

UNIVERSITY OF KWAZULU-NATAL

**Perceptions regarding implementation of the
College Model Reorganisation in the
University of KwaZulu-Natal
College of Health Sciences**

by

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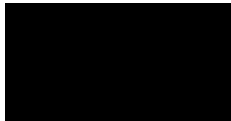
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DECLARATION

I, Antoinette S. Botha, declare that:

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- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs, or other information unless specifically acknowledged as being sourced from other persons.
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Signed:



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DEDICATION

I dedicate this research to my late mother, Avice Potgieter, who passed away unexpectedly on 14 February 2014 at the age of 72 – My Forever Valentine. A golden heart stopped beating, hard-working hands at rest, God only takes the best. Mom, you were always there for me – through laughter, worry, smiles and tears. The bond we had as mother and daughter was unshakeable. You were my best friend, my rock and confidante. You made me who I am today! You were so strong in the face of challenges and adversity. Without the sacrifices you made as a single parent, holding down three jobs simultaneously to pay for my education, I would not have had the opportunities and determination to get this far. You showed me the way and left such golden footsteps for me to follow as a Woman, a Child of God and a Mother. I hope I will always continue to make you proud. The words, Thank You, cannot even begin to express my gratitude to you for your unconditional, unselfish, and unwavering love. You were an awesome Gran to Brinley and an amazing mother-in-law to Martin too. We miss you every day in every way. Love you Forever and Always, My Forever Valentine.

ABSTRACT

The College Model organisational structure was implemented at the University of KwaZulu-Natal after its inception in 2004. In 2010 the organisational structure was reviewed. The outcome proposed numerous changes resulting in the College Model Reorganisation (CMR) in 2011. The most significant change was removing the faculty layer, resulting in a two-layer structure of Colleges and Schools. It also included the reduction, through consolidation, in schools from 54 to 19. This study was conducted to ascertain the perceptions of middle managers regarding implementation of the CMR in the UKZN College of Health Sciences. The literature revealed that whilst there had been studies conducted to determine the impact of the CMR on the support staff within UKZN, there appeared to have been no review of the implementation of the CMR. The literature review included Higher Education Institutions and the impact of the pandemic, change and organisational change in the form of downsizing, restructuring, and reorganisation, as well as change management, the leadership role in change, and change management theories. This study aimed to determine if the purpose of the CMR had been achieved, the challenges experienced by middle managers in implementation, and the factors to assist in embedding the College Model. It is hoped that the study will provide the University with learning outcomes regarding the CMR to improve the implementation of any further change endeavours, including Project Renewal. This study was qualitative with purposive sampling of middle managers used in an interpretive approach. Semi-structured interviews were conducted with 12 staff (academic and professional services) from CHS middle management layer. Deductive thematic analysis was used. The majority of participants understood the purpose of the CMR. However, there were varied perceptions regarding the achievement of the CMR objectives. The adverse effects of uncertainty, fear, and mistrust generated by the top-down non-consultative approach, lack of engagement and the impact on the psychological contract of professional services employees were evident and need urgent repair. A knowledge management and sharing culture need to be implemented. It was strongly recommended that a review be conducted of the CMR and implementation of a change and communication strategy for the future.

Keywords: Change Management, College Model, College Model Reorganisation, Higher Education Institutions, Restructuring

ABBREVIATIONS AND ACRONYMS

AL/ALs	Academic Leader/Academic Leaders
CBTPHM	Community Based Training in a Primary Healthcare Model
CET	Community Education and Training
CHS	College of Health Sciences
CMR	College Model Reorganisation
COVID-19	Coronavirus Disease of 2019
DBE	Department of Basic Education
DCPS	Director: College Professional Services
DCTP	Decentralised Clinical Training Platform
DDG	Deputy Director-General
DOH	Department of Health
DHET	Department of Higher Education & Training
DUT	Durban University of Technology
DVC	Deputy Vice-Chancellor
HEI/HEIs	Higher Education Institutions
HEQC	Higher Education Quality Committee
HOD	Head of Department
KZN	KwaZulu-Natal
MBChB	Bachelor of Medicine and Bachelor of Surgery
MMed	Masters of Medicine
MUT	Mangosuthu University of Technology
NDOH	National Department of Health
NSFAS	National System for Student Aid
SAHEIs	South African Higher Education Institutions
SAQA	South African Qualifications Authority
SCM	School of Clinical Medicine
SHS	School of Health Sciences
SLMMS	School of Laboratory Medicine & Medical Sciences
SNPH	School of Nursing & Public Health
TVET	Technical and Vocational Education and Training
UDW	University of Durban-Westville
UFS	University of Free State
UNIZULU	University of Zululand
UKZN	University of KwaZulu-Natal
UN	University of Natal
VC	Vice-Chancellor
VUCA	Volatility, Uncertainty, Complexity and Ambiguity

KEY TERMS

Academic Leader (AL) is an academic who works in a School and provides oversight and leadership for either the Teaching and Learning or Research in the school. In the College of Health Sciences there is also an Academic Leader: Registrar Training who is responsible for oversight and leadership of the Registrar Training programme across the College.

Middle Management is a name the researcher has given to the College and School leadership, excluding the Deputy Vice-Chancellor and Head of College who is a member of the University Executive, and also excluding Discipline Academic Leaders within the Schools.

Professional Services is the name that was given to all administrative and technical staff within the University, instead of support staff. The intention was to instil a sense of pride and work ethic to be professional and provide a professional service in all that they do.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

The educational landscape of South Africa is governed by two national state departments, namely the Department of Basic Education (DBE), which focusses on schools from Grade R to Grade 12, and the Department of Higher Education and Training (DHET), which is responsible for post-school education and includes universities and private higher education organisations, public and private Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges and adult education centres. The Council for Higher Education (CHE) in South Africa was established by the Higher Education Act of 1977 and is ultimately responsible for quality assurance, tracking of trends and changes in HE, creating opportunities for the discourse on important HE matters and advising the Minister of Higher Education on strategic direction and policy development (Council for Higher Education, n.d.). It manages this process inter alia through the Higher Education Quality Committee (HEQC). CHE is also responsible for the National Qualifications Framework (NQF). The landscape is highly regulated with policy e.g. academic programmes in Higher Education Institutions (HEIs) must be South African Qualifications Authority (SAQA) registered, HEQC accredited, and DHET approved (Van Schalkwyk & Krüger, 2019).

“Universities are independent statutory bodies, each established by an act of parliament” (Taylor & Shindler, 2016, p. 5). However, Du Toit (2014) argues that South African Higher Education Institutions (SAHEIs) have never achieved autonomy owing to their need to be accountable (Adams, 2006). Mthembu (2009) agrees and states that these institutions are cooperatively governed. Cooperative governance means that no individual stakeholder in an organisation is solely responsible (Tondi, 2019). Stensaker and Vabø (2013, p. 275) posit that the developments within the higher education arena have resulted in an expansion of administration duties and accountability with a surge in focus on professionalism, specialisation, and a “more managed university”. This has created both changes in the way tasks are performed and internal challenges in the governance of the organisation, increasing the complexity, tension, and conflict within (Stensaker, 2018). Tondi (2019, p. 12671) posits that “good governance with ethical and effective leadership roles and responsibilities” are essential for HEIs.

The educational landscape within South Africa is faced with many challenges, including but not limited to the demand for free education and ‘fees-must-fall’ campaign, increasing student numbers coupled with decreasing academic expertise commonly referred to as ‘the-brain-drain’,

calls for decolonisation, demands to accommodate more students the majority of whom cannot afford to pay the fees which are higher than the average household income in South Africa, the student population racial disparity, the ‘missing-middle’ students who do not qualify for funding but cannot afford to attend university, the steady decline in the financing of higher education institutions over the years from the state, high dropout rates with only approximately 50% graduating after five years of undergraduate study and the regular occurrence of student protests resulting in millions of Rands worth of damage every year (Tjønneland, 2017).

It is estimated that the global economy shrunk in 2020 by 3.3% (International Monetary Fund, 2021) owing to the COVID-19 pandemic. This impact and the move to online/blended learning for students in the context of the higher education landscape created an even more Volatile, Uncertain, Complex, and Ambiguous (VUCA) setting for universities. Positively, the pandemic became a catalyst for change, with universities reviewing how they engaged with their students and how they taught. To keep students’ attention, lecturers had to think of new and innovative ways to get their message across. However, some significant challenges included the lack of appropriate infrastructure in rural areas and the socio-economic situation of many students who could not afford a device to stay connected.

Coetzee et al. (2021) state that universities will become archaic institutions if they do not improve the relevance of their programme and how they educate, to adapt to the new learner, the new manner in which students learn and interact with their environment, and the advancement in technology in terms of the fourth industrial revolution (4IR). Gray (2016) posits that 35% of the skills that are essential today will change due to the 4IR technology advancement. Instead the future focus appears to be on integrated and multifaceted skills such as critical thinking, coordination, collaboration, cognitive flexibility, and emotional intelligence (Coetzee et al., 2021).

The university sector in South Africa consists of 26 public HEIs with approximately 700 000 students spread across the provinces in South Africa. In the province of KwaZulu-Natal (KZN), there are four universities, namely the University of KwaZulu-Natal (UKZN), Durban University of Technology (DUT), Mangosuthu University of Technology (MUT) and University of Zululand (UNIZULU). UKZN, which exists across five campuses in the suburbs of Glenwood (Howard College campus), Scottsville (Pietermaritzburg campus), Pinetown (Edgewood Campus), Umbilo (Nelson R Mandela School of Medicine campus), and Westville (Westville campus), was born from the University of Natal (UN) and University of Durban-Westville (UDW) merger on 1 January 2004. The merger was triggered by the December 2002 Ministry of Education proposals to transform and reorganise the education institution landscape. These proposals also considered

the new funding framework, the National System for Student Aid (NSFAS), and the establishment of both national and institutional systems for quality assurance. They aimed to correct the historical reality and provide better opportunities to meet the White Paper 3 and National Plan for Higher Education (Makgoba, 2007).

The College of Health Sciences (CHS) is one of four colleges within UKZN. It consists of four schools, namely Clinical Medicine (SCM), Health Sciences (SHS), Laboratory Medicine and Medical Sciences (SLMMS), and Nursing and Public Health (SNPH) (UKZN, n.d.). The majority of the academic staff within the college have a dual responsibility to the Department of Health (DOH) for service delivery and UKZN for the delivery of the educational programme. The Academic Leaders (ALs) of Disciplines report and are accountable to the Dean of the relevant school in UKZN for academic matters. However, ALs of Clinical Disciplines, who are appointed as permanent Heads, are also responsible for the academic coordination of the discipline in KZN and oversight of service delivery at a relevant institution with accountability to the Deputy Director-General (DDG). The dual responsibility of these heads and other clinical staff often creates a push-and-pull effect on them as individuals having to ensure that both parties are satisfied with academic and service delivery.

Prior to 2016, MBChB students had rotated to Pietermaritzburg in their fifth year for a portion of their training. The expansion of the teaching platform resulting in the official birth of the Decentralised Clinical Training Platform (DCTP) was initiated in 2016 with the School of Clinical Medicine (SCM) sending a total of 36 students to the hospitals in Empangeni, namely Queen Nandi (aka Lower Umfolozi War Memorial Hospital) and Ngwelezane for six weeks at a time (UKZN CHS, 2018). This was based on a memorandum of agreement between the UKZN and the KZN DOH signed on 10 December 2014 with the intention to expand the teaching platform to initially accommodate the increased number of Nelson Mandela-Fidel Castro Collaboration students who were being trained in Cuba and needed to receive the final component of their training in South Africa and later to accommodate the increase in UKZN MBChB student intakes as part of the KZN DOH long-term strategy and UKZN CHS strategy (KZN DOH & UKZN, 2014). At this stage, Medical, Health Sciences and Nursing students are being taught at DCTP hospital sites including Pietermaritzburg – Edendale, Greys, Northdale, Townhill; Newcastle – Madadeni; Port Shepstone, Stanger and Empangeni – Queen Nandi, Ngwelezane.

Community-Based Training in a Primary Healthcare Model (CBTPHM) relates to the MOU signed by the KZN DOH and UKZN CHS to re-engineer the CHS curriculums to “produce healthcare professionals that are competent and prepared for the changing dynamics of healthcare

in a developing world”. In addition, the intention is to “ensure access to high-quality care to a defined population” (UKZN CHS, n.d.).

One of the CMR challenges experienced in CHS was the ‘derecognition’ of the title of Head of Department (HOD). However, this was later relaxed for CHS due to their close link with DOH and recognising that term in their titles. Another challenge detailed more in the participants’ responses is the spread of the Bachelor of Medicine and Bachelor of Surgery (MBChB) programme across three schools within the College and the offering of the Masters in Medicine (MMed) programme by three schools within the College. This chapter aims to provide background to the study, define the research problem and purpose of the study, describe the aims and objectives, and briefly outline the research methodology.

1.2 Background to the Study

An organisation is formed when a group of more than two individuals come together to attain a purpose that cannot be achieved by an individual (Maduenyi et al., 2015). An organisation has a vision, mission, goals, and objectives. Achieving these objectives requires a structure that outlines the various sections within the organisation, the levels of authority, the core functions of the sections, and the reporting lines. Maduenyi et al. (2015) concluded that an organisation’s performance relies on its structure, and the structure impacts employee behaviour. A scoping review revealed a direct and substantial link between employee motivation and organisational performance – the higher the employee motivation the better the organisational performance (Kalogiannidis, 2021).

The performance of an organisation is usually measured by outcomes in the form of financial and non-financial statistics depicting the achievement of the strategic objectives (Greenberg, 2011). Governance is defined as the internal organisational structure, the organisation itself, and its management and leadership. In the educational landscape, governance differs significantly from that of the corporate world owing to the complex nature of a university and the environment in which it functions. The larger the university, the higher the degree of complexity (Fourie, 2009).

There are even further differences between basic education and higher education governance. In a company, corporate governance deals with the relationship between stakeholders, shareholders, and the management. In educational institutions, the stakeholders are varied, and the product and production function are vastly different from a corporate organisation. It must be remembered that universities are autonomous institutions, and how they govern themselves differs from one university to another even within the same province/country.

The above paragraphs introduce the concept of an organisation, the performance of an organisation, its governance and highlights some differences between the governance of a HEI versus a corporate organisation. This lays the ground for the understanding of an organisation and its governance as the next section then speaks about UKZN and its governance structure and changes that were made resulting in the CMR.

1.2.1 UKZN

In 2011, UKZN underwent a significant organisational structure change to implement the CMR. This study aims to explore the perceptions of middle managers (defined as those who form the leadership layer of the College and Schools excluding the Deputy Vice-Chancellor (DVC) and Head of College who is a member of the University Executive and the ALs of disciplines) within the UKZN CHS regarding this change implementation. In 2013, the CHS underwent a further change resulting in an increased reduction of professional services employees within the College.

1.2.2 UKZN Organisational Structure

Owing to the complexity and large size of the organisation, it was agreed that the founding principle of the 2004 merger of UDW and UN was to ensure integration through the non-duplication of academic governance structures and the operation of “single university-wide Faculties and Schools across delivery sites” (UKZN, 2004, p. 1). Therefore, the College Model was implemented as the organisational structure for the UKZN, following the merger in 2004, and based on 14 founding principles and five key elements as outlined in the document entitled *UKZN Colleges and Governance Structures* (UKZN, 2004). The College Model was premised on “a desire to break away from the status quo, to redress the imbalances of the past, and to create a new and distinctive university from the legacies of the merger partners, integrating not only the two previous institutions, but also the various centres and campuses of the new institution” (Mangaliso et al., 2010, p. 3). In terms of academic governance, a collegial model is defined as one that places an emphasis on a flat organisational structure, “cooperative decision making with faculty self-determination significance” (Rhoades, 1992, p. 1377). Fourie (2009) posits that effective governance of a university requires the understanding of the complexity of an educational institution, shared vision of the relevant role players and a culture of trust and communication.

The research conducted by the University before the implementation of the College Model revealed the success of the implementation of this model elsewhere in the world and that without it, organisations as large and complex as UKZN would be ungovernable. UKZN was the first

organisation in South Africa to adopt this structure in 2004 which became its legal framework in 2006 with the gazetting of the UKZN Statute (Government Gazette No. 29032). UKZN remains the only educational institution in South Africa with a College Model organisational structure. Other educational institutions which use variations of a College Model as an organisational structure include Sydney University in Australia and the Universities of Edinburgh, Aberdeen, Birmingham, Glasgow, Leicester, Newcastle-upon-Tyne, Southampton, the Imperial College in London, and the University of Manchester Institute of Science and Technology (UMIST) in the United Kingdom (Mangaliso et al., 2010). The University of Free State (UFS) is currently looking at adopting this model.

The initial UKZN College Model organisational structure contained 54 Schools consisting of single or similar disciplines within eight Faculties within Colleges. There were four Colleges, each led by a DVC. Each College had two faculties, each led by a Dean, and a Head of School led each School. As depicted in Table 1-1 below, this constituted a three-layer structure with Faculties and Schools functioning across multiple delivery sites where relevant (Makgoba, 2007). The primary ideas behind the College Model implemented in 2004 were the devolution of the principal functions of academic administration closer to the site of delivery, namely Schools and Colleges, and the redirection of financial resources, with concomitant flexibility in the management of budgets, to the principal budget holders within Colleges and Schools. It was believed this would aid in achieving the university's strategic goals.

1.2.3 UKZN CMR

In 2010 a decision was taken by the University Council to initiate an external review by a panel of experts of the College Model after it appeared that "aspects of the model had fallen out of alignment." (Mangaliso et al., 2010). The Review Report made eleven recommendations. In 2011 the UKZN CMR took place to implement these recommendations. The tagline of the CMR was "simplifying and streamlining for success" (Makgoba, 2011, p. 1; Mbadi, 2011, p. 1). The recommendation that appeared to have the most impact on the organisational structure was "to disestablish the faculties in order to create a College structure consisting of consolidated single university-wide Schools and four Colleges" (Makgoba, 2011, p. 1). The result was the removal of the entire Faculty layer, a reduction in the number of schools, and an increase in the size of Schools. The previous structure of four Colleges, eight Faculties, and 54 Schools was reduced to four Colleges and 19 Schools. Table 1-1 below compares the organisation structure of UKZN before and after the CMR.

Table 1-1 Comparison of UKZN Organisational Structure before and after CMR

UKZN 2004-2010	UKZN 2011-to date
<p>College of Agriculture, Engineering & Science Faculties: 1. Engineering 2. Science & Agriculture Schools: 1. Academic Support & Advancement programme 2. Agricultural Sciences & Agribusiness 3. Biochemistry, Genetics, Microbiology & Plant Pathology 4. Biological & Conservation Sciences 5. Bioresources, Engineering & Environmental Hydrology 6. Centre for Science Access 7. Chemical Engineering 8. Chemistry 9. Civil Engineering, Surveying & Construction 10. Computer Science 11. Electrical, Electronic & Computer Engineering 12. Environmental Sciences 13. Geological Sciences 14. Mathematical Sciences 15. Mechanical Engineering 16. Physics 17. Statistics & Actuarial Science</p>	<p>College of Agriculture, Engineering & Science Schools: 1. Agricultural, Earth & Environmental Sciences 2. Chemistry & Physics 3. Engineering 4. Life Sciences 5. Mathematics, Statistics & Computer Science</p>
<p>College of Health Sciences Faculties: 1. Health Sciences 2. Nelson R Mandela School of Medicine Schools: 1. Audiology, Occupational Therapy & Speech-Language Pathology 2. Clinical Medicine 3. Dentistry 4. Family & Public Health 5. Laboratory Medicine 6. Maternal, Child & Women's Health 7. Medical Sciences 8. Nursing 9. Pharmacy & Pharmacology 10. Physiotherapy, Sport Science & Optometry 11. Surgical Disciplines 12. Undergraduate Medical Education</p>	<p>College of Health Sciences Schools: 1. Clinical Medicine 2. Health Sciences 3. Laboratory Medicine & Medical Sciences 4. Nursing & Public Health</p>
<p>College of Humanities Faculties: 1. Education 2. Humanities, Development & Social Sciences Schools: 1. Adult & Higher Education 2. Anthropology, Gender & Historical Studies 3. Architecture, Planning & Housing 4. Development Studies 5. Education & Development 6. Education Studies 7. IsiZulu Studies 8. Language, Literacy, Media & Drama Education 9. Language, Literature & Linguistics 10. Literary Studies, Media & Creative Arts 11. Music 12. Philosophy & Ethics 13. Politics 14. Psychology 15. Religion & Theology</p>	<p>College of Humanities Schools: 1. Applied Human Sciences 2. Arts 3. Built Environment & Development Studies 4. Education 5. Religion, Philosophy & Classics 6. Social Sciences</p>

16. Science, Mathematics & Technology Education 17. Social Science Education 18. Social Work & Community Development 19. Sociology & Social Studies	
College of Law & Management Studies <u>Faculties:</u> 1. Law 2. Management Studies <u>Schools:</u> 1. Accounting 2. Information System & Technology 3. Public Administration 4. Economics & Finance 5. Graduate School of Business 6. Management	College of Law & Management Studies <u>Schools:</u> 1. Accounting, Economics & Finance 2. Graduate School of Business & Leadership 3. Law 4. Management, IT & Governance

Source: UKZN Archives, n.d.; UKZN CRTT, n.d.

The CMR objectives were detailed in a communiqué from the Vice-Chancellor (VC), Prof. Makgoba, on 13 June 2011 and are included below (Makgoba, 2011).

“The objectives of the CMR were to:

- Achieve both structural and functional efficiency through appropriate and effective devolution, consolidation of Schools, and the disestablishment of the faculty level;
- Streamline decision-making through a flatter and a competency-performance-based structure;
- Create academic critical mass through consolidation of Schools and ensure the evolution of new forms and new ways of knowledge production;
- Ensure that academics focus better on research, academic and scholarly rather than administrative matters;
- Deepen the transformation of the University;
- Bring UKZN in line with best international practice and modern trends in high impact, efficient and competitive higher education institutions in order to realise its vision and mission” (Makgoba, 2011, p. 2; Ntola, 2015, pp. 1,68,72).

1.2.4 UKZN Project Renewal

In his communiqué on 5 November 2020, approximately nine years after the CMR, the VC of UKZN, Prof. N Poku, informed the University staff members of a decision taken by Council on 27 July 2020 to approve Project Renewal. This would involve several reviews to assist the University in ensuring its sustainability while considering its financial position currently and in the future. He explained further that this review would deal with financial issues and assess *inter alia* the viability of academic programmes, the organisational structures, and the efficiency of processes (Poku, 2020). Sustainability refers to the means and actions taken to preserve a resource

for the present and the future. It includes three aspects namely, society, economic, and environmental (Purvis et al., 2019). Economic/Financial sustainability involves the reduction of costs in organisations from the implementation of sustainable initiatives. The COVID-19 pandemic had a negative impact on the global economy from which recovery has been very difficult. Economic sustainability has been severely affected by the worldwide lockdown. It has had the worst impact on developing countries increasing poverty and unemployment (Rai et al., 2021). This aligned with the increasing student debt in HEIs, the reduction in government subsidy and additional unplanned costs (for example provision of data, and additional wi-fi installations) borne by HEIs involved in continuing the academic programme online during the pandemic has negatively impacted the financial sustainability of HEIs.

1.3 Problem Statement

UKZN went through a major change with the implementation of the CMR in 2011 which had a considerable impact on the organisational structure (Makgoba, 2011). There are many established models for change (e.g. Lewin, Kotter) that show progression; however, to date, there has been no evaluation of the CMR in UKZN since its implementation. Within UKZN there are four colleges, which are the academic powerhouses of the institution, one of which is the College of Health Sciences. The middle management layer were the individuals within these Colleges and Schools who had to deal with the implementation and effect the implementation and should there be further changes will have to do so again (Mashhady, 2021). They were affected both on a personal level and as someone in a management/leadership position. Having been through the process they can provide their perceptions of what worked and what did not to assist the University with the implementation of any further changes.

The problem is there is very little success in change implementations. Without a review of the CMR, UKZN cannot determine what has been learnt from the implementation which can be used to improve the success of any further change endeavours within UKZN and other educational institutions. The University is currently embarking on a process called Project Renewal which may result in changes to the organisational structure (Poku, 2020). In order to ensure sustainability, the pandemic has taught us that changes to the organisational structure of UKZN need to also take into consideration the need of the University to be agile and adaptable to the VUCA higher education landscape (Jordaan, 2019).

Other studies within UKZN have been conducted to determine the impact of the CMR on the professional services staff by Mbongwe (2012), Ndlovu (2012), and Ntola (2015). The study by Mbongwe (2012, p. 1) was a quantitative study that looked at “the impact of the restructuring (aka

CMR) on support staff within the Colleges at UKZN” and excluded academics, management and support staff in central services. The study by Ndlovu (2012, p. 1) involved a qualitative case study of one of the 19 schools within UKZN with a sample of five employees and “investigated the support staff’s experiences of placement in the re-configured UKZN”. And the study by Ntola (2015) also took the form of a qualitative study involving UKZN support staff. All these studies focus on the impact of the CMR on professional services staff within the UKZN.

The research gap identified was that there have been no studies concerning the CMR within the CHS specifically and no studies engaging those who make up the middle management layer (which includes academic staff) of the University regarding the implementation of the CMR. The problem statement is therefore how did the CMR implementation unfold in the UKZN CHS from the perspective of middle managers. The aim is to provide the University with recommendations on how to implement change more effectively while ensuring sustainability for the future. Should this research not be conducted any further change endeavours may be costly for the university when the same errors are made in the implementation. Other educational institutions can also learn from this study when embarking on any change management.

1.4 Purpose of the Study

The purpose of this study was to ascertain the perceptions of middle managers regarding the implementation of the CMR in the UKZN CHS to determine whether the objectives and purpose thereof were achieved, the challenges faced and recommendations that can be made to implement it more effectively. The researcher engaged with the Leaders/Managers who were impacted by or instrumental in, implementing the change and/or who are still involved in its implementation.

1.5 Significance of the Study

Since the CMR implementation, there has been no evaluation of the success of its implementation and no review of whether the objectives have been met. In addition, there appears to be no research on the CMR objectives implementation at UKZN – the benefits, the challenges, the obstacles, or the successes – and its link to change management. Instead due to sustainability issues, the university is now embarking on Project Renewal which likely will result in significant changes or a completely new organisational structure.

This study will hopefully identify what worked and what did not in the change management process during the implementation of the CMR which the University can hopefully use to

determine how to improve change management for the future. The University is reviewing the organisation to ensure sustainability for the future. Part of this review includes the organisational structure of the University. The researcher believes the study will provide the University with information regarding the CMR, which may assist with Project Renewal. It is hoped that the University will be able to learn from the outcomes of this study how to improve upon the implementation of any further changes.

1.6 Aims and Objectives of the Study

The study aimed to explore the perceptions regarding implementation of the CMR in the UKZN CHS of middle managers. To achieve this, the following objectives were defined:

- To determine the perspectives in understanding the purpose of the CMR in the UKZN CHS
- To identify the factors that impacted the implementation of the CMR in the UKZN CHS
- To provide recommendations as to how the College Model can be implemented more effectively in the UKZN CHS.

1.7 Research Questions

The research questions were:

- How was the CMR in the UKZN CHS perceived by middle managers?
- What are the factors that impacted the implementation of the CMR in the UKZN CHS?
- What recommendations can be made to implement the CMR more effectively in the UKZN CHS?

1.8 Research Methodology

This study was qualitative involving semi-structured interviews of middle managers within UKZN CHS. As change is constant, purposive judgement sampling was conducted of those who formed the middle management layer during and after the start of the implementation of the CMR. They were deemed to be in the best position, as implementers of the CMR, to provide the relevant data for the purpose of the study. After obtaining a gatekeeper letter and ethical clearance from UKZN, participants were recruited and interviewed. All participants were required to complete an informed consent form. Owing to COVID-19 lockdown restrictions, interviews were conducted online using Zoom, a video conferencing software programme. The decision to use interviews was influenced by the nature of the study and the information required. Data was

collected from once-off semi-structured interviews with participants during the period 13 July to 18 August 2021.

A thematic analysis was done with the assistance of NVivo software to determine the themes arising from the data. Thematic analysis helps a researcher identify and organise patterns of meaning (i.e. themes) in shared information and experiences derived from interviewing participants (Braun & Clarke, 2012). There are two levels of themes as identified by Braun and Clarke (2006, p. 84), namely semantic – the data is presented without further analysis and latent – the analyst shapes the data content by identifying and studying the underlying meanings (“ideas, assumptions, conceptualisations and ideologies”). A verbatim transcription of the interviews was conducted.

1.9 Structure of the Dissertation

Chapter One is an introduction to the study, describing the need for and significance of the study and the research questions, aims, and objectives. The study is focussed on the organisational change of UKZN which took place in 2011 as part of the CMR specifically in the CHS and aimed at determining the perceptions of the middle managers who experienced the change as employees and were required to implement this change at ground level as managers.

Chapter Two includes a literature review of change and organisational change in the form of downsizing, restructuring, reorganisation, as well as change management, the leadership role in change, and the change management theories. Change is discussed in relation to organisational change in the context of a HEI in a landscape riddled with challenges.

Chapter Three covers the research design and methodology, including the sampling, data collection, and analysis of this study concerning the CMR change event which took place in UKZN CHS. It also includes the evaluation criteria for qualitative research. This was a qualitative study which involved semi-structured interviews of participants who formed the middle management layer, as defined by the researcher, to obtain their perceptions of this change event.

Chapter Four presents the analysis and findings from the semi-structured interviews which were conducted with 12 participants about the CMR which took place at UKZN. The data from the participants was analysed and reported by the researcher according to themes that emerged from participants’ experiences as both managers and employees of UKZN. The findings indicate the perceptions of the purpose and objectives of the CMR, the process and impact as well as the challenges experienced and suggestions on the way forward. The areas of the CMR objectives

which were successfully achieved and those which require more attention are also highlighted. The severe negative emotional impact of employees who were informed they had no job is also presented. As middle managers, the participants had to deal with difficult and disgruntled subordinates owing to their experience in this change event with little to no guidance or precedents to follow.

Chapter Five provides a discussion of the findings and reviewed literature in the UKZN CHS context. The findings correlate to an extent with previous studies which focussed on the professional services employee experiences of the CMR as being emotionally devastating. However, this study also included input from academics who had initially not realised the impact of the CMR on themselves until it was implemented. Several of the challenges experienced draw a direct correlation to the lack of communication and consultation with employees, lack of a continuous guiding coalition and ineffective planning of the implementation. The need to review the CMR is strongly recommended.

Chapter Six captures the recommendations and conclusion of this study. The aim and objectives of this study to determine the perception of middle managers with respect to the CMR which began in 2011 in UKZN CHS in terms of the purpose, the factors that impacted the implementation and recommendations on how to embed the model were addressed. The need to review the CMR was strongly recommended. In addition, recommendations on how to improve upon change events in the future by ensuring better communication, consultation and involvement of middle managers were also made. The limitations of the study and suggestions for future research were highlighted.

1.10 Conclusion

This chapter has introduced the study detailing the background information, the problem statement, and the rationale behind the study. It describes the creation of the current UKZN and the reasoning behind the 2004 College Model organisational structure. It provides information about the changes that have been made to the organisational structure of UKZN in 2011 and touches on the current new review. This chapter also highlights the need for this study, namely to determine the perceptions regarding implementation of the CMR in the UKZN CHS of middle managers. The next chapter focuses on the literature review relevant to the study including HEIs and the impact of the pandemic, change and organisational change in the form of downsizing, restructuring, reorganisation, as well as change management, the leadership role in change, and change management theories.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The previous chapter provided the introduction to the study, the aims, objectives and research questions as well as the significance of the study and problem statement. This chapter will deal with the review of the literature pertaining to this study. This study ascertained the perceptions regarding implementation of the CMR in the UKZN CHS of middle managers, a major change to the organisation which began in 2011. Sekaran and Bougie (2016, p. 51) explain that a “literature review is a step-by-step process that involves the identification of published and unpublished work from secondary data sources on the topic of interest, the evaluation of this work in relation to the problem, and the documentation of this work”.

The reviewed literature for this study focussed on HEIs and the impact of the pandemic, change and organisational change in the form of downsizing, restructuring, reorganisation, as well as change management, the leadership role in change, and change management theories. The literature highlights the importance and inevitability of change as well as addressing issues of readiness for change and resistance to change. Evidence suggests that change can be planned or emergent and the current success rate of change management is low. Organisational change can take place in many forms, for example, downsizing, restructuring, and reorganisation. There are many change management models which can be applied in various situations. Research thus far has tended to provide evidence based on the situational analysis of the change taking place rather than a defining framework that can be applied to all change management efforts. There also appears to be no guiding framework for change management that guarantees success. However, the following factors are deemed essential to improving the success rate of change in organisations, namely knowing the employees’ readiness for change, communication, participation, persuasion, the positive role of leadership in the change management process, a positive organisational culture, and efficient management of the resistance to change.

2.2 Higher Education Institutions

HEIs in South Africa, which include universities and private higher education organisations, public and private TVET colleges, CET colleges and adult education centres, are the responsibility of DHET. CHE is the governing body responsible for quality assurance, advising the minister on HE strategy and policy, following trends on HE and creating opportunities for debate on HE issues through HEQC and the NQF. The educational landscape is highly regulated

with policy by bodies like SAQA, HEQC, DHET, and CHE. The main legislation for HEIs includes the: Higher Education Act 101 of 1997, NQF Act no. 67 of 2008, Education White Paper 3: A Programme for the Transformation of Higher Education and White Paper for Post-School Education and Training.

HEIs, whether they be local or international, usually have a multi-layered complex organisational structure (Arbo & Benneworth, 2007; Denman, 2009; Vargas et al., 2019). An organisation is dependent on its environment – it receives input from its environment, converts this into output, and exports it to its environment (Odor, 2018). Organisational change in HEIs can be driven by external stakeholders over which the organisation may have little control whereas an organisation will have more control over internal changes, for example, reorganisation. Kane, Palmer and Phillips (2017) posit that organisations that are agile and experimental will be sustainable. Wentworth, Behson & Kelley (2020) state that organisational change is essential and inevitable in HEIs to ensure sustainability and development.

Internal stakeholders within HEIs which include the management, students, trade unions and staff can sometimes have conflicting mandates which makes the governing of these institutions challenging (Sebola, 2017). Stakeholder influence can affect an organisation positively or negatively and Disterheft et al. (2015) argue that there are both risks and benefits to participatory approaches. In their study, they explore the critical success factors of participatory approaches and identify a link between the interconnectedness of the people, the structure, and the processes. Corporations are interested in production and sales to make profits whereas HEIs are responsible for imparting knowledge and skills, new knowledge production, and creating future workers, leaders, and entrepreneurs (Blanco-Portela et al., 2017). Hazelkorn (2004) argues that as universities adopt a business approach more and more, instead of serving the public, the focus will turn to profit and away from its social responsibility.

Universities are known for their rigidity and predictability regarding the academic calendar with events involving *inter alia* admission, selection, registration, timetabling, examination and other assessments and graduation. The pandemic forced institutions to adjust and adapt their processes and schedules and most extended their 2020 academic programmes into the new year. The COVID-19 pandemic also highlighted the inequalities between the historically urban universities who were able to shift relatively easily to online education and the rural universities who were unable to do so due to lack of technology and infrastructure and had to instead put their academic programmes on hold (Czerniewicz et al., 2020).

A study by Kele and Mzilen (2021) identified another type of university i.e. the comprehensive university. They defined these as “post-apartheid institutions of higher learning” that had a diverse combination of academic programmes, were created from mergers post-2004/2005, were attempting to fulfil the mandate of increasing student enrolments for students from proletarian backgrounds, had several infrastructural challenges, were innovative and flexible in the pedagogy and leadership, were focusing on improving their employability of graduates by adapting to the 4IR and were in service to society (Kele & Mzilen, 2021, p. 2).

Some claim that South African universities have become “welfare” institutions owing to the interventions in providing food to students, which should be supplied by the state, thereby compromising the education endeavour (Jansen, 2017, p. 172). However, Kele and Mzilen (2021, p. 4) argue that South African universities need to redefine themselves to become “active agents in service of humanity to dismantle social inequalities through an equitable provision of university services” and that “being a people-centred university in service to society should be a pre-requisite for research excellence and institutional sustainability”.

2.3 University of KwaZulu-Natal and College of Health Sciences

The University of KwaZulu-Natal is a higher education institution situated in the province of KwaZulu-Natal in South Africa. It exists across five campuses in the suburbs of Glenwood (Howard College campus), Scottsville (Pietermaritzburg campus), Pinetown (Edgewood Campus), Umbilo (Nelson R Mandela School of Medicine campus), and Westville (Westville campus), and was born from the University of Natal (UN) and University of Durban-Westville (UDW) merger on 1 January 2004. UKZN is currently ranked at 801-1000 in 2023 QS World University Rankings 2023, 51-100 in the QS WUR Ranking by Subject and 300-501 in the Graduate Employability Ranking (QS Top Universities, n.d.). Figure 2-1 below depicts the QS World University Ranking of UKZN for the period 2012-2023.

When UKZN was created in 2004 the College Model organisational structure was implemented. UKZN is the first institution in South Africa to implement this model. In 2011, UKZN underwent a significant organisational structure change to implement the CMR following an investigation by a panel of experts. These changes had several impacts on the institution, the most profound being the removal of the Faculty layer and the reduction in schools from 54 to 19.

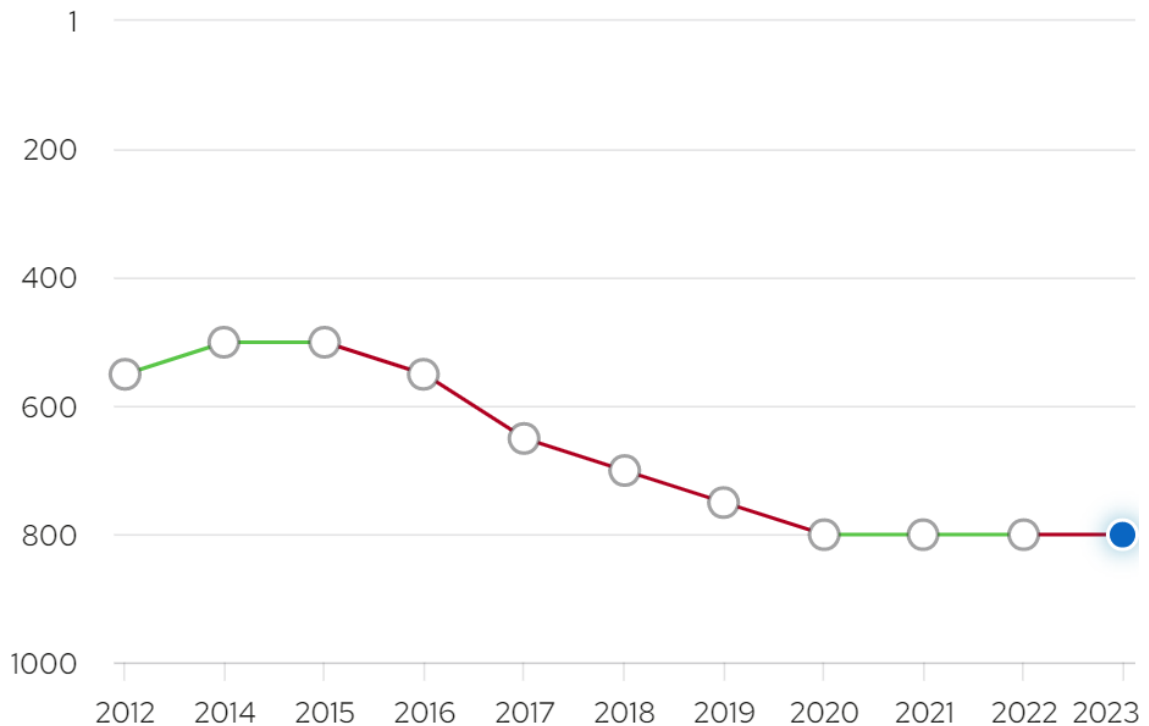


Figure 2-1 QS World University Ranking of UKZN for the period 2012-2023

Source: QS Top Universities, n.d.

The CHS is one of four colleges within UKZN. It consists of four schools, namely SCM, SHS, SLMMS, and SNPH (UKZN, n.d.). Prior to the CMR the College consisted of two faculties and 12 schools. CHS is the academic engine for the production of health professionals across all the spheres from Medical Practitioners to Sports Scientists.

2.4 Change and Organisational Change

Change, and more so change at an organisational level, is a regular occurrence which often creates upheaval and is met with resistance by employees. This section describes change as well organisational change, barriers to change, readiness and resistance to change. Comments about change are ubiquitous: ‘change is inevitable’, ‘change is needed to grow’, ‘change is not the exception but the rule’ and you need to ‘adapt to change’ but what is change and why do the majority of us fear it so? Change simply put means moving from one state of being to another. Metz (2021, p. 612) defines change as “a migration from the current situation to a desired future situation”. On a personal level, change can include differences in your physical development due to natural growth as well as your knowledge and emotional growth as you engage with your environment and learn new things.

Robbins (2001, p. 704) defines an organisation as “a consciously coordinated social entity, with a relatively identifiable boundary, which functions on a relatively continuous basis to achieve a common goal or a set of goals”. Organisational change is defined by Stouten, Rousseau and De Cremer (2018) as activities that transfer an organisation from its current situation to a future desired situation which can include changes to the organisation vision, mission, strategy, culture, structure, system, production processes, and style of leadership. Odor (2018, p. 59) argues that the organisation does not learn or change – rather it is the individuals/members of the organisation who adapt their “attitudes, behaviour and dispositions”. As an employee, one will experience change on a personal level as one advances and is promoted but also when the organisation introduces a new technology or a new organisational structure (Galli, 2018). The pace of change differs from one situation to another and frequent change can create stress and uncertainty.

Public Administration often refers to change in public organisations as ‘reform’, however, this tends to be too narrow a concept of the change that can take place in a public organisation and labels change as premeditated or calculated which is often not the case (Kuipers et al., 2014). While change can be planned there is also unplanned/emergent change which can be caused by environmental influences, for example, the current situation with the Coronavirus pandemic which has changed how people live, work and interact with each other. Change can be incremental or continuous. With planned change, the outcome is defined at the beginning whereas with emergent change, the outcome cannot be determined in advance – it emerges as the change process occurs (Kuipers et al., 2014).

Evans (2020, p. 368) argues that barriers to change can be categorised into three areas, namely “ineffective or inappropriate models/tools of change, a method for implementation and inappropriate environment”. Resistance to change can have a severe impact on the successful implementation of change. It can slow down, delay, hinder and prevent change implementation. As Kotter (1996a, p. 10) explains, in “permitting obstacles to block the new vision”, one well-placed individual can disrupt the change process. Resistance to change can be defined as a negative attitude towards change. Employees often resist change because they perceive there to be a negative outcome, they have a fear of the unknown, they resist being disrupted from their comfort zones or they misunderstand the need for the change. Change creates uncertainty and employees fear the loss of their job, their status, their way of life (Robbins et al., 2018).

Ahmed, Ismail and Saleh (2019, p. 2) describe readiness for change as “an early cognitive behavior” which will direct an individual’s decision to either oppose, resist or support change. They argue that for organisational change to succeed it is essential that organisations know the state of their employee’s readiness for change and what factors may positively or negatively affect

this. Galli (2018) posits that resistance to change is not always negative as it allows the employer to recheck their vision and change processes and provides information on the intensity of employees' reactions and emotions to the change and allows emotional release for employees. Garvin and Roberto (2005) identify persuasion as a process that reduces resistance to change while developing readiness for change. Robbins et al. (2018) have identified the following resistance to change reduction techniques detailed in Table 2-1 below.

Table 2-1 Resistance to Change Reduction Techniques

Technique	When Used	Advantage	Disadvantage
<i>Education and communication</i>	When resistance is due to misinformation	Clear up misunderstandings	May not work when mutual trust and credibility are lacking
<i>Participation</i>	When resisters have the expertise to make a contribution	Increase involvement and acceptance	Time-consuming: has potential for a poor solution
<i>Facilitation and support</i>	When resisters are fearful and anxiety ridden	Can "buy" commitment	Potentially high cost: opens doors for others to apply pressure too
<i>Manipulation and co-optation</i>	When a powerful group's endorsement is needed	Inexpensive, easy way to gain support	Can backfire, causing change agent to lose credibility
<i>Coercion</i>	When a powerful group's endorsement is needed	Inexpensive, easy way to gain support	May be illegal; may undermine change agent's credibility

Source: Metz, 2021, p. 617; Robbins et al., 2018, p. 218

In the play *Romeo and Juliet*, William Shakespeare wrote "What's in a name? that which we call a rose by any other name would smell as sweet." (Shakespeare et al., 1952, II.ii.43-44) Whether organisations use the term: rightsizing, downsizing, reorganisation, reengineering, renewal, restructuring, or turnaround, the goal is the same, namely to make fundamental changes in the way the organisation operates. 'Organisational change' is defined as changes made by a business entity or company which modifies aspects of the organisation e.g. its culture, governance, structure, technology, infrastructure or processes. 'Structural change', such as one of the outcomes of the UKZN CMR with the removal of the Faculty layer, includes modifications to the governance of the organisation, reporting lines of employees, policies, processes and procedures, skills development and amendments to job profiles (Metz, 2021). Some believe organisational change is a necessity to ensure the needs of clients are continuously met. A critical review of organisational change management undertaken by Todnem (2005, p. 370) categorised change by "rate of occurrence (discontinuous, incremental, bumpy incremental, continuous and bumpy continuous), scale (fine-tuning/convergent, incremental adjustment, modular transformation and corporate transformation) and how it comes about (planned, emergent, contingency and choice)" in line with Senior (2002) three categories of change (Dunphy & Stace, 1993; Nelson, 2003; Senior, 2002).

2.4.1 Downsizing, Restructuring, and Reorganisation

The CMR of UKZN which took place in 2011 involved *inter alia* the elimination of the Faculty layer in the organisational structure (Makgoba, 2011). One of the outcomes of the CMR was the downsizing of the organisational structure and permanent employees. Downsizing is defined as a conscious decision by an organisation to reduce its permanent staff to improve its efficiency, performance, and/or competitiveness (Budros, 1999; Langster & Cutrer, 2021; Van Dierendonck & Jacobs, 2012). However, Budros (1999) goes on to distinguish between downsizing and restructuring/structural redesign. He posits that downsizing involves the reduction of staff whereas restructuring involves redesigning or eradication of layers in the organisational structure.

Carbery and Garavan (2005) describe organisational restructuring as important changes to the properties of the organisational structure. McLachlan (2021, p. 1) refers to responsible downsizing as the “actions, practices and strategies” organisations employ to reduce the adverse effects of employee terminations. His research identifies a framework for four downsizing responsibility types, namely “communication, employment, regulatory and procedural” which organisations can use to determine the best practice and best fit in their context (McLachlan, 2021, p. 18, Figure 1).

Research has shown that many organisations believe that by downsizing they cut costs and improve profitability; however, outcomes are varied and often do not achieve the intended purpose and this can be a short-sighted strategy (Brockner et al., 2004). De Vries and Balazs (1997) argue that downsizing often results in the ‘star’ performers leaving resulting in a loss of productivity, skills, institutional memory, and an increase in demoralised, unhappy and overworked employees. Research by Brenner et al. (2014) investigated which aspect of the downsizing outcome resulted in the most severe depression i.e. amongst those who lost their jobs, those that remained, or those that were displaced. They reaffirmed that layoffs were more severely depressed than those who remained employed; however, their research also identified that how the downsizing took place (i.e. procedural justice) and the level of trust and reciprocity between employees and employer had an impact on the severity of the depression.

Previous research has classified employees impacted by downsizing as either ‘victims’ (i.e. those who leave the organisation) or ‘survivors’ (i.e. those who remain in the organisation) with those who are responsible for implementing the downsizing as ‘executioners’ (Brockner, 1992; Brockner et al., 2004; Carbery & Garavan, 2005; De Vries & Balazs, 1997; Langster & Cutrer, 2021; Van Dierendonck & Jacobs, 2012). McLachlan, MacKenzie, and Greenwood (2021) have added a classification – ‘endurers’ (those who remain in the organisation and are internally

redeployed) and describe them as employees who are survivors but also identify with some of the experiences of victims, particularly where they are ‘in limbo’ for a period facing possible redundancy and then may have to deal with the change of environment or job profile. Table 2-2 below highlights the differences and similarities between victims, survivors, and endurers (McLachlan et al., 2021).

Table 2-2 Comparison of survivors, victims, and endurers

	Survivors	Victims	Endurers
Role status	Continuation of role (possible expansion), retention of employment by the organisation	Redundancy of role, end of employment by the organisation	Redundancy of role, retention of employment by the organisation
Job search status	No need for job search	Need for job search (external)	Need for job search (internal)
Relationship with colleagues	Continued relationship with surviving colleagues, guilt towards victims	Discontinued relationship with surviving colleagues	Discontinued relationship with surviving colleagues, guilt towards victims
Impact on career path	Lower interruption	Heightened interruption	Heightened interruption
Impact on skills	Continuation of skill deployment and existing skillset	Heightened possibility of skill mismatch in new role	Heightened possibility of skill mismatch in new role
Degree of uncertainty	Relative uncertainty	Heightened uncertainty	Heightened relative uncertainty
Role of HR	Continued need for HR support	No role for HR	Continued need for HR support
Impact on psychological contract	Potential Violation of psychological contract	Violation of psychological contract	Heightened potential violation of psychological contract

Source: McLachlan et al., 2021, p. 450

Reorganisation is defined as the action undertaken to change the configuration/structure of something. Studies have been conducted at the UKZN specifically about the CMR and its impact on the support staff (aka professional services staff) within the institution (Mbongwe, 2012; Ndlovu, 2012; Ntola, 2015). Ndlovu (2012) conducted a case study of the experiences of support staff within one school during the placement or redeployment process during the CMR. A quantitative study was conducted by Mbongwe (2012) of the support staff within a College reviewing the impact of the CMR concerning the dependent variables of emotional factors, health, wellbeing, job security, and attitudinal factors. The study by Ntola (2015) also focussed on support staff within a College, however, it investigated the impact of the CMR from the start, during the transition, and after the implementation, allowing the staff to make input during the entire journey.

2.5 Change Management

Change Management involves the direction of the transition from one state to another until the desired result is achieved. Metz (2021) refers to it as an applied activity that involves designing the desired result and managing the process through the stages of change until the intended result is realised. It is both an activity and a competency. Change by an organisation can be voluntary, in response to changes in the environment (i.e. moving with the times), or a purposeful decision by an organisation to achieve a new/different status. The appropriate management of this change is essential to its success. A well-designed change management strategy and plan is essential to improve the success of the implementation of the planned change as well as reduce resistance to change and minimise risks of disruption (Metz, 2021).

Several researchers have concluded that approximately 70% of all change efforts fail (Balogun et al., 2004; Dewar & Keller, 2009; Kotter, 1996a). Despite these dated results, it is quite obvious that things have not improved much. What is essential is knowing how to manage the change. Kuipers et al. (2014) in their literature review of change management in public organisations identified five change management factors, namely context (an organisation's environment – internal and external), content (an organisation's systems, structure, strategies), process (what steps are followed/actions are taken in the implementation of the change), outcomes (how those who are involved in the change respond to the change i.e. behaviour, experience, attitude) and leadership in change management. In their review, they identify three orders of change, namely sub-system change (this usually involves changes within an organisation e.g. the implementation of a new software system), organisation change (this usually affects the whole organisation and is also referred to as transformational change e.g. the UKZN CMR), and sector change (this would affect many organisations or an entire sector e.g. the 2002 Ministry of Education proposals to transform and reorganise the education institution landscape) (Kuipers et al., 2014).

Many studies have made an association between change management and its impact on employees (Akunne & Ibrahim, 2021; Al-Jaradat et al., 2013; Bengu, 2015; Osei-Bonsu, 2014; Pillay, 2015; Turner, 2017; Wanza & Nkuraru, 2016; Yilmaz, Ozgen & Akyel, 2013). Yilmaz et al. (2013) found that communication, consultation, and participation of employees in the process impacts positively on the attitude of employees to change. Osei-Bonsu (2014) found that maximum employee participation in the process resulted in a positive outcome. Pillay (2015) discovered that an environment of distrust was created due to the lack of communication with employees during the change process. Wanza and Nkuraru (2016) concluded that a positive organisational culture with a positive leadership attitude impacts positively on employee performance.

In addition, there have been studies on the impact of change management on organisations (Jalagat, 2016; Kuipers et al., 2014; Nastase, Giuclea & Bold, 2012). Jalagat (2016) concludes that efficient management of resistance to change results in an effective change implementation. Other researchers believe that resistance to change is an important component of change management as it provides chance for feedback of the change event (De Jager, 2001; Ford, J, Ford, A & D'Amelio, 2008; Piderit, 2000). A study conducted at a university in the Southern United States focused on change management within a section of the university and reaffirmed that employee involvement in the change process, communication, training before, during, and after the change, and the role of positive leadership is essential to the success of change implementation (Turner, 2017). The outcome of a study conducted by Ratana, Raksmeay and Danut (2020, p. 205) which reviewed the development of change management theories stated that to manage a change effectively, the “change type, change process and change elements” must be taken into consideration and managed to function synergistically.

2.6 Leadership Role in Change Management

Leadership is defined as the ability of an individual to encourage, influence, and empower employees to efficiently perform the tasks they are required to do to ensure the success of the organisation (Carreiro & Oliveira, 2019). Ajmal et al. (2012) aimed to provide clarity on what role leadership played in the process of change management for a planned activity. They conclude that leadership, not management, is required to successfully implement organisational change. Ajmal et al. (2012) also advise that there are three change levels (i.e. organisation, group, and individual) and each has a different leadership role. Schoemaker et al. (2018) posit that leadership with dynamic capabilities of sensing, seizing and transforming is required to scan the organisations external environment to ensure the business strategy and model is suitable.

Leadership development and change management should not be seen as two separate entities but should rather be coordinated. There needs to be a combination of a top-down approach in initially outlining the objectives of the change and a bottom-up approach in allowing the embedding of the change by involving the staff in the process (Quinn & Quinn, 2016). A study conducted by Belias and Koustelios (2014) revealed a link between the leadership style and culture of an organisation and the impact of this on its management effectiveness. They also echo the need for employees to be involved in the process to reduce resistance to change. Many researchers argue that leadership is essential to the implementation of a significant change/innovation and that leaders need to be credible, trained, and competent. Leadership must be reflective, entrepreneurial, have strategic vision, be agile, both proactive and reactive, ready to change and implement change 24/7 (Millar et al., 2018; Schoemaker et al., 2018).

‘Transformational leadership’ is a leadership style that inspires employees to focus on the collective good, shared vision, and goals of the organisation and in so doing motivates them to do more than expected (Alqatawneh, 2018; Carreiro & Oliveira, 2019). The expectations of transformational leaders are challenging and by empowering employees they achieve high performance with gratified and dedicated followers. The components of transformational leadership include Idealised Influence (followers want to emulate the behaviour of leaders and attribute elements to the leader), Inspirational Motivation (create clear expectations and inspire others to achieve these by exhibiting commitment to the shared vision and goals), Intellectual Stimulation (followers are encouraged to suggest innovative ideas without criticism), and Individualised Consideration (function as a coach and mentor focusing on individual needs for advancement and empowering employees) (Bass & Riggio, 2005; Bass & Riggio, 2006).

The acronym VUCA, which stands for Volatility, Uncertainty, Complexity, and Ambiguity, was created in the late 1990s and was adopted by business leaders after 11 September 2001 to describe the chaotic business environment that was being experienced (Lawrence, 2013). VUCA’s components can be understood in this way: Volatility – the extent and shape of the change is unmeasurable and undecipherable; Uncertainty – there is a complete lack of predictability, there are no precedents to follow; Complexity – the combination of volatility and uncertainty leads to confusion; and, Ambiguity – there is no clarity. Schoemaker et al. (2018) have defined six strategic leadership characteristics required to navigate VUCA namely, anticipate, challenge, interpret, decide, align, and learn. Waller et al. (2019, p. 78) state that leadership in a VUCA environment must be “values-led and purpose-driven” providing lucidity and focus while monitoring and analysing the environment to ensure the organisation is ready to respond. They argue that while VUCA is a challenging environment, it also creates opportunities for real leaders to grow and evolve. Mishra (2020) describes the following as essential components of leadership in a VUCA world namely, Level 5 leadership (i.e. executive leadership who challenge the situation) (Collins, 2001), organisational spirituality (i.e. sense of connection in the workplace, values that promote service to others) (Ashmos & Duchon, 2000; Pruzan, 2013; Rego et al., 2007; Sengupta, 2011), legacy culture (i.e. leaders inculcating certain characteristics in their colleagues and subordinates that become their legacy) (Kouzes & Posner, 2006), learned optimism (i.e. how you perceive a situation, turning negative into positive) (Seligman, 2006) and hiring the right (not only the best) leaders (Bhaduri, 2015). On the other hand, Singhal (2021) posits that in a VUCA world there are no distinct solutions for leadership except that leadership must provide direction and employ various tactics to deal with each of the components of the VUCA acronym.

Johansen (2012) defined ten new leadership skills namely: maker instinct, clarity, dilemma flipping, immersive learning ability, bio-empathy, constructive depolarising, quiet transparency,

rapid prototyping, smart mob organising, and commons creating. In doing so, he changed the words that make up the VUCA acronym from negative to positive, i.e., Volatility becomes Vision, Uncertainty becomes Understanding, Complexity becomes Clarity, and Ambiguity becomes Agility – aka VUCA Prime. His research speaks about foresight – planning ten years into the future – moving to insight and finally to action (Johansen, 2012). Kouzes and Posner (2012) developed five exemplary leadership practices as detailed in Figure 2-2 below. Following these, Dirani et al. (2020) define five roles of leadership in times of crisis also detailed in Figure 2-2 in the right-hand column.

Leadership Practices in Normal Times	Leadership Roles in Times of Crisis
Model the Way	Sensemaker
Inspire a Shared Vision	Technology Enabler
Challenge the Process	Emotional Stability and Employee Well-being
Enable Others to Act	Innovative Communication
Encourage the Heart	Maintain Financial Health of the Organization

Figure 2-2 Roles of leadership in times of crisis

Source: Dirani et al., 2020; Kouzes & Posner, 2012

In a time of crisis, leadership is required to take on different roles to manage the crisis. Leaders need to help employees make sense of the situation, enable the use of technology, provide emotional stability and focus on employee well-being, as well as find innovative communication methods while maintaining the organisation’s financial health to ensure continuity. Research conducted by Bartsch et al. (2020) determined that irrespective of the severity of a disruptive event on a service organisation, appropriate leadership that behaves decisively and provides guidance will maintain work performance. This is possible if managers are involved in task-oriented behaviour that gives direction and allows employees the autonomy, with support, to continue to perform their tasks in ways that suits them. Their evidence also indicates that the more digitally mature an organisation, the easier it is to preserve levels of high-performance in crises.

Starr (2020) posits that the current themes and theories of leadership cannot provide solutions to leaders to solve such complex problems as the coronavirus. Instead, there is a need to traverse them. He explains that the novelty/uniqueness of such unprecedented complex problems means there are no best practices to follow, no experts to turn to. There needs to be a mindset change. Mental models need to be set aside by leaders to ensure they are open to learning new things. Leaders need to collaborate and network globally while behaving appropriately and demonstrating the appropriate mindset to weather the storm.

Common leadership characteristics, detailed in Figure 2-3 below, are required to deal with a crisis.

- | | |
|--------------------------|------------------|
| • Agility | • Flexibility |
| • Adaptability | • Foresight |
| • Authenticity | • Integrity |
| • Creativity | • Motivational |
| • Decisiveness | • Self-Awareness |
| • Emotional Intelligence | • Transparency |
| • Empathy | • Visibility |

Figure 2-3 Common leadership characteristics in a crisis

Source: Al Saidi et al., 2020; Dirani et al., 2020; Harris & Jones, 2020; Johansen, 2012; Jordaan, 2019; Lawrence, 2013; Stefan & Nazarov, 2020

A leader needs to be adaptive, flexible, and agile to respond appropriately to rapid changes. In addition, a leader needs to be authentic, transparent, and display integrity so that employees will trust in what is said and done, and follow. A leader needs to have the foresight and innovation to anticipate changes and/or how to deal with them. Furthermore, a leader needs to be emotionally intelligent to remain calm while also being empathetic towards employees, understanding what they are going through and their needs. Leaders need to be able to motivate employees and be visible to them to reassure them. A leader also needs to be self-aware – to be able to support employees a leader must first know him/herself. Finally, a leader needs to be willing to collaborate, but when a decision is necessary, a leader needs to be decisive.

In addition, regular communication by leadership is essential (Dirani et al., 2020). The communication must be realistic and positive without being false. Communication must also be directed via the appropriate channels at the appropriate times (Stefan & Nazarov, 2020). There must be a balance between the type of communication, the amount, frequency, and what is communicated. At the start of the pandemic, many people spent hours watching the news. This led to an overload of information and resulted in depression in some instances (Farooq, Laato, & Islam, 2020). In not knowing what to communicate, some organisations did not communicate at all and this resulted in fear and anxiety amongst their employees.

Collaboration is another significant action that leaders can take in such a situation (Stefan & Nazarov, 2020). Admitting that one does not know all the answers and involving employees in discussions to find solutions also reaffirms a sense of belonging, purpose, and ownership. In turn, this helps employees accept the changes to be implemented as they were part of their development. For collaboration to be successful, it is essential that an environment of trust is created (Jordaan, 2019). Employees must be able to trust that their leader has their best interests at heart and that the leader is authentic and competent. Van Dijke (2020, p. 8) explains that in the

power relationship, for leaders to promote collaboration, they need to display “high procedural fairness”. Dirani et al. (2020, pp. 390-391) also recommend “promoting organizational resilience”. This puts a leader in a position to move the organisation forward post-crisis to be better off than before the crisis occurred. It is leading with “agility to absorb adversity and improve responsiveness” to challenges in the future. It involves encouraging creativity and innovation and “embedding flexibility” in the organisational culture.

2.7 Change Management Theories

There are a number of change management theories. A few are provided below and then briefly described and referenced in the sections that follow. Lewin reviewed the change in terms of resolving social conflict and Kotter focussed on change from the angle of group dynamics while noting the importance of the behaviour of individuals. Senge looked at the ‘interconnectedness’ of the individual components that make up the system and how each part is reliant on the other to achieve the goals. In so doing, change management is dealt with by involving all the parties and looking at all the perspectives. The study by Mbongwe (2012) looked at the models of: Lewin, Beckhard, Thurkey, Bridges, and Kotter. The theoretical framework of Ndlovu’s (2012) study was based on Lewin whilst Ntola’s (2015) study was based on Senge’s Fifth Discipline theory.

2.7.1 Lewin

The three-step planned change process model of the late Kurt Lewin (1890-1947) is deemed by many to be the foundation of change management with Kurt Lewin as the founding father (Burnes, 2004, 2020; Crosby, 2020; McAleese, Creed & Zutshi, 2013; Schein, 1988). This model was originally designed to resolve social conflict and refers to step one as “unfreezing” (i.e. destabilising of the current situation), “moving” (i.e. the change taking place), and finally, “freezing” (i.e. reinforcing and ‘cementing’ the change) (Lewin, 1947a, pp. 34-35).

In the ‘unfreezing’ stage, an organisation creates awareness of the issues necessitating the change, and existing processes. Behaviours and structures are examined to indicate what needs to change to maintain competitive advantage or adapt to new developments in the environment. Communication to all employees of the organisation during this step is key. Understanding why the change is necessary, why it is urgent and how it will be beneficial, encourages employees to accept the change more readily and reduces resistance to the change. Project Renewal, which is currently being undertaken by UKZN involves a review of all aspects of the organisation, for example, the viability of all academic programmes, the functioning of processes, the staffing, and structures, likened to the beginning of the unfreezing stage.

The next step in the model referred to as ‘moving’ or ‘transitioning’ – originally called ‘locomotion’ by Lewin – involves implementation of the change where the organisation must move into this new way of being. Uncertainty and fear are heightened as people realise that the change is real and struggle to adapt to the new way of doing things. During this process, employees have to unlearn the old ways of doing things and old behaviours and learn the new ways and new behaviours. Proper planning, education of employees, communication reminding employees why the change is needed and how it will benefit them, as well as provision of support with the transition, are all essential to make the change easier for employees to accept.

The final stage in the model is referred to as ‘refreezing’ i.e. as a symbol of reinforcing the change, stabilising the organisation, and solidifying the new norm. This step was deemed important by Lewin to ensure that there is no regression back to the old way of doing things/behaviours. In doing so the change needs to be embedded in the culture of the organisation and there must be positive acknowledgment of individual efforts to reinforce the change.

Many have criticised this model stating that it is too simple, linear, prescriptive, and unnatural (Bartunek & Woodman, 2015; Kanter, Stein & Jick, 1992; Palmer & Dunford, 1996). Cummings Bridgman and Brown (2016) have argued that there is no evidence that Lewin developed the model and that instead it was formulated after his passing. Research by Burnes (2020) and Crosby (2020) argues that these statements of simplicity are based on reviewing the model in isolation and not in the full context of the research undertaken by Lewin, namely action research, field theory, and group dynamics. They refute the statements made by Cummings et al. (2016) by providing evidence that the model is based on Lewin’s 25 years of research on changing human behaviour and that the terms ‘unfreezing’, ‘moving’ and ‘refreezing’ are a relabelling of Lewin’s perspective on change drawn from his metatheory (Burnes, 2020; Crosby, 2020). Crosby (2020, Abstract) goes on to state that “Lewin rigorously applied the scientific method to planned change”. Rosenbaum, More, and Steane (2018) argue that the existing planned organisational change models are a refinement, which has created more clarity in respect of Lewin’s action research, group dynamics, force field analysis, and unfreeze-move-refreeze change model developed in 1946 and 1947, and not completely new approaches to change. They argue that Lewin is not merely a historical reference for the evolution of organisational change management but the critical underlying foundation on which these POCM have been built.

The model as depicted in Figure 2-4 below is an adaption of the Lewin model by Burnes (2020) which incorporates the concepts of action research, group dynamics, democratic participation, and choice and explains the change as an iterative process. It must be noted that Lewin viewed

social change as a group activity i.e. the group needs to change and establish new norms, not only the individuals themselves, to ensure sustainability (Lewin, 1947a).

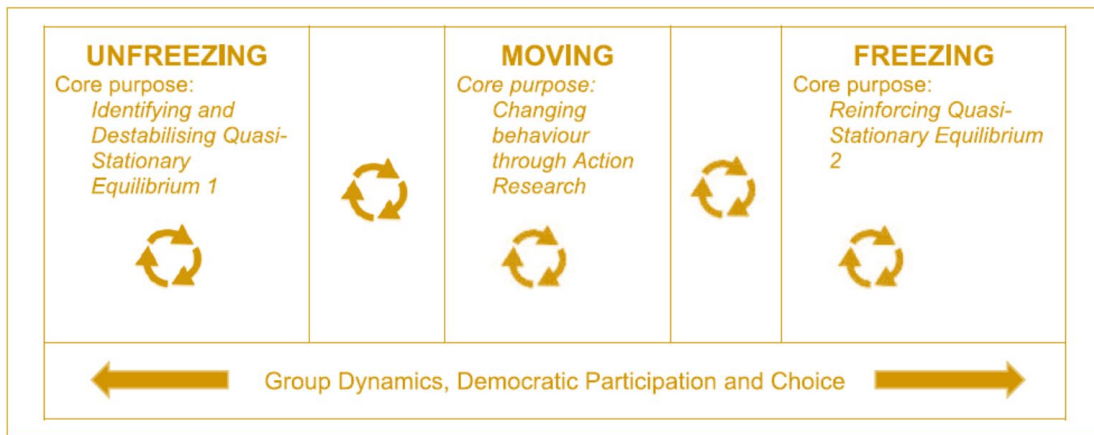


Figure 2-4 Kurt Lewin's three-step model - based on field theory
Source: Adapted from Burnes (2020)

2.7.2 Kotter

Kotter (2012) advises that there will always be some downside to change, however, the severity of the negative impact is usually caused by several errors and their consequences as detailed in Figure 2-6 below. He goes on to convert these errors into eight steps for successful change implementation which focus primarily on a multi-step process led by a strong leadership team (Kotter, 1996a, 1996b, 2012). As depicted in Figure 2-5 below, the first step is to 'establish a sense of urgency' i.e. examining the external environment, identifying crises and opportunities. Once the need for the change is evident, the second step is to 'create the guiding coalition' i.e. compiling a group of individuals who have sufficient power to lead the change and establishing them as a team. These are sometimes referred to as 'change agents'. The third step involves 'developing a vision and strategy' i.e. the vision creates direction and coordinates action and the strategy provides logical detail on how to achieve the vision. The fourth step 'communicates the change vision' i.e. relevant methods of communication are used to frequently communicate the new vision and strategy and the guiding coalition role model the expected behaviour. The fifth step is referred to as 'empowering broad-based action' – removal of obstacles, implementation of changes to structures or systems that undermine the new vision, encouraging risk-taking and the sixth step is 'generating short-term wins' – creating and planning wins (i.e. visible improvements) to recognise and reward individuals for their contribution to these improvements. This helps motivate employees to continue to achieve. Unfortunately, it can also create a problem where people feel they have achieved something so they do not have to continue with the change. The seventh step 'consolidates gains and produces more change' i.e. using increased credibility to

make further changes, recruitment/promotion and development of implementers of the change vision, reinvigoration with new projects/ideas and the final step ‘anchors new approaches in the culture’ i.e. create better performance, leadership, and management, link the new behaviours to organisational success, leadership development and succession planning (Kotter, 1996a, 1996b, 2012; Wentworth et al., 2020). Wentworth et al. (2020) argue that the Kotter model is communication-friendly and is easy to understand and implement which makes it popular. Several studies have used this model to assist with change management in HEIs (Borrego & Henderson, 2014; Calegari, Sibley, & Turner, 2015; Cox, 2015; Guzman et al., 2011; Penrod & Harbor, 1998; Sidorko, 2008; Springer et al., 2012; Steinert et al., 2007; Townsend, Valle-Ortiz & Sansweet, 2016; Wentworth et al., 2020). Wentworth et al. (2020) conclude that the Kotter model was useful in analysing the change process, assisted with maintaining the focus and direction and information dissemination, and recommend its use in HEIs.

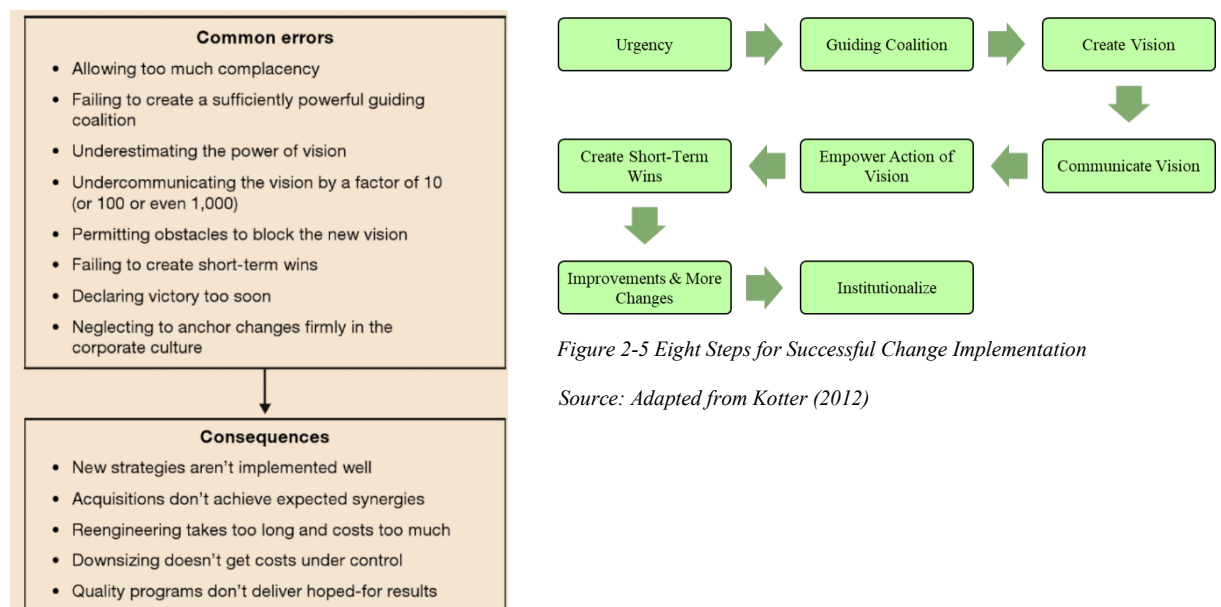


Figure 2-5 Eight Steps for Successful Change Implementation

Source: Adapted from Kotter (2012)

Figure 2-6 Organisational change efforts – Errors & consequences

Source: Kotter (2012)

2.7.3 Contemporary

Ratana et al. (2020) conducted a critical review of the development of the change management theories and in so doing classified them as pre-1990s, during the 1990s, and the contemporary theories. They posit that the pre-1990s included elements of human and strategy but no technology, were predominantly top-down with the focus on planned change with fairly predictable outcomes. During the 1990s emergent change theories were prevalent with technology as the fundamental driving force, change was deemed unpredictable and the focus was on the adaptability and flexibility of front-line managers which created risk – the outcome of this was

several step-by-step theories and practices to mitigate the risks. The contemporary theories appear to focus on all three elements of human, technology, and strategy and their interdependence. Change and the speed at which it occurs is uncontrollable, the focus is also on bottom-up (middle management) change management with both aspects of planned and emergent change and the strategy is open, malleable, and pragmatic. Their research indicates that although some of the theories are contradictory, others many confirm their validity and that the aspects of elements, type, and the process can create a framework for the future. Galli (2018) argues that the use of the correct change management model will be determined by the environment. He also states that without an employee's willingness or readiness to change, any change effort/model will fail and recommends that strong and proactive leadership with effective communication is also essential.

2.8 Conclusion

The reviewed literature for this study focussed on HEIs and the impact of the pandemic. Literature on change and organisational change in the form of downsizing, restructuring, reorganisation, as well as change management was also reviewed. In addition, the leadership role in change, and change management theories were discussed. The literature reveals the complex environment in which HEIs exist and the impact of the pandemic on the way in which they conduct their business of education and research. The literature on change and change management indicates that while there are change management models and theories, there is no overall one-size-fits-all for use in all change events. The context in which the change event is taking place impacts on the manner in which the change unfolds. However, what is evident is that any change event should involve strong and effective leadership and sufficient and appropriate communication and consultation of employees with a well-thought-out strategy and plan to implement the change. The employee's readiness for change also needs to be considered and the change event planning adjusted accordingly. The following chapter addresses the research methodology of this study describing the philosophy, methodology and the sampling, data collection and analysis. It also provides the study location, ethical issues and evaluation criteria for a qualitative study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed the literature relevant to this study, focusing on change, change management, organisational change, the leadership role in change management, and theories about change management. The literature reveals that the environment of HEIs is complex and faces many challenges. In addition, it showed that many change management processes fail, and there is a lack of a one-size-fits-all change management framework that can be applied in all situations. This study hopes to provide lessons to be learnt to manage change HEIs better in the future. This chapter defines how the research was conducted for this study, detailing the philosophy and methodology that was applied, including the sampling, data collection and analysis, study location and ethical issues and finally, the evaluation criteria for a qualitative study.

3.2 Research Philosophy and Methodology

How research is undertaken is derived from the research philosophy, strategy and instruments used to address the objectives and questions of the research (Creswell & Poth, 2016). “A research philosophy is what the researcher perceives to be the truth, reality and knowledge” (Ryan, 2018, p. 2). It encapsulates the ideals and beliefs of the researcher and guides the choices made regarding the design, data collection and analysis. The philosophy's ontology is determined by a researcher's values concerning what is known as real and is believed factual. Epistemology is the researcher's belief about the truth, i.e. about the researcher's knowledge and how they came to know. Figure 3-1 below provides a brief overview of the philosophical paradigms as interpreted by Ryan (2018) in reference to their ontology (what is reality) and epistemology (what is truth).

	Positivism	Constructivism/ Interpretivism	Critical Theory (CT)
Ontology What is reality?	Empiricism Naïve realism Logical realism	Relativism	Historical Realism (Historic social structures)
Epistemology What is truth?	Objectivity	Subjectivity	Modified Subjectivity

Figure 3-1 Interpretation of paradigms of philosophy
Source: Ryan, 2018, p. 2

The philosophy behind this research is interpretivism. Interpretivism integrates the human angle into a study. “It considers humans as different from physical phenomena as they create further depth in meanings...” (Alharahsheh & Pius, 2020, p. 41). The interpretivist view is that truth and knowledge are derived from our cultural and historical experiences and understanding and, therefore, are subjective. Phenomenology, one of four interpretivist approaches identified by Bryman (2008), concentrates on individuals’ experiences and interpretation thereof (Bryman, 2008; Ryan, 2018). It looks at how participants discern their experience to gain understanding (Mohajan, 2018). In this study, the researcher was interested in knowing how the subjects perceive, interpret, construct, and view reality in implementing the CMR within the UKZN CHS. According to their perceptions, what had the challenges and successes been? How did they interpret the achievement of the CMR objectives? What were their views concerning what still needed to be implemented? From this emerged what worked and what had not according to their construct. Research methodology describes how the researcher designed the study to address its aims and objectives and why. It includes what data needed to be collected and from whom (sampling). In addition, it details how it was collected (data collection) and analysed (data analysis). This is described in detail in the paragraphs that follow.

3.3 Types of Research Methodology

Research can be conducted using one of three methods, i.e. qualitative, quantitative or mixed methods. Qualitative research is helpful in addressing the why and how questions to understand human intent and behaviour (Doody & Noonan, 2013). Dodgson (2017) explains that qualitative research does not involve measurement. One cannot assume the objective study of a singularity. Qualitative research is influenced by an individual’s reality and relies on their perspective of that

reality (Dodgson, 2017). Qualitative research involves data consisting of words or text, whereas quantitative research tests and measures numerical data. It takes place in a non-contrived setting and allows for in-depth accounts of actual experiences (Creswell, 2009). Qualitative methods are applied in exploratory research. For example, in this study, the aim is to explore the perceptions regarding implementation of the CMR in the UKZN CHS of middle managers. Quantitative methods tend to be used to confirm, for example, a relationship between two variables or test a hypothesis. Mixed methods research would include a blend of qualitative and quantitative methods and data.

3.4 Inductive/Deductive Reasoning

“Reasoning is the act of drawing inferences from the evidence and is an essential component of human intellectual functioning” (Hayes et al., 2018, p. 1333). Deductive reasoning looks at whether an extrapolation follows a specific premise, whereas inductive reasoning examines the probability of the extrapolation given the premise (Hayes et al., 2018). Unlike deductive reasoning, the inductive reasoning approach works from specific observations made from the data to broad generalisations. This approach is used in exploratory and qualitative studies. The approach for this study involved inductive reasoning using an interview schedule as an instrument whereby observations were made from the data gathered during the interview process. The research design determines the appropriate mechanism to be used when obtaining data for a study (Doody & Noonan, 2013). Hence, as this study was qualitative and inductive reasoning was being applied, semi-structured interviews were conducted with middle managers within the UKZN CHS regarding the implementation of the CMR.

3.5 Sampling

“Sampling begins with precisely defining the target population” (Sekaran & Bougie, 2016, p. 240). The definition of the population is usually influenced by elements, available time for the research and availability of the participants and possibly also geographical location. However, this may become less of an issue with advanced technology, which can overcome these boundaries. The population for this study included all who make up the middle management layer within the UKZN CHS. As change is constant this included those who were middle managers during and after the start of the implementation of the CMR.

The researcher defined ‘middle management’ as anyone below the level of the Deputy Vice-Chancellor (who is a member of the University’s Executive Leadership) and above the level of

Academic Discipline Leaders. This included one Director: College Professional Services, one CHS Dean: Teaching and Learning, one CHS Dean: Research, one CHS Academic Leader: Registrar Training, four School Deans, four School Academic Leaders: Teaching and Learning, four School Academic Leaders: Research, six College Managers, and three School Managers, i.e. 25 in total.

These individuals form the leadership of the College / School and are responsible for assisting the University in implementing the CMR. For example, in the College of Health Sciences, the membership of the College Management Committee includes the DVC, DCPS, College Deans, School Deans, and College and School Managers as non-voting members, and in the School of Clinical Medicine, the leadership includes the School Dean, Manager and Academic Leaders: Teaching & Learning, Research and Registrar Training as well as the Professional Services Leaders. Each of these Directors/Deans/Managers/Academic Leaders is an element of the population of this study.

When conducting research, the sampling design can either be probability or non-probability sampling. Taking a random sample from the population is probability sampling, i.e. what is the probability of being sampled? This aids in making the study generalisable to the entire population. Non-probability sampling is the opposite, e.g. the researcher selects the sample from the population based on those who can best provide the data required for the study. Non-probability sampling incorporates convenience and purposive sampling (i.e. judgement and quota sampling). Purposive sampling is used when specific types of people are sampled due to the information they can provide (i.e. they are the only ones with the information) or meet specific criteria identified by the researcher. Judgement sampling, a form of purposive sampling, refers to those “who are most advantageously placed or in the best position to provide the information required” (Sekaran & Bougie, 2016, p. 248).

The sampling done in this study was non-probability purposive judgement sampling owing to the need to focus on a specific staff rank layer, i.e. middle managers – those who were/are involved in the implementation of the CMR in the CHS. The sampling unit was the individual participants who made up the sample. When no new data arises from the interview process, theoretical saturation is reached (Glaser & Strauss, 2017). The sample size of 12 was determined by theoretical saturation, i.e. the point at which no new data arose.

3.6 Data Collection

During qualitative research, when collecting data, use is made of primary data and secondary data sources. Primary data refers to data that the researcher collects, whereas secondary data is data that was previously collected by someone else (Sekaran & Bougie, 2016). Data can be gathered from focus groups, individual or group interviews (i.e. unstructured, semi-structured or structured), case studies, surveys (i.e. online or physical), observations, and documents and records (i.e. secondary data). For this study, use was made of primary data derived from semi-structured interviews with participants and conducted online using Zoom.

Use was made of semi-structured interviews to gather more in-depth data and understanding of the participants' experiences and perceptions. The flexible nature of a semi-structured interview process allowed the researcher to follow up with the participant during the interview and engage in a dialogue where necessary, thereby obtaining additional insights (Doody & Noonan, 2013). The disadvantage of this method is it can take more time and can be more challenging to analyse and compare gathered data. In addition, data was also collected from historical documents and records, which included communiqués to the university community by the Vice-Chancellor and Corporate Relations and university reports, documents and presentations about the CMR.

3.6.1 Data Collection Methods

On 5 March 2020, the coronavirus was confirmed in South Africa, with the first patient diagnosed (Mkhize, 2020). A national state of disaster was announced on 15 March 2020 by the South African Minister of Cooperative Governance and Traditional Affairs, Dr N Dlamini Zuma (Dlamini Zuma, 2020). In his statement on 24 March 2020, President Cyril Ramaphosa, announced that with effect from 27 March 2020, South Africa would go into lockdown in response to the COVID-19 epidemic (Ramaphosa, 2020). Before embarking on the study, out of respect, the DVC was approached by the researcher to obtain approval to engage with staff within the College of Health Sciences, and this was granted.

When the interviews were conducted, South Africa was in Lockdown Level 4 as a result of the coronavirus pandemic, and most participants were working from home for the majority of the time when recruited. It was difficult to recruit participants because the researcher was not permitted to contact them via email. Owing to the restrictions of the gatekeeper letter and the coronavirus pandemic, the researcher could also not personally approach the identified population in the office or call them telephonically at work. The researcher had to rely on contacting them via WhatsApp and following up repeatedly with some to encourage them to participate.

The interviews were conducted and recorded via Zoom. At the start of the interview, the researcher provided a presentation that reminded the participant of the study's title, aim, and objectives. The presentation also included the six objectives of the CMR, detailed in the introduction to this study, as a reminder to participants.

A copy of the Interview Schedule is attached as Appendix 2. The first three questions of the interview schedule were used to confirm that the participants met the criteria of the targeted population, namely the period in which they were employed at UKZN (including pre-merger where applicable), what position they held in UKZN CHS and how long they had been in that position. Doody and Noonan (2013) explain that before moving onto questions that require in-depth thought or are delicate in nature, it is important first to ask questions that can be answered effortlessly. This placed the participant at ease. In addition, appropriate language that made sense to the participants was used.

Questions four to seven of the Interview Schedule focused on the CMR, including the participants' understanding of the purpose, their thoughts on how the process was undertaken, what (if any) should have been done differently, and what challenges were experienced in the implementation. Participants were asked to look at the last question in terms of their personal experience as an employee and secondly as a middle manager required to assist the University in implementing the reorganisation.

Questions eight to fourteen then looked specifically at the CMR in terms of the CHS, namely, were the objectives met, if objectives were not met, which one's fared the worst, what were the factors which prevented successful implementation, what was the impact on academics and professional services staff, whether it was successfully implemented within the College, what percentage success was achieved in the implementation of the objectives, and finally, what the thoughts were on implementation in CHS vs the rest of the university.

Questions fifteen to seventeen and nineteen focussed on the impact of the CMR on the organisation, i.e. what effect it had on the University vision and mission, impact on its competitiveness, what benefits (if any) had been received by the University and whether it was still relevant ten years later.

Question eighteen looked at the impact of the events of 2020 and the upcoming Project Renewal change on the CMR. Question twenty asked participants to provide factors that would assist in embedding the CMR in the UKZN CHS where the implementation had not been entirely

successful. Question twenty-one allowed the participants to add anything else they felt needed to be noted.

To recap, the objective of the study was:

- To determine the perspectives in understanding the purpose of the CMR in the UKZN CHS;
- To identify the factors that impacted the implementation of the CMR in the UKZN CHS; and
- To provide recommendations as to how the College Model can be implemented more effectively in the UKZN CHS.

The questions in the interview schedule were developed in relation to the research questions and the study objectives. Questions four to five, eight to nine, eleven to twelve, and fourteen to seventeen drew responses on the research question of how the CMR in the UKZN CHS was perceived. Questions six to seven, ten and thirteen addressed the research question: What factors impacted the implementation of the CMR in the UKZN CHS. Questions eighteen to twenty-one elicited responses regarding the research question of what recommendations can be made to implement the CMR more effectively in the UKZN CHS.

After each interview, the researcher downloaded the recording and transcript from Zoom and saved it in a Dropbox folder and external hard drive. Later, the researcher listened again to each interview and edited the transcript to reflect precisely what was said. This was necessary because Zoom had incorrectly interpreted some of what was said due to accents, tone, and acronyms. These interviews were then uploaded onto NVivo. As the research instrument, the researcher identified, reviewed and refined the themes and sub-themes from the data during the analysis phase and used NVivo to generate a word cloud.

Data was collected from once-off semi-structured interviews with participants during the period 13 July to 18 August 2021. This was based on the availability of participants and work commitments. The length of the interviews ranged from 34 minutes to 1 hour and 40 minutes, with the average being 53 minutes, and 12 participants were interviewed. Broadly, views of professional services employees were obtained with some input from academics in middle management positions.

The time horizon was cross-sectional, i.e. each subject was interviewed once over a brief period, dependent on their availability. The researcher conducted one-on-one semi-structured interviews on Zoom of the identified participants, posing the predetermined questions. The researcher made use of Zoom because: (1) in the situation at that time with the coronavirus pandemic and lockdown levels, it was still possible to conduct the interviews using this method; (2) and the researcher was

able to record the interview and obtain a full transcript from the software thereafter which assisted with a more accurate capturing of the responses.

The questions were open-ended to obtain a depth of response, which increased the study's validity, aiding in new concepts (Doody & Noonan, 2013; Hand, 2003). Semi-structured interviews involve pre-determined but open-ended questions followed in a specific order but allow the researcher to use follow-up questions or probe the participant for more detailed information. The documents and records were obtained from the University archives, University notices and webpages about the CMR.

3.7 Location of the Study

A study setting can either be contrived (i.e. artificial situation where the independent variable is manipulated) or non-contrived (i.e. natural situation) (Sekaran & Bougie, 2016). This study was conducted in a non-contrived setting, i.e. there was no interference in or manipulation of the natural working environment, which suits an exploratory study. The location of the study was the UKZN CHS. Participants were from the Nelson R Mandela School of Medicine, Howard College and Westville campuses; however, they were working from their private residences due to the lockdown restrictions at that time.

3.8 Ethical Issues

The inclusion criteria were specifically staff in the position of Director or College/School Dean/Manager or Academic Leader within the UKZN CHS during or after the start of the implementation of the CMR who formed the middle management layer of the University as defined by the researcher in Key Terms. The study excluded anyone employed external to the CHS and those employed within the CHS at Executive Leadership level and below School Management level. It also excluded Academic Discipline Leaders within the CHS.

Having obtained ethical clearance, the researcher attempted to recruit participants from the identified population. A copy of the Gatekeeper Letter is attached as Appendix 3 and a copy of the Ethical Clearance letter is attached as Appendix 4. Participants were sent the title, aim, objectives of the study, and a copy of the Information Letter and Informed Consent form via WhatsApp with a request to complete the form and email to the researcher's student email address if they were willing to participate. A copy of the Information Letter and Informed Consent form is detailed in Appendix 1. Some participants requested the researcher to email them the Informed

Consent Form, which was done from the researcher's student email address, to which they then responded with the completed form. All participants concluded and signed the informed consent form.

Once the signed informed consent was received, the researcher then engaged with the participants via WhatsApp to determine their availability for the interview. When a date and time were agreed upon, the researcher sent a Zoom invite to each participant, which they all accepted. During the interview, cameras were turned off to protect the participant's identity. The recordings and transcriptions of the interviews were downloaded and stored on an external hard drive which was locked up when not in use to maintain the confidentiality of the participants. All references to participants on documentation, electronic records, and in this dissertation were anonymised to ensure no identification of individuals.

3.9 Data Analysis

The unit of analysis is the major entity being analysed in a study. It can consist of any of the following: individuals, dyads, groups, organisations and cultures. For this study, the unit of analysis was individuals, namely the participants. Data analysis is an active process whereby the researcher probes the data drawing themes, concepts or meaning from the literature (Mohajan, 2018). Qualitative data analysis usually "consists of three steps, namely data reduction, data display and drawing of conclusions" (Sekaran & Bougie, 2016, p. 333). The process of data reduction is required to condense the data to make it more manageable and intelligible. It includes selecting, simplifying, coding, and categorising the data (Sekaran & Bougie, 2016). Data display is the manner in which the data is exhibited in the study and can include quotes, a graph, chart or matrix depicting data patterns. This helps in the understanding of the data and assists with drawing conclusions. As this is a qualitative data study, the analysis was a continuous and iterative process.

Data were obtained from participants; for example, how many years each subject has been employed at UKZN and how many years each participant had occupied their middle management position and are detailed in Table 4-1 in Chapter 4. Braun and Clarke (2006) outline thematic analysis in a six-step framework described in Figure 3-2 below. Thematic analysis is a qualitative method of analysing data by identifying themes or patterns across the data set. Whilst there are steps to the process, there is movement backwards and forwards during the analysis, e.g. as you analyse the data, you edit codes and themes to reflect the data more accurately. The write-up begins at the start by taking notes annotating transcripts. A theme identifies something essential about the gathered data which assists in answering the research questions. The level of the themes

was semantic, i.e. taking into consideration the explicit data provided by the participants and interpretation of its significance in terms of general meaning and implication.

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Search for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Figure 3-2 Six-step framework for thematic analysis

Source: Braun & Clarke, 2006, p. 87, 2012; Maguire & Delahunt, 2017

The researcher undertook an analysis of the data along the lines of a thematic analysis guided by the six-step framework of Braun and Clarke (2006). After the interviews, the researcher listened again to each interview correcting the transcript where Zoom had misunderstood the pronunciation of some of the words, i.e. step one above. This afforded a second opportunity to go through the data. Following this, the researcher again read through each interview, making notes and identifying themes and sub-themes, i.e. step two above. The relevant extracts from the interviews were coded in terms of the identified themes and sub-themes using NVivo by dragging the sections to the applicable codes, i.e. step three above. These were re-read and analysed during which the themes and sub-themes were refined, i.e. step four above, however, a thematic map was not purposefully drawn. The researcher then began capturing the rich descriptive data within the themes in the study and inserting relevant quotations from the data to substantiate/highlight the theme/sub-theme. Further review and analysis were undertaken by the researcher refining the data in the dissertation, reviewing the information in terms of the research questions and study objectives to ensure alignment, i.e. steps five and six above. This was an iterative process until all the relevant data was appropriately captured and detailed in the analysis and findings. Use was also made of NVivo to create a word cloud of the emotions expressed by participants during the interviews, as detailed in Figure 4-3.

3.10 Evaluation Criteria for Qualitative Research

Some deem qualitative research inferior as it allegedly lacks scientific rigour compared to quantitative (Mays & Pope, 1995). Instead, it is another way of studying humans, their perceptions

and experiences of various phenomena and theory development. Qualitative research concerns itself with understanding, recounting and translating the meanings humans place on life and their experience in the world. The different methodologies used for quantitative and qualitative research require different evaluation criteria. If qualitative research is evaluated using quantitative criteria, it will lack credibility and, therefore, should only be critiqued using relevant criteria (Cutcliffe & McKenna, 1999; Leininger, 1994). Quantitative research appears to be more objective and uses rigour and validity, whereas qualitative is deemed more subjective and uses credibility and trustworthiness (Cope, 2014). Cutcliffe and McKenna (1999) recommend that it is essential for the researcher to state unambiguously what qualitative approach was exercised in their study and the steps taken to establish the credibility of the data analysis and interpretation. To reiterate, the researcher's qualitative approach for this study was phenomenology, i.e. it aimed to express the individual perceptions and experiences of the phenomena being studied, namely the CMR and its impact on both individuals and the organisation.

Guba and Lincoln (1994); Lincoln and Guba (1985) developed five criteria to determine qualitative research trustworthiness, namely: "credibility, dependability, confirmability, transferability and authenticity" (Cope, 2014). Creswell (2012) states that qualitative researchers should use at least two of these criteria in a study. Morse (2015, p. 1214) explored the following approaches for determining validity, namely, "prolonged engagement, persistent observation and thick, rich description; negative case analysis; peer review or debriefing; clarifying researcher bias; member checking; external audits; and triangulation". In this instance, the abovementioned criteria defined by Guba and Lincoln (1994); Lincoln and Guba (1985) will be used with some reference to Morse's (2015) "prolonged engagement, persistent observation and thick, rich description".

3.10.1 Credibility

Sandelowski (1986) states that a qualitative study is credible if the participant's experiences can be immediately recognised by others subjected to the same event. Owing to the reiteration of the same experiences by more than one participant, it is felt that the data in this study is credible and would likely be expressed by others who were also subjected to the CMR in UKZN. Morse (2015) posits that it is essential that there is time for the participant to become acquainted with the interviewer, particularly with unstructured/semi-structured interviews, to obtain more enhanced, valuable and valid data. This also helps establish credibility and rapport and motivates participants to respond. With relevance to this study, the researcher has been employed in a managerial position in the College of Health Sciences since 2011 and has worked reasonably closely with all participants for approximately ten years or more. This prolonged engagement allowed the

participants to feel comfortable and open to answering the interview questions in detail, providing rich and valid data. In addition, at the start of the interview, the researcher reminded the participants of the study's aim, objectives, and research questions and gave them the opportunity to withdraw at any time. Furthermore, the researcher assured the participants that their confidentiality would be maintained, allowing them to be free to speak openly and honestly about their experiences, which again strengthened the validity of the data.

3.10.2 Dependability

Dependability is when the same data is produced consistently in similar situations (Cope, 2014). Many argue that the nature of a qualitative study is such that the results cannot be replicated as they are unique to the context and the experiences of the individual participants in the study. Although this study focussed on middle managers within one College of the University, it has produced similar albeit not identical data about the human experience of the CMR to studies undertaken of other staff/sections in the University (Mbongwe, 2012; Ndlovu, 2012; Ntola, 2015). With the focus on middle managers, the data of this study varied to some extent from the abovementioned studies as it looked at perceptions of roles as a middle manager and an employee. As this study was conducted through the use of semi-structured interviews, questions were pre-selected and asked of all participants in the same order. Participants answered each question as they deemed necessary. The researcher followed up with probing questions, where relevant, to obtain additional data/clarification or allow participants to elaborate on a comment/statement made. The responses of participants were then coded into themes and analysed. It is possible that another researcher reviewing the same data would develop the same themes and sub-themes thereby substantiating the dependability of the data.

3.10.3 Confirmability

This criterion involves the demonstration that the data provided by the participants is unbiased and undistorted by the researcher's views. The perceptions described by participants were captured in detail from the interviews following persistent observation of the data. Many of the same perceptions were reiterated by fellow participants. The confirmability is evident in the rich text description presented in the findings and analysis with quotes from participants for every theme. In addition, perceptions were obtained from all angles, i.e. of the middle manager as a manager and employee and from their experience about the purpose, process of the CMR, the impact on the College and University, the challenges experienced as middle managers and suggestions for the way forward.

3.10.4 Transferability

The transferability criterion relates to applying the same findings to other groups/settings. This study focussed on middle managers within one college of the University. However, as employees of the same institution who went through the same event, it is possible that the perceptions and experiences are transferable to other middle managers in another college in the same institution.

3.10.5 Authenticity

The authenticity of a study is determined by how the researcher truthfully captures the emotions and opinions of participants' experiences. This is achieved by the descriptive detail of the themes and sub-themes in the findings and analysis and the word cloud of emotions expressed by participants during the interviews as captured in Figure 4-3. In addition, the persistent observation of the data by the researcher paying particular attention to the feelings of the participants and their expressed emotions, allowed for the authenticity of the data.

3.11 Conclusion

The study is qualitative based on interpretivism using inductive reasoning. The population was identified as middle managers within the UKZN CHS and non-probability purposive judgement sampling was used. The data was collected via semi-structured interviews using Zoom, and the sample size was reached via theoretical saturation. The data analysis took the form of thematic analysis using coding, identifying themes and sub-themes. The trustworthiness of the data was strengthened by the credibility, trust, and rapport established with the participants, which gave rise to thick data. In addition, the dependability and transferability of the data would result in similar themes being captured and similar perceptions and experiences being reported by other participants in other colleges owing to the coded analysis of the data and quotes from participants. The confirmability of the data is evident in the rich text themes and sub-themes with quotations by participants, and the authenticity is apparent in the emotional impact captured in the text of the themes and word cloud. The next chapter deals with the analysis and findings of the data with detailed descriptions of the biographical data, the themes and sub-themes that emerged from this process.

CHAPTER FOUR: ANALYSIS AND FINDINGS

4.1 Introduction

Chapter three dealt with the research methodology of this study detailing how the research was undertaken, the philosophy underpinning the research, the sampling, data collection and analysis, study location, and ethical issues. This chapter presents the analysis of the responses received from participants during the semi-structured interviews and the findings which arose regarding the CMR in the UKZN CHS. Thematic analysis was conducted using an inductive, bottom-up approach led by the data generated from the interviews (Maguire & Delahunt, 2017). The Braun and Clarke six-step framework was used as a guideline to undertake the analysis from reading and re-reading the data, developing codes, creating themes, refining themes, determining final themes to write up (Braun & Clarke, 2006, 2012).

As a reminder, this study intended to answer the following questions:

- How was CMR in the UKZN CHS perceived?
- What are the factors that impacted the implementation of the CMR in the UKZN CHS?
- What recommendations can be made to implement the CMR more effectively in the UKZN CHS?

The biographical data of the participants and themes that emerged from the qualitative analysis of the obtained data is detailed below.

4.2 Biographical Data

The population identified for this study included all who form the middle management layer within the UKZN CHS as defined by the researcher. These individuals form the leadership structure of the schools and college and include the Director: College Professional Services, College Deans, College Managers, School Deans, School Managers and School Academic Leaders. A total of 12 participants were interviewed. As depicted in Figure 4-1 below, three were from academic leadership and nine from professional service leadership.

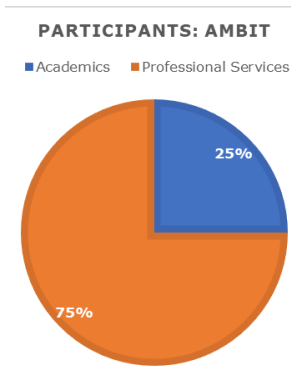


Figure 4-1 Ambit of participants - Academic vs Professional Services

Table 4-1 below details the biographical data of the participants and the number of years they have worked for the institution before and after the merger, and how many years they have been in their current position within this middle management layer. Pseudonyms and period ranges have been used to protect their identity and maintain confidentiality. Seven of the participants were female, and five were males. The average years' service at UKZN (post-merger) was 15, and the average number of years served in the middle manager position within UKZN CHS was six. Suppose one considers that UKZN (post-merger) has been in existence for 17 years. In that case, an average of 15 years' service at UKZN, as detailed, indicates the loyalty of the employees of this organisation. This is substantiated further as eight of the 12 participants were employed in either UDW or UN before the merger.

Table 4-1 Biographical data of participants including years of service and years in a middle manager position

Name	Gender	Academic /PS	Years Service		Years in Middle Manager Position in CHS
			Pre-Merger	Post-Merger	
P1	Female	PS	11-15 years	15-17 years	6-10 years
P2	Male	Academic	11-15 years	15-17 years	0-5 years
P3	Male	PS	0-5 years	15-17 years	6-10 years
P4	Male	PS	0-5 years	15-17 years	0-5 years
P5	Female	PS	0-5 years	15-17 years	6-10 years
P6	Male	PS	11-15 years	15-17 years	6-10 years
P7	Female	Academic	0-5 years	15-17 years	0-5 years
P8	Female	PS	6-10 years	15-17 years	6-10 years
P9	Female	PS	-	15-17 years	0-5 years
P10	Male	PS	-	10-14 years	6-10 years
P11	Female	PS	-	10-14 years	0-5 years
P12	Female	Academic	-	10-14 years	0-5 years

4.3 List of Themes

Table 4-2 below lists the themes and sub-themes identified by the researcher during the analysis while Figure 4-4 at the end of the chapter depicts these themes and sub-themes in a visual form.

Table 4-2 Themes and Sub-Themes of the study

THEMES		SUBTHEMES	
4.4	Perceptions of the Purpose of the CMR	4.4.1	Purpose
		4.4.2	Structural and Functional Efficiency
		4.4.3	Streamlining Decision-Making
		4.4.4	Creating Academic Critical Mass
		4.4.5	Better Focus on Research by Academics
		4.4.6	To Deepen the Transformation of UKZN
		4.4.7	Best International Practice
4.5	Perceptions of the CMR Process	4.5.1	Too Hasty
		4.5.2	Lack of Consultation
		4.5.3	Lack of Managerial Input into Devolved Structure
		4.5.4	Lack of Appreciation of Institutional Memory
		4.5.5	Stressful Allocation
4.6	Perceptions of the Impact of CMR in CHS	4.6.1	Emotional Impact
		4.6.2	Misinterpretation of the Term "Administration"
		4.6.3	Uniqueness of Health Sciences
		4.6.4	Impact on Academic Programmes
		4.6.5	Investment in Staff
		4.6.6	Comparison with Other Colleges
4.7	Perceptions of the Impact of CMR on UKZN	4.7.1	UKZN Vision & Mission
		4.7.2	Competitiveness of UKZN
		4.7.3	Lack of Career Growth Opportunities
		4.7.4	Benefits of the CMR on UKZN
		4.7.5	Year 2020
		4.7.6	Project Renewal
4.8	Challenges Experienced During Implementation of the CMR	4.9.1	Disgruntled & Demotivated Staff
		4.9.2	Unclear Expectations
		4.9.3	Physical Location of Staff
		4.9.4	Logistics and Adaptation
		4.9.5	Minimum Job Requirements
		4.9.6	Lack of Relevant Training
		4.9.7	New Reporting Lines
		4.9.8	Lack of Precedents/Guides/Policies
		4.9.9	Centralisation of School Administration
		4.9.10	Differing Perceptions/Ways of Doing Things
4.9	Suggestions for Way Forward	4.10.1	Communication and Consultation
		4.10.2	More Devolution and Improvement of Service Delivery at Central
		4.10.3	Strong Leadership and Appropriate Handovers
		4.10.4	More System Improvement and Innovation
		4.10.5	Review of CMR Essential
		4.10.6	Establishment of Appropriate Culture
		4.10.7	Focus on Appropriate Transformation

4.4 Perceptions of the Purpose and Objectives of the CMR

Participants were requested to express their understanding of the purpose of the CMR, their thoughts on how the process was undertaken, what should have been done differently.

4.4.1 Purpose

There were differences in understanding the purpose of the CMR. However, the majority of the participants stated that the purpose of the CMR was to streamline processes and increase efficiencies while reducing bureaucracy as there were too many people to consult in the previous structure, which resulted in delays. It was also understood that the outcome would be that each college would have autonomy and operate like a ‘mini-university’. The intention was also to empower and hold individuals accountable for their portfolios, thereby moving away from having committees making decisions on everything. A participant stated that their understanding of the CMR was:

“To decentralise decisions and processes from central to the college level therefore reducing the time that we spend on each process. To improve administration efficiency and have decisions decentralised.” (P4)

Another participant mentioned that the purpose was to create academic critical mass with the professional services being responsible for the administrative work freeing academics to focus on academia and research. Another participant stated the intention was to reorganise and bring the critical services to the home of study of the student. A differing opinion was that the purpose was to increase the hierarchy at the top of the structure whilst reducing staff at the bottom.

“My initial understanding was that personally it felt that they sort of just wanted to blow up the top and decrease the bottom.” (P9)

When asked if the purpose of the CMR had been met, varying responses were received, with some participants stating emphatically no, and others being of the opinion that some of the objectives of the CMR had been met while others had not.

“I don’t think we are there because there are some challenges, but we are not completely missing the point.” (P10)

To recap, “the objectives of the CMR were to:

- Achieve both structural and functional efficiency through appropriate and effective devolution, consolidation of Schools and the disestablishment of the faculty level;
- Streamline decision-making through a flatter and a competency-performance-based structure;
- Create academic critical mass through consolidation of schools and ensure the evolution of new forms and new ways of knowledge production;
- Ensure that academics focus better on research, academic and scholarly rather than administrative matters;
- Deepen the transformation of the University;
- Bring UKZN in line with best international practice and modern trends in high impact, efficient and competitive higher education institutions in order to realise its vision and mission” (Makgoba, 2011, p. 2; Ntola, 2015, pp. 1,68,72).

Participants were requested to indicate, as a percentage, what success had been attained in the achievement of these objectives as a whole. Their results are detailed in the chart below in Figure 4-2 below. The average was 58%, which substantiates participants' perception that there has been some success with some of the objectives and less with others.

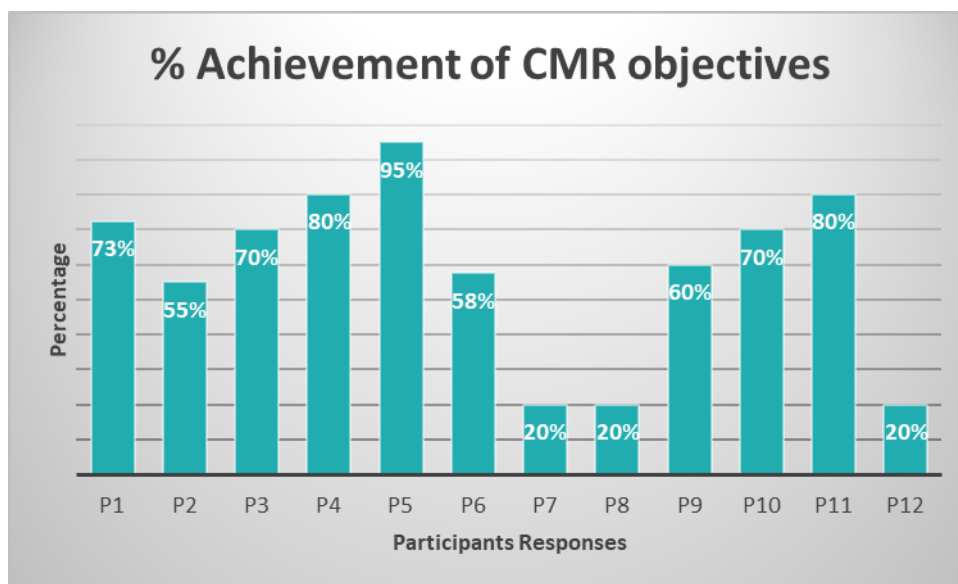


Figure 4-2 Chart depicting the participant responses to percentage attainment of CMR objectives

Participants were also requested to indicate, concerning the implementation, which objectives had fared well and which had not. Their responses are detailed below.

4.4.2 Structural and Functional Efficiency

The first objective of CMR was to “achieve both structural and functional efficiency through appropriate and effective devolution, consolidation of Schools and the disestablishment of the faculty level” (Makgoba, 2011, p. 2; Ntola, 2015, pp. 1,68,72). Participants confirmed that the disestablishment of the faculty level and consolidation of the schools had taken place, reducing the silo mentality. Participants, therefore, felt that this objective had been achieved to a certain extent, but it was still a hybrid system with too many decisions still taking place centrally. They stated that progress was hampered because the devolution had not fully occurred. Others felt that there had been a definite increase in functional efficiency within structures within the CHS but that central services were not as efficient, which impacted their performance. They believed that advice should only be sought from central on policy issues and application, not general run-of-the-mill decisions. One participant felt that one of the positive outcomes of the CMR was the cross-school/college consultation, which took place in trying to determine the best practice.

“I don’t think we have ever fully devolved processes to the colleges.” (P4)

A differing opinion was that this objective had not been achieved but had led to the duplication and dilution of services.

“Definitely not. I think, if anything, it has led to duplication of services and also a dilution of services.” (P7)

4.4.3 Streamlining Decision-Making

The second objective of the CMR was to “streamline decision-making through a flatter and a competency-performance-based structure” (Makgoba, 2011, p. 2). Participants felt that the decision-making was at the appropriate level and that middle managers had been empowered to make decisions. However, some participants thought that the objective had not yet been fully achieved.

“I think we do have a streamlined decision-making process where managers, especially us as middle managers, we’ve been empowered to make decisions regarding our portfolios.” (P5)

Other participants believed that too many people were still involved in making decisions. They thought that the CHS was becoming bloated with more layers of people and a decision flow process that was not appropriately followed.

“I find generally there’s too many people involved in making decisions.” (P8)

Some participants felt that the structure was not competency-based at all levels.

“If the structure was competency based, the ALs wouldn’t be sitting with the kind of contradictions they are sitting with in terms of their workload.” (P8)

Concerning the performance aspect, some participants felt that performance management in an academic environment was a wasted effort. It was thought that some employees complete it as a tick-box exercise and have become accomplished at selling themselves. Participants felt that adding a monetary-based performance incentive encouraged dishonesty. This practice did not ensure that employees were committed and performed optimally but instead created a culture of deception with fabrication or stretching of the truth to ensure that targets were met and monetary rewards were received.

“you are going to always encourage the kind of behaviour that I’ve witnessed from my point of view, looking at what some of these individuals are putting there. So, I believe that this has led to a lot of dishonesty rather than honesty.” (P2)

4.4.4 Creating Academic Critical Mass

The third objective of the CMR was to “create academic critical mass through consolidation of Schools and ensure the evolution of new forms and new ways of knowledge production” (Makgoba, 2011, p. 2). Some participants felt that there had been some achievement of this objective with collaborative workshops and/or webinars being conducted pre-and post-COVID and the creation of postdoc opportunities to address health management systems and health-related challenges. However, the objective was not fully achieved.

“... even prior to COVID-19 there's been a lot of workshops that have been conducted by the academics, or sometimes collaborative with some of the postgraduate students and PhD students and also with the call for postdocs to deal with certain issues around health management system, health related challenges and so on. I think we can make ourselves positive on this one, but we are not quite actually where we want to be.” (P6)

Other participants believed that consolidation did not occur, particularly in CHS, with the splitting of the MBChB programme across three schools. Instead, it divided the schools and programmes.

“It didn’t consolidate things it led to a lot of duplication and unnecessary duplication and I think it really didn’t consolidate the schools. If anything, it kind of more divided the schools and programmes, etc.” (P7)

Some participants felt that little had been done from the CMR concerning new knowledge production, but the pandemic and blended learning had propelled new ways of doing things.

4.4.5 Better Focus on Research by Academics

The fourth objective of the CMR was to “ensure that academics focus better on research, academic and scholarly rather than administrative matters” (Makgoba, 2011, p. 2). Some participants felt that this was taken out of context as there is some administration that only academics can do, for example, marking of scripts. Most participants felt that there had been an increase in research activities and productivity, however, not necessarily an increase in quality. In the push to obtain the relevant productivity units to meet performance criteria, the quality of the research was sometimes questionable. Another participant felt that the administrative load had shifted from academics to academic leaders, with many academics becoming complacent, e.g. it was challenging to obtain the data from academics concerning the teaching workload framework. A participant explained that some academics chose to do administrative work that professional services should do and then complained and used that as an excuse for not achieving their academic-related targets. It then became a blame-game with abdication of responsibilities. Others felt that the focus on research had resulted in a neglect of the undergraduate duties of academics.

“In terms of the admin load has moved from some of the academics, from most of the lecturers/senior lecturers, to the academic leaders” (P2)

4.4.6 To Deepen the Transformation of UKZN

The fifth objective of the CMR was to “deepen the transformation of the University” (Makgoba, 2011, p. 2). UKZN is classified as one of the most transformed South African universities (Shabangu, 2021). Some participants felt there had been a transformation, but it was explicitly focussed on equity rather than other transformation factors. Others thought that this was the one objective that had been successfully achieved, notably if one considered the Decentralised Clinical Training Platforms implemented in CHS taking the services closer to the people.

However, with the shadow of Operation Clever over the university, participants queried whether there had been a transformation to achieve good governance, accountable and ethical leadership. Some participants also felt that there was inequitable support and services to students amongst the schools and that one school had extended the definition of *loco parentis* because they molly-coddled the students. This went against the transformation process of a student becoming an accountable adult and instead enabled a dependency relationship. Another participant expressed concern about focusing on equity to the point of no longer appointing employees on merit, which defeated the purpose of transformation.

“I think the transformation it's a very narrow implementation, focusing on demographics and race not looking at transforming the way we teach and learn, it's not looking at transforming the curriculum, if they are its very very slow.” (P8)

A dissenting view of a participant felt was that the change in the structure had no bearing on the transformation of the University.

“I really don't see how this change in the structure would have helped transformation.” (P7)

4.4.7 Best International Practice

The sixth objective of the CMR was to “bring UKZN in line with best international practice and modern trends in high impact, efficient and competitive higher education institutions in order to realise its vision and mission” (Makgoba, 2011, p. 2). Some participants felt that the CMR had created a benchmark for other institutions. Others thought that the University should be embedding an ‘African flavour’ in all that it does, especially in aiming to be the Premier University of African Scholarship and focus less on beyond Africa. A participant felt that the University was certainly not in line with best international practice when students were sitting on stairs in the venue and outside trying to attend a lecture. Concerning efficiency, it was felt that there are still too many queues for too many things and the systems are slow to respond, e.g., many students are lost to other universities because UKZN has too many control measures in the selection process. On a positive note, a participant felt that the University was definitely on par with best international practices and modern trends on the research level.

“We sort of hitting the peg when it comes to most of the research and innovative things.” (P9)

Another participant felt that the CMR had created difficulty in communicating with other academics at other South African universities due to the different nomenclature used. They felt that in a small country like South Africa, this created unnecessary confusion and instead, there should be standardisation.

“... other universities in the country don't have this college model and it really makes it difficult when you communicate with colleagues from other universities ... I think that in a small country for us to be having these different names for people it really confounds communication, and you know understanding.” (P7)

A dissenting opinion of a participant was that this objective had not been achieved at all.

“I don't think that was achieved at all again.” (P12)

4.5 Perceptions of the CMR Process

The perceptions of the process that was undertaken in the implementation of the CMR were expressed in the following themes by the participants.

4.5.1 Too Hasty

Participants thought that there were many issues and several things were not taken into consideration. Many participants believed that the process was too rushed, done very quickly before employees could assimilate or understand what was going on. Another participant felt that when it was initiated, there was some chaos. There was no opportunity for dissent or counter-proposals. Participants felt that they were expected to simply 'toe the line'. There was no consideration of the resources and assets in the central offices and their appropriate devolution.

“... the University was kind of hell-bent on implementing it regardless of what the foreseeable challenges may have been.” (P12)

4.5.2 Lack of Consultation

Participants expressed a lack of buy-in from the employees predominantly because there was no consultation. There was insufficient communication, and they felt the CMR was presented as a *fait accompli* with staff merely informed of what would take place. What communication was received contained mixed messages. The University's consultation was experienced as merely a

tick-box exercise involving only information sharing. Participants were of the opinion that employees were not given an opportunity to make input, and instead, it was a top-down approach. Questions raised during the presentations and in written submissions were never answered, and no input from employees on the ground was considered. Participants felt instead that these concerns were ‘swept under the carpet’.

“Staff did not really have a say in terms of contributing their own views to the new model.” (P5)

A dissenting opinion of one participant was that there was sufficient done to ensure buy-in.

“The people who drove the plan ... did a good job to make sure people understand and that they buy into the plan.” (P10)

4.5.3 Lack of Managerial Input into Devolved Structure

Participants felt that as middle management, they were not afforded input into the devolved structure that they were required to assist in implementing. Instead, without specific knowledge of their areas of expertise, others made decisions about which posts were required without a proper understanding of the norms and standards or the particular work required. In some situations, the persons involved in this process were compromised in their role. They were not making objective decisions as they themselves were losing their power base or possibly their jobs. Participants thought that there was little thought of what would work best, there was no transparency, and instead, it was developed in a very dishonest and misleading manner. Participants expressed that it was simply a ‘numbers game’ with instructions to ‘dismantle’.

“Was haphazard, poorly thought out, ill considered. People without an understanding of the core business of the different services were making decisions.” (P8)

Participants were also of the opinion that there were no suitable consultations as to the composition of the panels that dealt with the allocation of staff to the various positions. They felt that this impacted the composition of the structures. Several participants expressed that it was not handled appropriately and there was unfairness in the implementation. Others thought that some posts were tailor-made for specific individuals. Participants advised that the majority of the line managers were not involved in developing the job descriptions of their subordinates. Some participants mentioned that Human Resources very much drove the process with the broad experience that HR protected themselves while dismantling the rest of the University. As middle

management, some participants felt they were forced to accept the staff they were allocated without having made any input into the recruitment process or the job descriptions.

“So basically, they were like forced down our throats.” (P3)

4.5.4 Lack of Appreciation of Institutional Memory

Participants expressed concern about the lack of consideration of employees’ historical knowledge. They felt that the institutional memory that many employees had was ignored and underappreciated. The disregard for this knowledge resulted in the loss of a lot of institutional memory, which meant many processes, for example, had to be reinvented or started from scratch. In addition, one participant highlighted that the University’s human resources data integrity had been compromised with data about, for example, employee qualifications and years of service having been lost. They expressed concern about the possible negative impact on pension funds and other benefits.

*“Years of experience and our qualifications were cleared out of the HR system. Data integrity was compromised ... we find we actually don’t have the data that we need.”
(P8)*

4.5.5 Stressful Allocation

Participants explained that all employees had to apply for a position even though some had done the same work for many years. They advised that they were told they did not have jobs and were redundant. Because more employees met the requirements versus the number of posts, the posts had to be advertised and interviews conducted. Suddenly they were no longer permanently employed. This created immense anxiety for all employees. Some employees became ill from the stress. Participants stated that several employees were demoted, received reduced salaries or lost their permanent positions. Some employees who did not immediately match existing positions or were unsuccessful in the interview process were placed in a ‘pool’ facing retrenchment. Participants advised that employees were being pitted against each other and vying for the few available positions. This created a lot of animosity and conflict amongst employees who had worked well together before. Participants also stated that the structure allowed for posts at grade 8-10 level, however, there were existing employees in grade 11 positions. There was no clear indication as to what would happen to those employees. Other participants explained that they were being given contradictory messages – on the one hand, being told that no-one would lose their job, but on the other hand, those who could not be absorbed had to leave.

“There was this notion of saying that no-one is going to be losing a job... however, those that were not able to be absorbed in any particular substantive positions had to leave.”
(P6)

4.6 Perceptions of the Impact of the CMR in CHS

4.6.1 Emotional Impact

Participants expressed that the speed with which the CMR was implemented made employees very insecure and created a lot of uncertainty. They stated that no-one was able to explain what was going to happen clearly – there was no transparency. Participants explained that the movement of staff from one work environment to another was unsettling. Professional Services employees were informed there was no guarantee that they would get the jobs they applied for. There were fears about job security with talks of retrenchment. Participants explained that this was strengthened by the emphasis made by the University of the need to reduce the number of professional services employees, which made them feel their contributions to the institution were not meaningful. Professional services employees were sometimes undermined as they were deemed consumers and not producers; however, the grants received, for example, by academics, would not be possible without the administration. Participants felt that the focus was on academics and the professional services employees were only there to do the menial work; therefore, how they felt was of no consequence. They were labelled as not fully functional, and their well-being was of no significance.

“We are in fact, the heart. We are the nucleus of what is actually happening in schools and disciplines because academics don't know the work that is happening behind the scenes, they only see the end product.” (P6)

Participants explained that there was a perception that professional services were overstaffed. This created a challenge as middle managers when resignations or retirements took place, and they were not permitted to fill the posts.

“What happened was after the CMR ... every time somebody resigned, they would not approve a replacement for that person, because there was always this perception that we were overstaffed.” (P9)

Participants confirmed no loss of academic posts or reduction in academic employees. The academic perception was initially fear of losing territory, that was largely unfounded. The

challenge came for academics in the implementation. Some felt that it created more administrative work for academics instead of decreasing as was one of the objectives. In addition, they felt their voices were not heard.

“It created a lot of frustration, one because academics were doing a lot more admin themselves, which again as I’ll repeat was the opposite of what they sort of preached that the model would do ... because they felt their voices were not being heard because you know these concerns were repeatedly being raised.” (P12)

During the interviews, the participants expressed many emotions about the impact of the CMR on themselves and what they witnessed others experience. These words are detailed in the Word Cloud in Figure 4-3 below. The four most common words mentioned were anxiety, fear, uncertainty and insecurity. A participant expressed that the process had a severe impact on the self-esteem of the employees of the professional services.

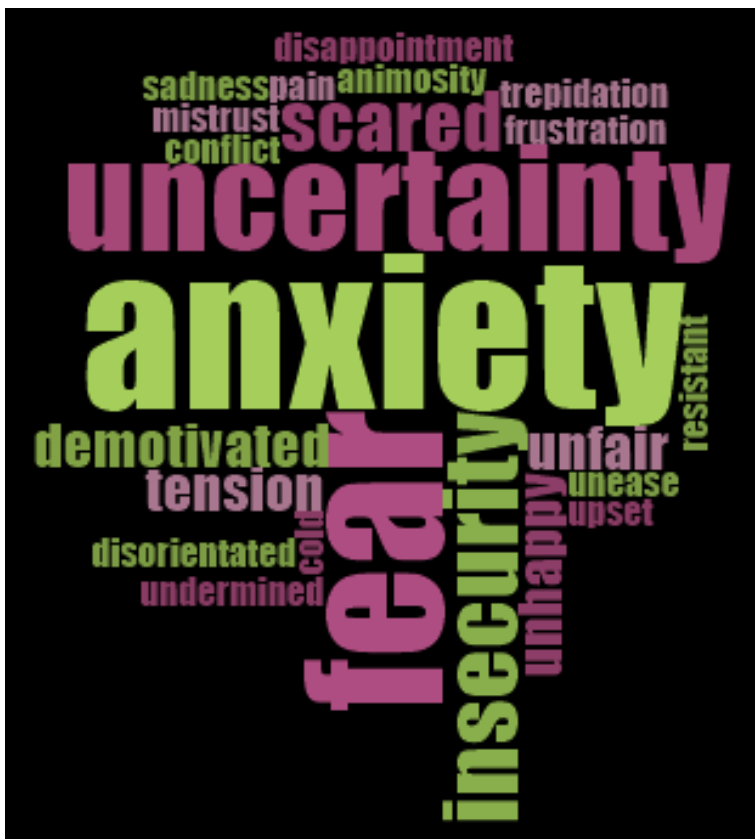


Figure 4-3 Emotions of participants expressed during interviews about their experience of the CMR

“They kind of broke people as well.” (P8)

4.6.2 Misinterpretation of the Term “Administration”

Participants explained that the CMR objective “to ensure that academics focus better on research, academic and scholarly rather than administrative matters” resulted in some academics withdrawing from several activities they had previously been involved in. There appeared to be a misinterpretation of the definition of the term ‘administration’ in relation to the abovementioned objective which resulted in some things falling through the cracks. There was a lack of clarity of what exactly was meant by the word ‘administration’. Some academics drew the line at lecturing and marking and deemed everything else, including supporting students, as administration. In contrast, it was felt that the academic still had a considerable role to play as the educational expert. A participant explained that previously academics were involved in student recruitment, whereas this was managed elsewhere now.

“... unhappy with the way things were, and so they were demotivated. And so, they felt they were just going to do exactly what is required of them, and nothing else ... as a result, stuff was falling through because they felt that they didn't need to do stuff for the students and help them in any way to support them because it's not part of the job, there's people to do that.” (P1)

Another participant felt that this objective had resulted in increased research productivity and an increase in the credentialing of academics. Another participant reaffirmed that the change freed academics up to do more research.

“...see lot of research coming out specifically out of our college after the CMR was implemented.” (P5)

4.6.3 Uniqueness of Health Sciences

A participant stated that when the CMR was introduced, academics did not appreciate the impact it would have on them. Participants expressed complaints received from academics about the non-recognition of the uniqueness of Health Sciences, particularly in the context of the dual responsibilities to UKZN and the DOH and the constant push-and-pull they have to deal with to keep both sides satisfied. They felt that due to the different environments in which they function, uniform laws or policies did not account for their differences. Participants explained that in the CMR structure, ‘faculty’ was replaced with ‘school’, and academic ‘departments’ were no longer recognised. This placed them on a different footing when engaging with other universities and the DOH. For example, the Head of Surgery is recognised by the DOH as the Chief Specialist

and Head of Department for KZN, but in UKZN, there is no title of ‘department’, the term is academic disciplines, and the Head is referred to as Academic Leader, a title unknown to other universities.

“The failure of the university to recognise them as unique ... definitely came with the college reorganisation model. To obliterate them and not exist them as a department it’s very difficult to interact with the department (DOH)/stakeholders outside.” (P4)

4.6.4 Impact on Academic Programme

A participant felt that the structure in Health Sciences, with the split of the MBChB curriculum amongst three schools, created a great divide in the programme, which had implications for the healthcare platform and the type of graduate being produced. Table 4-3 depicts the disciplines which made up the two Faculties of Medicine (NRMSM) and Health Sciences and how they were divided into the four schools in the current structure to illustrate the reference to the split above (Pillay, 2011). There are disciplines in the SCM, SLMMS and SNPH which all contribute to the MBChB. Participants stated that the programme is scattered amongst different schools, geographically and structurally, with three different deans and support structures, each with their philosophy and strategic plan. It was mentioned that this created a challenge with commitment and lack of holistic perspective of the programme. Each school focuses on their component only with little to no overarching engagement and reflection of the programme as a whole.

The concern expressed was that this filtered down to the students and reduced their sense of ‘home, of belonging’ and even their perception of the human body as a whole when there is a clear divide between basic sciences and clinical skills. It was felt that this perpetuated silo rather than multi-disciplinary thinking and went against developing holistic practitioners who will function in the context of a multi-disciplinary health team.

“I feel it has impacted on academia, teaching, a sense of community, etc. It makes it really difficult for us to work with a common vision, a common purpose so that we produce what the country needs so I feel that that breakdown is apparent. ... It's bidirectional you need to do your basic sciences, to inform your clinical skills and your clinical skills also need to have a strong foundation in the basic science. ... created this division ... rather than an integrated seamless complimentary bidirectional flow of skills that’s life long.” (P7)

Table 4-3 Two Faculties divided into Four Schools

School of Clinical Medicine	School of Health Sciences	School of Laboratory Medicine & Medical Sciences	School of Nursing & Public Health
<ul style="list-style-type: none"> • Anaesthetics • Cardiology • Cardiothoracic Surgery • Dermatology • Endocrinology • Gastroenterology • General Medicine • General Surgery • Geriatrics • Infectious Diseases • Nephrology • Neurosurgery • Obstetrics & Gynaecology • Ophthalmology • Orthopaedic Surgery • Otorhinolaryngology • Paediatrics & Child Health • Paediatric Surgery • Plastic & Reconstructive Surgery • Psychiatry • Pulmonology • Radiology • Rheumatology • Urology 	<ul style="list-style-type: none"> • Audiology • Dentistry • Occupational Therapy • Optometry • Pharmacy & Pharmacology • Physiotherapy • Speech-Language Pathology • Sports Science • Therapeutics 	<ul style="list-style-type: none"> • Anatomical Pathology • Anatomy • Biomedical Resource Unit • Chemical Pathology • Forensic Pathology • HIV Medicine • Medical Biochemistry • Microbiology • Infection Control • Optics & Imaging • Physiology • Virology 	<ul style="list-style-type: none"> • Behavioural Medicine • Centre for Rural Health • Family Medicine • Nursing • Occupational & Environmental Health • Public Health • Telemedicine & Telehealth

Source: Pillay, 2011

The other challenge experienced since the CMR was with the MMed programme being taught and administered by three different schools. It was clarified that this is not the programme being split, like the MBChB, but the same programme being taught by three schools. It was explained that there are approximately 300 students registered for this degree in one school whilst in the other two schools there are about 30 each. With the differences in structure, administration, numbers, philosophy and strategy of the schools, the students experience differences in how they are supported, yet they are paying the same fee for the same programme. The duplication of resources to provide the necessary support is a waste in the participant's view. It also creates a challenge with communication.

“So, you paying the same fee for a degree, but you're getting very different and unequal service and support across the three schools, which I think is grossly unfair... For each of them you still need the same quality of care, so the resources that you have to provide technically for 30 students and 300 students has to be equitable. It makes it very difficult to communicate and get everybody to the same standard.” (P7)

4.6.5 Investment in Staff

Participants felt that what had assisted in implementing CMR in CHS was the project run by the Director whereby Service Level Agreements (SLAs) and later Standard Operating Procedures

(SOPs) were developed for each professional services position in consultation with all the relevant parties. This assisted in clarifying what needed to be done, by whom and by when and provided more direction for the employees and managers alike. It helped streamline and improve efficiencies. Participants also felt that the strategies employed in the College, for example, ‘Grow Our People’ and the ‘Communication Strategy’ and the team-building exercises, built collegiality and camaraderie amongst the professional services staff, making them feel valued.

“What worked for us is when the DCPS came up with the SLAs and SOPs. That helped a great deal... In that sense, I think that's helped our college to work better, and then we started learning to trust each other and understand each other, and where we were coming from and that helped.” (P1)

A participant raised a concern that the investment in academic staff, in particular, was not working. There had been a strong move for accelerated development and a concerted emphasis on increasing equity appointments; however, they were not staying in the College instead leaving for other institutions.

“I don't know if the College is a place where people feel they belong. Where this is where I want to stay, I want to give of my best, because the College's given it's best to me.” (P8)

4.6.6 Comparison with Other Colleges

Participants felt that the CHS handled the change better than other colleges despite the initial hiccup in the DVC appointment and delay in the appointment of the Director. They felt that the investment in the employees within the college coupled with the leadership at the time of the implementation made CHS more efficient, better functioning and provided clarity in processes and procedures. Some participants thought that the devolution had greatly improved the efficiency and turnaround time of processes. Other participants felt that the CMR was not adequately implemented in other colleges, particularly structural and functional efficiencies. They advised that the staff compliments in other colleges had been retained for the most part, whereas in CHS, there had been a drastic downsizing of professional services employees. Participants felt that the CHS was more compliant in implementing the objectives of CMR and that if things were not working, issues were raised and addressed.

“We had more direction, we worked better, we knew what was required of us, we had a proper vision I think compared to other colleges that were being pulled in different directions.” (P1)

A differing view from some participants was that although things had gone well in CHS, the College was in the process of unbundling the achievements of the CMR. With changes in leadership without proper handover, it was apparent that there was a misunderstanding of the roles and boundaries, that resulted in the duplication of tasks. There also appeared to be a lack of role clarification on who made critical decisions. In line with the objectives, participants felt that the College had been successful, until recently, in placing the accountability within the appointed officials and reducing the number of committees. Unfortunately, this was being reversed with the creation of numerous additional committees.

“I did feel we were more efficient. Our college embraced a multi-disciplinary approach. Something has changed drastically in our college, we are bloating and unbundling the intent. People are fragmenting their work and wanting more people. The boundaries are so blurred and role clarification is such a challenge.” (P8)

Participants also expressed concern about the lack of a formal updated College strategic plan. They explained that one had been developed with the previous DVC at the beginning of the CMR implementation, but it had not been revised or updated. Therefore, there was no documented College strategic plan that aligned with the University strategic plan. This created concern with respect to the leadership of the college, the strategic direction, the achievement of the performance targets, etc.

“How do they (the leadership) ensure that they meet the targets of the University strategic plan, how do they know where the gaps and areas for development are?” (P8)

4.7 Perceptions of the Impact of the CMR on UKZN

4.7.1 UKZN Vision and Mission

Participants explained that the vision of the UKZN was “to be the Premier University of African Scholarship”, and the Mission stated, “A truly South African University of Choice that is academically excellent, innovative in research, entrepreneurial, and critically engaged with society” (UKZN CRD Publications Unit, n.d.). Some participants thought that the CMR had had a positive impact on the progress towards achieving the abovementioned vision and mission. They believed that the objective to free the academics to focus on research and scholarly activities had resulted in greater research productivity and increased the standing of the University. In addition, UKZN had moved ahead into a better space and was getting closer to achieving its goals and was progressive in some areas. Another participant felt that because UKZN was the first and only,

thus far, university in South Africa to implement the college model, used by many international organisations, made them the leaders in this regard. They believe that CMR helped positively showcase the uniqueness of UKZN by adopting a model that no one in South Africa had, a model which others are now trying to adopt, i.e. the University of Free State is reviewing the implementation of a College Model.

“I feel that moving into this devolution, we moved ahead, in a better space, and we were getting closer to our goals.” (P11)

A differing opinion of one participant was that the CMR had not had an impact on research productivity but rather that the incentives given to academics resulted in increased productivity. The participant was also of the opinion that the CMR had negatively impacted the competitiveness of the undergraduate programme.

“I think it's got to do with the fact that researchers have been incentivised to produce more research and more postgraduate students and that's not necessarily you know, a fundamental characteristic of the CMR. Yes, they expressed it somewhere in there that they want researchers to be more productive but I'm not sure that the model did that in any way.” (P12)

Another participant believed that the CMR had resulted in the creation of functional efficiencies within portfolios that could be benchmarked and used as a model of best practice for other tertiary institutions. However, some participants also felt that the progress was halted as the devolution process had not been fully implemented. The lack of review of the CMR implementation process meant UKZN could not fully achieve its vision and mission.

“The devolution happened but there were still some things to be devolved that were not devolved. There were systems to be looked at and were not looked at over the years. A review should have been done and it didn't happen. And because of those things, although it (CMR) had its positive effect it didn't get us as far as we should be, being that premier university of African scholarship.” (P11)

Another participant thought that UKZN could not achieve its vision of the Premier University of African Scholarship if it continued to discriminate against other African scholars/potential students. The participant explained that it was challenging to appoint African foreign academics. In addition, previously, students from other African countries were encouraged to make

applications for undergraduate programmes. A few places had always been reserved for this group; however, this had ceased in the last few years.

“... with recruiting academic staff, it's almost impossible to recruit a foreign African academic or non-South African, even though they are black African from Africa. ... we always reserved five places for students from other African countries ... In the past few years I don't recall having a student from any other African country and that's not for lack of demand.” (P12)

4.7.2 Competitiveness of UKZN

Participants felt that the CMR had made a positive impact on the competitiveness of the University at the beginning. However, this had waned. It was believed that alignment and a campaign was needed to make the institution known to the communities it served. In some programmes, there was difficulty finding sufficient students. Although there were more than enough numbers for other programmes, they weren't necessarily from the targeted population nor did they meet the minimum requirements. They believed that the negative publicity from events like Search and Seizure and Operation Clever, the infighting amongst the executive leadership, the annual student protests and destruction to property had decreased the competitiveness of the University.

“Initially it did because we found a lot more people wanting to come to UKZN but as the years have gone by it doesn't seem like it.” (P1)

Another participant stated that UKZN was viewed with envy by other institutions, with many of the staff having been poached from the institution. A participant explained that other institutions would only accept the top three applicants for a PhD programme. In contrast, at UKZN, there is a unique process where all students are accepted and, during their development, find their path – the environment is nurturing.

“You go to UCT, Wits, Pretoria and Stellenbosch universities, you'll find that many of the academics, you know rising stars as you would call them, came from UKZN – they were taken from our University.” (P2)

On another note, a participant explained that many UKZN staff members only see the 'doom and gloom' despite the many promising developments within the institution. Yet, if asked how many years' service they have at UKZN, it is usually an extended period. It was stated that there needed

to be a culture change to promote UKZN instead of being so inwardly critical or overgeneralising when one small mistake is made.

“I think wow if it's that bad, why are you here so long? We are very critical of our self as an institution.” (P10)

Some participants believed that the decision to focus on quintile one to three schools whilst being morally correct had severely impacted the financial sustainability of UKZN as these students were unable to pay their fees or accommodation.

“In my opinion, that has backfired on us because we did take in all of these students but we can't afford to keep them because we don't have the funding and they don't have funding. And that has impacted negatively on us being able to sustain these students and that's one of the reasons for all the protest action. Other universities didn't focus on this and they took the best regardless.” (P1)

Another participant explained that the broad knowledge base of experience afforded some positions, e.g. the School Manager who had to know everything, particularly in the CHS, whilst it sometimes felt like punishment created a fertile training ground when one compares it with other institutions. The challenge was the salary scales and benefits, eroded over time by the University, making positions less attractive.

“What we do as managers in our college it feels like you're being punished, but at the same time it's also a very fertile training ground for us. It gives you a competitive advantage. I'm not sure about attracting people, though, I think the challenge with that is our salary scales...” (P9)

4.7.3 Lack of Career Growth Opportunities

Participants explained that the CMR intended to make individuals accountable as per their allocated portfolios through a flatter structure to reduce process delays. This empowered employees to take responsibility for their portfolios which helped people grow and learn. However, the negative impact of the flatter structure was a lack of career growth opportunities for professional services staff.

“There isn't any room for promotion or upward mobility for any of the professional services staff. Once you are in your portfolio you are essentially stuck there until you become manager.” (P5)

4.7.4 Benefits of the CMR for UKZN

Participants expressed that the benefits derived from the CMR included more autonomy for colleges; however, unfortunately, there were still too many issues that required approval from central. Another participant thought that the increase in the accountability of professional services employees afforded complimentary support to the academics. Participants believed that CMR had allowed employees opportunities to showcase their talents and provided the platform for them to take responsibility for their actions. This had, in turn, empowered employees. It was felt that employees worked well within their ambits, and there was constant evolution to improve on how things are done. There had been more cross-fertilisation between disciplines and a reduction in silo thinking. In addition, systems had been improved, and some were still being improved. Other participants felt that the CMR had been instrumental in eliminating many committees, which decreased decision-making delays. It was thought that it had clarified support for research and grantsmanship, teaching and learning, which was lacking in the previous structure. Whilst sustainability was currently questionable; it was felt that the CMR had resulted in better financial controls and guidelines at the college and school level, which provided some hope for sustainability for the future. Participants also felt that it had streamlined processes and thanked all those who made it possible. Some participants thought it had helped to focus more on research and transformation.

“I think the professional services is a complimentary arm to the academics and it has in a way relieved them of very burdensome administrative matters and certain decision-making matters as well.” (P2)

Another participant felt that one needed to look at the efficiency vs equity trade-off. To provide an excellent service to students and staff and be research-led, money was required. Still, if the University is facing sustainability issues after this time, then it was believed that something had compromised the efficiency.

“Something has compromised efficiency and I wouldn't say it's because we achieved our equity. I think there's something around leadership competence, decision making, resource management, accountability, good governance that has compromised efficiency and in so doing impacted equity.” (P8)

A differing opinion was that CMR had been costlier in duplicating structures. This was relevant to the MBChB programme and MMed programme, which are taught across and by different schools that require their own academic and administrative structure to support these programmes. The participant felt this had also created disunity in medical academia.

“I think it's been a more costly exercise to duplicate all of these structures for common students that I have explained before and also, I think it's cost us a sense of community especially in the medical discipline.” (P7)

A participant felt that the CMR had decreased employee morale as their voices were not heard. The fragmented structure had created frustration, which reduced pride in the institution and resulted in employees leaving.

“It's difficult for us to retain staff because the majority of staff are not exactly happy. Some stay because it's a secure job and stay because they simply passionate about what they teach but others if they could get a better offer tomorrow they would go.” (P12)

4.7.5 Year 2020

Participants felt that with the creation of the SLAs and SOPs for professional services employees in CHS, working from home owing to the pandemic had resulted in a reasonably smooth transition – employees knew what was required of them. Participants stated that it had improved efficiency because you had to get the job done without relying on others to assist. However, the new way of doing things had created some challenges, e.g. undergrad administrators who were managing two modules sometimes had simultaneous bookings for lectures they were required to host online. Other participants felt that it had increased the administrative burden for academics who had to learn how to use programmes like Zoom and Moodle to communicate with students. The one factor affecting everyone was the isolation, the lack of daily face-to-face engagement that would take place in a typical work environment. Some employees worked better, but the majority fared worse, and research had shown an increase in mental health issues following the pandemic. This had been overcome by scheduling regular meetings with employees to discuss work and allow them the opportunity to interact with their colleagues on an informal basis.

“I think that with the CMR, being in this devolved sphere, actually assisted the whole transformation to online.” (P11)

Others felt that the impact on the CMR had been positive with meetings taking place online, thereby reducing travel time and resulting in more focussed meetings. This had greatly improved efficiencies.

“I’ve seen a change in demeanour as to how we conduct our meetings. The meetings are very focused, more than when we were doing them physically because there is no digression.” (P6)

4.7.6 Project Renewal

Participants believed that Project Renewal timing during the pandemic was ill-planned. They expressed that there was uncertainty at a global existential level, and people had more significant issues to deal with at the time. They felt that everyone was struggling occupationally to adapt to this new environment and emotionally owing to the impact on freedom of movement, loss of family, friends and colleagues. Families were dealing with the loss of income, loss of security, fear of change and fear of the unknown. Participants felt it was unrealistic and insensitive and should wait until the dust settled after the pandemic. People were trying to focus on surviving the pandemic and were already experiencing severe change. Participants felt that it was impossible to plan at this stage as they had no idea what the future would look like, what the world of work would be in time to come and what impact this would have on the future students having been taught online for the last two years.

“I think the timing couldn't have been worse. Everybody is reeling from the earth moving beneath their feet, and now you're trying to say okay, then, while the earth is moving under your feet, we want you to learn a new dance.” (P7)

Other participants felt that the pandemic and changes in the work environment would have forced UKZN to review how services are delivered and clients’ needs are met and should coincide with a review of the CMR. Participants felt that it would be premature to disband the College Model but that a review in light of the changes forced by the pandemic would be feasible. It was stated that there had been no review or evaluation of the CMR thus far and that this was essential.

4.8 Challenges Experienced during Implementation of the CMR

Participants were requested to identify challenges they experienced during the implementation of the CMR from the onset and throughout both from the perspective of an employee who encountered this change process and that of a middle manager who had to manage this process.

4.8.1 Disgruntled and Demotivated Staff

This theme deals with the challenge managers experienced when bringing their staff together (post the initial phase) to form a cohesive unit. As mentioned by some participants, a number of their staff were very unhappy about the positions they had been placed in. Many were deployed or allocated positions assuming that they would learn the job over time. They stated that many employees took jobs wherever they could to remain employed even if they did not particularly like their allocated position. This had a severe impact on the morale of the staff.

“You had to deal with a lot of disgruntled staff who weren't happy with what they were given ... pushed in certain positions and were not happy with the jobs that they were doing because they felt that they were suited to something else.” (P1)

4.8.2 Unclear Expectations

Some participants felt that it was unclear what was required of them after their appointment. Other participants mentioned a lack of clarity concerning what needed to be done and uncertainty regarding their portfolios and boundaries. Another participant felt that there was no one to guide or assist with adjusting to the new position – they were left to their own devices. They further expressed an imbalance in the allocation of tasks to specific positions. Participants were also of the opinion that the academics, particularly the academic leaders, were not clear about their roles and that the School Managers (SOMs) became admin officers for the Deans. Participants expressed that School Managers were expected to know everything the Deans should know, which blurred the boundary and the roles of both parties. Participants' experience was that Academic Leaders were effectively academics given administrative duties while they did not necessarily have the knowledge or expertise to deal with some of the issues and then passed those duties onto Academic Development Officers (ADOs).

“You were just dumped into it and just to carry on.” (P11)

As middle managers, the same uncertainty applied to their staff, as mentioned by participants, which made it more difficult for them as they had to figure out what they needed to do simultaneously with assisting their staff in this regard.

“Getting them to understand what the new job descriptions were and what was required of them was also a challenge.” (P1)

4.8.3 Physical Location of Staff

Participants stated that as middle managers, they had to accept the space they were provided with and make it work. The result was the physical location of some staff made it difficult to coordinate the overlapping tasks or tasks that other staff needed to work on together. A participant explained that you had some staff located within a discipline servicing some discipline-specific postgraduate functions in addition to the rest of their tasks for the discipline, but they were physically located a distance from where the school-specific postgraduate staff were located. This created a challenge in coordinating all the postgraduate processes.

“We have people that are dealing with postgraduate ... at discipline level and also we have people that are dealing with the same kind of process in the school office, but because of the geographical location and physical layout of the building, I find it very difficult to actually coordinate some of the things.” (P4)

4.8.4 Logistics and Adaptation

One of the objectives for the CMR involved the “creation of academic critical mass through consolidation of Schools” (Makgoba, 2011, p. 2). Participants explained that this required changes to how disciplines were established and functioning on campuses in some cases. It required an amalgamation of resources or a movement of resources (i.e. equipment and people) in other instances. A participant explained that this was challenging due to the strong personalities in the various disciplines that had not been fully integrated. Another participant stated that challenges were experienced with the relocation and adaptation to new environments.

“challenge ... capacitating labs and also moving from one campus to another, and all the issues that come with adapting to different environments...” (P9)

4.8.5 Minimum Job Requirements

Participants explained that the generic job descriptions had specific minimum qualification requirements enforced during the CMR. These were different to what had been in place before CMR, and there had never before been a requirement for long-standing professional services employees to obtain qualifications. With the CMR, employees who did not meet the minimum requirements were required to obtain them within a specified period despite their extensive years’ experience doing the same job to which they were allocated. There was no recognition of prior

learning. Some employees had to obtain a matric, others had to obtain a one-year qualification, and a few had to obtain a three-year qualification.

“People now requiring certain academic requirements they never had even though they had like 20 years’ service at the university.” (P5)

4.8.6 Lack of Relevant Training

In the redeployment process, many were placed into a position where they did not have the necessary training. Participants explained that job descriptions were designed by those who did not necessarily have the relevant experience of the area for which they were developing the job description. This resulted in a mismatch between the employee’s skills and the job description. As middle management, this was difficult to deal with as one was required to ensure the performance of specific tasks without the relevant skilled staff. A participant reported that other staff who had been placed centrally to provide support could not help as they were also new to the position and were themselves adapting to the new way of working. Another participant felt there was still little to no support from central.

“All you get told is you’ve got to train train train and there’s certain expert fields that you just cannot train a person in.” (P5)

4.8.7 New Reporting Lines

One of the changes implemented during the CMR was the moving of line management of professional services employees from academics to other professional services managers/leaders. As stated by a participant, according to one of the guiding principles, “Academic leadership activity should be freed and separated from administrative operations in order to promote academic endeavour” (UKZN EMC, 2010, p. 2). Participants expressed that this created a challenge where some academic staff gave instructions to the professional services employees, which contradicted those of the line manager, having either not understood or accepted the change in line management.

“There were challenges where even though the formal line management is with a professional services manager, the issue of other academics still wanting to have their own informal line management ... they would want to sort of override what I will have requested a staff member to do.” (P9)

On the other hand, another participant has expressed a challenge with regard to accountability and line management where they find the professional services staff members share the workload and then there is a lack of clarity regarding who is accountable.

“If their workload is too much it gets passed on to the next person. Now there's no way of us knowing when they reach that critical point ... who do we hold accountable ...”
(P12)

In addition, some of the professional services staff members tended to stick to what their jobs entail and were not willing to assist colleagues from other workgroups and ‘hide’ behind the line manager. Some participants felt that this process created fragmentation, disunity and rigid boundaries about what the job entailed, which was not the culture previously.

“Now because the title is ... you know any other admin duties to her is like kind of outside of the scope of her job description ... she refuses to do it. If there's an issue then she says I'm going to speak to my line manager” (P12)

4.8.8 Lack of Precedents/Guides/Policies

Participants in their roles as middle managers felt that they were no precedents to follow that guided the new manner in which tasks needed to be addressed. They were required to develop everything from scratch. There was also no one to guide them. They further stated that there were no standard operating procedures drafted and no guideline documents for operationalising the new way of doing things. Instead, they were expected to find their own way of doing things.

“Sometimes you were working blind, sometimes you had to come up with your own solutions and just implement them and hope for the best that it worked.” (P1)

4.8.9 Centralisation of School Administration

Participants had received complaints from academic staff within Health Sciences about the reduction of professional services employees, which meant they no longer had a dedicated administrator for every discipline. It was explained that owing to the decrease in professional services employees, it was no longer possible to have one administrator per discipline; therefore, discipline support was combined with up to four disciplines being administered by one professional services employee.

“They complain about not having their dedicated administrative staff to do their letters, make calls, run around. It’s definitely about not having this administrative support dedicated to them, directly for them. Now they share with others.” (P4)

This also meant that workload needed to be shared amongst professional services employees. Participants explained that decisions were taken to relocate some staff to central offices. Whilst there were some advantages to pooling the resources, participants advised that this was challenging in that there was no longer someone in the discipline office to, for example, receive visitors or deliveries. Another participant felt that the one-stop-shop aspect of having a specific person in a discipline to whom you could go for assistance had also fallen away.

“I feel that we’ve lost that sense of family or in terms of you know you could go to your departmental secretary, and they would sort out all of these things. ... a sense of belonging, you know that as a department that actually your needs will be met holistically within that department. More personalised.” (P7)

4.8.10 Differing Perceptions/Ways of Doing Things

Some participants felt initially confused about who would be responsible for what aspects, i.e. the schools vis-à-vis the colleges vis-à-vis central. In addition, there were different perceptions and ways of doing things across schools and colleges, yet one still had to work as part of the same university.

“Some people were wanting to do things differently so that created some kind of conflict as well and that took away some of the competency that was required and efficiency that was required.” (P1)

4.9 Suggestions for Way Forward

Participants were requested to provide their input concerning the way forward, i.e. what could be learnt from this process, what should have been done differently and what improvements can be made.

4.9.1 Communication and Consultation

Participants advised that there should be more communication and consultation with all employees – not simply presentations to large groups with no opportunity for input. Employees

should have been provided with the correct information about the process, how it would unfold, what procedures would be followed, and offered an opportunity to give input – not the top-down approach employed. The concerns raised by employees should have been addressed appropriately. Participants proposed that there should have been more regular communication with more meetings in smaller groups, allowing everyone to unpack the change, explore its impact together and be part of the change process. There should have been more transparency and engagement with the employees to relieve the anxiety that prevailed. Another participant expressed that there should have been a proper change management process conducted timeously and transparently. A participant felt that there should have been more focus on the purpose of the CMR and the whole process as it unfolded continuously checked against that purpose to ensure it met the intention. Another participant felt that middle management, as the implementers at ground level, should have been more closely involved in the process from the beginning. A participant suggested that there should have been a pilot programme/trial run before rolling this out to the entire University. Participants felt that there needed to be a communication framework for the University that was actively implemented and imparted by all employees daily.

“People should have been informed that this is what the thinking was and then asked for their thinking and how they should go about doing it, should have given input in how the process should have been carried out and how it should have unfolded” (P1)

Another participant felt that the uniqueness of certain sections of the University should have been considered. There should have been greater flexibility in implementation, not enforcement of ‘one-size-fits-all’.

4.9.2 More Devolution and Improvement of Service Delivery at Central

Many participants thought that the appropriate devolution of activities and responsibility proposed in the original CMR was not implemented fully. This created a lot of duplication, confusion and inefficiency. The CMR change process was not appropriately implemented in central services – there was insufficient buy-in with too much control remaining at the central level. Participants were firmly of the opinion that there should be an increase in the autonomy of colleges and more devolution to colleges with appropriate trust in the employees who were placed there to perform the tasks required. This should be accompanied by frequent development of employees at the college level to empower them. Participants also expressed dissatisfaction with the lack of consultation of colleges by central services. Boundaries were established, and new policies were developed centrally without appropriate consultation and input opportunities for the schools/colleges. Participants felt that the leadership of some of the central services had not

bought into the College Model and therefore were not meeting its objectives. Service delivery at central level was problematic with extensive delays in implementation and response to college requests.

“It’s the manner in which the central offices are functioning has a huge impact on how we are able to function and what it is that we are able to do within our portfolios” (P5)

Participants stated that one of the intentions of the CMR was to appoint individuals to make decisions in line with the authority they had been granted. However, recently, there had been a trend to resort to having meetings for decisions to be taken, which undermined the intention of accountability. There needed to be a reduction in committees and the reinforcement of the authority and accountability of individuals.

4.9.3 Strong Leadership and Appropriate Handovers

Participants felt that it was essential that the leadership was decisive with a focused altruistic direction and vision for their sections. Some participants thought that the academic leadership structure within colleges needed to be reviewed – particularly concerning responsibility and accountability of deans vis-à-vis academic leaders. It was felt that leaders needed to be appropriately workshopped on their role as a leader and their deliverables particularly with respect to their administrative component, leading and supporting the College Model. Participants also felt that there needed to be appropriate, timeous handover between leaders underpinned by the University strategy and the College Model so that the new leaders could continue to lead the continuation of these. Furthermore, there needed to be appropriate orientation and integration of new staff into the institution's strategy, college model, culture, and values so they can live and breathe this into the space they lead. Participants felt that the challenges experienced by the executive leadership in the past had damaged the continuation of the College Model. In addition, there needed to be more focus on ethical leadership and accountability. A participant used an example of two leadership individuals discussing another employee and the employee being sent that email accidentally. Participants felt that the leadership needed to live the institution's REAcht values (Research Excellence Accountability Client Orientation Honest and Trust).

“You have to have a strong head with a focused direction, a focused vision and who knows what they’re doing and who has the interest of the College at heart, firstly before themselves” (P1)

4.9.4 More System Improvement and Innovation

Some participants felt that the university needs to be more innovative and move to a more virtual platform, allowing learning to move to a new level.

“if we decide start improving our systems, we improve productivity, you know output, innovate, etc” (P2)

4.9.5 Review of CMR Essential

Participants felt it was essential that a review of the CMR be undertaken not to change the model but to assess what was working, what was still aligned to the objectives, and what needed tweaking. Some participants felt that there needed to be an assessment of the CMR to determine whether everything had been appropriately implemented and whether the whole University was still aligned with the CMR objectives. There needed to be consideration of the structure and processes with the CMR, where growth took place, and of what had been achieved by that growth. Participants felt that the CMR had not been appropriately embedded. Other participants felt that there needed to be continuous and intentional monitoring and evaluation of the CMR against the objectives with a willingness to adapt and be flexible where necessary.

“There’s never been an assessment as to where what was supposed to have been implemented, was in fact implemented.” (P5)

4.9.6 Establishment of Appropriate Culture

Participants felt that with the merger of the University in 2004, it appeared to have been assumed that an appropriate culture would evolve. However, there had been no focus by the University on the development of its culture. Participants felt there were many cultures within the University, but none of them brought synergy to form a UKZN culture. They thought that the University needed to develop a culture focused on transparency, effectiveness, efficiency, good governance, accountability, integrity with an open dialogue with its employees.

“There’s multiple cultures, there’s a former UDW, there’s a former UN, there’s a Black, Indian and White culture, there’s many cultures and none of them bring synergy. There isn’t a UKZN culture.” (P8)

4.9.7 Focus on Appropriate Transformation

Participants felt that there needed to be an appropriate focus on transformation from all aspects, not only race. It was thought that the interpretation of transformation was too narrow, focusing purely on equity targets.

“You need to go back to that vision and mission, because that vision is to be the Premier Institution of African scholarship so you know, every time I close my eyes, I tried to picture that vision, and all I see is equity target, I don't see premier.” (P8)

4.10 Summary of Themes and Sub-themes

Figure 4-4 is a diagrammatic representation of the themes and sub-themes of the study listed in Table 4-2 to provide a visual illustration of the findings. The perceptions of the purpose and objectives were detailed in the sub-themes of purpose, structural & functional efficiency, streamlining decision-making, creating academic critical mass, better focus on research by academics, to deepen the transformation of UKZN and best international practice. The perceptions of the process included the sub-themes of too hasty, lack of consultation, lack of managerial input into devolved structure, lack of appreciation of institutional memory and stressful allocation. The perceptions of the impact of the CMR in CHS were described in the sub-themes, emotional impact, misinterpretation of the term “administration”, uniqueness of health sciences, impact on academic programmes, investment in staff and comparison with other colleges. The perceptions of the impact of the CMR on UKZN are explained in the sub-themes of UKZN vision and mission, competitiveness of UKZN, lack of career growth opportunities, benefits of the CMR for UKZN, year 2020 and Project Renewal. The challenges experienced during implementation theme were depicted in the sub-themes of disgruntled and demotivated staff, unclear expectations, physical location of staff, logistics and adaptation, minimum job requirements, lack of relevant training, new reporting lines, lack of precedents/guides/policies, centralisation of school administration and differing perceptions/ways of doing things. Suggestions for the way forward theme were detailed in the sub-themes of communication and consultation, more devolution and improvement of service delivery at central, strong leadership and appropriate handovers, more system improvement and innovation, review of CMR essential, establishment of appropriate culture and focus on appropriate transformation. The visual illustration provides an overall and summarised view of the themes and sub-themes which assists in processing the information easier.

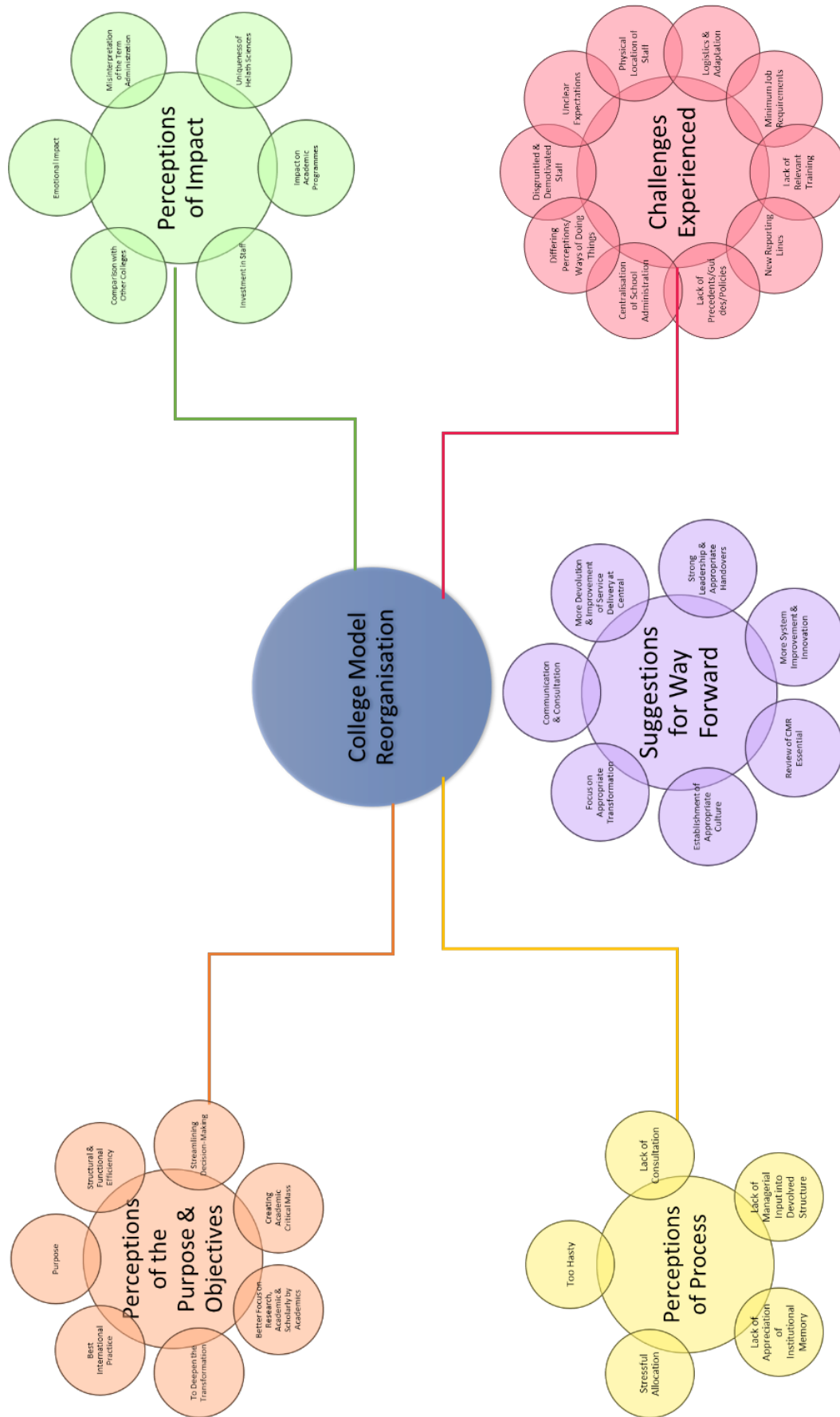


Figure 4-4 Diagrammatic representation of themes and sub-themes of study

4.11 Conclusion

This chapter has captured the analysis and findings of the participants which took part in the study using thematic analysis of semi-structured interviews conducted online via Zoom. The overall assessment of the feedback received is that participants favour the College Model but feel that the way it was implemented had a severe and negative impact on the affected employees. The process was too rushed, lacked consultation and appropriate, regular communication and did not consider the concerns of employees. As middle managers, the participants also faced many challenges in the implementation at ground level, which are detailed in the above findings. The participants, however, did make numerous suggestions on the way forward, the most essential of which is the need for a review of the existing Model to realign it and embed it entirely in the University. The following chapter is a discussion of the literature in relation to the study's findings within the context of UKZN CHS.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

The study aims to explore the perceptions regarding implementing the CMR within UKZN CHS of middle managers. Chapter Four presented an analysis and findings of the semi-structured interviews conducted with the participants. The findings were obtained from semi-structured interviews with 12 middle-manager participants in CHS, most of whom were from the professional services with a few academics. The findings addressed the perspectives in understanding the purpose of the CMR, identified the factors that impacted the implementation of the CMR and provided recommendations on how to implement the CMR further effectively. Several challenges experienced as both employees within the organisation and middle managers concerning the implementation were also highlighted. This chapter will discuss these findings in relation to the reviewed literature on change, change management and organisational change within the context of UKZN CHS.

Research has shown that many organisations believe that by downsizing they cut costs and improve profitability; however, the outcome is varied and often does not achieve the intended purpose and is thus a short-sighted strategy (Brockner et al., 2004). The removal of the Faculty layer in the organisational structure resulted in a reduction of staff and one would assume a reduction in costs. However, in the researcher's personal observation as a university employee an increase in the number of professional services employees had been noticed and, as highlighted in Project Renewal, the institution is questioning its sustainability which indicates that these savings have not been achieved.

5.2 Perception of the Purpose and Objectives of the CMR

To recap, the CMR tagline was 'simplifying and streamlining for success' (Makgoba, 2011, p. 1; Mbadi, 2011, p. 1) and the objectives were to:

- "Achieve both structural and functional efficiency through appropriate and effective devolution, consolidation of Schools, and the disestablishment of the faculty level;
- Streamline decision-making through a flatter and a competency-performance-based structure;
- Create academic critical mass through consolidation of Schools and ensure the evolution of new forms and new ways of knowledge production;

- Ensure that academics focus better on research, academic and scholarly rather than administrative matters;
- Deepen the transformation of the University; and
- Bring UKZN in line with best international practice and modern trends in high impact, efficient and competitive higher education institutions in order to realise its vision and mission.” (Makgoba, 2011, p. 2; Ntola, 2015, pp. 1,68,72).

5.2.1 The purpose of the CMR

The findings revealed that there appeared to be a general understanding of the purpose of CMR, namely to streamline and improve efficiency (objective one), reduce bureaucratic delays (objective two), with more autonomy in the colleges (objective one) and more accountability of individuals in their respective portfolios (objective two), thereby decreasing decisions by committees (objective two). Other participants believed it was to create academic critical mass (objective three), free academics to focus on academia and research (objective four) and bring the critical services to the home of the student, namely the school/college (objective one). Participants appeared to draw less of a connection between objectives five and six and the purpose of the CMR, although they were aware of the transformation taking place in the University and had commented in this regard. It, therefore, appears that there has been some communication and understanding of the purpose of the CMR within CHS, however, it is not fully understood.

This is further supported by the Mbongwe (2012) study, where 55% of the respondents stated that the CMR objectives were unclear or very unclear. That study also found that employees at grade 6 level and above, i.e. middle and senior management, appeared to have more clarity on the objectives than those at lower levels. Therefore, it seems that the communication of the objectives to the employees in lower grades was less effective. Ndlovu’s (2012) findings revealed that participants did not understand the impact of the CMR at the start and could not obtain clarity from Human Resources on how it would affect them personally. When communicating with employees, UKZN and CHS need to take cognisance of the audience they are engaging with. Some employees require a more practical or visual explanation of the impact of the change. To lead and connect with a diverse workforce leadership skills, effective communication, and negotiation are essential. Whilst the situation is complex and requires adaptation, the rewards of a diverse workforce include innovative opportunities (Clohisy, Yaszemski, & Lipman, 2017). The lack of appropriate communication is also highlighted in the challenges experienced with the implementation.

A participant's differing opinion was that the CMR's purpose was to increase the hierarchy at the top and decrease staff at the bottom. This misperception is also apparent in Ndlovu's (2012) study, which revealed that the change was an unnecessary nuisance for those participants. Here it is evident that the purpose and objectives of the CMR were not adequately communicated to the employees. Previous research indicates that it is essential to communicate the reason for the change and how the change will benefit employees to reduce resistance to change and increase buy-in (Dirani et al., 2020; Fourie, 2009; Galli, 2018). At the start of the CMR there was some communication from the University and then later some from the College, but the continuation and frequency of the communication throughout the implementation was limited.

The findings revealed a more negative perception of the College Model organisational structure and the CMR from the academic participants versus the professional services. This is evident in the percentage assigned to the success of the achievement of the objectives as detailed in Table 4-3, with two academic participants assigning only 20% each. The average percentage of success given by the academic participants was 32%, whereas the professional services were 67%. It is also evident in the frustration highlighted in the findings due to the perceived increase in administrative workload with the centralisation of the administration, their input not being considered at the start of the CMR, and the perceived negative impact of the CMR on the academic programme, duplication of structures with the MBChB programme splitting across three schools, loss of community with administration supporting more than one discipline, difficulty in retaining academic staff, the different terminologies which are not understood by the rest of the academia in South Africa, and challenges with the new reporting lines. Perception is defined as how employees make sense of their environment when assimilating and interpreting sensory impressions (Robbins, 2001). Other research indicates that employees' perceptions about changes in an organisation impact on their performance (George & Hegde, 2004) and behaviour at work (Langton & Robbins, 2006), the outcome of the change (Awino & Ndegwa, 2011) and the organisation's performance (George & Hegde, 2004).

On the other hand, while the professional services participants expressed concern with how the University managed the CMR with the inappropriate and insufficient communication, lack of consultation, the lack of opportunity to give input to the post structures, the haste with which it was implemented and the many challenges they had to address as middle managers, they were more optimistic about the College Model and felt that many more of the objectives and components of the objectives had been successfully achieved. Overall only one participant was in favour of a change in organisational structure to another, which was more in line with the rest of the universities in South Africa. The remainder were happy for it to remain but were adamant that it required review, adjustment and alignment to ensure sustainability for the University.

Ndlovu's (2012) participants indicated that their negative experience was directly related to the CMR implementation, i.e. how the process unfolded, not the change itself.

One of the academic participants mentioned that when the CMR was first brought to their attention, they understood it to impact more on professional services and therefore did not give it much consideration. However, when it was implemented, they realised the impact on them, not in terms of job loss but in terms of service delivery, physical location, and splitting of qualifications across schools, for example. This speaks again to communication and how the change event is communicated to all who are affected directly and indirectly. It is not necessarily that the employees who appear not to be affected do not care but rather that their focus lies elsewhere, owing to their perception that it does not impact them. Or in CHS, for example, particularly concerning the clinicians, it could be a case of their dual responsibility to DOH and UKZN, line management of large staffing establishments, the requirement to teach, conduct research as well as take care of patients that are already so complex and at times overwhelming that changes of an organisational nature and structure are not as pressing and important as these other factors. The question is, how do you influence/compel your employees to pay attention to such an important change event that will impact them directly/indirectly. The six best practices for communication in change management, as defined by Neill (2018), in summary, require collaboration between human resources, public relations, marketing and involvement with leadership in the creation and distribution of information guides, site visits, including engagement with leadership at all levels, opportunities for employees to raise concerns and be heard, symmetrical communication, as well as sharing of employees stories supporting the change all linking to the reason for the change and the benefits.

Whilst there was communication at the start of the process at the University level, it became infrequent as the process continued and more could have been done. CHS could have done more to remind employees of the reason for the change and to provide opportunities for engagement throughout. It was also important to ensure that the academic staff within the College, particularly those who are DOH employees but teach, were made aware of the impact of the change so that they could become part of the change process. Earlier research substantiates that communication must be disseminated using the relevant channels and times (Stefan & Nazarov, 2020), which again speaks to the need to direct the communication at the appropriate level to the differing audiences to gain their understanding, acceptance, and buy-in of the change. CHS developed a communication strategy a few years ago but this needs to be updated, particularly in light of developments arising from the pandemic, and become part of the culture of the College so that it is a living document and applied to all communication.

The findings of this study revealed differing opinions on whether the CMR objectives had been achieved with an overall result of a 58% success rate. The academics were more pessimistic regarding the achievement of the objectives as they felt that the reduction in the professional services employees had increased their administrative burden. This is evident in the participants' findings explaining that the centralisation meant that there were no professional services employees in some disciplines to accept deliveries, for example. This also had, in their opinion, a negative impact on how the discipline functioned with no administrative staff member present in the discipline who were *au fait* with how the discipline worked and to whom employees in that discipline could go to for assistance. The reduction in employees resulted in the pooling of resources which resulted in cost savings and economies of scale. However, this, in turn, created a disconnect between the professional services and academic employees.

Previously, a professional services employee would be located within a discipline providing a service to that discipline only. The professional services employee was seen as part of the discipline team. In some instances, reducing these employees meant that one person had to support more than one discipline, some up to three disciplines, thereby splitting their time and attention and no longer having that dedicated connection to the one discipline. This impacted CHS, particularly in SCM, where every Academic HOD had a personal assistant prior to the CMR. It was also seen as a form of status that came with attaining that position. When the CMR was implemented in 2011, and further changes were made in CHS in 2013, the employees were reduced to such an extent that Academic HODs now had to share an administrator.

5.2.2 The CMR objectives

Findings revealed that structural and functional efficiency had been achieved to some extent in the University and to a larger extent in CHS. However, there was unfortunately a lack of full devolution to the Colleges and inefficiency in central services. The disestablishment of the faculty level had been fully implemented. The document *UKZN Colleges and Governance Structures* states "by clustering cognate Faculties into a smaller number of Colleges that can function as operational units, it is possible to devolve most of the administrative functions from the centre to smaller, more manageable, and more homogeneous functional units" (Makgoba et al., 2004, p. 2). In their perception of the achievement of this objective, the findings indicated that devolution had not fully occurred as intended initially, with many decisions still being taken at the central level. This was echoed in their suggestions for the way forward, where participants felt that there should be more devolution to schools and colleges and an improvement of service delivery at the central level. In addition, many decisions taken centrally did not provide an opportunity for input

from the end-users. On a positive note, the findings revealed that there had, however, been a reduction in the silo mentality with consolidation of the schools, which encouraged collaboration.

A differing opinion was that objective one had resulted in duplication and dilution of services. This was linked to the change in the organisational structure which resulted in the splitting of the MBChB programme across three schools and the offering of the MMed programme by three schools. Findings revealed that this perpetuated silo thinking, instead of multi-disciplinary thinking, with each school focusing on their individual aspect of the MBChB programme, each with their own professional services, ALs, and Deans with different philosophies and strategies. In turn, findings indicated that this diluted the service provided to the students and inequality in the services offered to the MMed students in each school. Table 4-3 illustrates the change from two Faculties to four Schools in CHS.

Findings revealed that the streamlining of decision-making through a flatter structure had been met to a certain extent with most decision-making at the appropriate level and empowering of middle managers to make decisions and be accountable based on their competency and performance. Unfortunately, recent developments showed an increase in the challenging of these individuals and their expertise, thereby making it extremely difficult to fulfil their mandate. Participants felt there were still too many individuals involved in the decision-making process. Findings also indicated that recently within CHS the structure was becoming bloated with many layers. Over time due to the perceived increase in administrative work of academics, additional posts have been created. Using existing vacant positions, the Schools, with the approval of the College, created Principal Programme Officer posts which report to the School Managers. This assists in the management of the academic programme within the School. In addition, the growth of the DCTP had resulted in an increase in the administrative component of the College; however, this is essential to meet the requirements of the MOU between KZN DOH and UKZN.

The findings revealed that the flatter structure did create a challenge with the lack of career growth opportunities for professional services employees. There were no opportunities for upward mobility unless someone else resigned or retired. In addition, there was no promotion policy for professional services employees. The University implemented a broad banding policy meant to create opportunities for professional services employees who meet the criteria to progress to higher levels within a job category (UKZN HRD, 2015). For example, a grade 11 position identified for broad banding would have criteria for grade 12, grade 11 and grade 10. A staff member could be appointed at grade 12 level for one of these positions, then once they had achieved the criteria of a grade 11 move up to that level and then the same for grade 10 without having to wait for a vacancy to arise. Unfortunately, the initial intention of the proposal when it

was first discussed with some of the managers and directors differed significantly from the final approved policy, which was so restrictive that when implemented, very few employees qualified, thereby defeating the purpose.

In addition, findings stated that UKZN decision flow processes were not always accurately followed with a misconception that some rules did not apply to certain individuals. CHS had conducted roadshows earlier in the CMR with presentations by all the relevant role players in the college to explain what the various managers were responsible for and to provide details of, for example, the approval processes. Unfortunately, in the interim, there had been changes in staff in the leadership and at other levels who perhaps did not understand the decision flows. To address this, SCM had hosted workshops in the last two to three years explaining the various financial and HR processes to which all academic and professional services employees within the school were invited. Unfortunately, although these were advertised well in advance and held at various times to allow everyone an opportunity to attend, the attendance by academics was minimal. SCM would need to review how they could encourage academics to attend and participate.

Findings also indicated that the competency basis was not achieved at all levels. This was mainly concerning the ALs and the contradictions regarding their workloads. ALs were meant to be academics who spent 25% of their time focusing on the leadership of their portfolio (teaching and learning or research) within the school and the remainder on teaching, research and community service. In the performance of their tasks they would liaise with their Dean and Head of School as well as the relevant College Dean (Mangaliso et al., 2010). However, in practice, there were differences between what the job profile stated and what they were required to do, even between the various schools in CHS. This led to some being extremely overloaded with tasks, many of which were administration related, that should rather be done by other individuals within the school owing to the lack of role clarification.

Findings also revealed that the current performance management system was merely a tick-box exercise with those employees successful at selling themselves allegedly performing above average. This created a culture which focussed on the achievement of targets to the point that performance was fabricated or stretched. Previous research has shown the unintended consequences of performance management systems include: gaming – changing behaviour to meet performance targets which sometimes borders on unethical; information manipulation – information is edited to align with the targets, some of which can be fabricated; selective attention – fixation on quantifiable or short-term easier to achieve targets; illusion of control – PMS are perceived as the actual performance status (Franco-Santos & Otle, 2018). Based on the findings and the research above, it is essential that the performance management in UKZN be revisited to

create a culture of willingness to achieve and perform at the highest level for the good of the organisation, not in anticipation of a monetary reward whilst upholding the integrity of the institution. This spoke to the lack of an appropriate culture in the organisation as highlighted in the findings and the fact that the Respect Excellence Accountability Client Orientation Honesty Trust (REACH^T) (UKZN CRD Publications Unit, 2017, n.d.) values were espoused but not lived. It also touched on the role of the leadership to lead by example. Findings revealed that the negative actions in the executive leadership a few years ago and the damage done by a few other leaders in the organisation in terms of bullying and oppression of employees, for example, had led to few suitable role models to follow.

Findings revealed that while there had been a consolidation of schools which resulted in collaborative engagements and creation of academic critical mass, this objective was not fully achieved. On the academic front, there was still too much silo mentality within the schools and the college, and the academic and research collaborations were limited to a few. This was reinforced in the clinical environment with the specialisation and the individual disciplines each with their own establishments to manage and service delivery required. The CHS leadership needed to provide more opportunities for collaboration to the point of making it a requirement for employees. This would, in turn, create an evolution in knowledge production. The recent pandemic had forced a new way of teaching in the beginning; however, in the clinical environment little had changed once students returned to teaching. The researcher was aware that in SCM, some disciplines had adopted a blended-learning approach quite successfully; however, these were only a few. The majority had retained their teaching and assessment practices prior to the lockdown.

The researcher could attest that in the professional services leadership of the college and schools, it was slightly different with regular engagement amongst the managers regarding new ways of doing things both formally via the Professional Services Forum and informally via emails and WhatsApp. At the start of the CMR, many processes had to be developed from scratch, and this was successful due to the interaction and collaboration amongst the managers within the College. Before the pandemic, the College and School Managers had also attended annual strategic planning workshops to collaborate and plan the strategic direction of operational services in the College. This was, unfortunately, placed on hold during the pandemic.

Findings also indicated that the splitting of the MBChB across the schools had presented a challenge in collaboration. CHS had created the MBChB Coordinating Committee which brought together the Deans, ALs, School Managers and Principal Programme Officers of the three schools involved in the MBChB programme and while this was initially not functioning properly, it had

been appropriately led in the recent years with regular meetings that allowed for a platform for collaboration and engagement. In addition, an information exchange meeting had been established by SCM which met every six weeks in the last year or so, where everyone in the three schools could get together online to discuss any issues about the MBChB programme.

Findings from professional services participants revealed that there appeared to be a misunderstanding of the term 'administration' amongst the employees with many academics withdrawing from essential academic tasks and becoming complacent. The assumption by some was that all administration was now the responsibility of the professional services. Participants felt that whilst the administration was there to support the academic endeavour, they should not be placed in a position where they are forced to make academic-related decisions.

Findings from the academic participants revealed that whilst there had been an increase in research productivity evidenced by the increase in productivity ratings of UKZN, the research quality of the research could be improved. The increase in research was evident in the increase in research productivity units for CHS had increased from 12954.90 in 2011 to 62784.30 in 2020. Unfortunately, while there was a lot of research taking place in the college, and it had increased substantially since CMR, only a few CHS researchers made it to the top 30 list of researchers in UKZN, determined by the number of published peer-reviewed journal author units in recognised and accredited Department of Higher Education and Training journals. However, there had been growth in that number from 4 in 2015, to 9 in 2019 and 7 in 2020 (Poku & Ramjugernath, 2019, 2020; UKZN Research Division, 2015). Findings revealed that these developments in the research arena had positively impacted on the credentialing of more academic employees.

The findings also revealed the concern that had been raised that the focus on research had resulted in a neglect of undergraduate responsibilities. The additional demands of research productivity targets and requirements to apply for promotion appear to have reduced the commitment to undergraduate teaching. CHS had made teaching relief options available to schools to afford their staff opportunities to focus on their research activities for a period while aiding with undergraduate teaching. This was, however, almost impossible for the clinical staff to make use of owing to their service responsibilities to DOH; hence the productivity units in SCM were third highest in comparison with the other schools in the College.

The findings revealed that while there had been some developments, for example in CHS with the implementation of DCTP, overall the transformation which had taken place in the University and College had focussed only on equity. Concern was highlighted in the findings that the need to achieve the equity targets sometimes bordered on ignoring merit. The findings also revealed

that a school was in danger of creating a dependency relationship with students, thereby impacting their transformation to adulthood. Boundaries needed to be drawn between supporting students and enabling them to become dependent. In CHS, with the scarce skills in most of the medical fields, it was difficult to attract equity employees. To address this, the College had created developmental lecturer posts for juniors to provide extra support so they could have accelerated development and had a Grow-Our-People strategy to support and develop employees. In addition, CHS had allocated a substantial amount of funding every year towards scholarships for postgraduate students which greatly increased productivity within the College.

Findings revealed that the implementation of the College Model and CMR had established a benchmark for other HEIs. Other findings indicated that the focus should be more on the African component of African Scholarship as highlighted in the vision rather than on other international trends. The challenges with infrastructure, for example, lecture venues that were too small for class sizes were also highlighted and needed addressing by UKZN. Findings also revealed that while there had been some system improvements and efficiencies, there were still too many queues and delayed responses to enquiries. This was also evident in the loss of top-performing matriculants to other institutions. In the research arena, however, it was felt UKZN was on par with international best practices and trends and, in some instances, in the lead in CHS with their research centres, i.e. Centre for the AIDS programme of Research in South Africa (Caprisa), the Africa Health Research Institute (AHRI), the KwaZulu-Natal Research Innovation and Sequencing Platform (KRISP) and the HIV Pathogenesis programme (HPP). It is, therefore, evident that there have been some improvements since the CMR, however, there is still work to do. UKZN needs to review the balance between trying to follow international trends and incorporating the African scholarship component.

5.3 Perception of the CMR Process, Impact and Challenges

5.3.1 The CMR Process

Findings revealed that the process was too hasty, and employees were not afforded the opportunity to digest what was going to take place and how it would affect them. In addition, the situation was initially chaotic with very little clarity provided. Furthermore, the findings revealed that employees were not permitted to disagree with the proposals. They felt there was no adequate planning of the appropriate distribution of resources. While the University had employed a change consultant at the start of the CMR, the services were not widely used by the employees, and there was no support provided following the initial immediate changes. The College should have been more proactive in scheduling regular, repeated sessions of change management consultation and

engagement with the employees as the process unfolded. This would serve two purposes, i.e. allowing employees to share their experiences about what they were going through to assist them in navigating the process, and enabling the University to assess the challenges and provide additional support where necessary. It is necessary for employees to adapt their behaviour and attitude towards the change (Odor, 2018). However, they can only do so if they firstly understand the reason for the change and its benefits, what the change entails, how it affects them personally and are guided and supported throughout. In some instances, affective acceptance is achieved when the employees' bond while undergoing change, thereby influencing the ability of the team to function (Allen, 2003; Amason & Schweiger, 1994). The interdependence creates a level of trust which reinforces the security and the perceived value of employees.

The findings also reveal that there was a lack of consultation with employees. The opportunities for alleged consultation were perceived as information sharing of *fait accompli* decisions that the University had undertaken in a top-down approach. In addition, the communication was limited and often contained mixed messages. Those who made written input were ignored and participants felt their concerns and issues were never taken into consideration. A dissenting view was that there had been enough done to ensure employee buy-in. The interdependence created from affective acceptance results in a level of trust which reinforces the security and the perceived value of employees. On the other hand, not being permitted to participate and contribute to change initiatives, as was highlighted by the participants, increases mistrust and insecurity (Allen, 2003; Amason & Schweiger, 1994; Edwards, Prætorius & Nielsen, 2020; Yilmaz et al., 2013).

Discontinuous change increases uncertainty as it is often an impromptu reaction to a situation, usually a financial crisis, without due consideration of the impact – known in Systems Thinking as a quick fix that backfires (Payne, 2022; Senge, 2006). Incremental change, involving collaboration and participation, allows employees the opportunity to innovate in a less risky environment and makes them feel they have ownership in the decisions taken, resulting in collective responsibility (Samal & Chatterjee, 2020). The employees' past experiences with change initiatives can lead them to be optimistic about new/additional changes or cynical. Earlier research indicates that for decision making to be deemed fair, two elements must be prevalent: individuals must have been allowed to contribute to the decision, and there is evidence that the decision-maker has considered the contribution (Korsgaard, Schweiger & Sapienza, 1995; Tyler & Bies, 2015). As the findings reveal, these two elements were definitely missing in the CMR at University and College level.

The findings reveal that following their appointment as middle managers, they were not provided with an opportunity to make input into the devolved structure of their subordinates prior to

implementation. This resulted in a mismatch between the norms and standards of their expert area and the structure which was implemented. There was no transparency and no consultation of the managers who would head the structures. Instead input was provided by others who were not experts in the field or conflicted due to their loss of power or position. This links to the findings that the process was too hasty in that the focus was on meeting deadlines and getting the CMR implemented without due consideration of the impact on the employees or those who had to continue with the implementation and embedding of the changes.

The findings also revealed that there was no consultation concerning the selection panel composition of subordinate appointments which also impacted on the selection of the appropriate employees for the vacant posts. Furthermore, they as line managers had no input regarding the appointees. They expressed concern regarding the fairness in the process and even felt that some positions had been tailor-made for certain individuals. The appointment process was driven by HR and the overall perception was a need to dismantle the rest of the University while not impacting on HR. As middle managers, they were not involved in the development of the job descriptions of their subordinates.

The findings also indicate that the middle managers were the implementers of the CMR at ground level but were left out of important discussions and excluded from participation in decisions pertaining to processes, staffing, spacing and logistics, for example. It was recommended that they should have been involved closely in the process at the start of the CMR. It was also suggested that consideration should have been given to a pilot programme of the CMR before implementation which would have addressed a number of the challenges experienced. Other research indicates that middle managers are essential to the change process and can help overcome employee resistance, effectively lead and implement the change, translate strategy to the employees at operational level, positively impact on employees' attitudes to the change, assist employees in managing their emotional reaction to the change event, and champion change by acting as an intermediary between senior leadership and employees (Balogun, 2003; Buick, Blackman & Johnson, 2018; Cao et al., 2016; Currie & Procter, 2005; Floyd & Wooldridge, 1994; Huy, 2002). However, they can also impede the success of the change event (Balogun, 2003; Buick et al., 2018; Huy, 2002). In order for their impact to be positive, their relationship with their subordinates needs to be positive and built on trust (Buick et al., 2018; Ford et al., 2008).

The findings revealed that a lack of appreciation for institutional memory and the disregard for the importance of this knowledge has resulted in the loss of a considerable amount of institutional memory when the CMR was implemented. With the resignation, early retirement of many employees and some employees not being found appointable and forced to leave the institution,

there was loss of a great deal of tacit and some explicit knowledge because there was no knowledge management culture in the University. In addition, findings revealed an issue with HR data integrity which arose from the CMR concerning employees' records of years of service and qualifications. Concern about the possible negative impact on pension funds and other benefits was raised.

Knowledge Management involves using the knowledge your employees have for the benefit of the organisation and this needs to become an integral part of the organisation. It provides opportunities for employees within an organisation to generate, share and implement knowledge to achieve organisational objectives (North & Kumta, 2018). For it to be effective, there needs to be education of all the employees about its importance to ensure buy-in. There needs to be an intentional approach to encourage employees to share the knowledge they have with others, to benefit the entire organisation, by improving the performance of individuals and the organisation as a whole. A knowledge culture needs to be created where everyone recognises and accepts knowledge sharing as a desirable behaviour. Previous research indicates that the performance of HEIs is affected positively by knowledge sharing which became particularly important during the pandemic where it also impacted on employee engagement to a certain extent (Ahmed et al., 2020). The creation of a knowledge culture has been achieved to some degree by CHS with the creation of SLAs and SOPs and the storing of templates, reports and other important historical documents on SharePoint as highlighted in the findings. This has also helped deal with the findings indicating that there were initially challenges with various individuals having a different way of doing things which had led to some confusion. However, this culture of knowledge management and knowledge sharing needs to be developed further in CHS and the rest of the University.

5.3.2 The CMR Impact and Challenges

The findings revealed a severe negative emotional impact on the employees owing to the speed with which it was implemented, the lack of transparency, insecurity of job retention, lack of recognition of the contribution made by professional services employees, their perceived insignificance, references to overstaffing, and apparent ignoring of contributions made to the process by the employees. The words expressed most often included: anxiety, fear, uncertainty and insecurity. This correlates with Mbongwe (2012) findings which revealed that 31% of respondents were apprehensive and 24% insecure about job security. In addition, the study by Ndlovu (2012) highlights the feelings of shock, fear and confusion experienced by participants when they were informed that they no longer had a job. The study by Ntola (2015) also highlighted the feelings of shock and fear by participants when the reality of the CMR set in.

Emotional irritation i.e. fatigue, nervousness and exhaustion were found to correlate with restructuring (Otto, Thomson & Rigotti, 2018). Whereas change in tasks was linked to emotional exhaustion which spoke to the mental health and well-being of employees in a change event (Nikolova et al., 2014).

Robbins et al. (2018) explains that change creates uncertainty as employees fear job loss, status, and their way of life feels threatened. Kotter (1996a) explains that change tends to create pain; however, he believes that this can be mitigated. Burchell et al. (2002, pp. 5-6) explain that the change efforts, for example, downsizing, “damaged the psychological contract between the employer and employee” and thereby severely impacted the motivation and goodwill of employees. The following statement was rated as the most important to achieve success in a change event i.e. “ensure that people are treated humanely throughout the CMR process” (Mbongwe, 2012, p. 61).

Mistrust in an organisation strengthens uncertainty and is often affected by previous change event experiences. Lack of openness and trust can result in, for example, a lack of information sharing with severe consequences. Climate is defined as the employees’ perception and description of their environment. It manifests the organisation’s culture and is created by employees’ engagement and shared experiences (Allen, 2003). Allen’s (2003, p. 66) study identified “three dimensions of climate, namely insecurity vs security, trust vs mistrust, and optimism vs cynicism”. The insecurity/security relates to the fear of job loss, loss of benefits, loss of status, and loss of opportunities, known as multi-faceted job insecurity.

The findings regarding the emotional impact on the employees as a result of the CMR stem from these fears as they faced this multi-faceted job insecurity in an environment where mistrust had been fed by lack of communication and consultation with a perceived culture of secrecy and dishonesty. The CMR was implemented six to seven years after the major upheaval of the merger of the two institutions of UN and UDW that birthed UKZN. It appears from the findings that little was done to prepare the employees for the change or to determine their readiness for change. This was exacerbated by the lack of information regarding the impact of the change on the employees and the benefits to be derived therefrom. As indicated in Table 2-1, UKZN needed to employ education and communication, participation, facilitation and support with those employees who would be affected by the change which would provide clarity, increase acceptability, allow for adjustments and encourage commitment (Metz, 2021; Robbins et al., 2018).

The findings revealed that the allocation and placement process of employees in the CMR was extremely stressful with employees being informed they were facing redundancy and being forced

to apply for a position. This created immense anxiety and the health and wellness of some employees was negatively affected. Participants in the Ndlovu (2012) study concur and indicate that they applied for many positions simultaneously, even those they did not qualify for in the hopes that they would be successful with one. While a few employees were promoted, the findings also revealed that a number of employees were demoted, received reduced salaries or lost their jobs. During the CMR process, some employees who were not immediately appointed were placed in 'the pool' with a definite possibility of retrenchment.

The findings revealed that in the appointment process, employees were vying for the same positions which generated animosity and discord amongst them which had not previously existed. This in turn damaged the working relationship with employees unwilling to assist one another, jealously guarding the information they had in the hopes it would secure them their positions (Ndlovu, 2012). Once again, the lack of sufficient communication is highlighted as the structures did not appear to allow for grade 11 positions and there was no indication or clarification what would happen to the employees in those posts. In addition, contradictory messages were being received by employees. This correlates with Ndlovu (2012) participants who were also recipients of conflicting communication regarding their job security.

In the Kuipers et al. (2014) study, five change management factors were identified, namely context, content, process, outcomes and leadership. As highlighted, the context of the CMR was a highly volatile and complex environment in Higher Education with challenges internally (e.g. industrial action in 2006) and externally (e.g. massification vs under-preparedness of students entering university). The content pertaining to the organisation's systems, structures and strategies needed reviewing following input received by the VC from visits to schools in 2008, and concerns raised by Senate regarding misalignment of the model (UKZN CRTT, 2010). The process was started with a review of the College Model by an external panel and their recommendations included a number of changes to the University and its structure (Mangaliso et al., 2010). The changes were implemented towards the end of 2011 and the first half of 2012. What is evident in the findings is the implementation was flawed. The outcomes are detailed in the findings in terms of the reaction of the employees and middle managers to the changes and the negative experience that is prevalent in the majority of the findings with respect to the manner in which it was implemented. The role of leadership in this process was that of autocratic leadership with a top-down approach not allowing for proper engagement of the employees nor taking into consideration any written inputs.

The findings also highlight the professional services perception that they are less important to the University than the academics being referred to as consumers not producers and that their feelings

and well-being were of no significance. This perception has not improved or been corrected by the University over time and yet as academics change leadership positions or leave the institution, the work continues in the background by the nucleus or the heart of the institution i.e. the professional services employees. This speaks to the culture of the University and its strategy to be an institution of choice for staff, yet everything is aimed at supporting the academic with very little attention given to the professional services employees.

The findings revealed a complaint from the academics regarding the non-recognition of the uniqueness of Health Sciences. This was in relation to the context of their dual responsibilities as clinicians to DOH and UKZN constantly ensuring both parties targets are met. As clinicians, they were required to ensure that the patients were seen and their health issues addressed while also ensuring that teaching and research takes place. Those in leadership positions were also responsible for ensuring the performance of their subordinates. A further challenge that had been experienced at the start of the CMR was the derecognition of the status of departments and their positions as Heads. Owing to the flatter structure, the University now consisted of Colleges within which were schools made up of cognate disciplines. These disciplines were headed by academic leaders whereas previously they were departments led by heads. This created confusion in their interaction with DOH and colleagues at other universities who did not understand the terms disciplines, academic leaders, schools and colleges. A special concession had been made by the University to continue to recognise their positions as Heads of Department while interacting with DOH.

The findings of the manner in which the CHS dealt with the CMR in comparison with other colleges revealed a favourable perception. The leadership at the time was found to add to the functioning and clarity in terms of processes and the devolution that had taken place had positively improved the efficiency and response time. In SCM there had been a total of 50% decrease of professional services employees following the CMR in 2011 and the further changes in CHS in 2013. However, in other colleges most of the staff compliments appear to have remained the same. Overall the college was found to be more compliant in terms of implementing the intention of the CMR to simplify and streamline. Unfortunately, the findings also revealed that some of the good that had been achieved was being unbundled. The changes in leadership without proper handover appeared to have created misunderstandings about roles, responsibilities and the principles underpinning the CMR. This had also resulted in the increase in the number of committees – a definite move away from the CMR recommendations which had stipulated that committees should be minimised and consolidated. Use could be made of task teams with focussed terms of reference and limited life-spans to resolve specific issues instead (Makgoba et al., 2004). The findings also revealed the lack of a college strategic plan which raised a concern

about the strategic direction and performance of the college without a formal document to refer to.

Findings revealed a concern about the investment that had been made in academic staff in terms of accelerated development and increasing equity appointments; however, it was difficult to retain these employees. Earlier research reveals that staff retention is extremely difficult in HEIs owing to the competitive environment (Mabaso & Dlamini, 2018). In CHS this is even more of a challenge owing to the scarce skills of medical practitioners. The findings also revealed that whilst the position of School Manager within CHS may be extremely challenging i.e. employees in this position are expected to be knowledgeable about everything, it does present a fertile training ground in comparison with other institutions. The salary scales and benefits for UKZN employees made it less attractive when compared with other HEIs. There also appeared to be an issue of role clarification with respect to School Managers vs Deans and Heads of Schools. Recent developments within the College with new leadership was blurring the boundaries. The findings also revealed that the lack of consultation and participation in the CMR, the apparent ignoring of the employees' input had impacted on their pride in the institution and staff retention. Studies reveal that employee involvement in the organisation should always be encouraged and be continuous to grow and improve the organisation (Ahmed et al., 2020).

HEIs are responsible for inter alia knowledge production, skills development and research; therefore, it is essential that they are appropriately staffed with the necessary expertise to fulfil their mandates. Organisational commitment is defined as when an individual is attached to an organisation to the extent that they are loyal, actively contribute and involve themselves in a steadfast manner to support the establishment. (Lamba & Choudhary, 2013). Employees who are committed to the organisation tend to be more productive, have increased job satisfaction and contribute positively to the goals of the organisation. Other research reveals that by enhancing organisational commitment through the offering of a total rewards system increases staff retention as employees feel valued (Mabaso & Dlamini, 2018; Wasiiu & Adebajo, 2014). The study by Mabaso and Dlamini (2018) found a positive correlation between organisational commitment and the total rewards of compensation, performance, recognition, fringe benefits, career prospects, and talent development but work-life balance had no effect. Noting that this study was conducted before the pandemic when lockdown forced many to work from home, it would be interesting to review this.

In terms of the impact of the CMR on the University, findings revealed that the CMR had positively impacted on the University in increasing productivity, improving the rankings, being leaders in South Africa in terms of the College Model and helped to positively showcase the

uniqueness of UKZN. A differing finding was that the CMR had not had an impact on research but rather the incentives provided to academics in terms of research had. The findings indicated that the functional efficiencies achieved could be used as a benchmark for other HEIs. However, unfortunately because of the lack of full devolution and review of the CMR, the University could not achieve its vision and mission. In addition, findings also indicated that the reduction in African scholars and challenge in appointing African foreign academics did not meet the Premier University of African Scholarship vision of the institution.

Findings also revealed that while there had initially been a positive impact on the competitiveness of the University, this had decreased and it was suggested that there needed to be a campaign to reintroduce it to the communities it served. There were challenges finding sufficient students in some programmes and in other instances, the applications were not from the targeted population nor did they meet the minimum requirements. The negative publicity surrounding the search and seizure, Operation Clever, challenges in the executive leadership, the annual student protests with excessive destruction to property had reduced the competitiveness of the institution.

On another note, findings revealed that many of the employees had been poached by other institutions and on the academic platform UKZN was viewed with envy by others. The many support endeavours, development opportunities and available rewards for academics in terms of research made it more attractive to a certain point. The findings also revealed that when engaging with employees, a number were negative regarding the institution but when asked about the number of years they had been in service, it was discovered they had been an employee for a long time which makes one question if it is so bad, why they are still part of the institution. Findings indicated that a culture change to promote UKZN to its communities and staff to generate the organisational commitment, was essential.

Findings indicated that the decision to focus on quintile one to three schools had negatively impacted on the financial sustainability of the institution with many of those students unable to pay their fees or accommodation. Whilst participants felt that this was a good decision from the standpoint of redressing the previous issues of access, there needed to be a proper plan regarding funding. There were challenges with NSFAS with delays in communication to students which impacted on their registration, late payments which impacted on their food and accommodation and insufficient personal care allowances of only R250 per month. Recently, media reported that there is a R10 billion shortfall for the NSFAS funding (Moosa, 2021, p. 77).

The findings concerning the benefits of the CMR revealed that these included more autonomy for colleges, however, this was not fully devolved; increase in accountability of professional services

who provide complimentary support to academics; opportunities to showcase their talents and take responsibility for their actions thereby empowering employees; constant evolution to improve processes; some cross-fertilisation of disciplines and reduction in silo thinking; systems improvements; elimination of heavy committee structures thereby reducing delays in decision-making; more support for research and grantsmanship as well as teaching and learning; better financial controls at school and college level; more focus on research and transformation; and streamlined processes. The findings also revealed there needed to be a trade-off between efficiency and equity i.e. to be research led, constantly improve systems and provide excellent service, money is required. Concern was raised by the participants that the sustainability challenges facing the University appeared to relate more to leadership competence, decision-making, resource management, accountability and good governance.

The findings revealed a differing opinion to the benefits achieved, indicating that the CMR had been costlier in terms of duplicating structures in relation to the MBChB and MMed programme taught by different schools each with their own academic and administrative support structures.

The findings regarding the CMR and the impact of Year 2020 i.e. the Covid-19 pandemic and subsequent lockdown, reveal that CHS was reasonably prepared in transitioning to working from home. This was assisted by the SLAs which helped the staff in knowing what was required of them so they did not require constant visual supervision. With meetings taking place online, this had reduced the travel time and allowed more focussed discussions thereby improving efficiency.

The challenges, however, came where an undergraduate administrator had to schedule and host online sessions for two modules simultaneously. With numerous modules all taking place online it was sometimes difficult for undergraduate administrators to provide all the support required. In addition, it had increased the administrative burden for academics somewhat having to learn how to use online programmes to communicate with students. The social isolation had severely impacted on the mental health of many employees negatively (Galanti et al., 2021; Hamouche, 2020). It was even worse for some single parent families where in some cases a parent had sent the child(ren) to live on the farm with the elders so they would be safe which left the parent home alone. In most situations, the home environment was not suitably equipped to support working from home with some employees having to sit on chairs with their computers on their lap and others having to sit on their beds, for example. In addition, with everyone at home simultaneously (children were sent home from school, spouses were also working from home), it was difficult to focus on their work. In some instances, children were also attending online classes and needed to be accommodated within the household somehow. Those who were not attending classes needed

to be kept occupied. Some had been given homework and parents had now had to take on the role of teachers (Galanti et al., 2021).

Some employees responded positively to working from home whilst others did not. The time spent in meetings had greatly increased with middle managers having to attend the regular scheduled meetings online as well as meeting regularly with subordinates to check on their progress and their well-being. Where previously a manager could walk down a passage and interact with a group of subordinates in one visit, this was more difficult while working from home. In addition, the online method of communication was subject to misunderstandings and misinterpretations as there were often no visual clues to follow when engaging because employees often kept their videos off to save bandwidth and improve connectivity. Previous research also reveals that the older generation (i.e. those who were born before online technology became such an integral component in life aka 'digital immigrants') interpret virtual communication differently to the newer generation (aka 'digital natives') (Riordan, Kreuz & Blair, 2018). It also indicates that the lack of visual cues for sighted users in computer-mediated communications is considered a distinct disadvantage (Okonji et al., 2019).

The findings concerning Project Renewal revealed that scheduling the start of this change process during the pandemic was ill-timed, unrealistic and insensitive. Participants felt that employees were already dealing with so many other issues impacting on their mental health and well-being with the loss of family members to the virus (Wallace et al., 2020), spouses or other family members' loss of jobs or reduction in salaries which impacted on their home financial situation, the resultant fear of change and uncertainty, and the fear of the unknown with respect to the virus with so many medical specialists and leaders unable to adequately guide the public. Earlier research had revealed the immense stress individuals were dealing with as a result of the pandemic which included fear (Pakpour & Griffiths, 2020) regarding security, fear of catching the virus and becoming ill, being quarantined and possibly dying, overeating in dealing with stress and consequent obesity and its impact on health (Branley-Bell & Talbot, 2020; Hamada & Fan, 2020), confinement as a result of the lockdown, the stigma and being socially outcast when having contracted the virus, in addition to the concerns of job loss or salary reduction (Hamouche, 2020).

In addition, previous research indicates that employees' productivity and work engagement and stress were negatively impacted by social isolation (Hamada & Fan, 2020) and the conflicting situation of family and work experienced by those working from home during the pandemic (Allen, Golden & Shockley, 2015; Galanti et al., 2021; Toscano & Zappalà, 2020; Wang et al., 2021). However, there was a positive link between self-leadership and autonomy with productivity and engagement (Galanti et al., 2021). The study by Galanti et al. (2021) also looked

at the impact of distractions on the working from home situation where employees were in some instances in a undesirable environment in terms of noise and other disturbances as well as lack of privacy. It revealed that the work situation during the pandemic negatively impacted the motivation of employees. To overcome the social isolation, within SCM regular informal online get-togethers had been scheduled with employees in groups to give them an opportunity to interact in a less formal manner where they could discuss any issue or interact with anyone – something they would have been able to do when running into each other in the passage at work.

With the UKZN CMR, there were several victims, i.e. those who left the organisation either of their own free wills due to redundancy or a salary reduction or not being placed in positions they desired or believed they were suited for. Employees were also offered voluntary redundancy or early retirement, and some of the victims took this opportunity to leave the organisation. The majority of the affected employees were ‘endurers,’ i.e. everyone who had the word Faculty in their job title was informed they were without a job and had to apply for advertised positions (McLachlan et al., 2021). The outcome resulted in many staff being relocated, redeployed, or reassigned to either a different working environment or campus or a different job profile (e.g. moving from discipline admin to finance or vice versa).

In some instances, employees were placed in acting positions pending the attainment of a qualification or sufficient experience or evidence that they could fulfil the requirements of the position. Finally, there were survivors, the few who were not ‘affected’ by the reorganisation per se, i.e. they continued to be employed by the organisation, did not change positions or campuses, or experience a salary reduction; however, they were still emotionally impacted by what happened to others around them and initially experienced the fear of possible redundancy before their employment retention was confirmed (Brockner, 1992; Brockner et al., 2004; Carbery & Garavan, 2005; De Vries & Balazs, 1997; Langster & Cutrer, 2021; McLachlan et al., 2021; Van Dierendonck & Jacobs, 2012).

This speaks to the disgruntled and demotivated staff, who it was challenging as middle managers to motivate. As highlighted in the findings, these staff members did not necessarily end up where they wanted to be and were not unhappy with the process alone but also with their new positions. The study by Ndlovu (2012) supports these findings in that participants indicated that they applied for many positions, even those they appeared not to qualify for, in the hopes of retaining a position in the institution.

The unclear expectations, minimum job requirements, lack of relevant training, lack of precedents/guides/policies of the findings correlate to some extent with the Ndlovu (2012) study.

The findings indicate that there was a lack of clarity regarding the work that needed to be done with no-one to guide or assist and an imbalance in the allocation of tasks. Furthermore, there was a lack of role clarification and as middle managers, they had to also try to assist their subordinates who had similar challenges. Studies have revealed that to diminish the negative impact of change on employees its essential to create high role clarification early in the change event (Saksvik et al., 2007; Schumacher et al., 2016; Thomson, Rank & Steidelmüller, 2021). The findings with respect to the minimum job requirements indicated that there was no recognition of prior learning but rather an enforcement of minimum qualifications per grade. In addition, the lack of relevant training highlighted the mismatch between the CMR generic job profiles, the needs of the job and the skills of the employees placed in those positions. As middle managers, the findings revealed that there were no precedents or guides or policies to assist but rather that these had to be developed from scratch. There was also a challenge with the filling of vacant posts.

In the Ndlovu (2012) study, participants explained that there was no process for handover or takeover from one person to another and no induction process for employees. In addition, there was no coaching with employees being required to find their own way. They also expressed misunderstanding and confusion regarding roles and inadequate job profiles. Finally, they highlighted that their line managers were unable to assist them as they too were unsure of what the expectations were. Studies support that middle managers are also impacted by change events negatively with issues pertaining to role ambiguity, lack of role clarification and uncertainty (Olsen and Stensaker, 2014). This was especially true when not advised about the process and its impact on them (Buick et al., 2018; Pick & Teo, 2017). Earlier research supports the challenges faced by middle managers in change implementation when they are unable to provide clarity to their subordinates (Buick et al., 2018). As reflected in the findings, in CHS these misunderstandings and confusion and lack of role clarification were addressed following the CMR initial implementation owing to the discussions that were held regarding SLAs and SOPs for employees in each position which positively impacted on the implementation and can likely be attributed somewhat to the success achieved thus far.

The findings also revealed a challenge with the physical location of staff where they as middle managers were not afforded the opportunity to appropriately design the space allocation and distribution of their subordinates but rather had to adapt to what they were given. This also linked to the findings regarding the logistics and adaptation of employees who had to relocate or adapt to new environments or integrate into disciplines or working groups as a result of CMR and the amalgamation and consolidation of resources. Recent research indicates that in order to mitigate risks and reduce resistance to change, it is essential to have a well-designed strategy and plan for the change event (Metz, 2021). Participation of the employees in the planning would also have

made this adaptation easier (Osei-Bonsu, 2014; Yilmaz et al., 2013). Employees spend the majority of their week at work within an environment in which they usually feel comfortable and settled. Uprooting them without engagement and consultation is never going to result in a happy employee, however, reducing their resistance by explaining the how and why would have made the process more palatable.

The findings revealed that the new reporting lines with professional services employees no longer reporting to academics but rather to professional services managers had both positive and negative outcomes. This was in the guiding principles of the CMR with the intention being to firstly empower managers to deal with the operational issues but also to free academics of this responsibility to focus more on academic matters and research (UKZN EMC, 2010). Some academic employees were not used to this arrangement and sometimes interfered with the line management and task allocation. The challenge was also identified with the sharing of workloads vis-à-vis accountability. It was difficult for the academics to sometimes define who was responsible and accountable in this situation. The findings also revealed a challenge with this arrangement in that some professional services employees used this to avoid accountability or certain tasks by referring the academic to their line manager or indicating that the line manager had taken the decision therefore it was beyond their control. Some employees had also become rigid with respect to their tasks and what they would be responsible which was previously not the culture. A positive correlation between clarifying reporting lines with the aid of appropriately designed job descriptions was identified. In addition, this aided the task planning process in a change event (Maryanne, 2014). Clarifying the roles and responsibilities as well as the functioning of the reporting lines in the job descriptions and making these available to academics will assist in clarifying the situation and in building better working relationships.

Interpersonal justice refers to the insights of individuals concerning the manner in which those in the position of authority treat them (Greenberg, 2010). The importance of interpersonal justice is highlighted in the link between interpersonal justice and stress and mental health insofar as unfair treatment relates to stress and ill-health due to emotions of anger and anxiety (Lazarus, 2006; Robbins, Ford & Tetrick, 2012). From the emotions expressed by the participants and highlighted in the findings, it is obvious that the interpersonal justice of employees has been severely negatively affected by the CMR owing to the unfair manner in which they have been treated by the University leadership resulting in fear, stress, anxiety, uncertainty, exhaustion and in some cases ill-health in varying forms. Before any further changes can be implemented in UKZN, this needs to be addressed and must certainly be taken cognisance of by leadership in any further change implementations.

5.4 Suggestions on the Way Forward

5.4.1 Communication

Findings revealed that the type, infrequency and manner of communication regarding the CMR with the employees was inappropriate. Communication is identified by Fourie (2009) as one of the essential components of governance of a higher education institution. Other researchers have concurred that communication is an integral component of change management (Dirani et al., 2020; Galli, 2018; Pillay, 2015; Turner, 2017; Yilmaz et al., 2013). Dirani et al. (2020) stipulate that regular genuine communication is essential, while other research states it must be done using the correct communication channels at suitable times (Stefan & Nazarov, 2020). What is communicated, how, quantity and frequency must be balanced to ensure the message is disseminated appropriately and understood. Lewin (1947a) also explains that communication during the unfreezing stage is essential in reducing the resistance to change and important in the moving stage to continue the impetus. This ensures that employees understand the reason for the change and the benefits, making it easier for them to accept and become part of the change campaign.

The fourth step in the Kotter change model also focuses on using the appropriate methods of communication to disseminate frequently the vision and strategy behind the change. The participants in the study by Ndlovu (2012) concurred with the findings of this study about the lack of communication during the CMR, with the responses from participants stating that the communication was inadequate and vague and this was experienced as a sense of betrayal. In Ntola's (2015) study, participants had varying opinions, with some believing that there was sufficient communication. In contrast, some felt that there were gaps in the communication, and others concurred with the findings of this study that it was insufficient and inappropriate. The study by Mbongwe (2012) reported that 58% of the respondents found the communication regarding the CMR to be average and 38% found it completely ineffective, i.e. a majority of 96% found the communication inappropriate. The study also found that the communication was secretive and dishonest and ranked 'effective communication of the reason for CMR' as the second most important factor for a successful CMR.

5.4.2 Consultation

In addition, the lack of suitable, adequate and appropriate consultation with the employees about the CMR was made glaringly apparent by participants. In the UKZN document headed '*College Reorganisation: Issues raised at the special meeting of Senate held on 24 November 2010*', it was

stipulated that “there is a need for wide consultation with academic and support staff across the university” (UKZN CRTT, 2010, p. 1, point 1). However, findings revealed that the consultation was more of a ‘tick-box exercise’ than a meaningful engagement. Previous researchers have determined that appropriate consultation and/or participation of employees results in a positive outcome in change management (Osei-Bonsu, 2014; Turner, 2017; Yilmaz et al., 2013). Participants in Ndlovu (2012) concur that there was no consultation but information sharing of decisions already taken. The roadshows conducted were merely to tick boxes on a check list of actions that needed to be taken in the change management process. Ntola’s (2015) study revealed that some participants concurred that there was no proper consultation but rather top-down decisions disseminated to the employees under the guise of consultation.

5.4.3 Strong Leadership

Findings indicated that strong leadership was essential. Studies revealed that leadership is essential to implementing any change in an organisation (Alvi, Butt & Kurshid, 2013). As identified by Dirani et al. (2020), leaders need to be sense makers, technology enablers, provide emotional stability, address employee well-being, communicate innovatively, and maintain the organisation's financial health. Leadership that is authentic, creative, agile, adaptive, decisive, consultative, competent, emotionally intelligent, self-aware, trained and credible is an essential component of change management (Carreiro & Oliveira, 2019; Charlesworth, Wilton & Crozier, 2003; Gabris, Golembiewski & Ihrke, 2001; Kavanagh & Ashkanasy, 2006; Kotter, 1996a; Ridder, Bruns & Spier, 2005).

5.4.4 Appropriate Handovers

Findings also indicated the need for appropriate handovers, orientation and integration of the new staff into the organisational structure, the reasoning behind it and the objectives when leadership changes occur. The second step in Kotter’s change model, namely, ‘creating a guiding coalition’, refers to creating a group of employees who have the power to lead the change as a team (Kotter, 1996a, 1996b, 2012). According to Kotter (1996a), the essential qualities of guiding coalitions are credibility, expertise, leadership, and position power. Essentially, this means that the guiding coalition members must have good reputations to be heard, experience in the relevant areas to make wise decisions, leadership experience to campaign the change, and include the correct role players who will drive the process. As time passes and these individuals leave the organisation or move to other positions within the organisation, there needs to be an appropriate handover of this role to the new leadership to ensure continuity and maintain the impetus of this group. Failure to

do this will result in the eroding of the objectives of the CMR as the new leadership has no buy-in or understanding of the reasons behind the model, which has occurred over time at UKZN.

5.4.5 More Innovation

Findings recommended the need for the University to be more innovative and implement more system improvements which will speak to the objective of improving efficiencies and streamlining processes. Boyce (2003) argues that to achieve effective and sustainable change in organisations, there needs to be continuous organisational learning.

5.4.6 Review of CMR

Findings also indicated that there needed to be a review of the CMR along with regular and purposeful monitoring and evaluation, not to change it necessarily but to determine what was working, what needed updating, to re-align with the objectives and to assist the University in adapting to the VUCA environment of Higher Education. This was particularly relevant post-pandemic and the move to blended learning and the changing needs of the students. This is substantiated by Coetzee et al. (2021), who state that unless Universities change and adapt to remain relevant in how they teach and interact with their students, they will become archaic. Gray (2016) highlights the change in skills that are essential today versus that of the past. The findings also revealed that it would be premature to remove the College Model, but that the pandemic and new way of doing things had afforded the University and opportunity to review, evaluate and align it.

5.4.7 Culture

Findings revealed that there appeared to be no defined unified culture for UKZN, but instead, there were numerous cultures linked to previous working environments as well as race, to name a few, with no synergy. Organisational culture is defined as values and beliefs directing the organisation and its employees in their behaviour (Willcoxson & Millett, 2000). Cultures that competed in HEIs were identified by Bergquist (2005) and captured in the domains of attitude, process and structure. He stipulated that change is required in all three of these domains and that structural change must occur with process change. Luvalo (2019, p. 184) states that a HEI cannot be fully transformed unless it is combined with a change in institutional culture. He argues that the turmoil in HEIs in 2015 and 2016 indicated the “lack of transformation and an institutional culture that alienates black students”. Idahosa and Vincent (2019, p. 148) agree that

transformation also involves changes in institutional culture, including “values, norms, attitudes, perceptions, behaviour and dominant practices”.

Hrabowski III (2014) states that to change the culture, an institution must make a concerted effort to self-reflect, conduct robust dialogue and undergo rigorous analysis. Reflection is an essential component of change to consider the change's coherence, especially when there are numerous sub-systems involved (Singh, 2015). To assist with coherence in change, coupling must occur at three levels, namely within the executive leadership, between the leadership and the internal stakeholders, and finally between the leadership and the external stakeholders (Denis, Lamothe & Langley, 2001).

5.4.8 Transformation

Findings revealed that while the University appeared to be one of the most transformed in South Africa, the focus was purely on equity targets which comprised only one small transformation component. De La Rey (2015, p. 2) states that the indispensable components of transformation include “sound governance, strong management and wise and accountable leadership” whilst always “acting in the public interest”. Lange (2020, pp. 41-42) argues that the narrowing of transformation to sectors and the focus on “numbers, percentages and ratios of black and white people and to a lesser extent, men and women” has reduced the concept to equity through the “manipulation of quantifiable evidence”. Transformation appeared to initially refer to the moving away from colonialism and apartheid by altering the social, economic and political status of individuals in society and providing access to all resources. Lange (2020) states that what transformation meant in 1992 is different from what is meant today, i.e. the focus on access and redress changed to free higher education for all. To be successful, transformation should not be viewed in isolation from its society, its aims and goals.

Lange (2020) identifies Knowledge for Transformation as consisting of three types: knowledge of the self, knowledge of expertise and knowledge of the other. She argues that it is essential for HEIs to know themselves, their history and what they as a University represent, what knowledge they have and produce and how they teach, examine and build this knowledge in a societal context, and to examine assumptions made about students and staff and each other, in addition to the statistics of equity. She posits that institutions can only really identify how they have transformed if they acknowledge where they have come from.

5.5 Conclusion

This chapter dealt with a discussion of the findings and reviewed literature in the context of the UKZN CHS. It revealed some correlation with experiences of participants in the studies conducted by Mbongwe (2012), Ndlovu (2012) and Ntola (2015) concerning the CMR. The perception of the change event overall was negative with respect to how it was dealt with owing to the lack of communication, transparency, consultation. However, now that the change had happened, participants were positive about the College Model and only one recommended it be changed. Almost all the CMR objectives were achieved to some extent; however, the success varied from one to another. The process was inherently flawed and the impacts on the employees, the College and institution were detailed. The challenges were numerous and related mostly to lack of communication and consultation. All change is difficult but it was evident that had the leadership approached the change event differently, there would have been less of a negative impact on the employees. It is important that cognisance is taken of this and lessons are learnt to avoid making the same mistakes in the future. The next chapter will deal with the conclusion and recommendations arising from the findings and the discussion of this study. The objectives of the study are addressed as well as the limitations and recommendations for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The previous chapter discussed the findings and the reviewed literature on change, change management and organisational change within the context of UKZN CHS. The discussion included the purpose of the CMR, the challenges faced in the implementation of the CMR and suggestions on the way forward.

UKZN was born from the merger of UN and UDW in 2004, and the College Model was implemented as the organisational structure owing to the complexity of the organisation. UKZN underwent a considerable change event in 2011 with the implementation of the CMR, the most significant impact of which was the removal of the Faculty layer. This resulted in many changes to the way of doing things and had an immensely negative emotional impact on the employees. Most of the middle managers were affected as employees of the organisation, having to apply for their positions and, once appointed, implementing the CMR, encouraging and motivating employees to perform. In 2013, CHS went through a further change event, reducing more professional employees in the College.

The majority of change efforts fail. There has been no review of the CMR's success to learn what needs to be improved from the implementation. The VC has announced that the university is currently looking at its sustainability via Project Renewal which may require another change event. The input of middle managers who are the implementers regarding the change event has not been obtained. The findings have revealed several challenges experienced by the middle managers in implementing the CMR, which UKZN can use to make further changes more successful. Without this study, the same mistakes are likely to be made, which will be costly to UKZN and further destroy the employees' psychological contract, negatively impacting motivation, job satisfaction, productivity and staff retention. This study will also add to the knowledge on change management, particularly in HEIs.

This chapter outlines the recommendations and conclusions of the study while addressing the objectives. The study aimed to explore the perceptions regarding the implementation of the CMR in the UKZN CHS of middle managers. To achieve this, the following objectives were defined:

- To determine the perspectives in understanding the purpose of the CMR in the UKZN CHS;
- To identify the factors that impacted the implementation of the CMR in the UKZN CHS; and

- To provide recommendations as to how the College Model can be implemented more effectively in the UKZN CHS.

The literature review included HEIs and the impact of the COVID-19 pandemic, change and organisational change in the form of downsizing, restructuring, and reorganisation, as well as change management, the leadership role in evolution, and change management theories. A qualitative study was conducted with semi-structured interviews of middle managers within CHS, and a thematic analysis process was used to identify the themes arising from the perceptions.

The findings were given with rich descriptive data pertaining to the themes and relevant quotations from the data to substantiate the theme. These findings were discussed, considering the reviewed literature, previous studies and the UKZN/CHS context. This chapter will give recommendations emerging from the findings and discussion.

6.2 Addressing the Objectives

The study's objectives aimed to explore the perceptions of the middle managers within CHS regarding the implementation of the CMR. As middle managers, they were affected on a personal level as employees and as managers in implementing the CMR while dealing with the staffing and other challenges that arose from the process. The findings indicated that only one participant felt the College Model structure needed to be replaced. Other participants strongly recommended a review and realignment of the CMR.

6.2.1 Objective One: To determine the perspectives in understanding the purpose of the CMR in the UKZN CHS

The findings revealed a general understanding of the purpose of the CMR in the UKZN CHS as per the tagline of "simplifying and streamlining for success" (Makgoba, 2011, p. 1; Mbadi, 2011, p. 1). However, the objectives of the CMR were, to a lesser extent, ingrained in their perception and memory of the CMR, with a lesser connection between objective five regarding transformation and six about international trends and the CMR. An overall achievement success rate of 58% of the CMR objectives was reported, with some objectives faring worse than others. The academics tended to be more pessimistic when it came to the success of the achievement of the objectives, with two of the three only awarding 20% each. In addition, the academics paid less attention to the CMR during the initial change and implementation as it did not directly impact

them and their job status within the university. However, later they realised the impact of the structure with, for example, the centralisation of administration.

With objective one of the CMR, the findings revealed that this had been achieved to a greater extent than the other objectives. However, further devolution was required. Objective two of the CMR findings indicated that streamlined decision-making had been achieved to some extent. However, the flatter structure was being threatened by an increase in posts and levels. The flatter structure also negatively impacted career growth opportunities for professional services employees. Further to objective two of the CMR, it was felt that the decision flows were not always followed, and the competency of some positions needed addressing. The current performance management system required reviewing to avoid unintended consequences of gaming, manipulation of information, selective attention and illusion of control. The consolidation and creating of academic critical mass of objective three of the CMR had been achieved less in CHS owing to the clinical environment and silo mentality of the individual disciplines. However, on the professional services side, there had been collaboration and evolution of knowledge through the engagement of the middle managers.

Concerning the focussing of academics' endeavours on research, academic and scholarly of objective four of the CMR, a challenge had arisen regarding the understanding of the term 'administration', which resulted in some academics withdrawing/abdicating their responsibilities in certain aspects. In addition, the research productivity appeared to have improved in CHS. However, the quality was questioned, with only a few academics making the top 30 list of accredited DoHET journals annually. The neglect of undergraduate duties in favour of the research endeavour was also raised as a concern. There had been some significant improvements in objective five of the CMR – deepening the institution's transformation. However, this appeared to be focused on achieving equity targets only, which was a small component of transformation. In attempting to achieve objective six of the CMR, UKZN had set a benchmark for other South African institutions in terms of the College Model; however, it appeared to be lacking in the African context. This needed reviewing to achieve the vision of the university. The university was on a par with other institutions in the research arena, as indicated in the findings.

6.2.2 Objective Two: To identify the factors that impacted the implementation of the CMR in the UKZN CHS

The factors that impacted the implementation of the CMR in the UKZN CHS included the following.

- The process was flawed and inadequately planned when engaging with employees to explain the intention and how the change event would unfold. This is evidenced by the following:
 - Lack of appropriate communication – The quantity, frequency, clarity, details, level and delivery methods of the communication were inadequate, insufficient and inappropriate.
 - Lack of clarity and explanation of the CMR purpose, objectives, and plan – There was considerable confusion and misunderstanding throughout the CMR because this was not appropriately outlined and explained to employees.
 - Lack of consultation – There was limited buy-in from employees because they were not allowed to assimilate and make input on the process.
 - Lack of consideration of input that was made – Those that did make written input felt they were ignored entirely.
 - Lack of time – The process was very rushed, which did not allow for proper engagement and feedback to review the process as it unfolded and correct errors.
 - Lack of emotional support and guidance – The change event impacted employees severely at an emotional level, and this has created an environment of mistrust and damaged the psychological contract, which will impede any further change events.
 - Lack of appreciation of institutional memory – Much institutional memory was lost during the process owing to the lack of a knowledge management and sharing culture.
 - Lack of involvement of middle managers, once appointed, in the structure of their sections which included no opportunity to devise appropriate job profiles or serve on panels to select the employees.
 - Lack of guidance and support for middle managers – They were required to deal with the change, implement the change and convince the employees to buy into and accept the changes, as well as motivate them to perform without any guidance and support.
 - Lack of training of all employees – This relates to both middle managers in providing them with the competency for implementing such a big change event and lack of training of the subordinates to perform the tasks for positions they were allocated.
 - Lack of importance of professional services employees – The overall perception from the way they were treated, not being provided with an opportunity to give input and the uncertainty, stress and fear that they dealt with supported the perception of their lack of importance to the university and that their well-being was of no consequence.
 - Lack of encouragement and support of professional services employees to obtain higher qualifications – Little to no support is provided to these employees versus what is offered to academics, yet UKZN is an educational institution.

- Lack of the uniqueness of some areas of the University – The change event should take into consideration that not all schools are alike, and there should be some flexibility permitted.
 - Lack of an appropriate guiding coalition – This may have been created in the executive leadership at the beginning of CMR but has not been sustained as individuals have left or retired, which impacts the continuation of the implementation of CMR and results in the unbundling of previous efforts and achievements.
 - Lack of appropriate handovers from leaders within schools and colleges – This has created challenges with sustaining the implementation of the CMR with new leadership not understanding the purpose, intention and objectives of the CMR and therefore resisting the way things are done to the point of undermining others.
- Some challenges with the structure were identified which impacted on the success of the implementation of the CMR:
 - Structure is not fully devolved as initially planned – This is linked with poor service delivery in central services and creates inefficiencies in the colleges and schools.
 - Interaction between central versus college and schools – The engagements between colleges and schools tended to be homogeneous; however, there were challenges with the central level, including the development of policies and guides without consultation with the end-users in the colleges and schools.
 - Challenges with the flatter structure – This did not allow for flexibility to accommodate growth in college and schools and did not provide career growth opportunities for professional services employees.
 - Decision flows and authority of portfolio managers – The decision flows were still cumbersome in some areas, they were not always followed, and the authority of portfolio managers was being questioned and eroded over time.
 - Role clarification – There was an overload of work for some ALs, which impacted on competency. There was also some blurring of the boundaries between school managers and deans.
 - Performance Management – In a structure that relies on competent individuals, the validity and reliability of the performance management system and the assessments in light of the unintended consequences and ability of some individuals to ‘sell’ themselves were questioned.
 - Splitting of the MBChB across three schools – This was creating a challenge in duplication of posts and services, and prevented an integrated learning experience for the students and impacted on the teaching of the programme.

- Offering of MMed by three schools – There was also a challenge with duplication of posts but a further challenge in the difference in services and delivery of each school.
- The objectives of the CMR were not successfully and fully implemented for several reasons owing to challenges expressed below:
 - Research quality – The research productivity had increased without a concomitant increase in quality.
 - Collaboration within CHS – The silo mentality was still prevalent mainly in the clinical environment.
 - Neglect of undergrad responsibilities – The focus on research productivity had resulted in a neglect of teaching responsibilities.
 - Creation of numerous committees – This goes against the intention of the CMR, where authority was rested within individuals to make decisions, thereby reducing delays in decision making.
 - Misunderstanding of the term ‘administration – The misunderstanding had also impacted the teaching with academics relinquishing certain responsibilities.
 - Focus on equity – The focus on equity targets alone had meant that no attention was given to the other components of transformation essential to truly transform.
 - Systems improvements – While there had been some improvements, more was required to increase efficiency and to be more innovative.
 - African context – There needed to be a balance between aiming to achieve international trends outside of Africa and meeting the needs of the African continent.
- Other factors arising from the CMR which impact its full implementation were also identified as:
 - Challenges with staff retention – Investments were made in academic and professional services staff only to find them resign and go elsewhere, which mainly related to salary or job dissatisfaction.
 - Community engagement – There is a need to campaign for the institution in the community to bring back the pride and the desire to want to be a student at UKZN or be employed by UKZN.
 - Lack of strategic plan for CHS – There was no updated formal CHS strategic plan which impacted the direction and strategy of the College.
 - Culture development – There was no apparent all-encompassing culture for UKZN which everyone studying or employed there bought into.

6.2.3 Objective Three: To provide recommendations as to how the College Model can be implemented more effectively in the UKZN CHS

The findings of this study lead to making the following recommendations for the way forward when conducting any change management in the future within UKZN:

- Communication – It is essential that an appropriate communication plan is established which considers the target audience and delivers the relevant communication and the correct time through the suitable medium.
- Consultation – The proper consultation of employees, which allows for information sharing by leadership and opportunity for raising questions, providing input or counter-proposals, and requesting clarification must be provided.
- Strong leadership – As studies reveal, it is essential that any change event is led by strong leaders who are competent, trusted, knowledgeable, and have integrity.
- Strengthening the guiding coalition of the college model – As employees change in the coalition, they need to be replaced by others who will continue to champion the college model to ensure its sustainability.
- Creation of an all-inclusive appropriate culture – The importance of a proper culture which links all employees and students to the university, increases the pride in the institution and motivates employees to consistently perform at their best and commit to the organisation cannot be overstressed. The culture needs to change from one of mistrust, lack of open and honest communication and consultation with secrecy and dishonesty to one that is all encompassing reflects trust in all its employees thereby creating a willingness to achieve and perform at the highest level for the good of the organisation whilst upholding the integrity of the institution.
- Proper implementation plan – A well-considered implementation plan must be created for any other change events. This must involve all the relevant role players, in particular middle managers, and provide opportunities for fruitful and timeous engagement of all employees. It must take into consideration the human impact of change and resource accordingly to provide emotional support and guidance to all employees.
- Knowledge management and knowledge-sharing culture – To create a culture of knowledge management and knowledge-sharing, development of communities of practice and opportunities for sharing best practice.

The following are recommendations to address the issues raised in the study by the participants and assist with embedding the College Model:

- Review of CMR – It is approximately ten years since the CMR was implemented, therefore, the review of the CMR is critical to learn lessons that can be applied to any further change events.
- In reviewing the CMR, define the term ‘administration’ – This is essential to clarify what is meant by this term for all employees so that the decision-making authority and relevant activities can rest in the appropriate ambits.
- Appropriate handovers – There need to be appropriate handovers from one leader to another which encompass the explanation of the structure, the governance models, and the reason behind it and integrate the person into the culture of the university.
- Expansion of transformation beyond equity – There is a need to expand the transformation of the institution beyond the focus on equity targets so that it can truly be transformed in all respects.
- Full devolution to the colleges and schools – The devolution process must continue to ensure full devolution so that the efficiencies can be improved and the CMR can be fully implemented and embedded.
- Review the structure of CHS, in particular the schools, the MBChB and MMed – The current split of the qualifications across the schools should be reviewed to improve the situation.
- Reinstate the importance of the portfolio managers in terms of their expert knowledge, accountability and authority – There needs to be a process or campaign to reiterate the importance of the delegation of authority to the relevant portfolio managers in schools and colleges so there is no further undermining of this.
- Find an alternative for career growth opportunities for all staff, not only equity-based – As an educational institution, it is essential to provide growth opportunities for all our employees irrespective of race, i.e. grow our own timber.
- Host workshops regarding different processes and decision flows and find some incentive to encourage academics to attend – It is vital that all users of the various processes are educated so they follow the relevant decision flows, obtain the appropriate approvals and reduce deviations and possible audit queries.
- Role clarification of ALs, Deans, School Managers and PPOs – The school leadership is impacted by the confusion and blurring of boundaries that are currently prevalent. Consideration should be given to making the AL appointments full-time for three-five years like the Deans. This will create stability in the school leadership.

- Review the performance management system – This is vital to deal with unintended consequences. A positive culture toward performance management and assessment needs to be created.
- Find ways for more collaboration amongst the clinicians – There need to be more opportunities created for collaboration amongst clinicians, which also looks at the transformation of the curriculum and teaching methods in the light of the blended learning developments from the pandemic.
- Increase research productivity in terms of quality – It is essential to create extra incentives for publishing in higher accredited journals to improve the quality, thereby, in turn, increasing the CHS employees in the top 30.
- Review commitment to undergraduate teaching – UKZN needs to assist academics in creating a better balance between research and teaching so that the one is not disadvantaged over the other.
- Review processes for attracting top students – There is a need to make these processes more efficient and reduce queues and delays so UKZN can avoid the loss of top students to other institutions.
- Review the balance between following international trends and supporting the African continent – Develop appropriate strategies which allow the institution to keep up with international trends but also add an African flavour to ensure appropriate transformation and achieve the vision.
- Develop SLAs for all employees' groups in colleges, schools and centrally – This is important to ensure that there is no misunderstanding or confusion as to who is responsible for what aspects.
- Urgent attention to be given to improving the esteem and morale of professional services employees – There needs to be an urgent plan to address the wrongs of the past, and the CMR, which has impacted negatively on the esteem of the professional services, to make them once again feel valued members of the institution.
- Flexibility in CMR – There should be some flexibility in the structures to accommodate the differences between the colleges.
- Proper handover between leadership – This is essential, especially embedding the reasons for the college model and, for example, the UKZN culture of the university, values, etc.
- Committee structures need to be reviewed – It is important that delays in decision-making do not increase owing to the increase in committees making decisions instead of individuals who have been authorised to do so.
- Development of an updated strategic plan for CHS – The timing following the changes as a result of the pandemic is fortuitous for the development of a new strategic plan for CHS.

- Develop/strengthen incentives for staff retention for all employees – There needs to be a review of the total rewards system to encourage organisational commitment and improve staff retention.
- Funding sources to be obtained to assist with the issues of redress, e.g. quintile 1-3 – The university needs to embark on a funding drive to address the financial shortages of the quintile 1-3 and missing middle students and thereby the total student debt.
- Engagement with the community more vociferously – There is a need to engage with the community and strengthen the bond with UKZN to encourage them to want to be part of the institution.

6.3 Recommendations from the Study

A large number of suggestions on the way forward were made in the findings. The pertinent and most urgent ones from the findings and discussion have been detailed below:

- First and foremost, a review of the CMR is essential, taking into consideration the underlying principles which resulted in the development of the College Model, and the purpose and objectives of the CMR. An analysis of the CMR objectives, what has worked and what still needs attention for the entire university. It is hoped that this study provides the University with a place to start.
- Before implementing any other change event, the University should first establish and anchor a culture of knowledge management and sharing to ensure no further loss of institutional memory.
- A communication strategy for dealing with any future change events needs to be created that considers all of the following in the context of a large and diverse workforce, i.e. how to communicate, how often to communicate, when to communicate, at what level to communicate, how detailed the communication should be, and what communication channels to use. This must also include an opportunity for employees to respond to the communication, to provide input, and to make counter-proposals or suggestions to amend the proposed changes. The communication team should include human resources and corporate relations employees, as well as external consultants in change management, working together with the strong leadership of a guiding coalition of the organisation to implement the change.
- There should be a change event plan which firstly reviews employees' readiness for change and considers the challenges highlighted in this study to avoid making the same mistakes again. This plan should also consider the communication needs described above and allow for sufficient time for proper consultation, engagement and participation of employees while

providing the necessary support, guidance and training to deal with the change event from an emotional and work perspective. Should the change event involve the movement of employees, this should also include team building in the newly established groups to create a bond that will assist when implementing the knowledge management and sharing culture.

- The change event plan should seriously consider the role of middle managers in implementing the change and involve them in the planning, particularly when it comes to operational areas, for example, logistics, job profiles, structures, and processes. As the experts in their portfolios, they will have significant input to make concerning what will work best and be able to provide ideas on how to improve.
- There needs to be urgent attention given to repairing the psychological contract of the professional services employees of UKZN with a need to make them feel valued and provide them with support for career growth and further studies.

6.4 Limitations of the Study

This was a qualitative study with input from middle managers in UKZN CHS obtained from semi-structured interviews and therefore cannot be generalised beyond the study context. Owing to the pandemic and the national government and UKZN research office restrictions on face-to-face interactions, virtual interviews had to be conducted. As an added step to protect the anonymity of the participants, cameras were kept off, making it impossible to read virtual cues during the interview. The situation with everyone working from home also made it difficult to reach out to prospective participants to request them to participate.

A gap in the lack of input from academics regarding the CMR had been identified concerning previous studies. This study population included all middle managers, which consisted of academics and professional services employees. However, only a few academics participated in the study; therefore, the findings cannot be generalised to all academics in the university. Participants in the study were selected from one of the four colleges within the University as the researcher was an employee within the college. Although this limited the findings in terms of generalisability to all middle managers in all colleges, it allowed the researcher to create credibility and rapport with the participants. Researcher bias was avoided by remaining objective at all times, capturing the interviews in detail via a transcript, the reiteration by fellow participants of the same perceptions, and confirmed in the rich text description in the findings with quotes from participants.

6.5 Recommendations for Future Research

A few studies have been conducted regarding the impact of the CMR on professional services employees. This study focussed on the impact on middle managers and included input from some academics. Future research could focus more on the academic experience of the CMR in other Colleges and how their experience of the process can be improved for future change events. Research can also be undertaken to obtain the students' perspectives of the CMR and its impact on them. In addition, future research could include the role of leadership in the CMR. Research could also be conducted on the College Model versus other organisational models in South African HEIs. In addition, although there has been some literature on change management in HEIs about the Kotter change management model, there is still no all-encompassing model for change management in HEIs.

6.6 Conclusion

The aim of the study was to explore the perceptions regarding implementation of the CMR in the UKZN CHS of middle managers with a view to addressing the research objectives, namely to determine the perspectives in understanding the purpose of the CMR in the UKZN CHS; to identify the factors that impacted the implementation of the CMR in the UKZN CHS; and to provide recommendations as to how the College Model can be implemented more effectively in the UKZN CHS. This chapter concludes the study by summarising the findings in terms of the objectives and making recommendations for the study. These recommendations can be taken into consideration by UKZN when implementing any further change endeavours. As indicated in the study, reducing staffing as was done with removing the Faculty layer during the CMR, although it may have initially resulted in cost savings, does not necessarily impact the institution's sustainability favourably. Instead, the long-term impact on the motivation and productivity of the employees and the disconnect between the academic and professional services employees can be more devastating and difficult to address.

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APPENDIX 1: INFORMED CONSENT FORM



Information Sheet and Consent to Participate in Research

9 July 2021

Dear Colleague

My name is Antoinette Botha, Manager: School Operations – Clinical Medicine, UKZN. My contact details are as follows: 213573462@stu.ukzn.ac.za / 0312604209/4939.

You are being invited to consider participating in a study that involves research to determine the perceptions regarding implementation of the College Model Reorganization in the University of KwaZulu-Natal (UKZN) College of Health Sciences (CHS). The aim is to explore the perceptions of middle managers within the UKZN CHS regarding the implementation of the College Model Reorganisation. The objectives are: (1) To determine if the purpose of the College Model Reorganisation was achieved in the UKZN CHS; (2) To identify challenges experienced during the implementation of the College Model Reorganisation in the UKZN CHS; and (3) To identify the factors to ensure that the College Model Reorganisation in the UKZN CHS is embedded. The study will provide the University with information regarding the College Model Reorganization which may assist with the Project Renewal process. It is hoped that the University will be able to learn from the outcomes of my study on how to improve upon the implementation of any further changes. The study is expected to enrol sufficient subjects from the middle management layer of the College of Health Sciences to achieve theoretical saturation. It will *inter alia* include the positions of Director, College Dean, College Managers, School Deans, School Managers, Academic Leaders: Teaching & Learning, Academic Leaders: Research and Academic Leader: Registrar Training in the College of Health Sciences. The study will involve a semi-structured interview conducted online via Zoom. The duration of your participation, if you choose to enrol and remain in the study, is expected to be for the time period of the interview.

The study may provide no direct benefit to participants but may benefit the institution as a whole.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSSREC/00002939/2021).

In the event of any problems or concerns/questions you may contact the researcher at 213573462@stu.ukzn.ac.za / 0312604209/4939 or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details are as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X54001, Durban, 4000

KwaZulu-Natal, South Africa

Tel: 27 31 2604557 – Fax: 27 31 2604609

Email: hssrec@ukzn.ac.za

Yours Sincerely

AS BOTHA (Mrs)

CONSENT (Edit as required)

I (Name) have been informed about the study entitled perceptions regarding the implementation of the College Model Reorganization in the University of KwaZulu-Natal (UKZN) College of Health Sciences (CHS) by Antoinette Botha.

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 213573462@stu.ukzn.ac.za / 0312604209/4939.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X54001, Durban, 4000
KwaZulu-Natal, South Africa
Tel: 27 31 2604557 – Fax: 27 31 2604609
Email: hssrec@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview YES / NO

Signature of Participant **Date** _____

Signature of Witness **Date** _____
(Where applicable)

APPENDIX 2: INTERVIEW SCHEDULE



COLLEGE OF HEALTH SCIENCES

Dissertation: Perceptions regarding implementation of the College Model Reorganisation in the University of KwaZulu Natal College of Health Sciences

by AS Botha

INTERVIEW SCHEDULE

1. How long have you been in the employ of the University of KwaZulu-Natal?
2. What position do you currently hold within the College of Health Sciences?
3. How long have you been in your current position within the College of Health Sciences?
4. What is your understanding of the purpose of the UKZN College Reorganisation?
5. What are your thoughts on how the process was undertaken in the University?
6. Is there anything that should have been done differently by the University when the process was initiated?
7. What challenges were experienced during the implementation within CHS?
8. Were the objectives of the UKZN College Reorganisation met in CHS? Please elaborate.
9. If no, which objectives of the UKZN College Reorganisation were not met in CHS?
10. What were the factors that resulted in these objectives not being met in CHS?
11. How did the College Reorganisation impact academics within CHS?
12. How did the College Reorganisation impact professional services staff within CHS?
13. Do you believe the College Reorganisation was a success within CHS? Please elaborate.
14. What are your thoughts of how it was implemented in CHS vs the rest of the University?
15. How did the College Reorganisation affect the University vision and mission?
16. What impact has the College Reorganisation had on the competitiveness of the University?
17. How has the College Reorganisation benefitted the University?
18. Considering the events that occurred in 2020 (e.g. coronavirus, lockdown, sudden shift to online teaching and learning, working from home and the start of Project Renewal) how does this impact the implementation of the College Reorganisation in CHS?
19. Do you believe the College Reorganisation is still relevant given where the University is at now? Please elaborate.
20. In the context of the current situation, what are the factors which can ensure that College Reorganisation in the UKZN CHS is embedded?
21. Is there anything else you would like to add?

APPENDIX 3: GATEKEEPER LETTER



3 May 2021

Ms Antoinette Botha (SN 213573462)
Graduate School of Business and Leadership
College of Law and Management Studies
Westville Campus
UKZN
Email: 213573462@stu.ukzn.ac.za

Dear Ms Botha

RE: PERMISSION TO CONDUCT RESEARCH

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

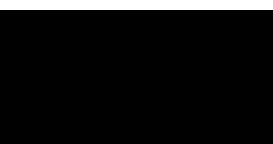
"Perceptions regarding implementation of the College Model Reorganisation in the University of Kwazulu-Natal College of Health Sciences"

It is noted that you will be constituting your sample by conducting interviews with staff members in the College of Health Sciences at UKZN. (Taking in account the regulations imposed during the lockdown ie restrictions on gatherings, travel, social distancing etc. ZOOM, Skype or telephone interviews recommended)

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance approval letter;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the PAIA and POPI Act. For the release of such information over to yourself for research purposes, the University of Kwazulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.



DR KE CLELAND
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 7971 Email: registrar@ukzn.ac.za Website: www.ukzn.ac.za

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

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APPENDIX 4: ETHICAL CLEARANCE LETTER



28 June 2021

Mrs Antoinette Suene' Botha (213573462)
Grad School Of Bus & Leadership
Westville Campus

Dear Mrs Botha,

Protocol reference number: HSSREC/00002939/2021

Project title: Perceptions regarding implementation of the College Model Reorganisation in the University of KwaZulu-Natal College of Health Sciences

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 08 June 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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 discipline/department for a period of 5 years.

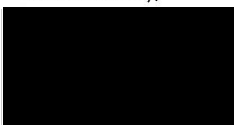
This approval is valid until 28 June 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

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

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APPENDIX 5: EDITOR'S REPORT



81 William Younger Drive
Hilton, 3201
SOUTH AFRICA

Tel: 033 3431241
071 4233468
kimw@c-s-v.co.za

To whom it may concern

24 June 2022

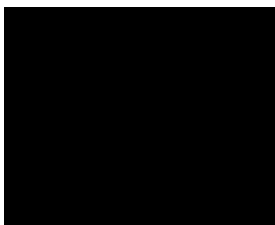
This letter serves to confirm that I have proofread the dissertation:

Perceptions regarding implementation of the College Model Reorganisation in the
University of KwaZulu-Natal College of Health Sciences

by

Antoinette S. Botha

Yours faithfully,



Kim Ward

BA (Hons) English – University of Natal, 1995

Masters (Education) – Rhodes University, 1998