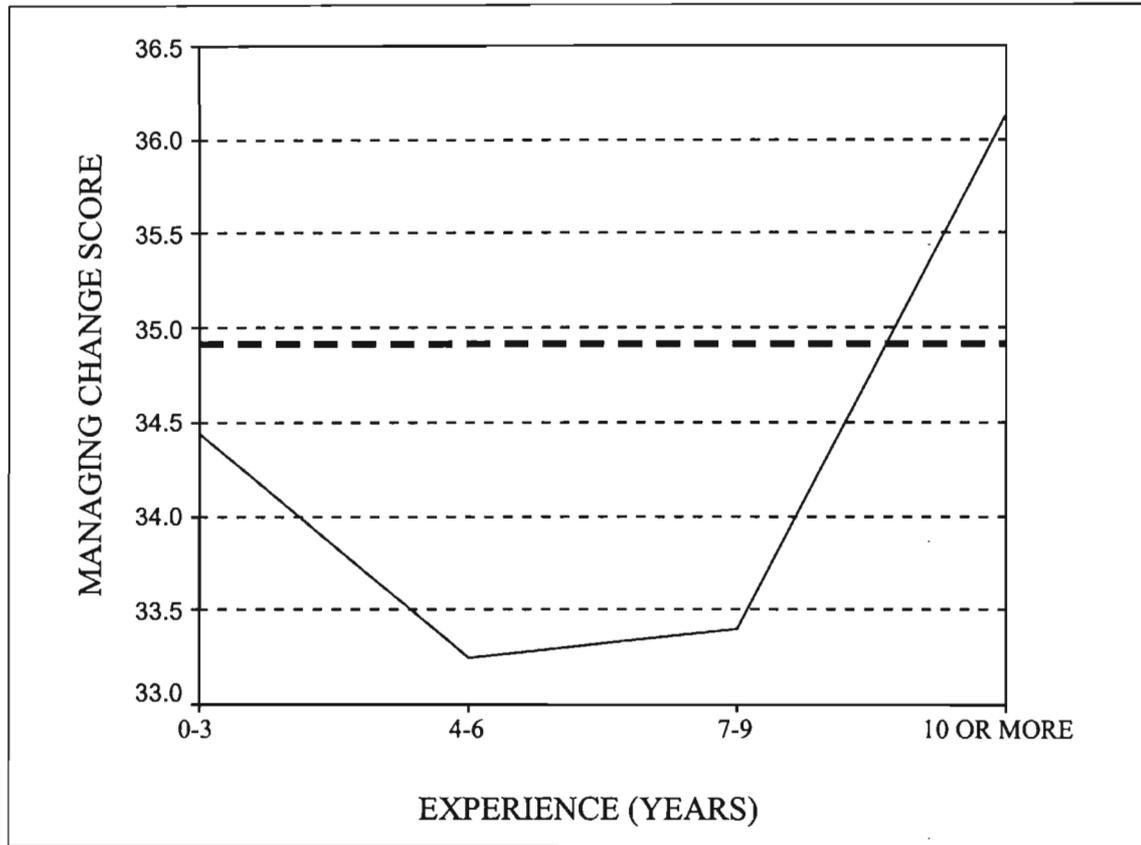


Figure 10, shows the results of the graph drawn between the score obtained between the respondents score on the managing change scale and their years of experience in the organisation. It can be seen that those who had 0-3 or 10 or more years of experience score higher than those who had 4-6 or 7-9 years of experience. Those with 10 or more years with the company achieved the highest score, a score above the sample mean.

Figure 11. MANAGING CHANGE SCORE BY GENDER

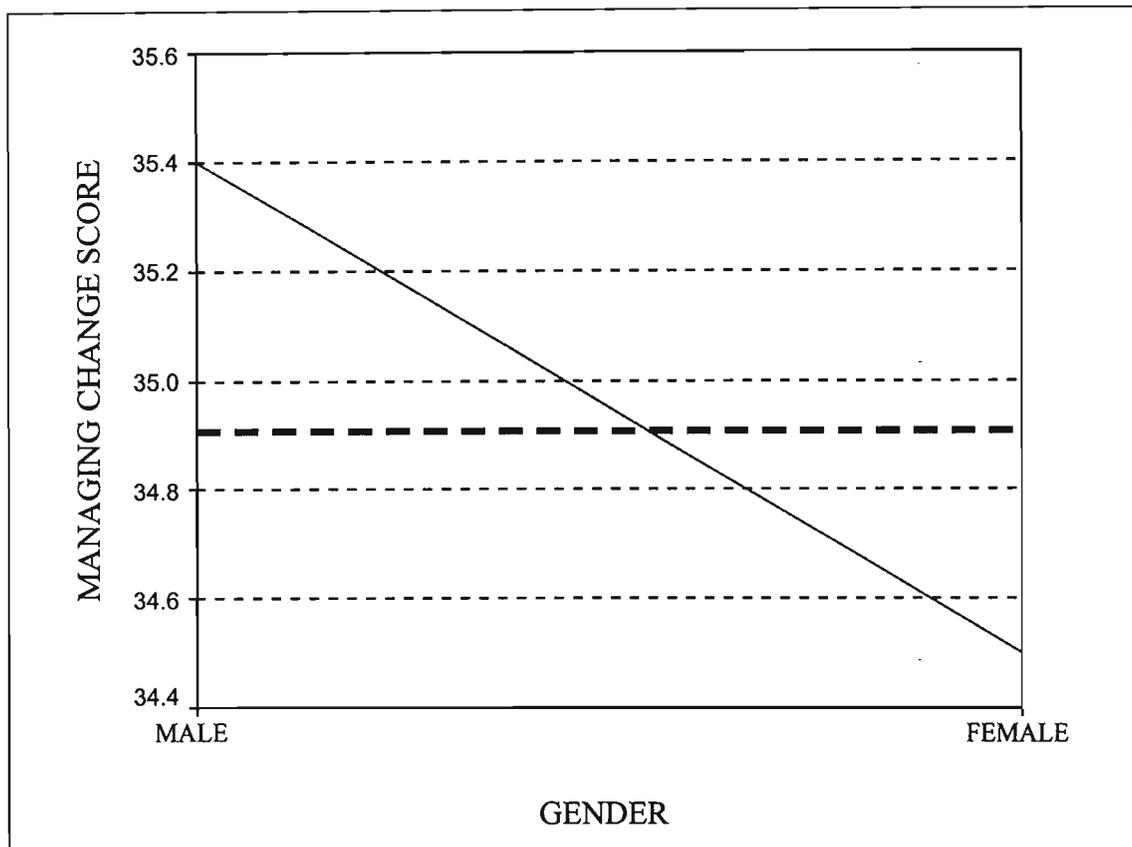


Figure 11, shows the managing change scores obtained by the respondent's gender. The male respondents achieved a higher score than the female respondents, a score that was above the sample mean or 34.9. This indicates that male respondents have a more positive view about the change management in the company than the female respondents do.

Figure 12. MANAGING CHANGE SCORE BY AGE

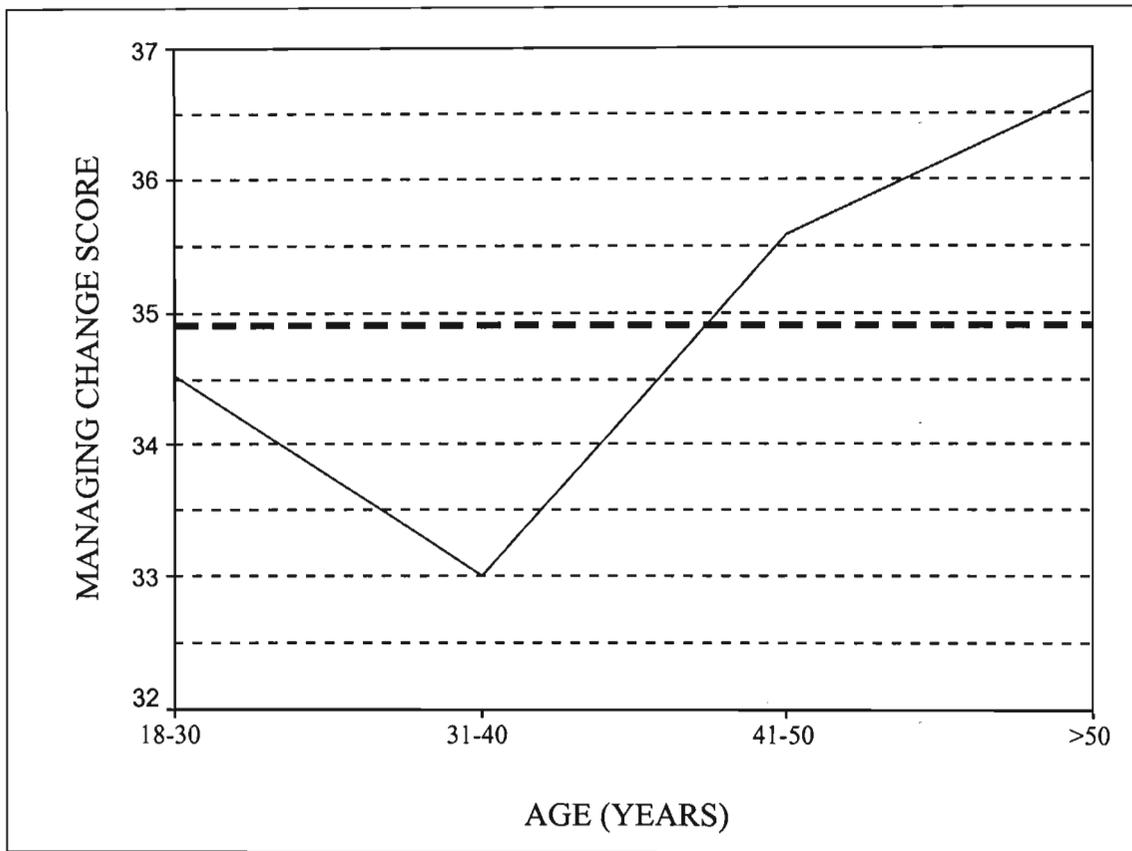


Figure 12, shows the managing change scores obtained by the age of the respondents. The age group 41-50 and the age group >50 achieved scores that were higher than the sample mean. The age groups 18-30 and 31-40 achieved scores that were below the sample mean.

Figure 13. MANAGING CHANGE SCORE BY MISSION STATEMENT

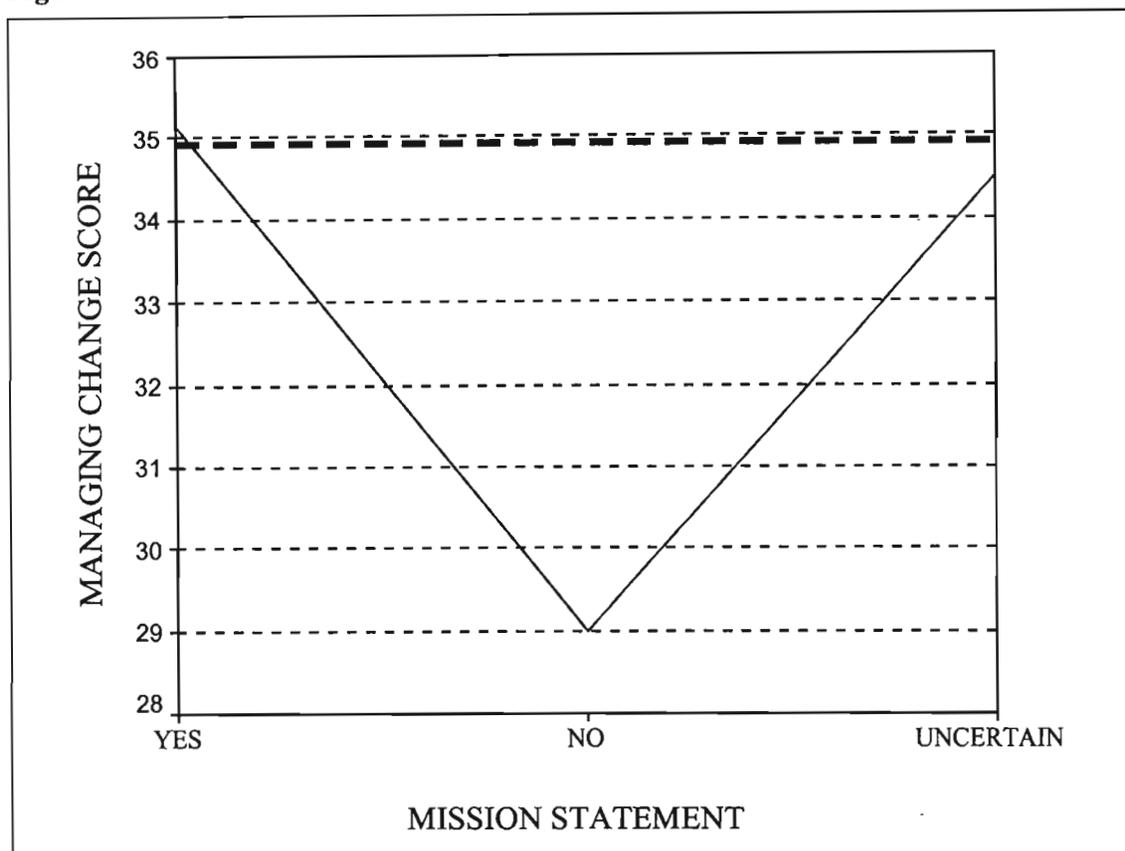


Figure 13, shows the scores obtained on the managing change scale by the respondents answers to the company having a clear mission statement defining its basic purpose. It is clearly evident that there is a marked difference in the scores between those respondents who said yes to the company having a clear mission statement compared to those who answered in the negative.

Figure 14. MANAGING CHANGE SCORE BY RESPONDENT'S EDUCATIONAL QUALIFICATIONS

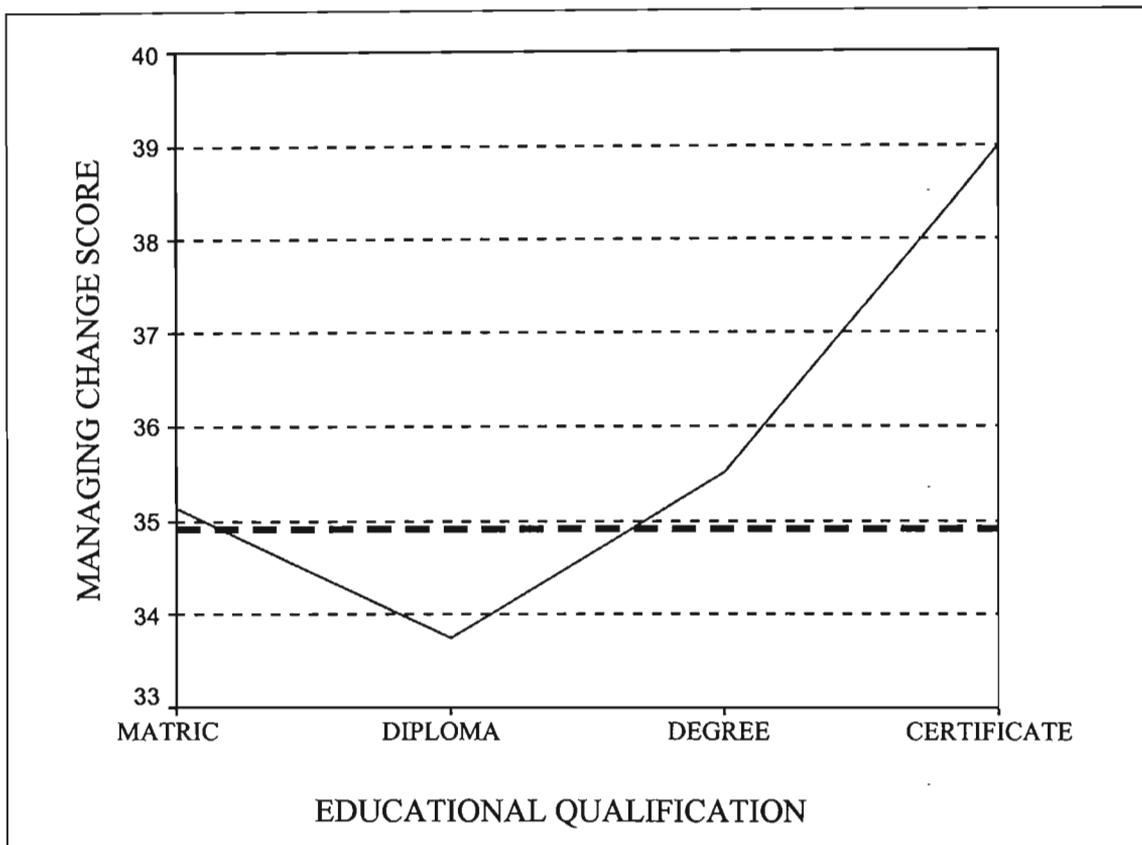


Figure 14, shows the managing change scores by the educational qualifications of the respondents. The matriculants, degree holders and the certificate holders achieved a score on the managing change scale that was above the sample mean of 34.90, represented by the dotted reference line. The diploma holders scored below the sample mean for the managing change scale. The highest score was obtained by the certificate holders.

4.3.2 Graphs

Figure 15. ORGANISATIONAL CLIMATE SCORE BY MANAGEMENT POSITION

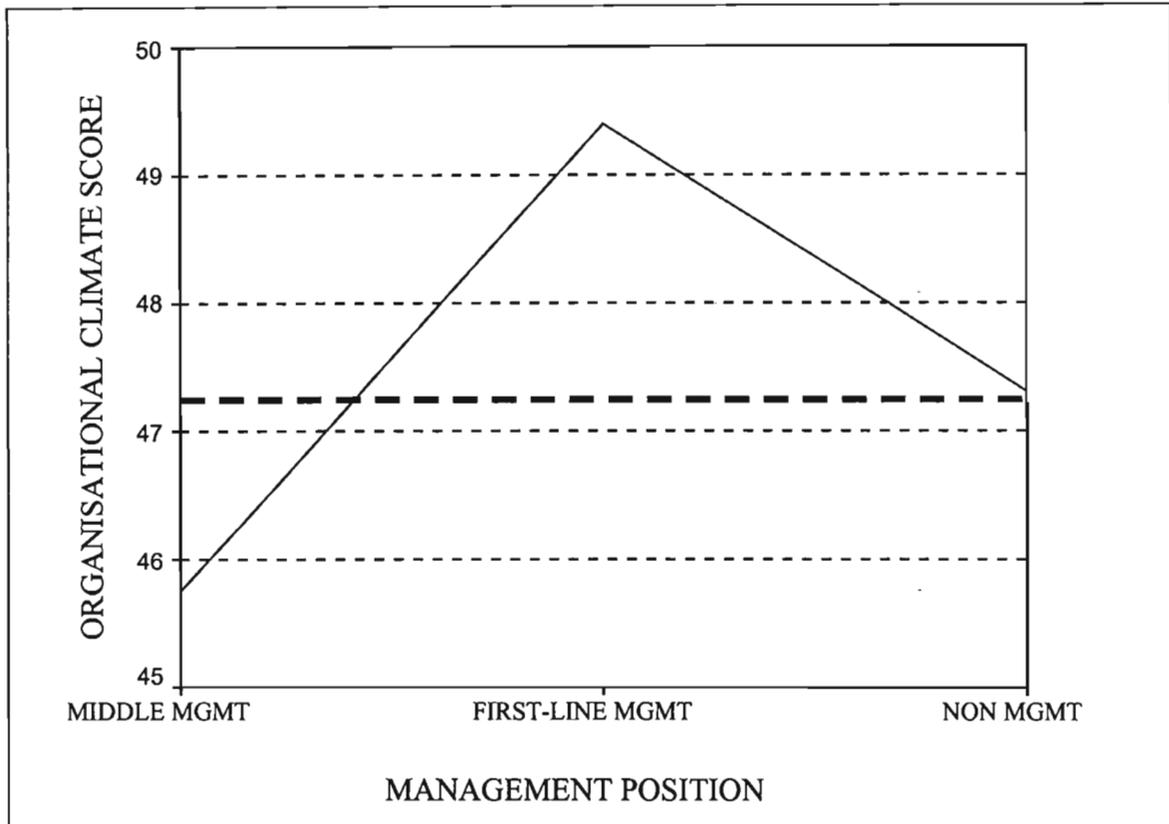


Figure 15, shows the scores obtained by the different management positions on the organisational climate scale. The sample average is shown by the dotted reference line, drawn at 47.24. First-line managers and non-management personnel achieved scores that were above the sample mean indicating their belief of the presence of a healthy organisational climate. Middle management has scored well below the sample mean, indicating their belief that the organisational climate is not so healthy.

Figure 16. ORGANISATIONAL CLIMATE SCORE BY YEARS IN CURRENT POSITION

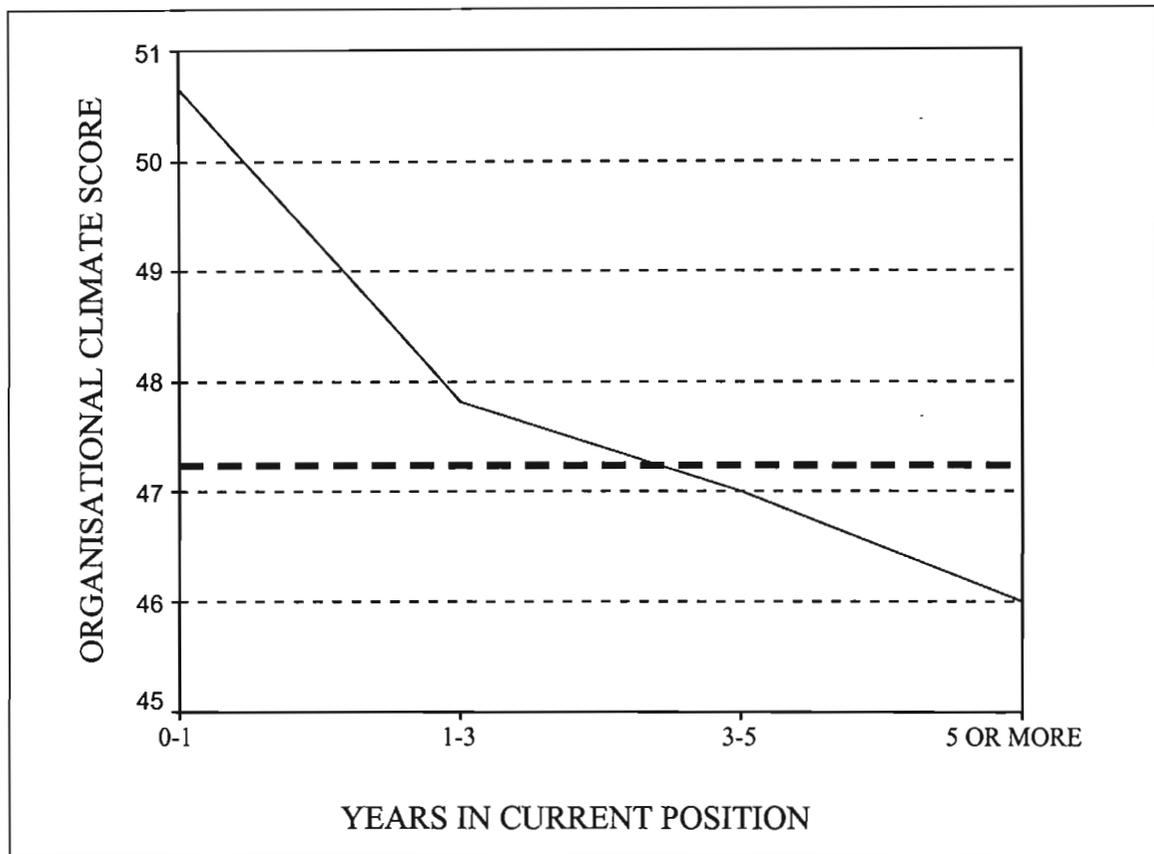


Figure 16, shows the organisational climate scores against the numbers of years that the respondent has been in his/her current position. The trend is very interesting and reveals an inverse relationship between the number of years spent in current position and the organisational climate scores. The trend indicates that as one tends to spend more time in a position ones score on the organisational climate scale tends to decrease.

Figure 17. ORGANISATIONAL CLIMATE SCORE BY RESPONDENT'S EXPERIENCE IN THE ORGANISATION

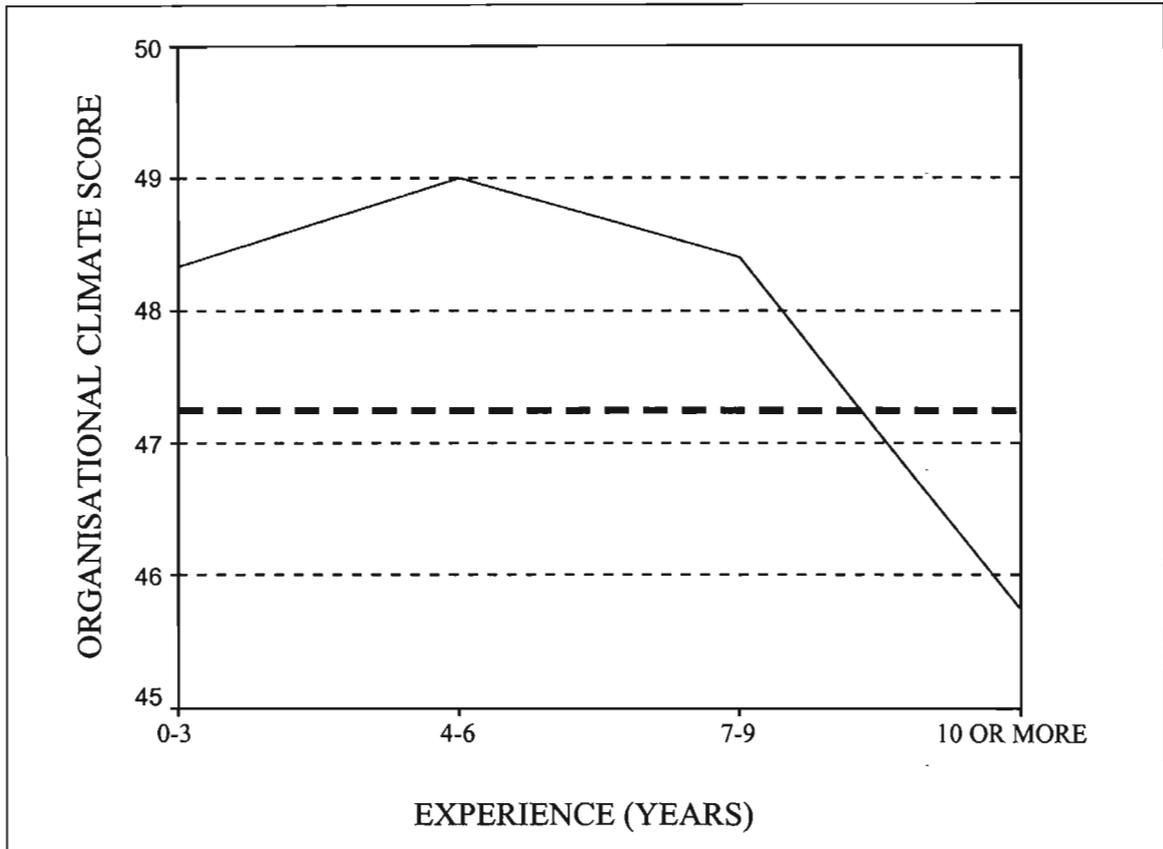


Figure 17, shows the scores obtained on the organisational climate scale against the number of years that the respondent has been with the organisation. Only those that have been with the organisation for a period of 10 or more than 10 years have scored below the sample mean (indicated by the dotted reference line, drawn at 47.24). Those who have been with the organisation for 4-6 years have achieved the highest score followed by those respondents that have been with the organisation for 7-9 years, and finally those who have been with the organisation for a period of 0-3 years.

Figure 18. ORGANISATIONAL CLIMATE SCORE BY GENDER

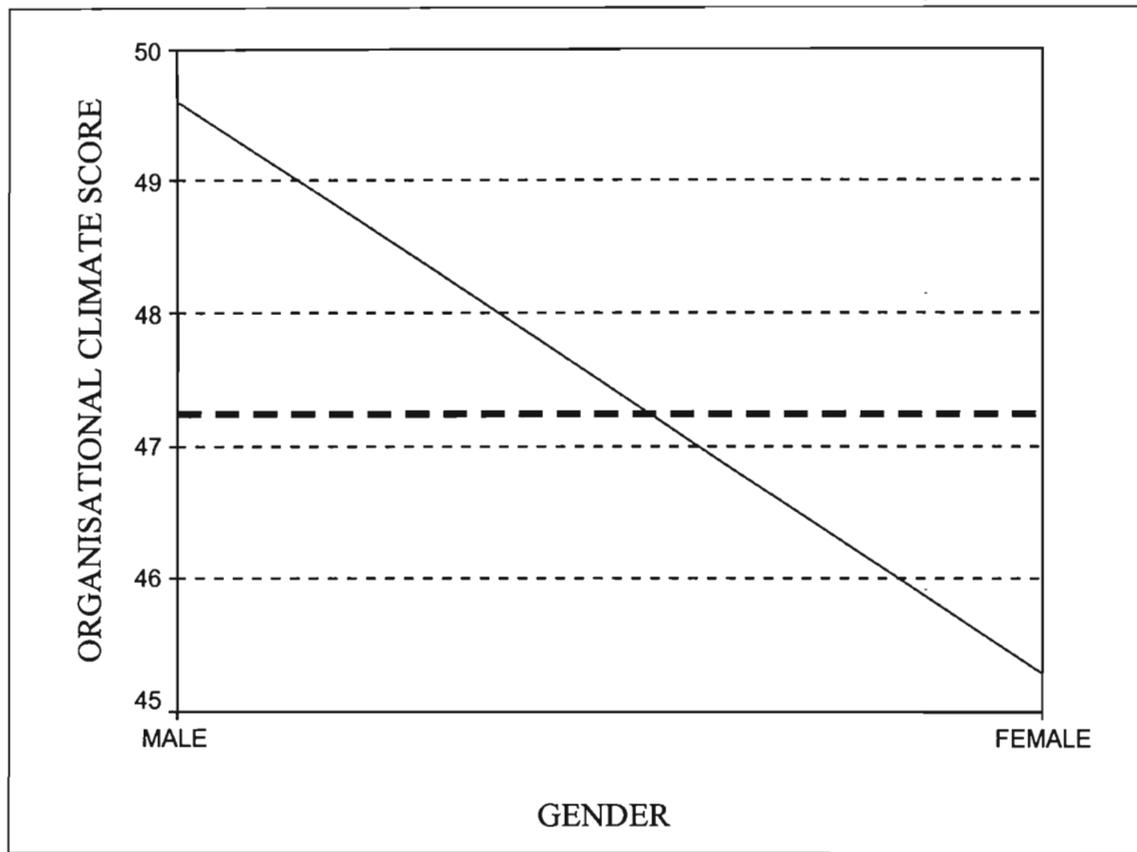


Figure 18, shows the organisational climate scores obtained by the different gender groups. As is seen the males have scored higher than the females on the organisational climate scale, indicating that males feel the organisational climate to be healthier than that indicated by the females. The males have scored above the sample average whereas the females have scored below the sample average of 47.24.

Figure 19. ORGANISATIONAL CLIMATE BY AGE

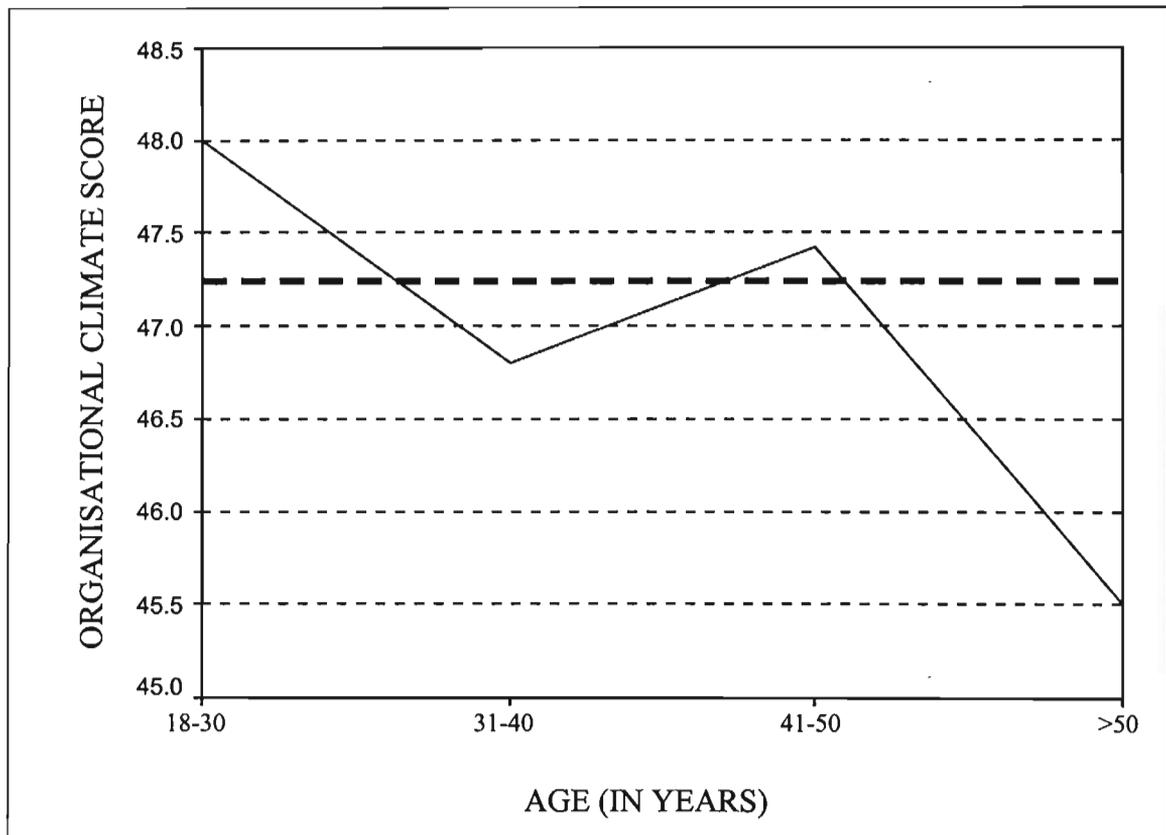


Figure 19, shows the organisational climate scores obtained by the different age groups. The youngest age group, 18-30 years, have achieved the highest score for the organisational climate, followed by the age group 41-50. Both of these two groups have achieved a score that is above the sample average. The remaining two age groups, 31-40 and >50 have achieved scores that are below the sample average.

Figure 20. ORGANISATIONAL CLIMATE BY MISSION STATEMENT

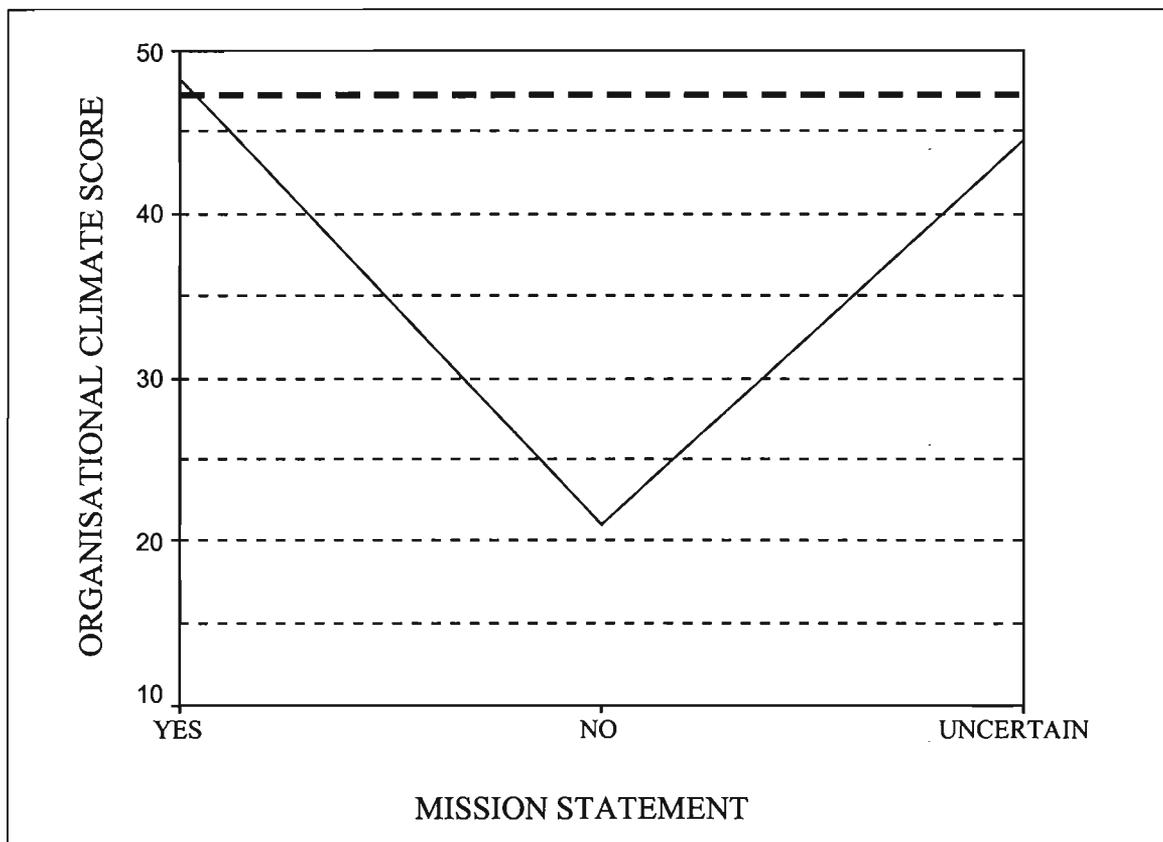


Figure 20, shows the distribution of the organisational climate scores against respondents' awareness of the corporate mission statement. Those who agreed that the organisation had a mission statement have scored the highest achieving a score that is just above the sample mean. Those who have indicated that the organisation does not have a mission statement have scored the lowest. Those who were not certain about the corporate mission have still judged the organisational climate to be healthy, scoring marginally below the sample average.

Figure 21. ORGANISATIONAL CLIMATE BY RESPONDENT'S EDUCATIONAL QUALIFICATION

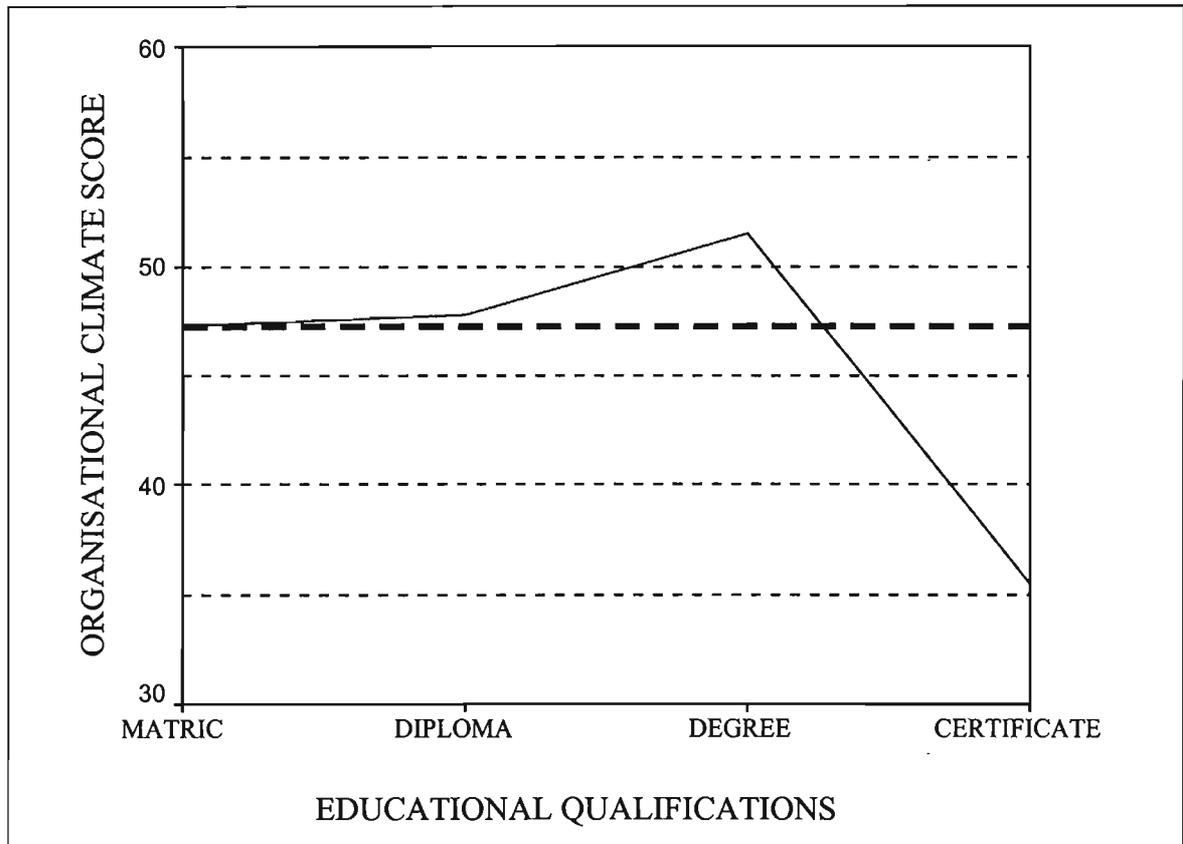


Figure 21, shows the organisational climate scores by the educational qualifications of the respondents. While the matriculants, diploma holders and degree holders have achieved scores that are above the sample mean, those holding certificates have scored below the sample mean. The highest score, well above the sample mean, was achieved by the degree holders.

While the aforementioned graphs reveal interesting results, certain categories need to be merged to obtain results that are more specific. Furthermore, due to the small size of the sample and the small size of the groups, the following questions have been re-grouped –

- (i) Position of the respondents – as opposed to being divided into four categories, i.e. top management, middle management, first-line management and non management, this group has now been divided into two categories, i.e. management and non management. The categories of top management, middle management, and first-line management have been merged to form the management category.
- (ii) Years in current position – as opposed to being divided into four categories, i.e. 0-1, 1-3, 3-5, and >5 this group has been dichotomised into those having worked up to five years in their current position, and those having worked for more than five years in their current position. The former category has 15 respondents while the latter has 18.
- (iii) Years of experience – this group has also been divided into two categories namely, those who have been with the organisation for a period of 0-9 years and those who have been with the organisation for 10 years or more. The former category has 18 respondents, and the latter 15.

Figure 22.

**MANAGING CHANGE AND ORGANISATIONAL CLIMATE SCORES
BY DESIGNATION**

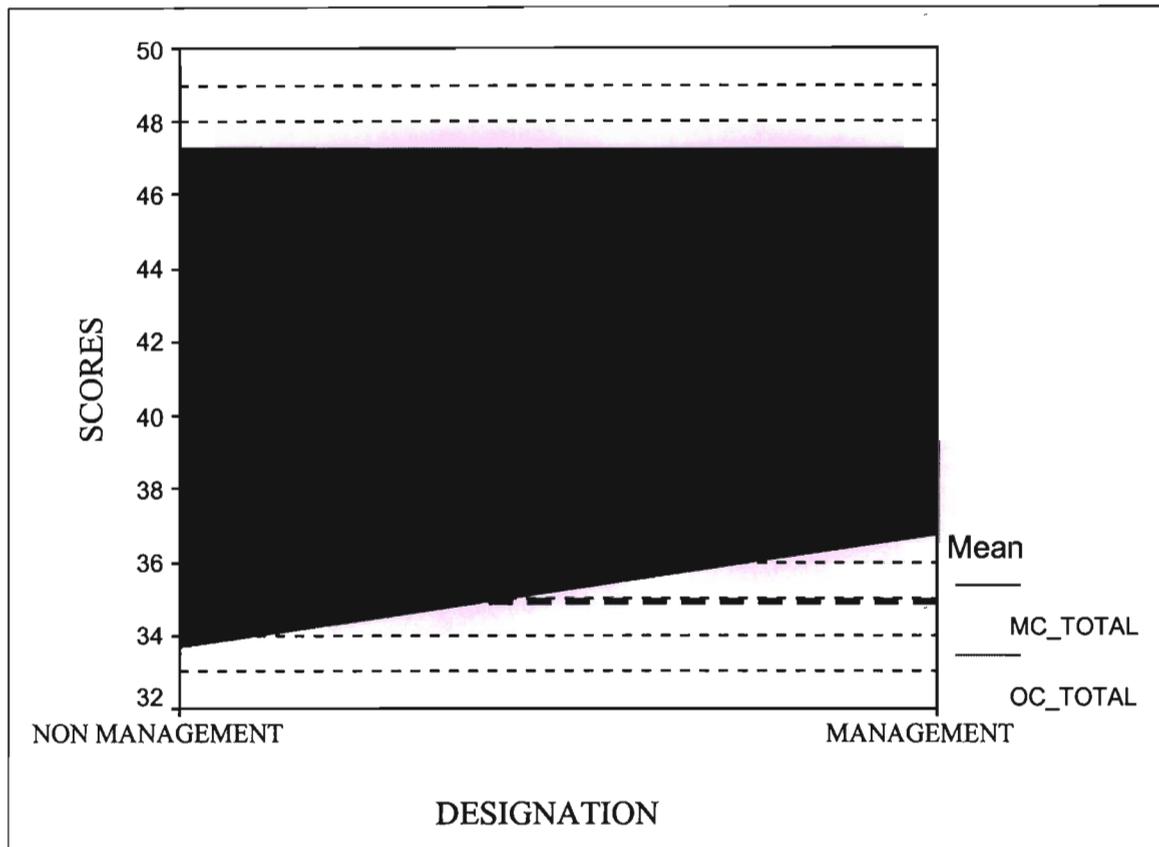


Figure 22, shows the scores obtained on the managing change and organisational climate scales by the management and non management. The results indicate that the while both types of respondents obtained average scores that were more or less equal for the organisational climate scale, the non management respondents achieved a lower score for the managing change scale than did management. This clearly indicates a difference in the perception of the managing change abilities of the organisation. Non management achieved a score of 33.70, a score below the sample mean of 34.90, for the managing change scale whereas management achieved a score of 36.77 for the same scale. For the organisational climate scale, the non management achieved an average score of 47.30, marginally higher than the sample average score of 47.24, whereas the managers achieved a score of 47.15, marginally lower than the sample average. Non managers marginally felt better about the organisational climate than the managers.

Figure 23. MANAGING CHANGE AND ORGANISATIONAL CLIMATE BY YEARS IN THE CURRENT POSITION

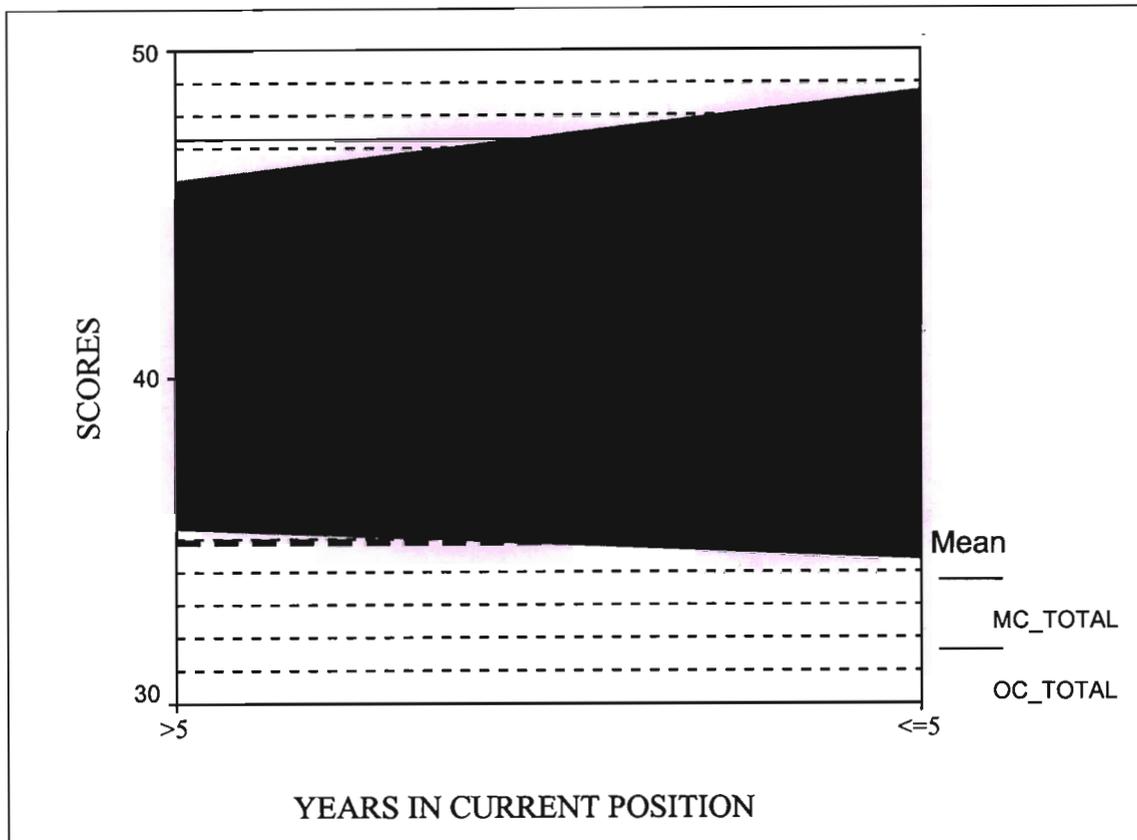


Figure 23, shows the result of the comparison of the scores obtained on the managing change and organisational climate scales by the number of years that the respondent has been in his/her current position. The graph indicates that for the managing change scale those respondents who have been in their current position for 5 years or less have achieved a score of 34.40 whereas those who have been in this position for more than 5 years have achieved a score of 35.33. The dotted reference line indicates the sample mean for the managing change scale, drawn at 34.9. For the organisational climate, those respondents who have been in their current position for a period exceeding 5 years have achieved a score of 46, which is below the sample average of 47.24, represented by the solid line. Those who have been with the organisation for a period of 5 years or less have achieved a score of 48.73, a score above the sample average.

Figure 24. MANAGING CHANGE AND ORGANISATIONAL CLIMATE SCORES BY EXPERIENCE

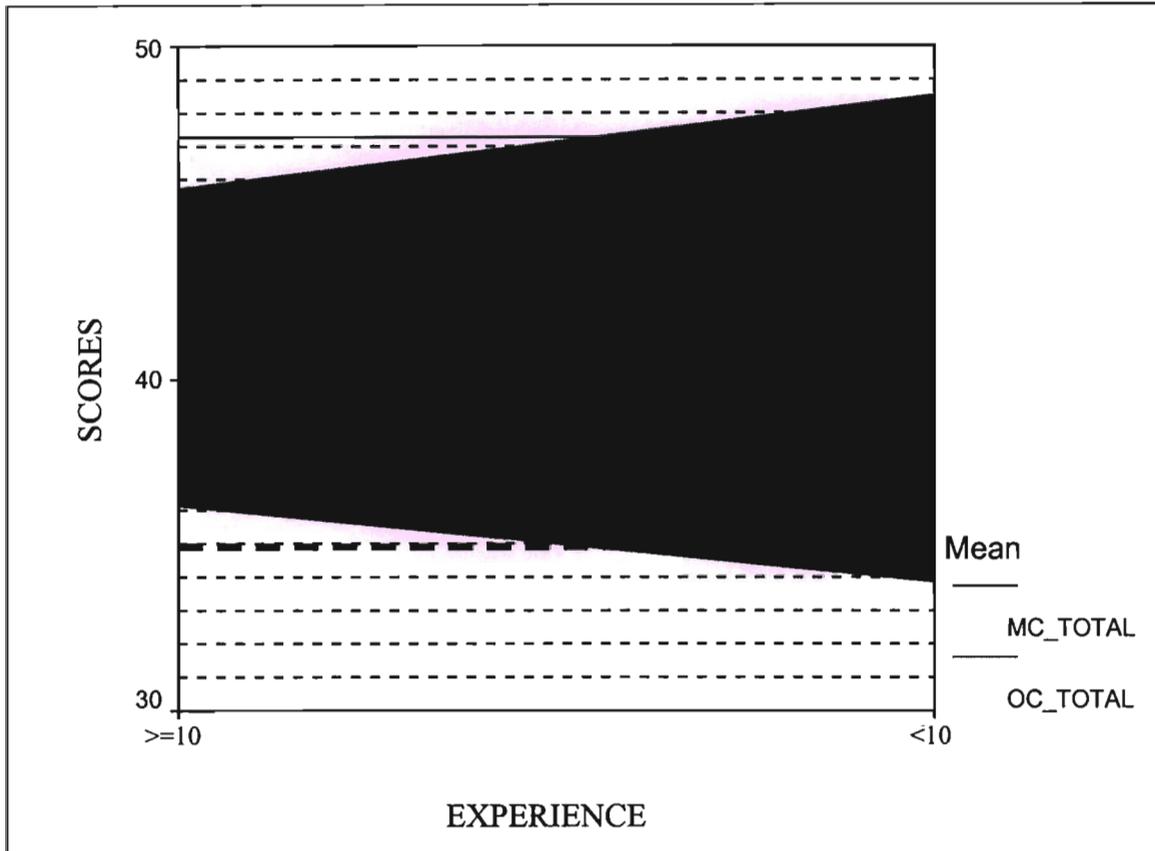


Figure 24, shows the managing change and organisational climate scores against the number of years the respondents has been with the organisation. For the managing change scale, those respondents that had been with the company for a period of 10 years or more achieved a score of 36.13, whereas those who had been with the company for a period of less than 10 years achieved a score of 33.89. As far as the organisational climate is concerned those who had been with the organisation for a period of 10 years of more achieved a score of 45.73, whereas those who had been with the organisation for a period less than 10 years achieved a score of 48.50. The lesser experienced respondents achieved a score that was below the sample mean for the managing change scale and a score that was above the sample average for the organisational climate. The reverse trend was found for the more experienced respondents.

4.4 CROSS-TABULATIONS

Table 3. MANAGING CHANGE SCORE BY MANAGEMENT

Count		MANAGING CHANGE SCORE		TOTAL
		LOW	HIGH	
POSITION	NON MANAGEMENT	13	7	20
	MANAGEMENT	2	11	13
TOTAL		15	18	33

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.823	1	.005		
Continuity Correction	5.950	1	.015		
Likelihood Ratio	8.414	1	.004		
Fisher's Exact Test				.011	.006
Linear-by-Linear Association	7.586	1	.006		
N of Valid Cases	33				

Table 3, shows the results of a cross-tabulation performed between the respondents' position in the organisation and their score on the managing change scale. It is observed that there is present an association between non management respondents achieving a low score on the managing change scale and respondents who are managers achieving a high score on the managing change scale. The association is significant at the 95% confidence interval.

Thus management felt that they manage change effectively, whereas non-management felt the opposite.

Table 4. MANAGING CHANGE SCORE BY YEARS WITH THE COMPANY

Count		MANAGING CHANGE SCORE		TOTAL
		LOW	HIGH	
YEARS WITH THE COMPANY > 10		3	12	15
<=10		12	6	18
TOTAL		15	18	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.187	1	.007		
Continuity Correction	5.428	1	.020		
Likelihood Ratio	7.548	1	.006		
Fisher's Exact Test				.013	.009
Linear-by-Linear Association	6.969	1	.008		
N of Valid Cases	33				

Table 4, shows the results of a cross-tabulation performed between respondent's years of experience with the organisation and their scores on the managing change scale. It is found that respondents who have been with the organisation for a period less than 10 years achieved scores that were low on the managing change scale. Respondent's who have been with the organisation for a period of ten years or more, achieved a high score on the managing change scale. This association is significant at the 95% confidence interval.

Possibly the longer a person has been with the organisation, the more faith they have in it, hence the high score on the managing change scale by those who have spent more than ten years at the organisation.

Table 5. MANAGING CHANGE SCORE BY FIRST-LINE MANAGER

Count		MANAGING CHANGE SCORE		TOTAL
		LOW	HIGH	
FIRST-LINE MANAGER	NO	15	13	28
	YES		5	5
TOTAL		15	18	33

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.911	1	.027		
Continuity Correction	2.988	1	.084		
Likelihood Ratio	6.801	1	.009		
Fisher's Exact Test				.049	.036
Linear-by-Linear Association	4.762	1	.029		
N of Valid Cases	33				

Table 5, shows the cross-tabulation performed between first-line managers and scores on the managing change scale. It was found that first-line managers achieved a high score on the managing change scale as opposed to the other managers and non-managers. The presence of this association is significant at the 95% confidence interval.

In terms of my central model, these are favourable findings because,

- a first-line manager would have people reporting to him/her, and
- if they scored high on managing change, then they were good choices as sponsors of change.

Table 6. MANAGING CHANGE BY DIPLOMA HOLDER

		MANAGING CHANGE SCORE		TOTAL
		LOW	HIGH	
DIPLOMA HOLDER	NO	6	15	21
	YES	9	3	12
TOTAL		15	18	33

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.639	1	.010	.014	.013
Continuity Correction	4.899	1	.027		
Likelihood Ratio	6.851	1	.009		
Fisher's Exact Test					
Linear-by-Linear Association	6.438	1	.011		
N of Valid Cases	33				

Table 6, shows the cross-tabulation performed between diploma holders and respondents scores on the managing change scale. It is found that diploma holders achieved a low score on the managing change scale as opposed to other respondents. This association is significant at the 95% confidence interval.

The implications of these findings are that either,

- diploma holders are not being effectively communicated with regarding change, and/or
- they may not be the best choices to lead change, ie. to act as a sponsor of change.

Correlations

Correlations

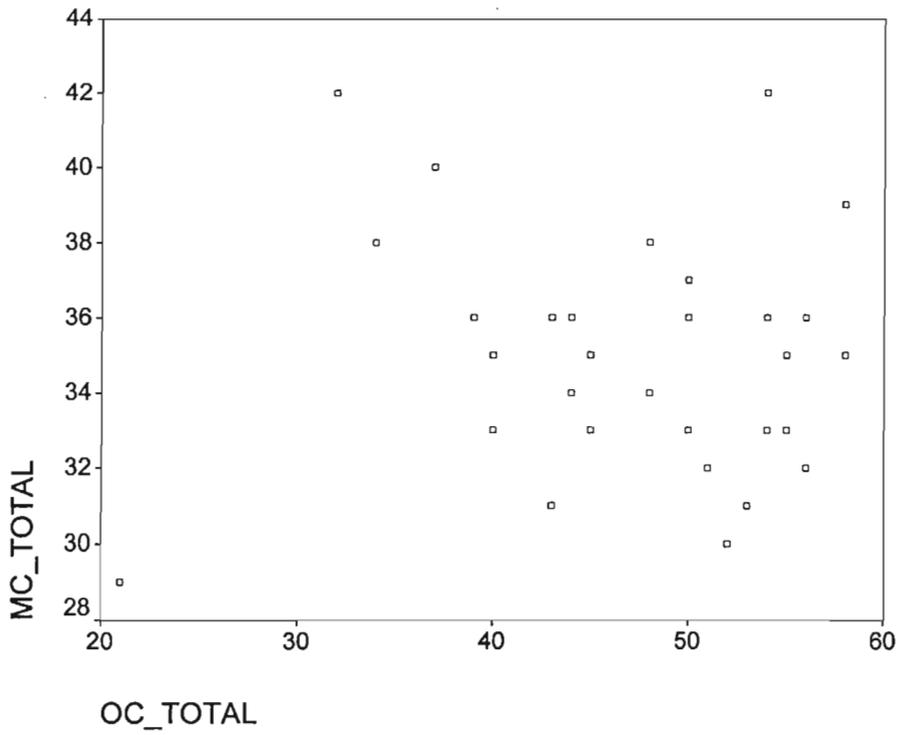
		MC_TOTAL	OC_TOTAL
MC_TOTAL	Pearson Correlation	1.000	-.034
	Sig. (2-tailed)	.	.850
	N	33	33
OC_TOTAL	Pearson Correlation	-.034	1.000
	Sig. (2-tailed)	.850	.
	N	33	33

Nonparametric Correlations

Correlations

			MC_TOTAL	OC_TOTAL
Kendall's tau_b	MC_TOTAL	Correlation Coefficient	1.000	-.109
		Sig. (2-tailed)	.	.404
		N	33	33
	OC_TOTAL	Correlation Coefficient	-.109	1.000
		Sig. (2-tailed)	.404	.
		N	33	33
Spearman's rho	MC_TOTAL	Correlation Coefficient	1.000	-.110
		Sig. (2-tailed)	.	.541
		N	33	33
	OC_TOTAL	Correlation Coefficient	-.110	1.000
		Sig. (2-tailed)	.541	.
		N	33	33

raph



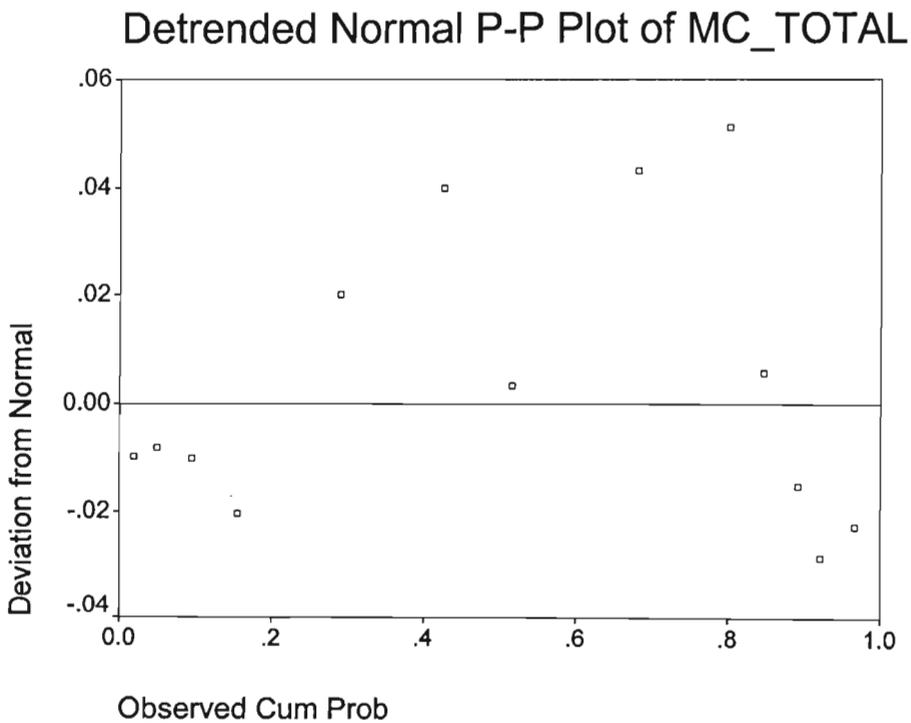
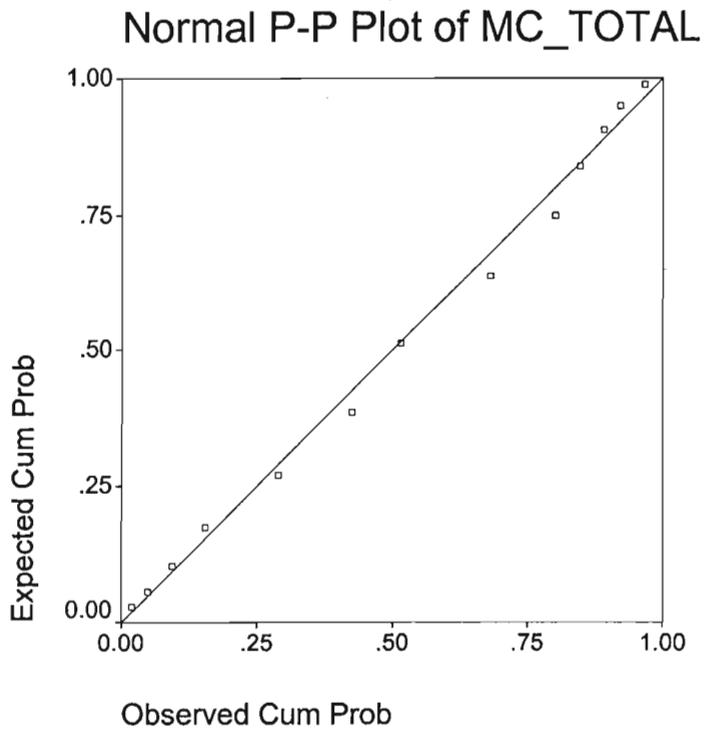
'Plot

MODEL: MOD_1.

Expected Normal quantiles calculated using Blom's proportional estimation formula and assigning the mean to ties.

or variable MC_TOTAL...

Normal distribution parameters estimated: location=34.909091 scale=3.1060791



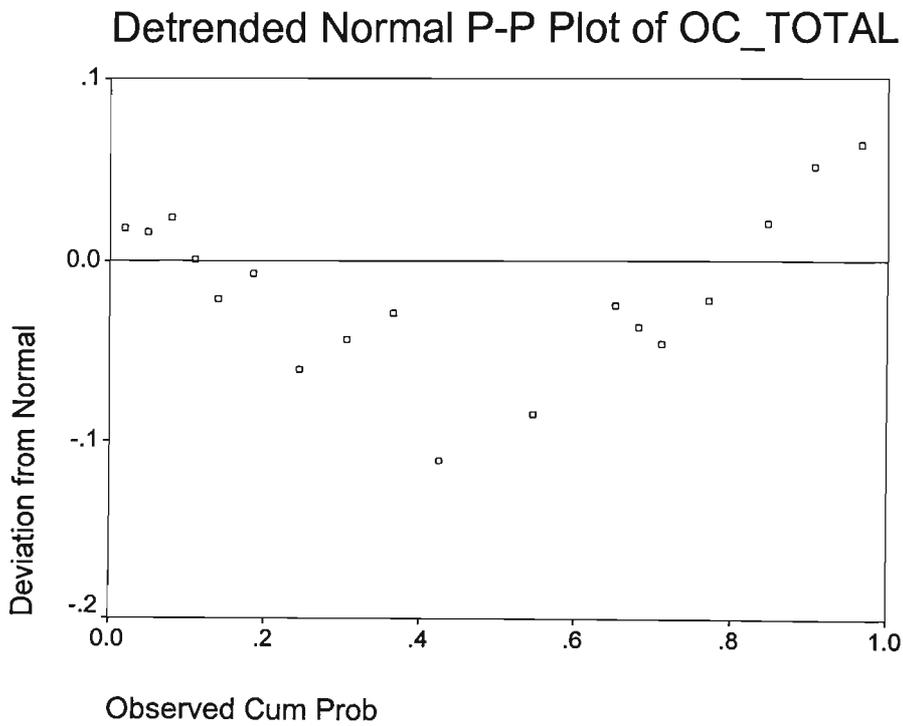
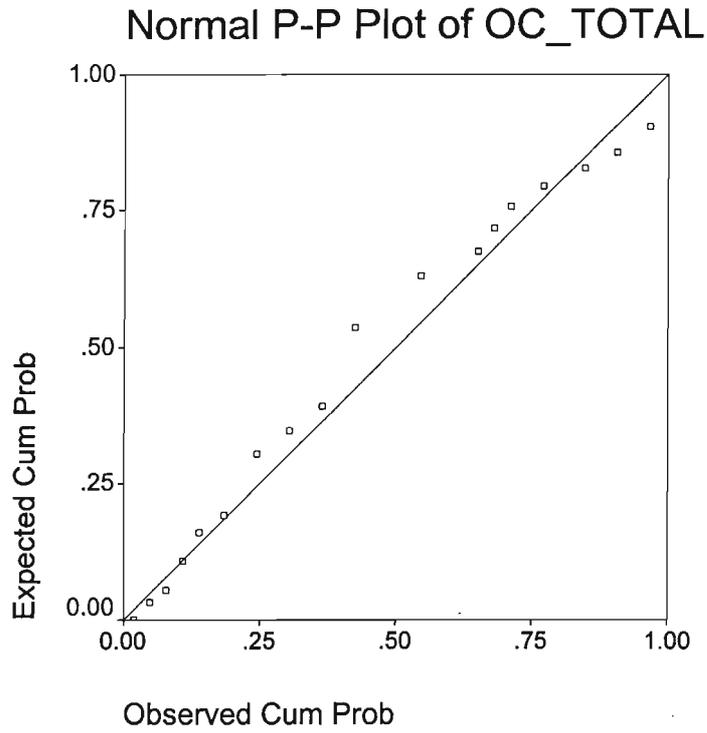
lot

DEL: MOD_2.

pected Normal quantiles calculated using Blom's proportional
 timation formula and assigning the mean to ties.

: variable OC_TOTAL...

Normal distribution parameters estimated: location=47.242424 scale=8.2916762



When correlating the dependant and independent variables, there was no association that was statistically significant at the 95% confidence interval.

This finding is supported by Lewin's model.

CHAPTER 5

STRATEGIES FOR OVERCOMING RESISTANCE TO CHANGE

Establish A Positive Climate

The beliefs that employees have about the organisation under normal circumstances will influence their responses during times of change.

If their beliefs are positive, it is likely that they will support change efforts.

If their beliefs are negative, it is likely to establish a climate of resistance.

Encourage an Interest in Improvement

If conditions under which people have been motivated to want to do their best have been established, the chances of successfully initiating change will be greater.

Employees who don't have values for developing themselves or making things better, will have less incentive to change, however, employees who have been helped to improve their abilities and performance will tend to be more supportive of changes.

Show People How Overcoming Resistance to Change Can Help Them

Psychologically, it is safer for people to stay the way they are than to risk the uncertainty brought about by change.

It is normal for people to assess the advantages and disadvantages of any change before committing to it.

Thus, to prepare for change, decrease uncertainty as much as possible and show people how the advantages can benefit them.

Help People Increase their Competence

Competence is a personal need that people try to fulfill, if they perceive change as an opportunity to help them on this issue, they will be more receptive.

Any change, can however strengthen or weaken the beliefs people have about their competence.

Competence is a personal need that people try to fulfill, if they perceive change as an opportunity to help them on this issue, they will be more receptive.

Employees who believe in their competence will be more receptive than those that doubt their competence.

Involve People in Decisions

People are less receptive to changes initiated by others than by themselves. This is because they have less control over the processes involved, and they are uncertain how the changes may affect them.

People are more supportive of changes when they are involved in the decision making process, thus they find it easier to commit to the processes involved.

Cultivate a Value for Teamwork

When people are dependant on each other to carry out their job responsibilities, there is a greater probability that they will work in harmony to implement changes.

They will then develop values for co-operation, teamwork, negotiation, compromise and mutual interest amongst others. These are all positive in any effort to institute change.

Don't React Emotionally

When encountering resistance, one of the most common dangers is to become angry.

This reaction will only intensify the resistance you encounter.

In order to effectively deal with resistance, it is more beneficial to be objective and descriptive than judgmental and critical.

Focus on the factors causing the resistance, not your reaction to it.

Avoid Inadvertent Mistakes

Do not do or say anything that will inadvertently intensify resistance.

A common mistake here, is to use coercion to bring about change. This is not very effective since once the threat is removed, it is unlikely that the change will persist.

Coercion is also not effective since it does not change the employees' beliefs and values.

Change brought about through coercion could also result in the resistance manifesting itself in less obvious ways, such as sabotage.

Concentrate on Factors within your Control

When developing a strategy, study the situation and identify factors over which you have some control, and which influence resistance.

Invest time and energy in dealing with these factors, with the aim of lowering resistance.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

Managing Change

The leaders of change should be educated about the changes, also if possible they should be degree holders.

Use a "systems" approach that ensures that all aspects of the organisation are considered when planning and implementing changes. Target especially, for example non-management and females.

Use a team approach and involve many stakeholders in the change process. Make certain that teams are comprised of different individuals, eg degree holders and diploma holders, males and females etc.

Share power with managers and other employees to encourage the implementation of change efforts.

Make plans, but know that they will be subject to change, as your needs change.

Understand that there is a tension between establishing a readiness for change and the need to get employees implementing new approaches timeously. Getting employees intellectually ready for change should definitely be considered, however it should not take up too much time and effort, as this will cause employees to lose interest and motivation.

Provide training and development for those involved.

Realise that change happens through people. The emotional effects of change on employees need to be considered and understood by all involved in the change process. Understanding resistance and working with it is a key consideration. People have an underlying belief that if they resist something long enough, it will disappear or change.

Remember that things often get worse temporarily before improvements begin to appear. A possible factor is that employees faced with change make conscious choices to take shortcuts or bypass procedures.

Help managers and others develop an intellectual understanding of the changes. Whilst it is important to assess the outcomes, it is also important that employees understand why the changes happened, and what the changes were supposed to achieve.

Adopt a long-term view, understand that change takes time, and should not be rushed.

Identify "champions" who are interested in making substantial changes in practice.

TOP TEN DRIVERS OF SUCCESSFUL COMMUNICATION AS A CHANGE ACCELERATOR

Communication, in all its forms, is a key element of change. When people know what's expected of them, they can perform.

1. Emphasise where you want to go.
 - a clear destination will make progress possible.
2. Have committed leaders plotting the way forward.
 - these leaders, or sponsors, will power progress.
3. Be honest.
 - those impacted on by the change, must not doubt your credibility.
4. Communicate swiftly.
 - the longer facts are delayed, the more they will be distorted by rumour.
5. Accountability at every level.
 - people must be responsible for their own change.
6. Encourage communication.
 - this is a responsibility of all employees.
7. Listen to employees at all levels.
 - focus groups are quicker than surveys.
8. Give everyone a role, and a chance to contribute.
 - link employee's performance goals to the aim of the organisation.
9. Set the example.
 - if leadership expect changes, leadership must act accordingly.
10. Emphasise key messages.
 - if these messages are important, repeat them until employees know them.

Bibliography :

1. Altmann, R. 2000. Forecasting Your Organizational Climate. Journal of Property Management. 65 (4) 62-65.
2. Basil, D and Cook, C. 1974. The Management of Change. U.K. McGraw-Hill.
3. Bass, B M and Drenth P J D. 1987. Advances in Organizational Psychology. Sage Publications.
4. Brammer, L M. 1991. How to Cope With Life Transitions. Hemisphere Publishing Corporation.
5. Bridges, W. 1991. Managing transitions. Addison-Wesley Publishing Company.
6. Burnes, B. 1996. Managing change. 2nd edition. Pitman Publishing.
7. Coldwell, D A L. 1976. Role conflict and job satisfaction, a review with implications regarding urban employed Black workers. Research report. Chamber of Mines Research Organisation.
8. Cooper, D R and Schindler P S. 1998. Business Research Methods. 6th edition. Irwin McGraw-Hill.
9. Daft, R L. 1993. Management. 3rd edition. The Dryden Press.
10. Dunn, R L. 2000. Managing Change Hasn't Changed. Plant Engineering. 54 (9) 10-11.
11. Fisher, S and Cooper C L. (ed) 1990. On the Move : The Psychology of Change and Transition. John Wiley & Sons Ltd.
12. French, W L. 1978. Organization Development. BPI.
13. Harris, N. (ed) 1997. Change and the Modern Business. Macmillan Press Limited.
14. Hultman, K. 1998. Making Change Irresistible. Davies-Black Publishing.
15. Johns, R. 1963. Confronting Organizational Change. New York. Association Press.
16. Kanter, R M. 1984. The Change Masters. New York. Simon & Schuster.
17. Koopman, A D, Nasser, M E and Nel, J. 1987. The Corporate Crusaders. Johannesburg. Lexicon Publishers.
18. Lewis, B. 2001. Controlling Change. Infoworld. 23 (38) 40-41.

19. Mohrman et al. 1990. Large-Scale Organizational Change. 2nd edition. Jossey-Bass Publishers.
20. Papp, P. 1983. The Process Of Change. New York. The Guilford Press.
21. Pennington, R G. 2000. Making Changes. Executive Excellence. 17 (6) 11-12.
22. du Plessis, P G. 1997. Management Dynamics: Contemporary Research. Volume 6
23. Seeley, C. 2000. Change Management. A base for knowledge-sharing. Knowledge Management Review. 3 (4) 24-29
24. Suss, D. 2000. They said it couldn't be done. Communication World. 17 (7) 18-21.
25. Topf, M D. 2000. Managing Change. Occupational Hazards. 62 (7) 43-44.
26. Walter, G A and Marks, S E. 1981. Experiential Learning and Change. John Wiley & Sons Inc.
27. Watkin, C. 2001. How to Improve Organisational Climate. People Management. 7 (13) 52-53.

Websites

1. www.bsu.edu
2. www.hrzone.com
3. www.lynco.com
4. www.ncrel.org
5. www.onepine.demon.co.uk
6. www.stressdoc.com
7. globalvgw4.global.epnet.com
8. globalvgw11.global.epnet.com

BIOGRAPHICAL DATA

PLEASE TAKE NOTE THAT YOUR ANSWERS TO THIS QUESTIONNAIRE WILL BE KEPT CONFIDENTIAL AND THE COMPLETED FORMS WILL BE REMOVED FROM THE ORGANIZATION AFTER COMPLETION

PLEASE DO NOT IDENTIFY YOURSELF IN ANY WAY : DO NOT WRITE YOUR NAME OR EMPLOYEE NUMBER ANYWHERE ON THIS FORM !

THERE ARE NO RIGHT OR WRONG ANSWERS SO PLEASE INDICATE WHAT YOU REALLY THINK.

PLEASE INDICATE YOUR RESPONSE TO EACH STATEMENT BY MAKING A CROSS (X) OVER THE RESPONSE WHICH MOST ACCURATELY REFLECTS YOUR VIEWS. YOUR RESPONSE TO EACH STATEMENT SHOULD BE AN HONEST REFLECTION OF YOUR PERSONAL FEELINGS OR OPINIONS.

1. POSITION OF RESPONDENT

Please indicate which one of the following best describes your position in the organization

1 Top Management	2 Middle Management	3 First-Line Management / Supervisor	4 Non Management	5 Other Please State -----
------------------------	---------------------------	---	------------------------	-------------------------------------

2. For how many years have you been in this position ?

1 0 to 1 year	2 1 to 3 years	3 3 to 5 years	4 5 years +
------------------	-------------------	-------------------	----------------

3. How many years of experience do you have with this organization ?

1 0 to 3 years	2 4 to 6 years	3 7 to 9 years	4 10 years +
-------------------	-------------------	-------------------	-----------------

4. Please indicate your gender

1 Male	2 Female
-----------	-------------

5. Which age group do you fall into ?

1 18 to 30 years	2 31 to 40 years	3 41 to 50 years	4 51 years +
---------------------	---------------------	---------------------	-----------------

6. Does the organization have a clear mission statement defining its basic purpose ?

1 Yes	2 No	3 Do not know
----------	---------	------------------

7. What is your highest qualification ?

1 Matriculation	2 Diploma	3 Degree	4 Certificate	5 Other
--------------------	--------------	-------------	------------------	------------

MANAGING CHANGE

The goal of the manager is to make fundamental changes in how business is conducted in a more unpredictable and challenging environment

1.1. I make comments at meetings on new ways of doing things.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
------------------------	---------------	---------------------------------	------------	---------------------

1.2. I signal the value of change and improvement with positive statements.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
------------------------	---------------	---------------------------------	------------	---------------------

1.3. I encourage people to express ideas and opinions even if they differ from my own.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
------------------------	---------------	---------------------------------	------------	---------------------

1.4. I see my tasks as "inspiring" others towards improvement in their jobs

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
------------------------	---------------	---------------------------------	------------	---------------------

1.5. When changes are made in the department, I plan the entire change and then announce it to employees.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
---------------------------	---------------	------------------------------------	------------	------------------------

1.6. I believe the “effort” to improve something should be rewarded even if the final improvement is disappointing.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
---------------------------	---------------	------------------------------------	------------	------------------------

1.7. I compliment others on changes that they have made.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
---------------------------	---------------	------------------------------------	------------	------------------------

1.8. I try to be a good listener and be patient with what people suggest, even when it is a “stupid” idea.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

1.9. I like to support change efforts, even if the idea may not work

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

1.10. I am able to get higher level managers to support ideas for improvement.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

1.11. I offer suggestions for change to employees at the operational level.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

1.12 I am not comfortable being told by my superiors that a better way is needed for a task in my department.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

ORGANIZATIONAL CLIMATE

2.1. Confidence and trust is the generally shown by management towards their subordinates.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.2. People feel free to talk to management about problems in their jobs.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.3. Subordinate's ideas are encouraged and used constructively by management.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.4. Fear, threats and punishments are the methods mainly used by management to get subordinates to do their work.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.5. In this company encouragement and material rewards are used to get employees to work well.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.6. All employees feel a sense of responsibility here for achieving organizational goals.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.7. A strong sense of cooperative teamwork exists in this organization.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.8. There is poor upward communication in this company.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.9. Subordinates usually accept communications from management trustingly.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.10. Management are generally unaware of the problems faced by subordinates.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.11. Resistance to company policies from certain elements of the work force is common in this organization.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.12. Responsibility is widely delegated among employees in this organization.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly Agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.13. Formal control of management is undermined by people without formal authority.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
---------------------------	---------------	------------------------------------	------------	------------------------

2.14. Budget setting, performance appraisals and other methods of control are generally used for policing and punishment rather than guidance and reward in this company.

1 Strongly Disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
---------------------------	---------------	------------------------------------	------------	------------------------

THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE IN
COMPLETING THIS QUESTIONNAIRE

Appendix B

Lewin's force field analysis

Lewin describes in Force Field Analysis, that the process of change begins as a result of competition between driving and restraining forces.

When change occurs, some forces will drive change, and some forces will resist change.

As the restraining forces are eliminated, an organisation's behaviour will adapt and change, thus refreezing.

Appendix C

Approach to change management

One should attempt to understand the present through analysis.

Ask the following questions :-

- a. What is wrong with the present ?
- b. Why do we need to change ?
- c. What will happen if we do not change ?

Plan for and manage the change.

Ask these questions :-

- a. What would make employees feel insecure or scared ?
- b. Would colleagues be sad, excited or stressed ?

Plan for and describe the future.

Why would people want to be there ?

Why would people not want to be there ?

From the organisation's perspective, what's threatening about the future ?

From the individuals perspective, what's threatening about the future ?

Appendix D

Analysis of reward and recognition systems.

Present	Change	Future
What is rewarded ?	What are the milestones ?	What is going to be rewarded ?
skills behaviour	project-related people-related	skills behaviour
Are these formally identified ?	How will these be measured ?	How will these be rewarded ?
	Will milestones be celebrated ?	
Are the rewards formal or informal, and will they be formal or informal in the future ?		

Appendix E

CRONBACH ALPHA- MANAGING CHANGE

**STEP 2
(AFTER DELETING ITEM Q1.11)**

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
Q1.1	37.1515	12.5076	.2450	.5579
Q1.2	36.9091	12.6477	.4268	.5379
Q1.3	36.7273	12.7045	.4159	.5400
Q1.4	37.0606	12.7462	.2003	.5673
Q1.5	38.4545	12.7557	.0577	.6175
Q1.6	37.3333	13.4792	-.0432	.6470
Q1.7	36.8485	12.6951	.3063	.5497
Q1.8	37.0000	11.4375	.4435	.5115
Q1.9	37.5758	11.3769	.3160	.5390
Q1.10	37.4242	11.1894	.3980	.5170
Q1.11	37.5152	11.4451	.4037	.5187

Reliability Coefficients

N of Cases =	33.0	N of Items =	11
Alpha =	.5801		

CRONBACH ALPHA- MANAGING CHANGE (Cont')

**STEP 3
(AFTER DELETING ITEM Q1.6)**

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
Q1.1	33.4848	11.4451	.3167	.6214
Q1.2	33.2424	11.8144	.4615	.6088
Q1.3	33.0606	11.9337	.4291	.6135
Q1.4	33.3939	11.8087	.2425	.6358
Q1.5	34.7879	11.9848	.0595	.6967
Q1.7	33.1818	12.2159	.2385	.6359
Q1.8	33.3333	10.6042	.4734	.5873
Q1.9	33.9091	11.2102	.2220	.6479
Q1.10	33.7576	10.0644	.4840	.5796
Q1.11	33.8485	10.3826	.4807	.5834

Reliability Coefficients

N of Cases =	33.0	N of Items =	10
Alpha =	.6470		

CRONBACH ALPHA- MANAGING CHANGE (Cont'd)**STEP 4****(AFTER DELETING ITEM 1.5)**

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
Q1.1	30.9394	10.0587	.3139	.6821
Q1.2	30.6970	10.4678	.4405	.6677
Q1.3	30.5152	10.3201	.5025	.6603
Q1.4	30.8485	10.4451	.2292	.6979
Q1.7	30.6364	10.4886	.3210	.6806
Q1.8	30.7879	9.1723	.4953	.6445
Q1.9	31.3636	9.4886	.2807	.6989
Q1.10	31.2121	8.8598	.4597	.6513
Q1.11	31.3030	9.1553	.4565	.6523

Reliability Coefficients

N of Cases = 33.0
Alpha = .6967

N of Items = 9

CRONBACH ALPHA- MANAGING CHANGE (Cont'd)

**STEP 5
(AFTER DELETING ITEM Q1.9)**

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
Q1.1	27.5152	7.5701	.3599	.6769
Q1.2	27.2727	8.0795	.4599	.6648
Q1.3	27.0909	7.9602	.5187	.6565
Q1.4	27.4242	7.8144	.2991	.6905
Q1.7	27.2121	8.3598	.2472	.6970
Q1.8	27.3636	7.2386	.4181	.6633
Q1.10	27.7879	6.5473	.4934	.6439
Q1.11	27.8788	7.0473	.4283	.6612

Reliability Coefficients

N of Cases	=	33.0	N of Items	=	8
Alpha	=	.6989			

SCORE ON ITEM 2.1 BY GENDER

Count

		ITEM 2.1		TOTAL
		LOW	HIGH	
GENDER	MALE	1	14	15
	FEMALE	8	10	18
TOTAL		9	24	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.887	1	.015		
Continuity Correction	4.136	1	.042		
Likelihood Ratio	6.594	1	.010		
Fisher's Exact Test				.021	.018
Linear-by-Linear Association	5.709	1	.017		
N of Valid Cases	33				

The above cross-tabulation was performed between the respondents' answer to item 2.1 and their gender. Item 2.1 stated "Confidence and trust is generally shown by management towards their subordinates." The results show the presence of an association between ones gender and ones response towards the statement. Male respondents tended to achieve a high score for this question, indicating their agreement with the phrase more so than female respondents. The result is significant at the 95% confidence interval.

SCORE ON ITEM 2.2 BY GENDER

Count

	ITEM 2.2		TOTAL
	LOW	HIGH	
GENDER MALE	1	14	15
FEMALE	10	8	18
TOTAL	11	22	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.800	1	.003		
Continuity Correction	6.738	1	.009		
Likelihood Ratio	9.931	1	.002		
Fisher's Exact Test				.004	.004
Linear-by-Linear Association	8.533	1	.003		
N of Valid Cases	33				

The above cross-tabulation was performed between the respondents' answer to item 2.2 and their gender. Item 2.2 stated "People feel free to talk to management about problems in their jobs." The results show the presence of an association between ones gender and ones response towards the statement. The results reveal that male respondents in the sample felt more favourably towards this statement than did the female respondents. It can be seen that out of the 15 male respondents in the sample, 14 achieved a high score for this question, whereas out of the 18 female respondents, only 8 achieved a high score. This association is significant at the 95% confidence interval.

SCORE ON ITEM 1.1 BY POSITION

Count		ITEM 1.1		TOTAL
		LOW	HIGH	
POSITION	NON MANAGEMENT	11	9	20
	MANAGEMENT	2	11	13
TOTAL		13	20	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.179	1	.023		
Continuity Correction	3.653	1	.056		
Likelihood Ratio	5.564	1	.018		
Fisher's Exact Test				.032	.026
Linear-by-Linear Association	5.022	1	.025		
N of Valid Cases	33				

The above cross-tabulation was performed between the respondents' answer to item 1.1 and their position in the organisation. This sample was divided into two categories, i.e. management and non-management. The above cross-tabulation was performed to see if there is any difference in the attitude of the management and non-management employees towards item 1.1. Item 1.1 states "I make comments at meetings on new ways of doing things." The non-management respondents achieved a low score for this item indicating that they did not make comments at meetings on new ways of doing things. As expected, the management personnel achieved a high score for this item. The results are a bit disturbing, because it would be expected of non-management personnel to also contribute in meetings since they are the people involved in performing the task. Even if they contribute ideas to their managers only, this should still pass off as contribution. The onus of taking meaningful ideas to higher level meetings would then devolve upon the manager.

SCORE ON ITEM 2.2 BY POSITION

Count

		ITEM 2.2		TOTAL
		LOW SCORE	HIGH SCORE	
POSITION	NON MANAGEMENT	10	10	20
	MANAGEMENT	1	12	13
TOTAL		11	22	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.346	1	.012		
Continuity Correction	4.585	1	.032		
Likelihood Ratio	7.233	1	.007		
Fisher's Exact Test				.022	.013
Linear-by-Linear Association	6.154	1	.013		
N of Valid Cases	33				

The above cross-tabulation was performed between the respondents' position in the organisation, i.e., management or non-management and their attitude towards item 2.2. Item 2.2 stated, "People feel free to talk to management about problems in their jobs." The result, significant at the 95% confidence interval, shows that while the non-management personnel remained equally divided on the issue, the managers felt favourably. This is but an obvious response from the managers.

SCORE ON ITEM 1.1 BY EXPERIENCE WITH COMPANY

Count

	ITEM 1.1		TOTAL
	LOW	HIGH	
EXPERIENCE WITH > 10 YEARS	2	13	15
COMPANY < 10 YEARS	11	7	18
TOTAL	13	20	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.823	1	.005		
Continuity Correction	5.950	1	.015		
Likelihood Ratio	8.414	1	.004		
Fisher's Exact Test				.011	.006
Linear-by-Linear Association	7.586	1	.006		
N of Valid Cases	33				

The above cross-tabulation was performed between the respondents' years of experience with the organisation and their attitude towards item 1.1. Item 1.1 stated, "I make comments at meetings on new ways of doing things. It was found that respondents with more than ten years of experience agreed with this statement, thereby achieving a high score, whereas, those respondents who had been with the company for a period of less than 10 years achieved a low score for this item.

SCORE ON ITEM 2.2 BY EXPERIENCE WITH COMPANY

Count

	ITEM 2.2		TOTAL
	LOW	HIGH	
EXPERIENCE WITH > 10 YEARS	2	13	15
COMPANY < 10 YEARS	9	9	18
TOTAL	11	22	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.950	1	.026		
Continuity Correction	3.438	1	.064		
Likelihood Ratio	5.276	1	.022		
Fisher's Exact Test				.034	.030
Linear-by-Linear Association	4.800	1	.028		
N of Valid Cases	33				

The above cross-tabulation was performed between the respondents' years of experience with the organisation and their attitude towards item 2.2. Item 2.2 stated, "People feel free to talk to management about problems in their jobs." It was found that respondents with more than ten years of experience agreed with this statement, thereby achieving a high score, whereas, those respondents who had been with the company for a period of less than 10 years were equally divided on this item.

SCORE ON ITEM 2.7 BY EXPERIENCE WITH THE COMPANY

Count

	ITEM 2.7		TOTAL
	LOW	HIGH	
EXPERIENCE WITH > 10 YEARS	10	5	15
COMPANY < 10 YEARS	5	13	18
TOTAL	15	18	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.991	1	.025	.038	.029
Continuity Correction	3.545	1	.060		
Likelihood Ratio	5.109	1	.024		
Fisher's Exact Test					
Linear-by-Linear Association	4.840	1	.028		
N of Valid Cases	33				

The above cross-tabulation was performed between respondents experience with the company and their response to item 2.7. Item 2.7 stated "A strong sense of cooperative teamwork exists in this organisation." Respondents that have been with the organisation for a period exceeding 10 years had a low score for this item whereas respondents that have been with the organisation for a period less than 10 years answered favourably for this item. The observed association is significant at the 95% confidence interval.

SCORE ON ITEM 2.2 BY AGE

Count

		ITEM 2.2		TOTAL
		LOW	HIGH	
AGE18_30	NO	2	16	18
	YES	9	6	15
TOTAL		11	22	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.800	1	.003		
Continuity Correction	6.738	1	.009		
Likelihood Ratio	9.262	1	.002		
Fisher's Exact Test				.008	.004
Linear-by-Linear Association	8.533	1	.003		
N of Valid Cases	33				

The above cross-tabulation was performed between item 2.2 and the age of the respondents. Item 2.2 stated, "people feel free to talk to management about problems in their jobs." Those respondents who were in the age group 18-30 disagreed with this statement, whereas older respondents agreed with this statement. The association is significant at the 95% confidence interval.

SCORE ON ITEM 1.7 BY KNOWLEDGE OF COMPANY MISSION

Count

	ITEM 1.7		TOTAL
	LOW	HIGH	
COMPANY NO MISSION YES	25	5	30
TOTAL	25	8	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.312	1	.001		
Continuity Correction	6.274	1	.012		
Likelihood Ratio	9.521	1	.002		
Fisher's Exact Test				.010	.010
Linear-by-Linear Association	10.000	1	.002		
N of Valid Cases	33				

The above cross-tabulation was performed between respondents' answer to item 1.7 and their answer to the question 'Does the organisation have clear mission statement defining its basic purpose/mission?' The cross-tabulation reveals the presence of an association between agreeing that the organisation has a clear mission statement and achieving a low score for item 1.7. Item 1.7 stated 'I compliment others on changes that they have made.' It seems that respondents who agreed that the company had a clear mission statement were less prone to complimenting others on changes that they have made. This association was significant at the 95% confidence interval.

SCORE ON ITEM 2.2 BY KNOWLEDGE OF COMPANY MISSION

Count

	ITEM 2.2		TOTAL
	LOW	HIGH	
COMPANY NO MISSION YES	3	22	30
TOTAL	11	22	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.600	1	.010		
Continuity Correction	3.713	1	.054		
Likelihood Ratio	7.215	1	.007		
Fisher's Exact Test				.030	.030
Linear-by-Linear Association	6.400	1	.011		
N of Valid Cases	33				

The above cross-tabulation was performed between respondents' answer to item 2.2 and their answer to the question 'Does the organisation have clear mission statement defining its basic purpose/mission?' The cross-tabulation reveals the presence of an association between agreeing that the organisation has a clear mission statement and achieving a high score for item 2.2. Item 2.2 stated 'People feel free to talk to management about problems in their jobs.' It seems that respondents who agreed that the company had a clear mission statement felt that people feel free to talk to management about problems in their jobs. This association was significant at the 95% confidence interval.

SCORE ON ITEM 2.6 BY QUALIFICATION

Count

		ITEM 2.6		TOTAL
		LOW	HIGH	
QUALIFICATION	DIPLOMA	12	9	21
	OTHER	2	10	12
TOTAL		14	19	33

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.122	1	.024		
Continuity Correction	3.599	1	.058		
Likelihood Ratio	5.492	1	.019		
Fisher's Exact Test				.033	.027
Linear-by-Linear Association	4.967	1	.026		
N of Valid Cases	33				

The above cross-tabulation was performed between respondents' answer to item 2.6 and their qualification. The cross-tabulation reveals the presence of an association between being a diploma holder and achieving a low score on item 2.6. Item 2.6 stated 'All employees feel a sense of responsibility here for achieving organisational goals.' It seems that respondents who were diploma holders disagreed with item 2.6 whereas respondents with other qualifications (matric, degree or certificate) agreed with item 2.6. This association was significant at the 95% confidence interval.