

**AN EVALUATION OF RESISTANCE TO CHANGE OF THE EAST
LONDON INDUSTRIAL DEVELOPMENT ZONE (ELIDZ)
STRUCTURAL REALIGNMENT**

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the requirements for the degree of

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Integrative Summary

This research paper comprises of three sections that include: an evaluation report, a literature review and the research methodology. The first section assesses the management of resistance to change as encountered during the ELIDZ structural re-alignment initiative. The assessment was done after the change initiative had been implemented to see what could be learnt from the exercise, in order to be better prepared for future change programmes.

The implemented change was initiated by the CEO of the ELIDZ but its criticality in terms of purpose, or the need for the change was unclear to many employees at the time of initiation.

An examination of the literature on change management highlighted the importance of managing resistance to change as part of a change initiative, so as to ensure a successful transition.

The review of the literature on management of resistance to change in section 2 of this paper examines the definition of management of resistance to change and in particular, covers key factors like change readiness, participation in change and change communication. These key concepts underpin effective management of resistance during change.

The literature on management of resistance to change with respect to the role of change readiness, participation in change and change communication was used to develop a questionnaire that was used to assess the ELIDZ change initiative. The questionnaire was developed in a Likert Scale format with questions across the spectrum of change readiness, change participation and change communication.

Section 3 of this paper describes how the quantitative research was provided to the population sample of employees from the ELIDZ where the questions on change readiness, change participation and change communication was used to assess the effectiveness of management of resistance to change during the ELIDZ change initiative. In addition section 3 provides an explanation of how the results of the research were derived.

The results on change readiness suggest that the ELIDZ change initiative did not address change readiness adequately. There is therefore a risk of resistance to change that could manifest. This also indicates that change readiness must be planned more thoroughly in future

change endeavours. Most of the population sampled did not feel that they participated in the change initiative, suggesting that the ELIDZ did not address participation in the change initiative adequately. Not enabling employees to actively participate in the change is tantamount to decreasing the potential for acceptance of change and increasing the risk of resistance to change. In order to ensure that future change initiatives are not met with employee resistance to change, the ELIDZ should plan for employee participation throughout the change process. The extent to which change communication was addressed in the ELIDZ change initiative was demonstrated by very poor results. The results from the population sampled suggest that the change was not well communicated to employees. As change communication is known to reduce the potential for resistance to change, it is imperative for the ELIDZ to plan for comprehensive communication strategies to cover the change process for future change action.

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Section 1: EVALUATION REPORT

1.1 INTRODUCTION

Organisational leaders striving for organisational relevance and sustained viability will from time to time require employees to change, in order to achieve a desired future way of doing things. Movement of any process, structure or anything that causes the organisation to operate differently, or move to a new state can be viewed as organisational change (Smith, 2005). According to Gwintsa (2011) the ELIDZ had been functioning for ten years with an organisational structure aligned to infrastructural development. Consequently, the time had come to consider a structural realignment of the organisation. The outcome of an ELIDZ strategic review was that the organisation had extended to an estate operations phase. This necessitated a shift in the structure of the ELIDZ to align it to be more suited to operational requirements, as opposed to being set up predominantly to execute and manage infrastructure development. Change of this nature requires a complicated organisational response. The implication is that a focussed approach to changing the structure is necessary to ensure alignment to the organisational strategy (Cummings and Worley, 2001:14). This further suggests a more purposeful process to ensure alignment and hence improvement, but also implies change as a structured or planned event.

One of the obstacles to delivering on a change initiative is managing the resistance to the change (Atkinson, 2005:15). Assessing levels of management of resistance to change in past change is therefore a valid exercise in order to learn from mistakes and eliminate deficiencies to increase the potential for successful future change. Successful change depends on a strategic step by step approach to change that manages resistance to change proactively and

neglecting this may cause change initiatives to fail (Kotter, 2007: 59). An understanding of the sources of resistance to change, as well as the implications for addressing resistance to change is therefore of paramount significance to the organisation.

The aim of this research paper is therefore to assess employee perceptions of the management of resistance to change during the ELIDZ structural realignment. This will be done by assessing the perceived effectiveness of three of the key inputs into managing resistance to change, namely, change readiness, participation and communication. In view of the risk of failure of change when resistance to change is not managed, the results of this study are important for improving the success of future change initiatives.

1.2 LITERATURE REVIEW

1.2.1 Introduction

The ELIDZ change initiative was mandated by the most senior executive of the organisation, namely the CEO and is illustrative of a top down approach for a strategic organisational change (Appelbaum *et al.*, 1998). This change was critical in order for the organisation to meet its strategic objectives. “Improving the alignment of the organisation from where it is currently to a strategically identified future position, by recognizing and linking the organisational strategy, its structure, the culture and the organisational systems” is what Cummings and Worley (2001:14) refer to as change. In essence, organisational change can be described as the process of moving to a new and different state (Smith 2005).

1.2.2 Organisational change

Cummings and Worley (2001: 52) suggest that it is important for organisations to distinguish between change that is incidental or is forced onto the organisation (typically, unplanned or emergent change), as opposed to a transformation or planned change that is specifically intended to improve organisational output. Ackerman (1997, cited in Nutt & Backoff, 1997: 229) expounds on the diverse types of changes in relation to the nature of change that is needed, or the scope of the change, noting that transformational change is episodic and radical in nature. Transformational change relates to the development of an organisation

which is operating and structured differently to the state it was in prior to the change. Transformational change “radically alters the organization’s products, services, customers, skills, competitive advantage and persona” and is usually brought on by a change of organisational strategy (Ackerman, 1997 cited in Nutt & Backoff, 1997: 229). The change experienced by the ELIDZ can be described as transformational change due to the change being extensive and episodic where the structural realignment change will bring about changes in the culture and the organisation’s processes.

1.2.3 Change Management

In order to effectively manage change, it is important to have an understanding of the change in question. To react and manage the change specific to the type of change is important (Weick and Quinn, 1999). In addition, it is argued that change management can also be used as a method for reducing and managing resistance to change (Prosci, 2011: 1).

It is suggested that organisations make use of various types of change models to guide the organisations through the change process (Mento *et al.* 2002). Change management models are required to ensure change management success and these models include but are not limited to, Lewin’s (1951) three step model, Kotter’s (1985) eight step model, Hiatt’s (2006) and ADKAR model (Rudnicka and Erasmus 2011: 19). While there are many change models to choose from, only a few models were reviewed for this paper to demonstrate the similarities in the areas of the management of resistance. For example, the ADKAR model can be used to manage the people aspect of change because it includes, managing awareness of the need to change, managing the desire to participate in and support the change, managing knowledge of how to change and managing the embracing of change (Prosci 2007: 1). In addition, the ADKAR model can be used as a tool to manage resistance and to assist in answering resistance related questions (Prosci 2007: 1).

1.2.4 Resistance to Change

When employees demonstrate a stubborn opposition to change it can be defined as resistance to change (Armenakis *et al.*, 1993). In addition, Chawla and Kelloway (2004: 485) suggest that resistance to change is simply when the attitudes of individuals hinder the achievement of organisational change targets and objectives. Kotter and Schlesinger (1979: 106) suggest that it is imperative to have resistance managed when faced with change because there is always some level of resistance to change. They further argue that there has to be an understanding of resistance to change and the possible reasons for resistance occurring. Yuh-Shy, (2013: 3) suggests that poor communication and not involving the recipients of change in the process are among the many reasons for resistance to change. Additional sources of resistance to change include self-interest, misunderstanding the change and insecurity (Riley, 2012). Prosci (2007: 1) proposes that the ADKAR model can be used as a tool to manage resistance by establishing and addressing the root causes of resistance.

1.2.5 Change Readiness

In order for an organisation to implement change successfully, the organisation must ensure that it is ready for change. Therefore, change readiness can be seen as a prerequisite to successful change (Self and Schraeder, 2009).

Williams (1991, cited in Avsec 1999: 28) suggests that employees who have the aptitude must be encouraged to be open in proposing ideas in a change initiative in order to create a change-ready organisation. Kriegel and Brandt (1996, cited in Avsec 1999: 28) similarly argue that achieving this in an organisation is what characterises a change-ready company that will be enthusiastic as opposed to displaying characteristics of resistance to change. In addition, Choch and French's (1948) study produced results that support the notion that something as simple as encouraging individuals cultivates a positive attitude toward change and will reduce resistance to change.

It is argued that a positive overall attitude toward the change and its need increases the readiness for change (Jones, 2005). This can therefore be interpreted to mean that positive

thinking and positive views on the need for change decreases the manifestation of resistance to change. Armenakis and Harris (2009: 681) define change readiness as a conscious prerequisite that is critical to address the behaviours of resistance to organizational change. In addition, it is argued that most of the modern literature on change suggests that employees who are not ready for change will demonstrate resistance to change (Backer, 1991). Addressing change readiness therefore mitigates for resistance to change and should be pursued to manage resistance to change.

Successful organisational change can be realised only when the organisation is ready to change (Smith, 2005). It is further argued that change readiness is a critical factor in the success of change because it is the employees who are the recipients and therefore the ones who can make or break the change initiative (Smith, 2005). It therefore stands to reason that organisations aiming for successful change address the aspect of readying their employees for change as a foundational aspect of the change process.

1.2.6 Change and Participation

Resistance to change will be magnified when change is imposed upon individuals without their participation (Moss Kanter, 2010: 1). Participation, in this instance, can be defined as enabling employees to input into the change and empowering them to be part of the implementation of the change. This is equivalent to inviting employees to actively participate in the change process and it increases the probability that the employees will embrace the change (Torben, 2012). Change is effectively managed when management of resistance to change is planned for as early as reasonably possible. To do this means being aware of the reasons for resistance to change and this cannot be achieved without employee participation in the change process (Torben, 2012).

Campbell (2008: 38) notes that commitment to the change needs to be intensified, and that this means getting participation of employees in the change project. Individuals need to know what their roles are in terms of the change process and if not, they might draw negative conclusions about the change. Examples of how involvement can be addressed include the use of guiding teams, planning task forces, survey groups, quality circles and change

monitoring teams (Campbell, 2008). These support the objective to get everyone to participate in the process and feel part of the team and the change (Campbell, 2008).

1.2.7 Change and Communication

Effective communication can be regarded as one of the key critical success factors to successful change (Prosci's 2009: 1). Communication highlights the benefits of the change, keeps employees aware and involved through the change process. Communication also points out milestone successes, forms part of change readiness strategies, engages and enables employees and consequently, is a key part of ensuring change readiness (Smith, 2005). Furthermore, when communication is carried out within the framework of change management strategies, it generates employee awareness and cultivates employee engagement in the change process. It also addresses employee concerns around the reason for change, the benefits and risks of change for them and the company, it keeps employees updated throughout the change process and it ensures multiple means of communication, focused on two-way interaction between employees and the implementers of change (Change Management Learning Centre 2009).

It is evident that to change behaviour there has to be a change campaign led by continuous communication about the change (Moss Kanter, 2010: 1). This kind of communication reduces the potential for resistance to change while increasing feelings of trust and willingness to participate in the change (Chawla and Kelloway, 2004).

1.3 RESEARCH METHOD

The aim of this research paper is to assess the perceived extent of management of resistance to change for the ELIDZ structural realignment change. This will be done by assessing the perceived effectiveness of addressing three of the key inputs into managing resistance to change, namely, change readiness, participation and communication.

After excluding the researcher, the population of 43 ELIDZ employees was targeted for the study. All respondents are proficient in speaking, reading and writing English and have a

minimum educational background of grade 12, although many of the population have a tertiary qualification.

A survey was conducted. The instrument used was a questionnaire developed to address the topics of change readiness, employee participation in change and change communication during the ELIDZ restructuring. The question responses were in a five-point Likert Scale format and consisted of 35 questions in total, with 13 questions on change communication, 11 on change readiness and 11 on employee participation in change.

The questionnaire forms were printed and physically distributed to the participating employees.

Participants were requested complete the questionnaires in their own time and to place the completed questionnaires in collection boxes provided in all building reception areas. The questionnaires included a cover page with a brief clarification of the study and the use of the questionnaire (See Appendices A and B).

Although a specific time period of one week was given for participants to complete the questionnaires, it took close to 5 weeks to gather the 35 completed questionnaires. The data from the survey was transferred to Microsoft Excel 2010 to allow for the data to be graphically displayed, analysed and interpreted. These results are presented below.

1.4 RESULTS

The analysis of the data indicates the extent to which the respondents believe that change readiness, participation and communication were used in the ELIDZ change initiative to manage resistance to change. The sample of the study is first described.

1.4.1 Biographical Results

The table below illustrates the biographic data of the sample.

Table 1: Participants Biographical Results

	Completed Questionnaires Returned	Response Rate to question						
Highest Level Education	35 of 43 = 81%	33 of 35 = 94%	Degree: 9 of 33 = 27%	Diploma: 12 of 33 = 36%	Post Graduate: 8 of 33 = 24%	Matric: 4 of 33 = 12%		
Gender	35 of 43 = 81%	32 of 35 = 91%	Male: 19 of 32 = 59%	Female: 13 of 32 = 41%				
Home Language	35 of 43 = 81%	31 of 35 = 89%	Xhosa: 17 of 31 = 55%	English: 11 of 31 = 35%	Afrikaans: 1 of 31 = 3%	Zulu: 1 of 31 = 3%	Other: 1 of 31 = 3%	
Business Units	35 of 43 = 81%	22 of 35 = 63%	Zone Operations: 6 of 22 = 27%	Zone Development: 4 of 22 = 18%	Corporate Affairs: 7 of 22 = 32%	Office of the CEO: 1 of 22 = 5%	Finance: 2 of 22 = 9%	Science and Technology Park: 2 of 22 = 9%
Position	35 of 43 = 81%	27 of 35 = 77%	Manager: 7 of 27 = 26%	Professional: 13 of 27 = 48%	Admin: 7 of 27 = 26%			
Ages	35 of 43 = 81%	33 of 35 = 94%	50+: 6 of 33 = 18%	40-49: 6 of 33 = 18%	30-39: 21 of 33 = 64%			

A sample of 35 employees responded from the total of 43 questionnaires distributed. The response rate was good and there did not appear to be any particular pattern of non-responses. The percentage of respondents per business unit is indicative of the proportional number of

employees across the various business units. The overall response rate in terms of completed questionnaires returned was greater than 80% of the population sampled. Only the Finance business unit's response rate appeared to be misaligned to the number of individuals who work in the department. The response rate for this business unit should be more in line with Corporate Affairs as the two business units have the highest number of employees allocated to them. Unfortunately the employees within Finance were not very responsive.

That being said, the areas of high response rates in terms of completed questionnaires returned might be indicative of employees being satisfied with having a platform through this research where their views on the management of the change initiative can be tabled. The relatively low response rates for which business unit respondents were from, suggests that there might be an element of fear of being identified, even though the intent of the research was clarified as testing perceptions as opposed to associating individuals with specific perceptions.

1.4.2 Cronbach's Alpha Reliability Results

Cronbach's alpha is the most commonly used statistic for reporting test reliability based on item variances. It is suggested that in the case of the Likert type questionnaire as was utilised for this research it is important to test the reliability of the data analysed (Carmines and Zeller, 1979).

Table 2: Cronbach's Alpha Test Results

Readiness Section - Cronbach's Alpha Test results	Alpha = 0.74935255
Participation Section - Cronbach's Alpha Test results	Alpha = 0.70724446
Communication Section - Cronbach's Alpha Test results	Alpha = 0.78808094
Overall Questionnaire - Cronbach's Alpha Test results	Alpha = 0.8768008

Source: Excel Spreadsheets for Classical Test Analysis, Glenn Fulcher (2010): London Hodder Education

To conclude the reliability results, it is suggested Cronbach's Alpha scores that are above 0.9 are described as excellent, scores under 0.7 are doubtful and scores below 0.5 are categorised as poor (George and Mallery, 2003). The scores for the questionnaire sections for change readiness, participation and communication are all above 0.7 with the score for the overall questionnaire at above 0.8. On the basis of the above mentioned results, reliability can be described as good.

1.4.3 Change Readiness Results

Figure 1 below is used as an aid to illustrate the perception of the employees with regards to the extent to which change readiness was addressed in the ELIDZ change initiative. A combined 56% of the population sampled either disagree (31%) or strongly disagree (25%). This means that 56% of the population sampled were not change ready. Most of the modern literature on change suggests that employees who are not ready for change will demonstrate resistance to change (Backer, 1991). In view of this, the above mentioned results are a clear indication that the ELIDZ change initiative did not address change readiness adequately. Literature on change readiness also suggests that change readiness is a prerequisite to successful change (Self and Schraeder 2009). Therefore an organisation that does not ensure that the majority, if not all of employees are change ready exposes itself to a risk that there will be resistance to change that might derail change initiatives.

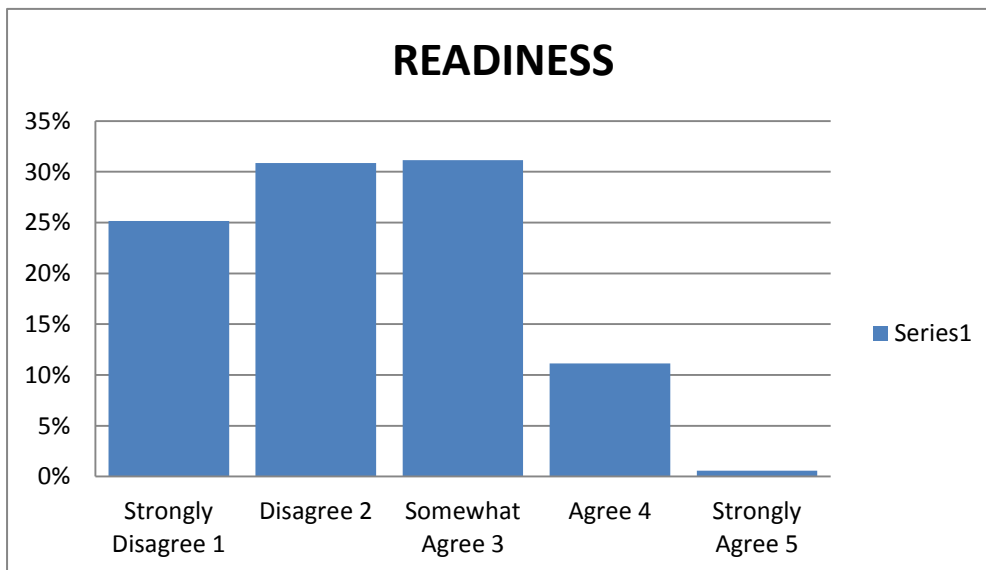


Figure 1: Perception of Readiness Bar Chart

1.4.4 Change Participation Results

Figure 2 below is used to illustrate the perception of the employees with regards to the extent to which participation was addressed in the ELIDZ change initiative. A combined 88% of the

population sampled either strongly disagree (48%) or disagree (40%). This means that 88% of the population sampled did not feel that they participated in the change initiative. Therefore the ELIDZ did not address participation in the change initiative adequately.

When employees are empowered to be part of the implementation of the change it increases the probability that the employees will embrace the change (Torben, 2012). If not, resistance to change will manifest as a result of change being imposed upon individuals without their participation (Moss Kanter, 2010: 1).

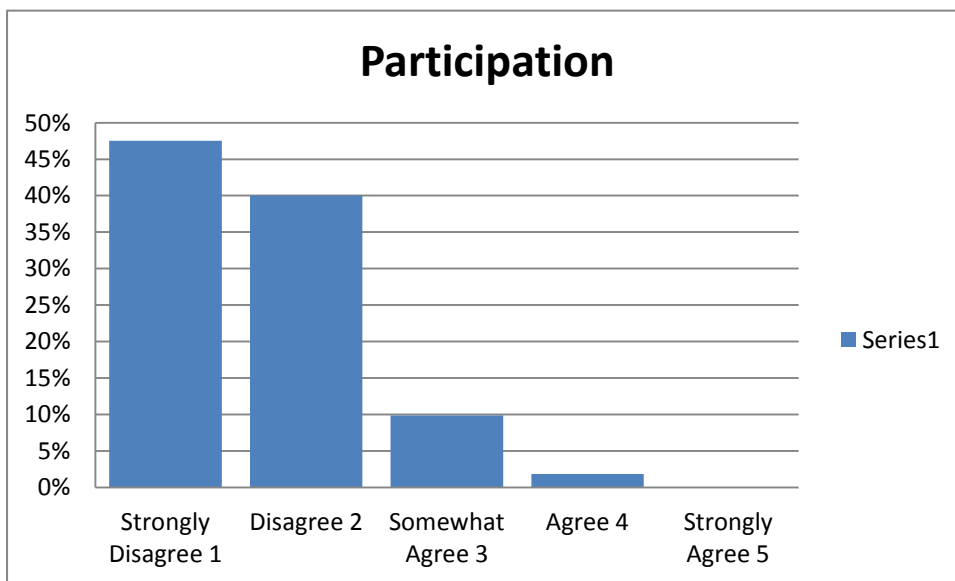


Figure 2: Perception of Participation Bar Chart

1.4.5 Change Communication Results

Figure 3 below is used to illustrate the perception of the employees with regards to the extent to which change communication was addressed in the ELIDZ change initiative. A combined 75% of the population sampled either strongly disagree (40%) or disagree (35%). This means that 75% of the population sampled did not feel that the change was adequately communicated and addressed in the ELIDZ change initiative.

Effective communication is one of the key critical success factors to successful change (Prosci's 2009: 1). Communication highlights the benefits of the change, keeps employees aware and involved through the change process, points out milestone successes, is part of

change readiness strategies, engages and enables employees. Change communication reduces the potential for resistance to change (Chawla and Kelloway, 2004).

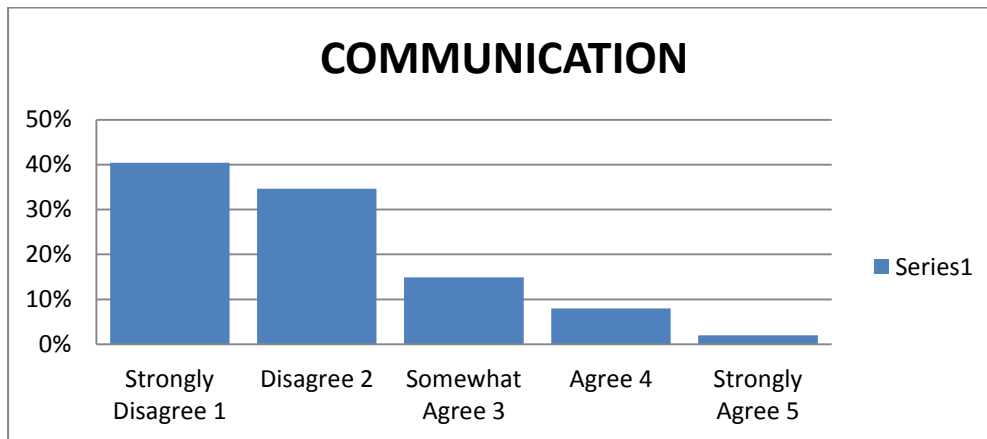


Figure3: Perception of Communication Bar Chart

1.5 DISCUSSIONS AND RECOMMENDATIONS

The main objective of this research paper was to assess the extent to which change readiness, participation and communication were used in the ELIDZ change to manage resistance to change. The above results indicate that in the area of change readiness, where 56% of the employees were not change ready, there appears to be a deficiency in how change readiness was addressed in order to manage resistance to change in the ELIDZ change initiative. The results for participation in the change of 88% overall disagreement and change communication with 75% overall disagreement indicates that these key elements to managing resistance to change were not addressed adequately. These results suggest that the extent to which change readiness, participation and communication were used to manage resistance to change in this instance was not adequate.

Review of the literature on managing resistance to change examined the definition of management of resistance to change and in particular, the key factors of change readiness, participation in change and change communication. These key concepts underpin effective management of resistance to change during change. The consequence of the ineffective management of these key factors is that resistance to change intensifies and there is increased risk that the change initiative might fail. The overall poor scores require that change

readiness, participation and communication strategies for change be improved significantly to increase the chance of successful change implementation.

Another key objective of this research was to make recommendations for managing resistance through change readiness, participation and communication for future change initiatives. Literature suggests that successful change depends on a strategic step-by-step approach to change, that proactively manages resistance to change and that a failure to adopt this approach can cause change initiatives to fail (Kotter, 2007: 59). Management of resistance to change is therefore of utmost significance to successful organisational transformation.

In order to manage resistance to change in the future effectively, it is suggested that emphasis be put on introducing change readiness principles like facilitating activities geared at ensuring that employees understand the business reasons related to the goals and objectives of the change. It is further recommended that the ELIDZ sensitise employees on the impact of the change on their jobs and the opportunities the change will present in terms of career advancement. The ELIDZ should endeavour to develop enthusiasm in the employees toward the change and indicate how the employee can contribute to the change positively to ensure change readiness for future change initiatives.

To better manage resistance in future change it is recommended that the ELIDZ plan for and focus on change participation principles, prior to the implementation of the change. These include involving employees in developing the business case for the change. The ELIDZ must ensure that employees are part of the planning and the implementation phases of the change. It is important to ensure that employees are involved throughout the change process.

Communication highlights the benefits of the change, keeps employees aware and involved through the change process, points out milestone successes, is part of change readiness strategies, engages and enables employees and as suggested by Smith (2005), communication is a key part of ensuring change readiness. Furthermore, when communication is carried out within the framework of change management strategies it generates employee awareness and cultivates employee engagement in the change process. Communication addresses employee concerns around the reason for change, benefits and risks of change for them and the company. Change communication keeps employees updated throughout the change process and it ensures multiple means of communication focused on two way interactions between employees and implementers of change. The timing of the release of change communication

is important to ensure that communication strategies correspond with employee profiles, the use of suitably applicable media, fosters flexibility and reduces the impact of change on levels of uncertainty (Goodman and Truss, 2004). This paper therefore further suggests that the ELIDZ develops a communications strategy that addresses key change communication requirements throughout any change process. Among others, the strategy must include a process to receive and respond to employee concerns about the change.

1.6 CONCLUSION

This evaluation research paper suggests that literature on change management with respect to change readiness, participation and communication can be used to evaluate the level of management of resistance to change for the ELIDZ structural realignment change. To this end the above mentioned literature was used to develop a questionnaire to gather data on the employee perception on each of the categories of change readiness, participation and communication in the context of management of resistance to change. Given the number of other key management of resistance to change strategies that exist, future research at the ELIDZ in this regard might want to include a wider range of management of resistance to change principles.

It was, however, concluded that the ELIDZ requires emphasis on managing resistance to change to increase the likelihood of successful future organisational change initiatives. This is clearly suggested by the results that indicate that a more comprehensive approach to change management and in particular the management of resistance, is required. This further suggests that ELIDZ will be best placed to react immediately on the recommendations particularly in light of the rapidly changing operational and administrative environment in which the ELIDZ exists.

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Section 2 – LITERATURE REVIEW

2.1 Introduction

The East London Industrial Development Zone (ELIDZ) had been functioning with an organisational structure set up for infrastructural development but in 2008 the organisation moved into an operations stage without realigning the structure to accommodate the shift. Structure defines reporting lines, describes communication networks, and creates synergies (Carpenter *et al.* 2010). Structure also refers to employees and their work within an organization and how it is coordinated and managed in order to achieve corporate targets (Carpenter *et al.* 2010).

Organizations that want to adapt to changes in the world economy, are adopting restructuring strategies to remain competitive (Kernan, 2007). Similarly, according to S. Kondlo, Chief Executive Officer, East London Industrial Development Zone (2011), “It is mandatory for organisations striving to be globally competitive, to review their structure for potential change requirements every four to five years”. Consequently, a structural realignment was implemented for the ELIDZ.

According to Yuh-Shy, (2013: 1) resistance to change, no matter how large or small, is one of the important influences that can affect the success of applying any organizational change. Understanding the significance of the consideration that must be given to the reaction of employee responses to change is therefore critical to reducing resistance to change through managing change processes (Yuh-Shy, 2013: 1).

Effectively managing resistance is contingent on an ability to represent the change correctly, to define the source of resistance in the people, and to select and apply strategies applicable to dealing with sources of resistance (Yuh-Shy, 2013: 2). Employee reaction to change will be influenced by the manner in which change is managed, which includes the management of resistance to change by ensuring change readiness, participation and communication in change.

This section therefore seeks to give some broad background on the three topics of ensuring change readiness, participation and the use of communication in the management of resistance to change. The literature review will unpack change management and the related core concepts for management of resistance to change namely, change readiness, participation and communication. Change frameworks such as Kotter's strategic eight-step model for transforming organisations, Jick's tactical ten-step model for implementing change, and General Electric's seven-step change acceleration process model as described by Mento *et al.* (2010), ADKAR (Hiatt, 2006) as described by Prosci (2007: 1), Lewin's (1951) three step model and Kotter's (2007) eight step model independently are introduced and compared, in order to illustrate the source and range of literature examined to develop the questionnaire for this study.

Literature that will be examined in this review include:

- Change
- Change management
- Resistance to change
- Change readiness
- Change and participation
- Change and communication

2.2 Change

Changes in the external environment that organizations operate in often necessitate internal organizational changes (Carpenter *et al.* 2010). According to Nel *et al.* (2001), the difference between planned and unplanned change is when an organisations takes deliberate decisions to make modifications to the way they do things and therefore implement changes. Daily operational activities results in a number of changes being effected as a result of adapting to challenges being experienced in delivering on targets and on objectives (Mintzberg,1989). In addition, while the variations in solving operational problems seem unrelated, they result in achievement of the same goal and unplanned change happens.

Ackerman (1997) suggests three types of change viz. developmental, transitional and transformational change. Rudnicka and Erasmus (2011) suggest diagnoses specific to each of the above mentioned types of change be applied to ascertain the type of change a company is undergoing. Application of the diagnosis for the three types of change recommended by

Rudnicka and Erasmus (2011) indicates that the ELIDZ change initiative is a transformational type change which is a change that started before the end goal was defined and understood by all, a change that is substantial enough to necessitate a fundamental alteration of the company culture, employee behaviour and mind-set in order to implement the change and achieve a new state and a change that necessitates a drastic change in the company structure, services as well as operational requirements. It is a change that according to Ackerman (1997) is episodic and radical in nature and relates to a company where the future state of how it operates and aligns its structures is essentially differently to its state before implementing the change. Transformational change needs the organisation to change own perceptions about the organisation in its entirety, including employees and is classified as a change that is extreme (Rudnicka and Erasmus 2011: 6). It is not simply an improvement of previous ways of doing things but a state of change that requires extending any limitations in the company mind-set in terms of its employees or how it functions (Rudnicka and Erasmus 2011: 13).

When one wants to achieve successful transformational change, it depends on a strategic and step by step approach to change (Kotter, 2007: 59). The business world is involved in what seems to be an unending change cycle and this means that companies who do not want to change are fighting a losing battle (Daft, 1999). These changes include changing working environments and the flexibility required in job portfolios today is largely influenced by, among other factors, the continuous pioneering enhancements in technology which demands a more flexible workforce (Silke, 2011). The change being experienced in the business world today is more intense than ever experienced before (Daft, 1999). Against this backdrop and the aforementioned three topics of this research and the type of change identified, a brief look at change is undertaken to examine the subject of change relative to how people react to change.

2.2.1 Organisational change

It is suggested that where restructuring is required to adapt to changes in the world economy, organizations are adopting restructuring strategies to remain competitive (Cascio and Wynn, 2004, Fred *et al.* 2003, and Mishra and Spreitzer, 2003 cited in Kernan, 2007). Smith (2005: 408) sees change in a company as the progression of advancing to a fresh and different state. This means that changes in a process or anything that translates into a company doing things differently can be defined as an organisational change (Smith 2005).

Some of the reasons that things have to be done differently include competition, technological development, changing legislation and in government regulations and these have to be responded to by undertaking moderate organisational change at least once a year and major changes every four to five years (Kotter and Schlesinger, 2000: 106). Brandenburg (2013) argues that most organizational changes can be considered structural changes. The nature of change like this is that it typically impacts on how an organization is run, in terms of the customary top-down hierarchy. Structural changes include changes to the company's hierarchy of authority and administrative procedures.

According to Self *et al.* (2007: 211) in the space of private / public organisations which is the space that the ELIDZ operates in, transformation is occurring at an extremely rapid pace and Gilmore *et al.* (1997) suggest that although there are valid reasons for transformation, or change, the outcomes often fail to meet anticipated objectives (Gilmore *et al.* 1997, cited in Self *et al.* 2007: 211).

A familiar belief is that change is emergent, meaning that it is the recognition of a new pattern of organizing when there are no explicit preceding intentions (Orlikowski 1996:65, cited in Weick and Quinn 1999: 375) and similarly described as entrenched in continuing updates of work processes (Brown & Duguid 1991, cited in Weick and Quinn 1999: 375) and social practices (Tsoukas 1996, cited in Weick and Quinn 1999: 375). Similar arguments suggest that change as an integral part of the organisations existence is unavoidable and where there is apprehension to change, the future viability of the organisation will be placed at risk (Cummings and Worley, 2001).

To further understand the ELIDZ change, the framework for categorizing organizational change variables that include the three factors of content, process, and context is considered (Self *et al.* 2007: 212). Although there is not enough empirical indication of these variables being thoroughly assessed together in organizational change efforts, organizational science researchers acknowledge the importance of all three variables (Self *et al.*, 2007: 212).

According to Self *et al.* (2007: 212) content factors are those factors that define the 'what' part of the change initiative. These include structural changes, change in human resource practices, technological changes, quality management changes, social issues and changes to physical settings. Self *et al.* (2007: 212) further argue that these illustrate the management and organizational factors that relate to an organization's performance. Therefore, if the organization is not performing to a defined standard, then changes in some or all of these

factors should result in improvement in the way things are done and therefore organisational change.

According to Self *et al.* (2007: 213) the process factor includes the stages that an organisation will go through in a change initiative and processes such as these are described in change models. As a method to implement change, Lewin's basic model for change was expanded on to use as a framework to introduce change (Kotter, 1995, Galpin, 1996, and Armenakis *et al.*, 1999, cited in Self *et al.*, 2007: 212). Models like this that supports the manner in which the change implementer introduces change will undoubtedly impact on the way employees react to change. Contextual factors on the other hand are the situations or the existing external and internal conditions that can have an impact on organizational success and can therefore trigger organisational change.

The overall context for a change can be made up of a number of internal and external areas (Self *et al.* 2007: 214). Research suggest that external contextual conditions will have an impact on the interpretation of the content changes implemented as well as the understanding of the processes followed (Kelly and Amburgey, 1991, and Haveman, 1992, cited in Self *et al.* 2007: 214). External contextual situations will influence the performance of the organization and will be one of the main reasons to implement content changes like strategic re-orientation and organizational re-structuring, with hopes of improving an organization's performance.

Contextual factors are further referred to as the "Why?" part of change and they explain the reason the change is necessary (Pettigrew, 1987, cited in Self *et al.*, 2007: 214). Mowday and Sutton (1993, cited in Self *et al.* 2007: 214) suggest that internal substantive context was defined as organizational circumstances outside of individuals that have an impact on their beliefs, attitudes, intentions, and behaviour.

Meta-analysis conducted of research on internal context recognized that a number of factors that influenced organisational response to change seem to support the same notion that organisational circumstances outside of individuals have an impact on their beliefs (Damanpour, 1991, cited in Self *et al.*, 2007: 214). These factors include but might not be limited to managerial permanent status, managerial attitudes toward change, formalization and communication and must be considered because of the above mentioned impact they might have on individuals during organisational change (Self *et al.* 2007: 214).

Self *et al.* (2007: 214) further argues internal context as a moderator of the relationship between change content and process and employee beliefs, attitudes and intentions. This means that understanding of the changes made and the process used during the

implementation, will be influenced by the existing organizational circumstances in terms of employee beliefs, attitudes and intentions. An example of this is that inflexible employees will be resistant to change. In addition, it is argued that change in almost any part of an organization can be met with resistance (Carpenter *et al.* 2010).

Failures in change efforts are usually associated with human issues, not technical issues (Kotter and Cohen, 2002, cited in Self *et al.*, 2007: 212). In many companies, employees see change as something to be suspicious about because of previous experiences where change was viewed as the latest management whim or attempt at a quick fix solution to problems (Reichers *et al.*, 1997, cited in Self *et al.*, 2007: 212).

Sheeba (2012: 135) suggests that employees must be completely involved in the change management process. Adams (2003, cited in Sheeba 2012: 135) argues that individuals need to accept change, understand the reasons for the change, trust that the change is necessary, be committed to the change and persevere with the change for organisational change to be successful. Understanding organisational change in its entirety in order to understand the people dynamic associated with the change can be seen as critical to managing the change well and in particular, managing resistance to change.

2.3 Change Management

Lorenzi (2005, cited in Rudnicka and Erasmus 2011: 18) defines managing change as the process by which a company will reach its future state or the vision of where it sees itself. It is argued that change management is the methodology to strategize for, design, apply, manage and sustain change in a company's processes and operational activities (Lientz and Rea, 2004: 9, cited in Rudnicka and Erasmus 2011: 18).

Sheeba (2012: 138) seems to support this notion because she argues that although a reactive approach to addressing issues is an orthodox approach to change management, the proactive way of dealing with change is a visionary approach where solutions are shaped in advance in anticipation of problem areas during the change. In this way, objectives can be defined after developing a desired future state and a plan can be put in place for the future issues (Sheeba 2012: 138).

What creates further interest in the proactive approach to change management is management of resistance to change planning (Sheeba 2012: 138). It is argued that this is the first and one of the most important steps to successful change management, where resistance to change is

identified and defined as part of the backdrop against which change strategies are developed (Sheeba 2012: 138).

According to Kotter and Schlesinger (2008: 130) there are very few things more complicated and hard to carry out, that have more uncertainty of a successful outcome and are more treacherous to handle, than to initiate a new order of things.

Riley (2012) suggests that reasons for resistance to change is related to poor change management where the need for change is not effectively explained, adequate information is not provided, employees are not engaged or offered support, employees are not involved in the change process and where trust and a feeling of security is not adequately facilitated.

Anderson and Anderson (2009: 3) outline the following mistakes that should be avoided made when organisations are faced with change:

- not making sure that the relevance and meaning of the change is clearly communicated and understood to ensure employee commitment to change,
- not facilitating and supporting dialogue to keep them connected to the endeavour,
- not having and introducing change leadership teams to ensure the following:
 - inclusive communication throughout the change,
 - minimisation of the negative impacts of change,

A similar notion is adopted by Allen *et al* (2007: 188) who argue that the key for successful change implementation is how best to manage and respond to the factors that adversely impact on employees during a change process.

Strategic change implementation concurrently generates expected employee performance gain and unexpected performance loss (Brown 2005; Kennedy *et al.* 2003; Simester *et al.* 2000, cited in Ye *et al.* 2007: 156). Ye *et al.* (2007: 156) states that change can become ineffective if unexpected performance loss outweighs expected performance gain. Ye *et al.* (2007: 156) further argues that when implementing change, it is important for organizations to identify related potential performance loss to ensure the benefits of the change are realized. According to Ye *et al.* (2007: 156) when faced with change, loss of performance is inevitable unless employees respond positively to change efforts. Furthermore, to date there has not been much in the way of systematic studies into the change implementation process from an employee perspective (Ye *et al* 2007: 156).

Change management models are required to ensure change management success and these models include but are not limited to, Lewin (1951) three step model, Kotter (1985) eight step model, Hiatt (2006) ADKAR model (Rudnicka and Erasmus 2011: 19).

According to Prosci (2007: 1) the ADKAR model was originally used as a tool for ascertaining whether change management activities like communications and training were having the preferred results during organizational change. In addition, the model was used to align customary change management activities to a specified outcome or objective (Prosci 2007: 1).

A demonstration of this is that awareness of the company reasons for change is an objective of initial communications related to the change initiative (Prosci 2007: 1). Other examples include creating the desire to be involved and participate in the change as part of the objective of sponsorship and management of resistance to change and ensuring knowledge on how to change as part of the objective of training and coaching (Prosci 2007: 1). These examples indicate that in ascertaining the desired objectives of change management, ADKAR can be a handy framework for change management (Prosci 2007: 1). Further argument suggests that ADKAR can be used to recognize gaps in the change management process, particularly with regards to managing resistance by identifying employee resistance to change, assisting employees with conversion through the change process, developing plans for employee progress during change and creating a change management plan for employees (Prosci, 2008, cited in Sheeba, 2012: 135).

Prosci (2007: 1) suggests that the effective use of the ADKAR change management model is largely dependent on the fundamental framework for change initiatives. The diagram below depicts change as happening in two scopes, viz. the business aspect on the vertical axis and the people aspect on the horizontal axis (Prosci 2007: 1).

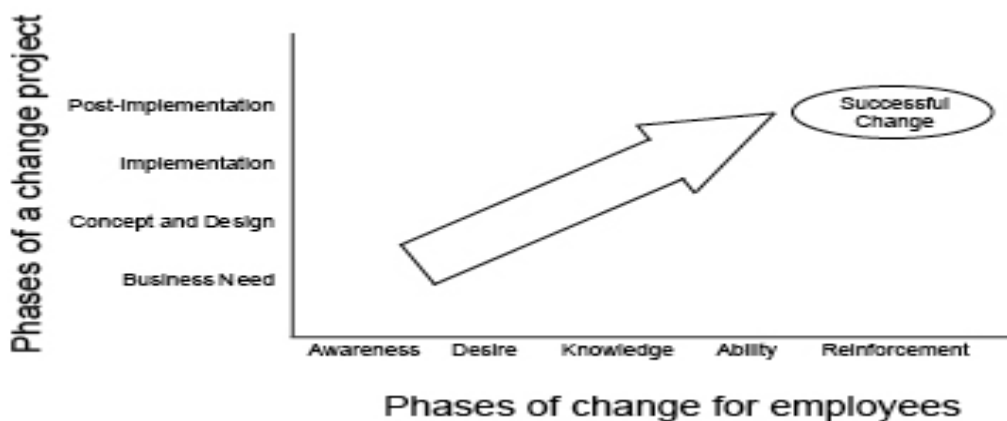


Figure 4: Phases of change for employees.
Source: Prosci (2005)

Prosci (2007: 1) points out that although successful change occurs when both dimensions of business occur concurrently, what is of particular interest is the people dimension because research indicates that the people aspect of change is identified mostly as the reason for failure in change initiatives. To effectively manage the people aspect of change means that five main areas that form the framework of ADKAR must be managed and these are managing awareness of the need to change, managing the desire to participate in and support the change, managing knowledge of how to change and what the change appears as, managing the ability to implement the change daily and managing the reinforcement that allows for the change to be sustainable (Prosci 2007: 1).

Prosci (2007: 1) draws further attention to the ADKAR model because it can be used as a tool to manage resistance, establish the root causes of resistance and to assist in answering related questions like:

- Why is communication so important during change?
- Why do employees resist change?
- Why do employees become stressed and distracted from their day-to-day work?
- How can I find the barrier point to change and manage employee or management resistance?
- Why should front-line supervisors be active in coaching employees during change?

The table below illustrates the ADKAR model fundamentals as they support organizational change with actions that empower employees to move from one ADKAR element to another. In this table, the elements of ADKAR are illustrated on the left hand side while those that support are depicted on the right hand side (Prosci 2007: 1).

TABLE 3: ADKAR model mapped with supporting activities to the ADKAR elements

A	Awareness of the need for change	<ul style="list-style-type: none"> Management communications Customer input Marketplace changes Ready-access to information
D	Desire to participate and support the change	<ul style="list-style-type: none"> Fear of job loss Discontent with current state Imminent negative consequence Enhanced job security Affiliation and sense of belonging Career advancement Acquisition of power or position Incentive or compensation Trust and respect for leadership Hope in future state
K	Knowledge on how to change	<ul style="list-style-type: none"> Training and education Information access Examples and role models
A	Ability to implement required skills and behaviors	<ul style="list-style-type: none"> Practice applying new skills or using new processes and tools Coaching Mentoring Removal of barriers
R	Reinforcement to sustain the change	<ul style="list-style-type: none"> Incentives and rewards Compensation changes Celebrations Personal recognition

Hiatt (2006, cited in Rudnicka and Erasmus 2011: 27) supports the use of the ADKAR model because of similar notions that it is people who change, that successful change will happen when change in people is aligned to the company change process and because ADKAR can be used as a tool to diagnose individuals relative to the change as well as the change communications framework.

In addition to Rudnicka and Erasmus's (2011: 19) notion on the variety of change models, Mento *et al.* (2010: 45) suggest that there are a number of change models to direct the implementation of change. Mento *et al.* (2010: 25) argues that there are three models that have stood out as examples for a change process, namely, Kotter's strategic eight-step model for transforming organisations, Jick's tactical ten-step model for implementing change, and General Electric's seven-step change acceleration process model. A framework drawn from

these three well known models was used in the change process of a Fortune 500 company and can serve as a guide to leading an organisational change process (Mento *et al.* 2010: 25). This stands to reason because according to (Mento *et al.* 2010: 45) Kotter's model was derived after a study of over 100 different companies where Kotter learned about why most big change initiatives failed and therefore positioned his eight-step model as a way of preventing big mistakes when undertaking a change. From the eight step model, Kotter (1998, cited in Rudnicka and Erasmus, 2011: 22) argues that engaging and enabling the company during change requires communication for buy in and using every technique available to communicate the vision and strategies for change. It is further suggests that to engage and enable the entire company also needs others to be empowered into action by getting rid of hurdles to change (Kotter, 1998, cited in Rudnicka and Erasmus, 2011: 23).

What draws attention to Jick's model is that according to Mento *et al.* (2010: 46) it can be used to assess a change initiative already in progress by asking well-crafted questions thought the change process. In General Electric change model, the thinking stimulated here is what Mento *et al.* (2010: 46) describes as the emphasis on the leaders role in terms creating urgency for change, communicating the vision, measuring progress and operationalizing the change. These three theoretical models and the practical reality of the change process is why they were drawn from to provide a framework for guidance for leading a change process (Mento *et al.* 2010: 25).

Mento *et al.* (2010: 47) brings together the three models for a change process on a mind map. From the three models the following in each model is of particular interest in this review: From Kotter's eight step model: establishing a sense of urgency, forming a guiding coalition, communicating a vision, empowering others to act on the vision. From Jick's 10 steps for implementing change: creating a sense of urgency, developing an enabling structure, communicating, involving people and being honest, from General Electric's change model: making sure everyone understands the vision, mobilising commitment, making sure people see the desired outcome, building coalitions of support, training employees and communicating changes.

Furthermore, the framework derived from the above mentioned three well known models emphasise the importance of highlighting a proposed change, in terms of reasons for the change and what the change will entail (Mento *et al.* 2010: 49). According to Jick (1991) preparing the target audience for change is vital because those receiving the change need to acknowledge the change and this is critical in terms of preparing for change (Mento *et al.* 2010: 53).

According to Mento *et al.* (2010: 53) among the many important aspects of the change process, the framework makes provision for ensuring everyone in the organisation accepts and comprehends that the change will be entrenched as the new way of doing things. In step eight of Kotter's eight-step model it is similarly argued that change can fail if the corporate culture is not aligned (Mento *et al.* 2010: 49). The framework for change includes the critical aspect of communicating change to ensure awareness and participation (Mento *et al.* 2010: 53).

Others in their research touch on many of the same principles as applied in the above mentioned change framework and for example, it is argued that change management should focus on inspiring employees to work, ensure the change is understood, support employees in the change and ensure employees are ready to implement change successfully (Saparnis *et al.* 2009: 74). In addition, change management can also be used as a method for reducing and managing resistance to change (Prosci, 2011: 1). It is argued that one of the key functions of change management is to transform employee perceptions of the change (Susanto, 2008: 51). According to Atkinson (2005: 15) a huge problem in driving change in organisations is dealing with and managing the resistance that will be encountered. If the drivers of change are seriously committed to the process of working through the resistance to change and developing a strategy to address resistance then resistance can be managed satisfactorily, allowing the benefits of change to be realised quickly.

Resistance is often held secretly or portrayed passively. It is a natural reaction when people are not comfortable or in agreement (Atkinson, 2005:15). Lewin's (1951, cited in Walker, 1995: 26) theory speaks of two ways to deal with the challenges of change management, one of which is to minimise the restraining forces, this being the resistance that employees display.

According to Prosci (2011: 1) change management is a term used to refer to the management of people who are experiencing change. Prosci (2011: 1) further argues that change management is not a stand-alone process for designing a business solution. It is part of a collection of processes, tools and techniques and is used for managing the people-side of change while serving also as a method for reducing and managing resistance to change.

Lewin's three-step change theory suggests that the first step in the process of changing the way people do things is to 'unfreeze' the current way of doing things (Kritsonis 2005: 2). Kritsonis (2005: 2) suggests that 'Unfreezing' can be done in three ways:

1. To intensify the motivating forces that can steer behaviour away from the current way things are done.
2. To minimise the factors that retard the progress away from the current behaviours.
3. To identify an amalgamation of the two ways mentioned above.

Robbins (564-65, cited in Kritsonis, 2005: 2) argues that other ways to assist the 'unfreezing step' is to encourage those involved by readying them for change, to build trust, understanding and buy-in for the need to change and to be part of identifying problem areas and strategizing solutions within a group.

According to Kritsonis, (2005: 2): the second step in Lewin's three-step change theory proposes that, at this stage, it is required that the desired outcome is moved to a new level of balance and stability. The three methods to achieve this involve:

- convincing individuals to accept that the current way things are done is not advantageous to them and encouraging employees to see the problem from a new perspective,
- collaborating with individuals in pursuit of fresh, appropriate information and
- linking the way the collective sees things to well-respected, powerful leaders that also support the change.

The final step of Lewin's change theory is 'refreezing' (Kritsonis, 2005: 2). Refreezing occurs post-change implementation for the purpose of ensuring that implemented change is entrenched and sustainable. A strong possibility exists that any change will be unsustainable if this step is not included. According to Lewin's three-step change theory, the final step integrates the new way of doing things into the organisation (Kritsonis, 2005: 2).

It is proposed that a method of implementing the third step is to reinforce the new model and entrench it in the organisation using tools like policies and procedures (Kritsonis, 2005: 2).

Lewin's model further demonstrates the impact of factors that either support or hamper change in terms of driving forces that support change and inhibiting ones that are counterproductive to change (Kritsonis, 2005: 2).

Walker (1995: 27) in his research explains Lewin's (1951) theory that to achieve change, either, increase the driving forces or decrease the inhibiting factors that affect the change process. Restraining forces include the negative impact individuals have on the change process. In line with what Kritsonis (2005: 2) suggests, it is further argued that transformation will occur when the three steps of unfreezing, moving, and refreezing are used to change

things or the *status quo* will remain (Lewin, 1952, cited in Ginsberg and Abrahamson, 1991: 174).

According to Kritsonis (2005: 6) Lewin's model is very reasonable, goal and plan based. She argues, though, that while the change appears good on paper because it makes reasonable sense, the absence of consideration of the feelings and history of what people have been though can be detrimental. There may be times when employees are enthusiastic about new change but they avoid the feelings, attitudes, past input or experience of other employees. The result is that they can encounter either resistance or little enthusiasm. The writer appreciates the notion depicted by Kritsonis (2005: 6) that there is no right or wrong model to change management because it is the similarities of the theories with respect to management of resistance that is of particular interest to the writer. It is however prudent to note the importance of continually reviewing and considering how our changing society and culture will require fresh insight on the appropriate change process (Kritsonis 2005: 6).

Fisher's (2005: 2) Transition Curve below indicates the phases individuals go through in reaction to change. This change management model is essential in understanding typical emotions and reactions like resistance that people experience when going through a change management process. Change is inevitable and will always impact on individuals therefore it is important to understand the above effect that change has on individuals (Fisher, 2005: 1).

Typically, as shown on the change curve, the first reactions are negative and gradually evolve into a level of acceptance over time. The time spent in one phase depends on a number of things including how much support and change communication is provided and also what level of ownership and control individuals experience during the change process (Fisher, 2005: 2).

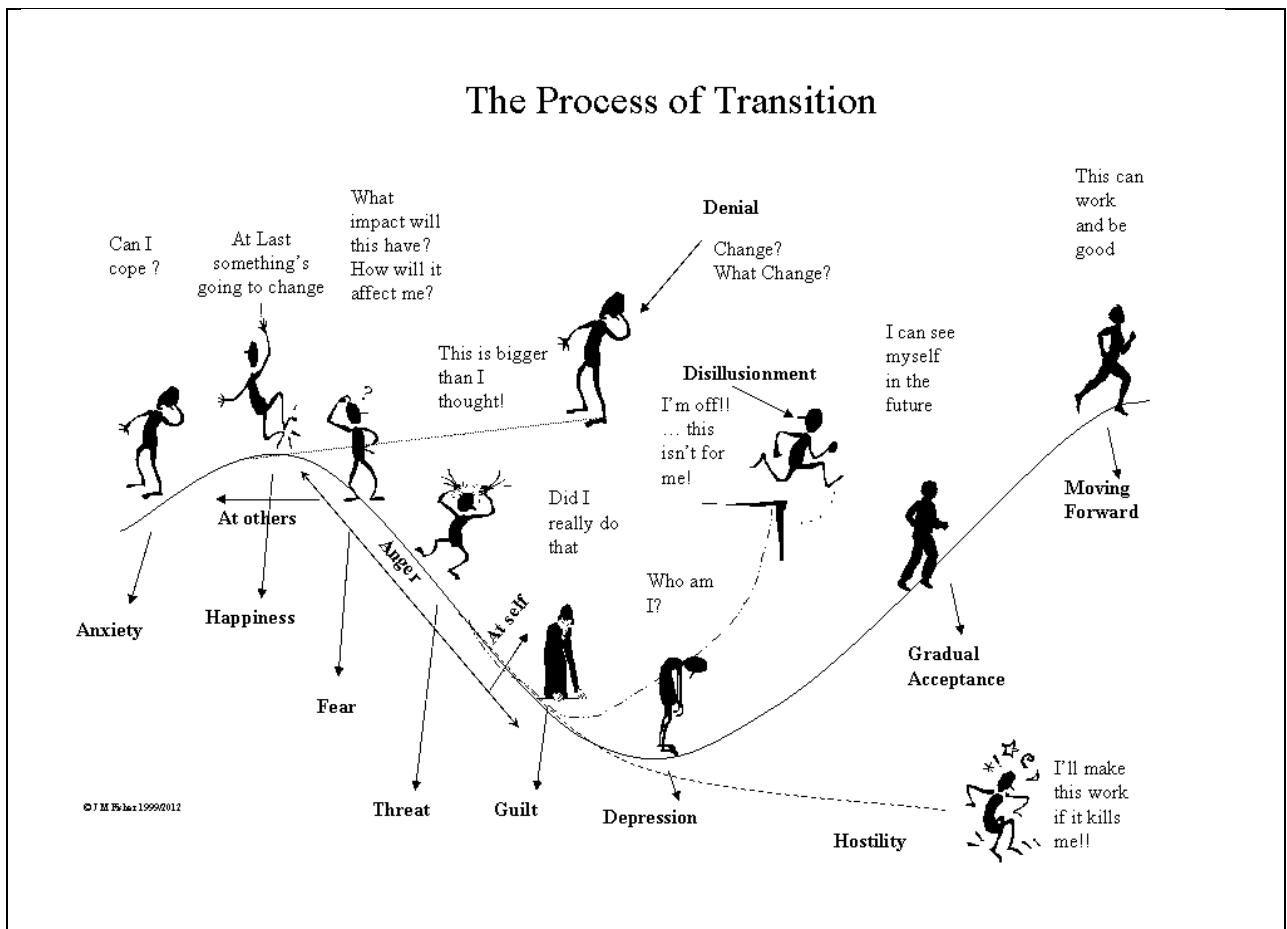


Figure 5: The transition curve
Source: Fisher (2005)

2.4 Resistance to Change

Yuh-Shy, (2013:2) suggests that recent studies of resistance to change have focused on behaviour reaction. Brower and Abolafia (1995, cited in Yuh-Shy, 2013) defined resistance as a specific kind of action or inaction. Ashforth and Mael (1998, cited in Yuh-Shy, 2013) defined resistance as deliberate acts of rebelliousness or oversight. In addition, Shapiro, *et al* (1995, cited in Yuh-Shy, 2013) pointed out that enthusiasm to mislead the established order is also resistance to change. Sagie *et al.* (1985, cited in Yuh-Shy, 2013) used obedient behaviour as an indication of reduced resistance. Yuh-Shy, (2013: 3) further argued that among the many reasons for resistance to change, the sources of resistance to change include:

- Poor communication that exhibits in either ordering change or when people are not told why there is change or when they hear about the change from sources other than the architects and drivers of the change.
- No input. This kind of resistance occurs when people feel they have not been asked to participate and share concerning the change.

In addition to these, Kotter and Schlesinger cited four main areas for resistance to change (Riley, 2012: 1). These include: a narrow minded self-interest where individuals think only of themselves, misunderstanding as a result of communication problems and insufficient information being shared, a low tolerance for change that culminates from feeling insecure, diverse interpretations of the state of the company in relation to the need for change as well as in relation to the benefits and shortcomings of the change. O'Connor (1993, cited in Rudnicka and Erasmus 2011: 47) had similar views on the reasons for resistance that include: a deficiency in the trust that there is a urgent need for change, variations in what the need for change is defined as, no settlement in terms of what objectives of change are, deficiency in the trust that the objectives are actually achievable and lack of faith in the manager of the change.

Riley (2012: 1) summarises common reasons for resistance to change in table 4 below:

Table 4: Riley's common reasons for resistance to change

Parochial self interest	Individuals are concerned with the implications for themselves; their view is often biased by their perception of a particular situation
Habit	Habit provides both comfort and security Habits are often well-established and difficult to change
Misunderstanding	Communications problems Inadequate information
Low tolerance of change	Sense of insecurity
Different assessment of the situation	Disagreement over the need for change Disagreement over the advantages and disadvantages
Economic implications	Employees are likely to resist change which is perceived as affecting their pay or other rewards Established patterns of working and reward create a vested interest in maintaining the status quo
Fear of the unknown	Proposed changes which confront people tend to generate fear and anxiety Introducing new technology or working practices creates uncertainty

Doubt has been associated with high stress levels prior to and after restructuring (Ashford, 1988, cited in Paterson and Cary 2002: 87), good quality information communicated has been found to minimise anxiety about change (Miller & Monge, 1985; Schweiger & Denisi, 1991, cited in Paterson and Cary 2002: 87), and a combination of supportive leadership,

collaboration, and communication with employees has been related with low stress levels, and the use of coping strategies during change (Terry, Callan, & Satori, 1996 cited in Paterson and Cary 2002: 87). According to Paterson and Cary (2002:87) these findings combined support the fundamental reasoning of the anxiety explanation, and the suggested effect of change initiative characteristics on negative emotional reactions.

An immediate reaction to change is apprehension which is common when faced with new and strange circumstances (Beller 1972, cited in Walker 1995:26). Folger and Skarlicki (1999: 35) described resistance as behaviour that is focused on challenging, disrupting, or upsetting existing assumptions, dialogue, as well as power relations.

Taylor (1947, cited in Folger and Skarlicki, 1999: 36) argues that resistance in the workplace has been a worrying factor among managerial writers and organizational psychologists for more than 50 years. Resistance has been described as behaviour that is focused on challenging, disrupting, or upset existing assumptions, dialogue and power relations (Collinson, 1994 cited in Folger and Skarlicki, 1999: 35).

Cummings and Worley (1997, cited in Folger and Skarlicki, 1999: 35) argue that employee resistance can be a major hurdle to successful change. Change in organisations can create uncertainty and resistance in employees that makes it difficult and even impossible to implement organizational improvements.

Folger and Skarlicki (1999: 35) propose that fairness in organisations is a psychological position that can be used to mitigate against employee resistance to change.

According to Strebel (1996: 84) leading practitioners of radical corporate reengineering reveal a significant statistic on change management showing that the success rate in Fortune 1000 companies is far below 50 percent, with some reporting that this statistic is as low as 20 percent. A critical problem in driving change in organisations, is dealing with, and managing, the resistance that will be encountered (Atkinson, 2005:15). Resistance in the workplace has been a worrying factor among managerial writers and organizational psychologists (Folger and Skarlicki, 1999: 36). Resistance is often portrayed secretly or passively and is a natural reaction when people are not comfortable with, or in agreement with the change (Atkinson, 2005:15).

Susanto (2008: 50) argues that resistance from employees is expected as a result of perceived threats to their future. It can also be that resistance occurs because the “status quo has been affected” (Mento *et al.* 2010: 53). Folger and Skarlicki, (1999: 35) reported that an organizational change like restructuring, is related to an acute sensitivity about fairness and

they state that perceptions of unfairness are not uncommon. They note that when faced with a threat of this nature, people become hyper-vigilant and every social interface becomes intensely examined for possible covert meaning or threatening intent.

Organizational change and restructuring are extensively recognized as extremely stressful for employees (Begley, 1998, cited in Riolli and Savicki, 2006: 352). According to Begley, (1998) recent studies on employee reaction to organizational changes such as organizational consolidation, DeNisi's (1991) mergers and acquisitions and Cascio's (1993) and Kalimo, *et al's* (2003) downsizing reveal that there are negative impacts of these changes and restructuring on employees (Riolli and Savicki, 2006: 352). It is argued that these negative impacts include: worry, job insecurity, increased stress and uncertainty, decreased organizational commitment and decreased intention to remain in the organization (Brockner *et al.* 1992, Schweiger & DeNisi, 1991, and Schweiger & Lee, 1993, cited in Riolli and Savicki, 2006: 352).

Similar notions are depicted in Prosci (2005: 1) where the 2005 Best Practice Report suggests the top five reasons that employees resist change. These reasons include:

- Employees not being aware of the main reasons that company wanted to change,
- Fear of losing employment due to the change.
- Uncertainty of individuals in terms of their capacity to perform in relation to the change requirement of their abilities.
- Employee apprehension to change due to feeling of being in a “comfort zone” with respect to the current state of their employee satisfaction, function and remuneration packages.
- Feeling of inadequate remuneration relative to the changes in workload and function due to the change (Prosci 2005: 1).

2.4.1 Management of Resistance to Change

Prosci (2005:1) argues that managing resistance during change ought to include proactive planning as well as and reactive intercessions. Relying on reaction to resistance alone almost always ends up loss in terms of output loss as well as squandered time and resources (Prosci 2005: 1). Typically, a proactive approach to managing resistance includes methodically ascertaining root causes and the manifestation of resistance (Prosci 2005: 1). Identified issues

can then be mitigated for or possibly eliminated before they surface. To manage resistance proactively requires planning by change teams including change sponsors and management (Prosci 2005: 1). Where a reactive approach is required, the team has to listen to individuals in order to ascertain the basis of the resistance and formulate action plans that can be communicated and applied (Prosci 2005: 1).

Prosci (2005: 1) suggests that putting a management of resistance to change plan in place is a proactive way of managing resistance. It is further contended that identifying possible areas where resistance can originate from must be addressed in the first stages of the change management plan (Prosci 2005: 1). According to Prosci (2005: 2) the following four action steps are key to developing a management of resistance to change plan:

- Outlining what resistance might manifest in the change and how it can be recognized. This can be done by involving the change team as well as all other interested parties in the change in sessions where ideas can be discussed and interrogated.
- Define strategies to manage resistance to the change for all areas of the company and allow for assistance with operational activities where required. Here it must be understood that it is best that resistance is managed by top management as management of resistance to change is not the sole responsibility of the change team or change leaders. This action step must include internal as well as external customers and at each level of the company the benefit of the change must be explicitly clarified.
- The strategies decided upon to manage resistance must be developed with the main sponsor of the change.
- The management of resistance to change plan must be communicated to managers and coaches in the change management training sessions implemented for them.

It must be noted that resistance will manifest in a variety of forms, depending on the nature of the change initiative (Prosci 2005: 2). For this reason it is critical that the management of resistance to change actions are aligned to the nature of the change and the characteristics being displayed by the company (Prosci 2005: 2).

The following depicts key considerations when tailoring management of resistance to change activities to the above mentioned alignment of company characteristics and characteristics of change (Prosci 2005: 3):

Where the company is small and appears ready for change, the speed with which resistance is dealt with is slow and the result of resistance to the company is negligible.

Where the company is small and resistant to change, the speed in addressing resistance is also slow, with consequences of resistance also low; however resistance grows in severity. In this instance management of resistance to change actions are proactive and the main coach should be the immediate supervisor of employees.

Where a company is large and seems ready for change, the speed to deal with resistance is moderate and the impact of results of this is at first also moderate but eventually ending up as high. Here consideration is given to a reactive management of resistance to change strategy, with the main change coach being the highest level or top management.

Where the company is large and resistance to change is high, dealing with resistance should be speedy and decisive. Impacts of resistance here are high and the management of resistance to change strategies should be a proactive approach where resistance is anticipated. The main coach in this instance should be the top management level in the hierarchy (Prosci 2005: 3).

2.5 Change Readiness

Avsec (1999: 28) argues that developing a company to be open to change is highly dependent on the practice of articulating and proposing ideas. To cultivate a change ready company, where individuals have a natural affinity toward articulating and proposing ideas, Williams (1991: 19) recommends that these employees are identified, supported and encouraged to continue in this way (Avsec, 1999: 28). This, according to Kriegel and Brandt (1996, cited in Avsec, 1999: 28), is an open organisation amenable to new ideas which characterises a change-ready company. Kriegel and Brandt (1996, cited in Avsec, 1999: 28) further contend that a change-ready company will be enthusiastic, as opposed to apprehensive about change, challenged and not endangered by change and committed to change as something that is constant.

Their concept of a change-ready organization is where the people anticipate and initiate change, they challenge the *status quo*, they create rather than react to change, and they lead rather than follow. Such an organization requires a high level of trust throughout the organization. Those daily interactions happen between employee and employer within the department.

The first step to Lewin's three-step change theory is to 'unfreeze' which is the same as changing the current state and this can be supported by encouraging those involved, by readying them for change (Kritsonis, 2005: 2).

Some ground-breaking work on change readiness in terms of the above mentioned three-step change theory and in particular the notion of the unfreezing step in relation to change readiness was conducted (Lewin, 1951). It stands to reason that this is argued as an instrumental step to gaining momentum in the change process because it is an explicit attempt to get employees to physically and psychologically give up the old way of doing things for the new way (Lewin, 1951). In terms of review of literature on change readiness, it is relevant that change readiness be defined as making sure that the strategies for change emphasise the unfreezing stage of change, without which change might not be possible (Lewin, 1951).

It is argued that organisations engage in change without ensuring that recipients of change are psychologically ready for the change (Jones *et al.* 2005:62). As a result of this opinion it is further argued that, researchers in the area of organizational change shifted their attention to the array of influencing factors that could bring about change readiness among employees and to examining the extent to which readiness resulted in change implementation success (Jones *et al.* 2005:362). It is suggested that the extent to which employees positively accept change, as well as the belief employees have that the change can have a positive outcome for them, is another view that can be used to define readiness for change (Armenakis *et al.* 1993, Holt, 2002, and Miller *et al.* 1994, cited in Jones *et al.* 2005:362).

Kriegel and Brandt (1996, cited in Avsec, 1999: 22) suggest that companies are restructuring, reorganizing, downsizing and outsourcing more so now than ever before. In further support of the importance of change readiness it is argued that failure in change initiatives occur mostly because companies fail to follow a step-by-step change management process, where readiness for change is an initial part of this sequential change process (Kotter, 2007: 60).

Kriegel and Brandt (1996, cited in Avsec, 1999: 28) further suggest that the change ready company is one of the subjects that existing change management writers are becoming more illustrative about because it focuses on the essential association that must be in place between a company and its employees. In addition, where a state of change readiness can be put in place before the change it removes the requirement for strategies to address resistance at a later stage is reduced (Smith, 2005). The focus on change readiness is therefore critical with respect to its role in managing resistance to change and the risk to successful change that is associated with failure to adequately manage resistance to change.

Successful change implementation requires that companies be ready for change and this includes the readiness of the employees, therefore, change readiness can be seen as critical to successful change in a company (Self and Schraeder, 2009). Organisational change is complex, but research also suggests that successful change is influenced by commitment to

the change process, which requires change readiness (South, 2000, cited in Walker, 1995: 27). Based on discussion in their research Jones *et al.* (2005: 369) similarly argue that readiness for change is an important facilitating variable to reflect on when coming to grips with understanding the effectiveness of change and is therefore a relevant concept to consider in relation to issues around the implementation of change. Consequently, the review of literature on change readiness includes the perspective of the role of change readiness and change readiness indicators that contribute to successful implementation of organizational change.

(Beckard and Harris, 1987, cited in Jones *et al.* 2005: 363) explains that remodelling organisational capabilities involves measuring the knowledge, skills and abilities but creating readiness includes employee motivation and willingness. The accomplishment of successful change in structure rests on employee readiness for change.

According to Susanto (2008: 50) in today's environment, changes are mandatory for organization sustainability. Resistance from employees is expected as a result of perceived threats to their future. It is therefore critical to ensure employee readiness for change in order to achieve successful change implementation. How change readiness is viewed will be different within the organisation and perceptions of readiness for change might differ because fundamentally individual attitudes differ (Armenakis *et al.*, 1993, cited in Jones *et al.* 2005: 364).

Change readiness can be seen in employee beliefs, attitudes, and intentions in terms of the extent to which they perceive the need for change as well as the organization's capability to effectively make the changes. These factors are seen as what precedes the behaviours of either resistance to, or support for, a change initiative (Amenakis, *et al.*, 1993, cited in Susanto, 2008: 50).

At its core, change readiness involves a change of individual thinking across a group of employees. It is, after all, the employees who are the actual foundation and medium for change as they either accept or resist change. It is therefore critical to ascertain how individuals view readiness before going ahead with a change initiative. (Amenakis, *et al.*, 1993, cited in Susanto, 2008: 51).

Beckard and Harris (1987, cited in Jones *et al.* 2005: 367) argue that it is critical to ascertain levels of readiness for change, which is fundamentally an assessment of employee attitudes towards the change initiative.

Communicating in the context of change promotes change readiness in individual employees (Armenakis and Harris, 2002; Balogun and Hope-Hailey, 2003, cited in Goodman and Truss 2004: 217 – 218). Communication also reduces resistance and promotes commitment to the change (Klein, 1996, cited in Goodman and Truss 2004: 218).

According to (Armenakis and Harris, 2002, cited in Goodman and Truss 2004: 218) there are three recommended communication strategies that can be used to generate readiness for change namely:

- persuasive communication,
- active communication and
- managing, or sharing information about the change.

Employees who encounter high volumes of communication on imminent change show high levels of readiness (Miller *et al.* 1994, cited in Jones *et al.* 2005: 361).

It is proposed that resistance can be addressed through: communication before, during and after implementing change, participation, creating understanding and providing support throughout the change (Carpenter *et al.* 2010: 1). According to Armenakis and Harris (1993: 681) change readiness can influence behaviours of resistance in a positive way and it can generate support for a change initiative. Susanto, (2008: 50) notes that change readiness contributes to effective change implementation. It is also argued that developing readiness for change can assist in reducing the action required to address resistance to change later on (Smith, 2005).

Jones *et al.* (2005: 361) address the various contributing factors and associations to change readiness and argue that organisational leadership is one of the higher influencing factors on change readiness. However, in research on organizational transitions, the relationship between redesigning capabilities and readiness for change is argued to be crucial to ascertaining levels of readiness when assessing the capability of an organisation to effectively manage change (Beckard and Harris 1987, cited in Jones *et al.* 2005:367).

Jones *et al.* (2005: 368) argues that readiness for change is frequently defined and used as the dependent variable in both conceptual and empirical studies (e.g. Armenakis *et al.*, 1993, Eby *et al.*, 2000; Miller *et al.*, 1994). They further argue that readiness for change has seldom been reflected as a mediating variable between change management strategies and change implementation success Jones *et al.* (2005: 368). An exception to this is a study conducted by Wanberg and Banas (2000, cited in Jones *et al.* 2005: 368) where a mediating model of

readiness for change was tested. They proposed that a variety of variables like self-efficacy, information provision and active participation would stimulate readiness for change and this would positively address issues like job satisfaction, work irritation, intention to quit, and actual employee turnover Jones *et al.* (2005: 368).

From the review of literature on change and change readiness it can be seen that most researchers have a view that indicates the relationship between the readiness of individuals for change and resistance to change.

2.6 Change and Participation

When it comes to defining the essence of participation in the context of change, Rosabeth Moss Kanter's (2010: 1) quote encapsulates the writer's approach to the topic of participation in the context of change: "change is a threat when done to me, but an opportunity when done by me". Her notion that resistance to change will be magnified when change is imposed upon individuals without their participation is another accurate depiction of how the writer translates the relationship between participation and managing resistance to change (Moss Kanter, 2010: 1).

Torben (2012: 1) defines participation of employees in change as enabling employees to input into the change and as employees being empowered to be part of the implementation of the change. This is tantamount to inviting employees to be active participant in the change process and it increases the probability that the employees will embrace the change (Torben, 2012: 1). Torben (2012: 1) points out that change is a common event where there are many types and, if not adequately managed, change can result in mistakes, with dire consequences for a company. It is therefore critical to get employee buy-in and participation to guarantee that changes made in your company are successful (Torben, 2012: 1). It is highly recommended that one of the ways to manage change well is to plan for resistance to change as early as possible (Torben, 2012: 1). This means that coming to grips with the well-known reasons for resistance to change will lead to planning for the management of the resistance to be focused on these issues (Torben, 2012: 1). To successfully achieve this means that there cannot be a lack of employee participation and enablement in the change process, because this will lead to astronomical setbacks to achieving successful change (Torben, 2012: 1).

Campbell (2008: 38) in his change management research reinforces the importance of interaction between the company and the employees in the change effort. At this stage, the

commitment of all to the change needs to be intensified, and this means getting participation of employees in the change project (Campbell 2008: 38). In addition, Campbell (2008: 38) points out that individuals need to know what their roles are in terms of the change process. He argues that if they are not provided with the relative information, they will draw their own conclusions and that these will mostly be negative (Campbell 2008: 38). The examples cited of how involvement can be addressed includes, guiding teams, planning task forces, survey groups, quality circles and change monitoring teams, with an objective to get everyone to participate in the process and feel part of the team and the change.

Richanbach and Riddell (2013: 1) argue that reacting to change is fundamentally not easy because almost all establishments, irrespective of their size relate change to uncertainty and therefore resist change. When the position is that people are unwilling to react to changing environments, in reality it is because what is required is not known in terms of involving the individuals who are expected to align to the change (Richanbach and Riddell 2013: 1). Using participatory techniques can assist the company to overcome resistance to change (Richanbach and Riddell 2013: 1). The role of participation in terms of who should participate in the change and how the participation is managed is critical to change because through effective participation, change decisions can be communicated and implemented effectively (Richanbach and Riddell 2013: 1).

Richanbach and Riddell (2013: 2) further suggest that participation is crucial from the planning stage. Research indicates that change decisions must be made with the correct level of involvement of those who will be affected by the decision because these are the participants who are most likely to resist change and their resistance is detrimental to the success of the change (Richanbach and Riddell 2013: 6).

Employees will interact better with change if they are given the opportunity to be part of shaping the future. It is therefore important to engage employees on what they view success as, what the key issues are and on what the best way to do things might be (Anderson and Anderson, 2009: 3). Requesting input from employees serves as an enabler to change. Failure to do so does not give employees a sense of ownership and stake in the future and can impact negatively on employee morale and commitment to change (Anderson and Anderson, 2009: 3).

(Mintzberg and Waters, 1985 cited in Yuh-Shy, 2013) pointed out the effect of participation on the success of the implementation of deliberate strategic change. Participation is highly

regarded as the main factor to positive effects on the strategy process, particularly in terms of reducing resistance and increasing commitment, through engaging those affected by the proposed changes (Kim and Mauborgne, 1998, cited in Yuh-Shy, 2013). According to Jones and Jimmieson (2005: 364) by engaging in participative decision making, training and development as well as open communication, high levels of employee unity and morale are promoted.

Typically, people resist change, creating problems to successful change. The way employees are treated and how the change is implemented can have a significant impact on employee resistance to change (Folger and Skarlicki, 1999: 35; Self *et al.*, 2007: 212).

A key strategy to gain acceptance of change is participation (Kotter and Schlesinger, 2000: 109; Self *et al.*, 2007: 213). Morrison *et al.* (1998: 3) observe that when employees feel personally accountable for bringing about change, they will develop greater personal satisfaction from the feeling of having taken charge, thereby increasing their motivation to change.

According to Saparnis *et al.* (2009: 73) the fundamental reasons for resistance to change are: employees do not participate in preparing for changes, employees do not understand the core reasons for changes and employees are not inspired to implement changes. Consequently, Saparnis *et al.* (2009: 74) recommends that numerous explanations about the change are necessary with a change initiative. It is not sufficient to simply inform employees about the reasons for change, or to enforce change implementation, as this will cause resistance. Furthermore, employees will be less resistant to change when they participate and are supported throughout the change process (Tucker, 2007: 1).

It is the view of Saparnis *et al.* (2009: 74) that a change management programme addresses the process of change in terms of the making the case for a change and ensuring employee participation. Anderson and Anderson (2009: 3) state that requesting input from employees serves as an enabler of change.

(Higgs and Rowland, 2000, 2001, cited in Higgs and Rowland, 2005: 127) connected leadership behaviour to actions required to implement change. They pointed out five broad areas of leadership related to successful change implementation, the following two of which are pertinent to participation in change:

- Creating the case for change and engaging others effectively in identifying the organisational need for change,

- Engaging others in the entire change process and creating commitment.

2.6.1 Testing for Participation in Change

It is argued that there were no direct studies of participation that focused on measuring participation in the change process (Roskam, 2009, cited in Nielsen and Randall, 2012). To bridge this gap, Roskam (2009, cited in Nielsen and Randall, 2012) proposed that employee influence on change intervention planning and rolling out related to employee perception on being able to make job related decisions independently be tested. Roskam (2009, cited in Nielsen and Randall, 2012) included that the relationship between employee perceptions on the levels of support that existed at work related to employee influence on change intervention planning and rolling out can also be tested as a way to measure participation. To ascertain employee perception on participation Randall *et al.*, (2009) suggests using questions like “I was involved in the design of the implementation of change”, “I was involved in planning for change” and “Management has made a great effort to involve employees in the change process.” Responses to these can be given on a five-point scale ranging from 1 (strongly agree) to 5 (highly disagree) (Nielsen and Randall, 2012).

It is argued by Vink and Smulders (1998, cited in Nielsen and Randall, 2012) that employees’ participation in the planning and implementation can be linked to the reports on the change success. Employee perception on the level of participation can therefore be assessed against the separate assessment of employee reports on the outcome of the change initiative. A similar strategy to the Nielsen and Randall (2012: 1) strategy of hypothesis testing can also be used to test whether employee participation in the intervention planning and implementation process was positively associated with the reporting of positive change interventions. A test of this nature is further supported by Kompier *et al.* (1998: 1) who suggested that employee participation increases the chance that changes implemented will be appropriate. Lines (2004, cited in Nielsen and Randall, 2012: 1) similarly found that lack of participation caused resistance to change and participation resulted in positive reports of achievement of intervention goals. Lines (2004, cited in Nielsen and Randall, 2012: 1) further argued that there was a relationship between organizational commitment and participation. Taris *et al.*, (2003) suggests that testing for overall success in the change intervention involves asking questions like: “Through the implementation of change we finally get to correct bad methods / procedures, that we had acquired,” “In this change we

openly discuss which traditions or procedures we wish to change and which we wish to keep,” and “The implementation of the change has made it easier to address other changes required in how the company does things.” Responses to these can be given on a five-point scale ranging from 1 (strongly agree) to 5 (highly disagree).

2.7 Change and Communication

Change declarations and resolutions are consistently made by chief executive officers and senior management but soon thereafter, change programs initiated are ignored (Moss Kanter, 2010: 1). To change behaviour there needs to be a campaign, with continuous communication (Moss Kanter, 2010: 1).

Prosci's (2009: 1) best practices benchmarking study revealed that effective communication can be regarded as one of the key success factors to successful change (Change Management Learning Centre, 2009). Sheeba (2012: 134) contends that the presence of resistance to change is mostly related to poor communication. She argues further that this is one of the main reasons that communication is considered key to addressing fears and to encouraging the relevant enthusiasm required where there is change (Sheeba, 2012: 134).

In the Change Management Learning Centre (2009) it is pointed out that communicating during change is often ineffective in addressing the people side of change when the communication plan is not part of the change management strategy. This is because effective communications are directed to specific receivers of communication, where the reason for change is shared, concerns that are specific to the audience can be addressed and where they find themselves in the change is communicated (Change Management Learning Centre 2009: 1). Furthermore, the timing, detail and originator of communication in a context of change is critical to building a communication plan grounded on the management of the change (Change Management Learning Centre 2009: 1).

It must be noted that communication plans, in the context of change management, are key in that they are part of the change management approach (Change Management Learning Centre 2009). This argument seems to be supported in Prosci's notion that organisational change management occurs in three phases, where the first is preparing for change, the second is where change is managed and the third phase is to reinforce the change (Change Management Learning Centre 2009). Prosci argues that the communication plan is formulated in the second phase after the change management approach has been developed and there is already

an understanding of the threats and challenges ascertained in the preparation phase of the change (Change Management Learning Centre 2009).

Prosci's research (2007: 1) suggests that companies must follow the three phases of organisational change aligned to the company's goals. These three phases include *preparing* for the change, *managing* the change and *reinforcing* change and are aligned to Lewin's (1951) unfreeze, moving and refreezing phases of change.









Communication plans have to consider individual change. Individual change models like that of Prosci's ADKAR Model, defines how an individual can successfully change (Change Management Learning Centre 2009: 1). The ADKAR Model suggests that successful change in an individual will be dependent on the awareness, desire, knowledge, ability and reinforcement of the change that the individual has (Change Management Learning Centre 2009: 1). It is further argued that ADKAR answers the question of what communication achieves in terms of individuals successfully changing in the context of the change initiative (Change Management Learning Centre 2009: 1).

This stands to reason because employees are affected by organisational change and it is the employees who therefore have to embrace the change in their functions for organisational success (Change Management Learning Centre 2009: 1). Therefore when change management frames the communication efforts it culminates in addressing employee concerns, as opposed to simply informing employees about a change initiative (Change Management Learning Centre 2009: 1).

When communication is carried out within the framework of change management strategies it generates employee awareness and cultivates employee engagement in the change process, it addresses employee concerns around reason for change, benefits and risks of change for them and the company, it keeps employees updated throughout the change process and it ensures multiple means of communication focused on two-way interaction between employees and implementers of change (Change Management Learning Centre 2009: 1).

The Change Management Learning Centre (2009: 1) provides a useful checklist to ensure that communication is addressed against the backdrop of change management. The checklist below is therefore also useful in checking how the change management approach and, in particular the management of resistance to change part of the plan, is used to address major change issues raised by employees (Change Management Learning Centre 2009: 1).

Table 5: Checklist for ensuring communication efforts are governed by best practices in change management

	Impacted groups have been segmented - specific, unique audiences of communications are identified
	The "why" for this change has been thoroughly developed including the risk of not changing
	The spokesperson for these messages is a "preferred sender" from the perspective of that particular audience
	The messages have been customized or adapted for each segmented group and are designed to meet their specific needs
	Communications are face-to-face whenever possible and always include two-way communications
	Employees are given the chance to provide feedback in a safe, non-threatening environment throughout the change
	Employees hear from both "the person they view as in charge" as well as their immediate supervisor (and key messages are consistent from both individuals)
	Key messages about the change are repeated 5 - 7 times

According to Jick (1993, cited in April, 1999: 231) in the academic works, communication is frequently understood as a tool for declaring and clarifying change as well as for getting people ready for the positive and undesirable effects of change. It is further argued that communication grows individual thinking of and commitment to the change (Beckard and Pritchard, 1992, Morgan, 1988, cited in April, 1999: 231) and decreases levels of resistance to change (Kotter and Schlesinger, 1987, cited in April, 1999: 231). In addition, Kanter *et al.* (1992, cited in April, 1999: 231) contend that the main role of communication is to provide and gather information, to create understanding, and build ownership of the change. Mento *et al.* (2010: 25) argues the same notion that communication efforts should seek to achieve an increased understanding and commitment to change as far as reasonably possible, as well as to minimise confusion and resistance and to prepare employees for the positive and negative impacts of the change.

The manner in which the change is launched generally influences recipients in terms of whether they accept or reject the change and therefore in a change initiative, it is critical to ensure that from the very beginning there is effective communication (Mento *et al.* 2010: 25).

Anderson and Anderson (2009: 3) suggest that change initiatives are almost never without resistance, fear, and anxiety. They argue that the human emotions side of change must be

considered proactively because not adequately or proactively attending to the emotional aspect will have negative and often irresolvable outcomes. Anderson and Anderson (2009: 3) further suggest that there is a natural emotional change employees undergo during a change process that must be acknowledged and two-way communication sessions must be used to allow employees to ask questions, as well as to air their views and apprehension.

According to April (1999: 231) where high levels of trust exist, change management is more effective and where it is low, communication and co-operation suffer and power is used as the way forward. April (1993:231) further argues that that change is an occurrence that happens within conversation and dialogue and is therefore critical for leaders of modern organisations to consider.

How organisations communicate with employees during a change has proven to have a profound effect to the success of the change programme and in particular with respect to how the employee reacts (Goodman and Truss, 2004: 217). Goodman and Truss (2004: 217) further argue that the process and the content of the communication strategy are important. According to Goodman and Truss (2004: 219) the information that is communicated to employees before, during and after communication is the content of information and it includes the information that employees want to have.

According to Schaffer (2010: 87) while much research on how to deal with change has been produced, the impact of basic mistakes made that hamper change has been overlooked, like failing to communicate the detailed plans for achieving change objectives. Goodman and Truss (2004: 217) suggest that it is important to consider the timing of the release of change communication to ensure that communication strategies correspond with employee profiles, the use of suitably applicable media, fosters flexibility and reduces the impact of change on levels of uncertainty.

Klein (1996, cited in Goodman and Truss, 2004: 218) argues there will have to be flexibility in the content and means of communication used as the change moves through the different stages in the change programme. This means that an entrenched inflexible communication strategy, formulated at the beginning of a change initiative will probably become increasingly unsuitable over time.

When it comes to how to communicate, there are a number of options available to select from that include but are not limited to, direct, person-to-person communication, written and electronic methods of communicating (Klein, 1996; Pitt *et ai*, 2001, cited in Goodman and Truss 2004: 218). The choice of medium must align to the importance and complexity of the

message as well as the stage in the change process (Balogun and Hope-Hailey, 2003, cited in Goodman and Truss 2004: 218). Theory on communication suggests that successful communication depends on whether the recipient understands the purpose of the communication. In addition, the above mentioned theory on effective communication emphasises the importance of platforms for feedback being essential for testing understanding (Klein, 1996; Johnson and Scholes, 2002, cited in Goodman and Truss 2004: 219).

Noting the significance of informal communication channels during a change process is important (Kitchen and Daly, 2002, cited in Goodman and Truss 2004: 218). Informal communication networks develop during teamwork or general office communication either verbally or online (Lok and Crawford, 1999, cited in Goodman and Truss 2004: 219). Even though these networks can be used to get messages out, it may not always be beneficial because of the informal or unstructured manner in which it occurs (Cross *et al*, 2002, cited in Goodman and Truss 2004: 219). Kitchen and Daly (2002, cited in Goodman and Truss, 2004:219) identifies three types of information that impact employees during change, namely:

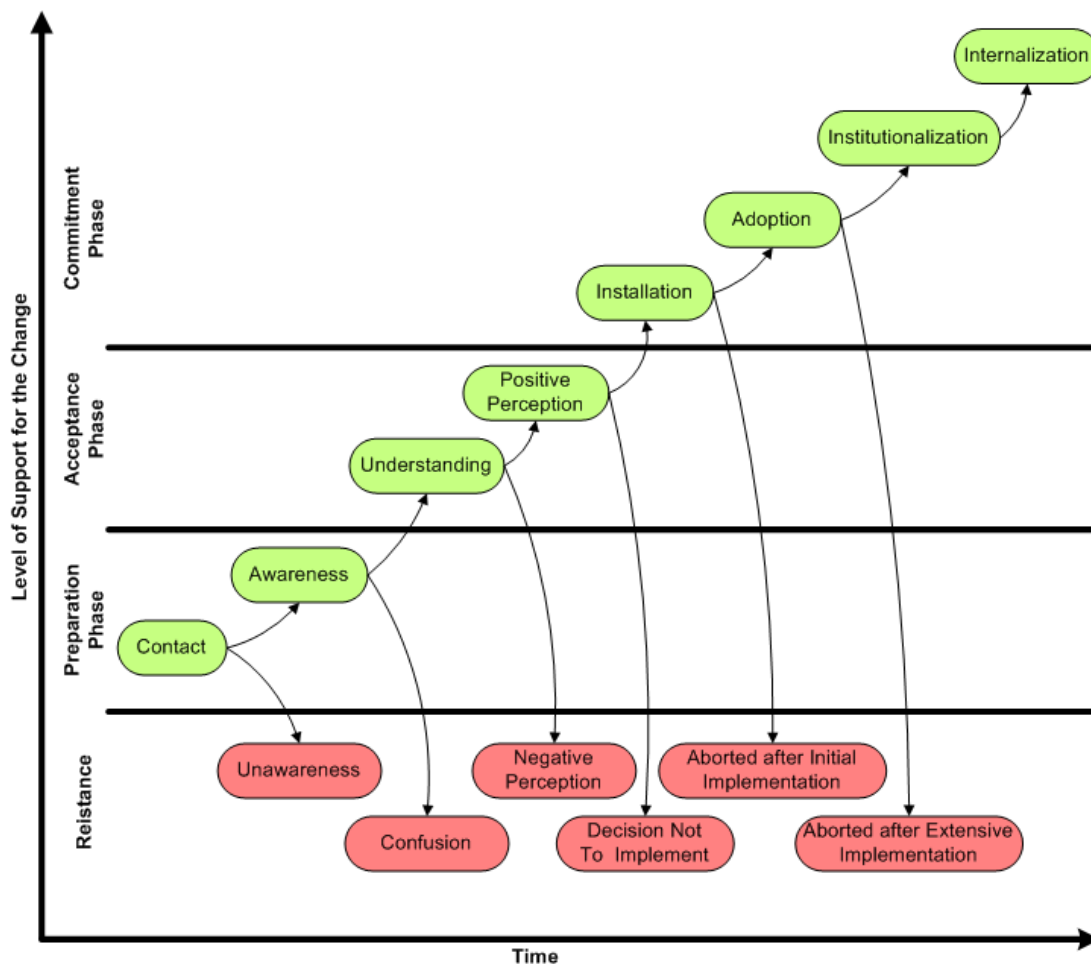
- what employees must know, including information specific to the work they do,
- what employees should know, including desirable information about the company and
- what employees could know, including somewhat insignificant office scandal.

Communicating content during change is often described as sharing a vision (Joffe and Glynn, 2002, cited in Goodman and Truss, 2004: 219). The content includes getting input from employees on the process as well as the content of the change (Kitchen and Daly, 2002, cited in Goodman and Truss, 2004: 219). It also includes communication that reduces levels of uncertainty (Klein, 1996, cited in Goodman and Truss, 2004: 219). According to Camall (1997, cited in Goodman and Truss, 2004: 219) communication content during change conquers barriers to change and Kotter (1996, cited in Goodman and Truss, 2004: 219) argues that communication content during change achieves employee commitment.

It is proposed that employees will be less resistant to change when they are kept informed throughout the change process (Tucker, 2007: 1). How organisations communicate with employees during change has proven to have a profound effect to the success of the change programme (Goodman and Truss, 2004: 217). Goodman and Truss (2004: 219) argue that individuals will want as much as possible communicated to them as early as possible, to

minimize the uncertainty of change. Goodman and Truss (2004: 218) argue further that communication during change reduces resistance to change.

Rudnicka and Erasmus (2011: 54) use figure 6 below to illustrate the role of communication in change. What is of particular interest are the effects of communication from facilitating contact through to adoption of the change managing resistance elements.



Derived from Daryl Connor, *Managing at the Speed of Change*

Figure 6: the role of communication in a change process

2.8 Conclusion

It is argued that failure in organizational change efforts can be attributed to neglecting the human factors that are important during organizational change efforts. The way employees are treated and how the change is implemented can have a significant impact on employee resistance to change (Cobb *et al.*, 1995, cited in Folger and Skarlicki, 1999: 35). A comprehensive framework will minimize the chance that an important variable like the

human factor in a change effort will be neglected in the research design and interpretation of the findings (Schraeder, 2004, cited in Self *et al.* 2007: 212).

Implementing change has many focus areas that are important to limit the emotional reaction of individual employees. The theory reviewed will be examined further for their link to the change implementation case mentioned in the introduction. What is of particular focus and as the theory examined indicates, is the management of change from the perspective of managing resistance to change. As highlighted in the review of the literature above, resistance to change can result because of failure to address change readiness, communication and participation in the change initiative. Change approaches have to therefore focus on management of resistance to change that deals with these issues.

Kotter and Schlesinger's work is truly appreciated when there is an understanding of how critical it is to deal with negative employee emotions like anger, false pride, distrust, arrogance, scepticism, panic, fatigue, insecurity, complacency and anxiety during change (Kotter and Schlesinger, 1979, cited in Campbell, 2008: 24). Models of this nature provide tools that can address the negativity during change and can assist to transform them into positive emotions of confidence, trust, optimism, determination, reality based pride, desire, enthusiasm and hope that promote change (Campbell 2008: 24). As mentioned in the review of literature on resistance to change above, Kotter and Schlesinger (1979, cited in Campbell, 2008: 24) cited four main areas for resistance to change viz. a narrow minded self-interest, misunderstanding, low tolerance for change and, diverse interpretations of the situation. Kotter and Schlesinger (1979, cited in Campbell, 2008: 24) through their research have discovered the following approaches to manage resistance to change that seem to be a common thread throughout this review of literature. These include:

- **Education and commitment**, particularly where there might be a lack of information or a misaligned analysis. There appears to be a consensus among researchers including Kotter and Schlesinger (1979, cited in Campbell, 2008: 24) who summarized that one of the most effective ways to manage resistance is to educate individuals upfront. This approach assists individuals to see the reasoning behind the change effort. When this is achieved it dispels baseless rumors with regards to the change and its perceived outcome.
- **Participation and Involvement** is particularly important where there is or can be resistance. Here too other researchers have indicated the same notion as Kotter and Schlesinger (1979, cited in Campbell, 2008: 24) that suggests that involvement of

employees in the change effort results in them being more receptive to the change as opposed to resisting the change.

- **Facilitation and Support** is critical where there is resistance as a result of individuals experiencing difficulty with adjusting to the change. This is when it becomes important to support individuals through the change. Kotter and Schlesinger (1979, cited in Campbell, 2008: 24) research agrees with most literature that finds the basis of employee resistance as the notion that there will be a negative impact that results. It is further found that the **Facilitation and Support** approach addresses feelings of fear and anxiety in anticipation of the negative impacts of change.
- **Negotiation and Agreement** is important when there is a possibility or perception that employees will lose out in the change as employee resistance will be significant. This approach, identified in research by Kotter and Schlesinger (1979, cited in Campbell, 2008: 24) is similar to other researchers on the topic of change management because it similarly suggests presenting incentives as a benefit for not resisting change. Incentives include: the ability to have an element of the change disregarded or not applied if it is perceived to be a threat to the employee's status or benefits. This approach is particularly effective when those who resist change happen to be in positions of authority.
- **Manipulation and Co-option** is typically considered when everything else is not working or is becoming too costly. Kotter and Schlesinger (1979, cited in Campbell, 2008: 24) recommend manipulating those who are resisting by co-opting them. This means making them part of the change management planning team for the sake of appearance as opposed to any requirement for value adding contributions to the planning. This might include making prominent initiators of resistance to have them become participators in the change initiative but also to ensure that their role is more symbolic so that decisions made do not derail the change efforts. This approach does however come with a risk if discovered. These individuals are likely to push the resistance drive more intensely if they find out that they are being tricked.
- **Explicit and Implicit Coercion** is an approach that is applicable mainly when there is a requirement for urgency in terms of changing with speed. Kotter and Schlesinger (1979, cited in Campbell, 2008: 24) further suggest that this approach be utilized as a last resort only. This is because the approach entails explicit or implicit suggestion

that there is a risk that those who resist the change can lose their jobs, be demoted, transferred or never be considered for future promotion.

Getting the true understanding of the actual state from the perspective of the employees in terms of whether management of resistance to change was adequately addressed will be done through questionnaires and quantitative analysis of the data from the questionnaires.

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Section 3 – RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section deals with the research methodology of this study, including the objectives of the research, the population and sample size, the data collection, the data analysis, the instrument, the ethical considerations as well as the limitations. The research is in the form of an evaluation of resistance to change management during the East London Industrial Development Zone (ELIDZ) structural realignment.

3.2 OBJECTIVES OF THE RESEARCH

The key objectives of this research were to:

- Assess the extent to which change readiness, participation and communication was used in the ELIDZ change to manage resistance to change.
- Based on the research outcome, to make recommendations for better managing resistance in future change initiatives through three areas of remedial intervention, being: change readiness, participation and communication.
 - Recommended changes to management of resistance to change approaches and practices are to be aligned to best practice as described in the literature on managing resistance through change readiness, participation and communication.

3.3 METHODOLOGY

According to Babbie (2011: 32) a paradigm allows for assessment of reality in order to understand reality as it is seen by the researcher. In addition, a paradigm is defined as the framework that provides the world with a structure of interrelated concepts and assumptions to give us an understanding of how the world works (Greene and Caracelli 1997:6). The paradigm assumed for this research is a Post-Positivist Paradigm (Guba and Lincoln, 1994). The research involves a deductive process, with a view to providing explanatory theories to assist in the understanding of social phenomena (Collis & Hussey, 2009:56). According to Collis and Hussey (2009:58) this paradigm rests on approaches that are quantitative and objective. Similarly, this study is independent of the researcher and based on knowledge discovered and verified through direct observation and measurement of an occurrence where facts are established by breaking down the occurrence and examining its variables (Krauss 2005:759).

The post-positivist paradigm supports the notion that real events can be observed empirically and clarified with logical analysis (Leong: 2008: 1). Post-positivism can be described as a philosophical ontology where scientific methods are used to generate knowledge about actual events observed (Leong, 2008: 1). This is contrary to the view that reality exists independent of observation (Guba and Lincoln, 1994). The epistemological view of this paradigm will therefore be that of objectivism.

3.4 RESEARCH METHOD AND DATA COLLECTION

Data used in this study was collected through the completion of a questionnaire developed to gain information on the topics of change readiness, employee participation in change and change communication. These three aspects are considered in terms of their role in the management of resistance and the extent to which their purpose was served for the ELIDZ change initiative. The questionnaire was developed from existing literature and research on the above mentioned topics in the context of their role in management of resistance to change.

The adapted questionnaire was physically distributed to all ELIDZ employees participating in the research. Participants were requested to complete the questionnaires in their own time and

to place the completed questionnaires in collection boxes provided in all building reception areas.

The questionnaires included a cover page with a brief clarification of the study and the questionnaire. It was anticipated that the simplicity of the questionnaire and the method of submission would increase participation (Babbie, 2011: 32).

The instrument used was an adapted questionnaire on the topics of change readiness, employee participation in change and change communication in terms of their role in the management of resistance and the extent to which their purpose was served for the ELIDZ change initiative.

The instrument is a Likert Scale format of questionnaire, consisting of 35 questions divided into 13 questions on change communication, 11 questions on change readiness and 11 questions on change participation. The questions followed biographical questions collating data on the ELIDZ business unit, gender, home language, age, highest education level, and position in the organisational structure.

3.5 POPULATION AND SAMPLE

The initial aim was to exclude only the five members of executive management, the ELIDZ CEO and three ELIDZ cleaning staff to be left with a population of 51 of the total employee complement of 60 ELIDZ employees. However, of the remaining 51 employees targeted for the study, 4 individuals were no longer with the company by the time the questionnaires were ready for distribution. From the remaining sample of 47 there were 2 employees on maternity leave. A further employee was off sick and upon his return he declined to participate in the research.

After excluding the researcher, the population was therefore reduced to 43 ELIDZ employees, to whom the questionnaires were distributed. According to Johnson and Wichern, (1997) a sample is commonly described as a portion from the population but in this case 43 employees from a total of 60 at the time of the implementation of the ELIDZ change initiative were targeted for the study. From the population, 35 completed questionnaires were returned.

To increase objectivity and accuracy of information received, it was ensured that the spread of the population spanned all ELIDZ business units. All participants in the research had a minimum educational level of grade 12, with the majority having a tertiary qualification and furthermore, all participants were fluent with reading speaking and writing in English.

3.6 DATA ANALYSIS

The data was transposed onto an excel spreadsheet and saved on the organisational server for security, to be accessed by the researcher and analysed in MS Excel 2010 and Statistica. The biographical data is tabulated to illustrate the response rate, gender of participants, their home language, business units, and position in the organisation as well as their ages. Data collected from the returns are graphically represented in the form of bar charts to allow for the data to be analysed.

The data are analysed using inferential analysis to assess management of resistance to change by assessing the extent to which change readiness, employee participation in change and change communication was used in the ELIDZ change initiative.

The purpose of the statistical analysis was as follows:

- To validate the adapted questionnaire model using Cronbach Alpha.
- To describe, statistically, the levels of use of each of the topics of the questionnaire with respect to their role in management of resistance to change.

3.7 ETHICAL CONSIDERATIONS

Key ethical considerations for this research included permission to conduct the research, confidentiality of participants' information and the researcher's potential bias on the main research topic.

An authorisation from the ELIDZ CEO to conduct the research was granted and this allowed for the research to be undertaken.

To satisfy potential fears of confidentiality, the voluntary nature of participation as explained on the cover page of the questionnaire was emphasised when handing out the questionnaires. Influencing of participation was restricted to a reliance on the employee interest in the research topic. Furthermore any apprehension toward participating due to lack of anonymity was mitigated by the exclusion of names on the questionnaire and the method of collection of the questionnaires as earlier articulated.

As an employee of the ELIDZ, the researcher is also affected by the ELIDZ change initiative and was therefore cognisant of the potential for bias and exercised care to avoid dissemination of personal views for the duration of the research (Babbie, 2011). For further

authenticity of results, the anonymity of participants was strictly ensured to stimulate participation and promote accuracy of data received from participants.

3.8 LIMITATIONS

The organisational head count has substantially increased since the implementation of the change initiative, due to growth in the organisational mission and scope of activity. Some of the current employees are therefore not part of the population for this study but their attitudes to their new jobs might have influenced the perception of those participating in the study. As this research is one that relies on the perception of individuals, the timing of the research might therefore be a limitation in terms of how the target audience perceptions were reported in the study, as opposed to initial perceptions at the time of change. This is a factor since the survey was conducted long after the change and following the employment of additional persons into the organisational population. The methodology of adapting a questionnaire from literature that speaks directly to the facts of the research topic does however contribute positively to results because they will be scientifically discovered fact.

3.9 REFERENCES

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3.10 APPENDICES

APPENDIX A

Cover page for Questionnaire

Dear Colleague:

TITLE OF RESEARCH: An assessment of management of resistance to change during the East London Industrial Development Zone structural realignment.

I am a student at Rhodes University completing my dissertation for my MBA. For my dissertation I have chosen to assess the management of resistance to change during the ELIDZ structural realignment change as the topic of my research.

Attached are a few questions where you are requested to please rate your experience. The rating of your experience is your opinion and therefore there are no right or wrong answers. Please ensure that you read each question carefully.

The intent of the questionnaire is to get as much input from as many employees as reasonably possible and therefore the research does not require the names of the participants who complete the questionnaire. In view of this, responses will be anonymous and will be collated to form the data base of the research. To ensure anonymity you will be provided with an unmarked envelope to seal after inserting the completed questionnaire. A sealed box with

a slot cut out on the top, marked RESEARCH QUESTIONNAIRE will be located at the reception area of your building. You are requested to kindly deposit your sealed unmarked envelope containing the completed questionnaire into the slot of the box.

Please note that participation in this research is completely voluntary and you may choose to withdraw from the research at any time. I do however humbly encourage you to complete the survey because the results of the data analysis might prove insightful to the ELIDZ in addressing future change projects.

Thank you in advance.

Yours faithfully

Vernon Moonieya

APPENDIX B

Questionnaire

Questions		Rating				
		1	2	3	4	5
	COMMUNICATION					
1	The business reasons for structural realignment were clearly explained before the planning for change began					
2	The structural realignment change was explained by the CEO before rumours about the change surfaced					
3	The business reasons for of the structural realignment change was explained before the planning for change began					
4	The impacts of the structural realignment change on my role, responsibilities and reporting line was explained					
5	The personal advantages that the structural realignment had for me was explained.					
6	The role of my function in the structural realignment was explained.					
7	There was formal communication related to the structural realignment throughout the change process.					
8	The procedure by which to address any concerns that might be raised about the structural realignment was explained to me.					
9	Those appointed by the CEO to assist with the change process communicated face to face with me about the change					
10	Those appointed by the CEO to assist with the change process communicated about the change using e-mail.					

11	Those appointed by the CEO to assist with the change process communicated about the change using the ELIDZ intranet.					
12	Those appointed by the CEO to assist with the change process communicated about the change using internal memorandums.					
13	The information provided about the change was information I felt I needed to know about the change					
	READINESS					
1	I understood the business reasons for structural realignment change					
2	I understood the goals and objectives of the change					
3	I understood the issues that were being addressed in the change					
4	I understood the impact of the change on my job function.					
6	I understood what was required of me to adapt to the change					
7	There was clear indication that the change would result in opportunities for me to grow my career in the organisation.					
8	I supported the change					
9	I understood how I would positively contribute to the change					
10	I was enthusiastic about the structural realignment					
11	I was completely committed to the change					
	PARTICIPATION					
1	I was asked for my opinion in identifying the need for a structural realignment.					
2	I was requested to contribute to developing the business case for change.					
3	My opinion on the proposed change was requested.					
4	I participated as a team member to define the proposed change.					
5	My ideas on the communication strategy for the proposed change was requested.					
6	I was asked to comment on the alignment of my job to the proposed change.					
7	Ideas related to the implementation plan for the change was requested from me.					
8	I was asked to comment on the business reasons for the proposed change.					
9	Ideas about the process of change were requested from me before the change implementation began.					
10	There were two way interactions between those driving change and myself.					
11	Workshops were held where my concerns related to the structural realignment change was acknowledged and addressed.					

-END-