

RHODES UNIVERSITY

FACULTY OF EDUCATION

**An Organisation Development intervention in an Anglican Church
Theological Seminary in Southern Africa**

Submitted by

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ABSTRACT

“Organisation development is a planned, systematic process in which applied behavioral science principles and practices are introduced into ongoing organisations toward the goal of increasing individual and organisational effectiveness.” [French and Bell]

This study describes and analyses the implementation of Organisation Development (OD) to an Anglican Church theological seminary, The College of the Transfiguration (Cott), in the Anglican Church of the Province of Southern Africa (ACSA).

The origins of OD are business related, emerging in the late 1950s and early 1960s. Over the years, and recently in South Africa, OD has been applied in educational change initiatives. Unlike more traditional change strategies, OD promotes collaboration in organisational change processes through the inclusive participation of all stakeholders.

This study is unique in the sense that OD is applied to an Anglican Church theological institution in Southern Africa. The goal of theological institutions, particularly Cott, is to “form, inform and transform” (Cott Prospectus, 2011) those who feel called to ordained ministry. Personal experience in this practice has confirmed that organisational emphasis is placed more on product than process; on results rather than the leadership and management of the organisation. This study was an attempt to introduce a process of planned change to such an organisational context.

OD was introduced to The College of the Transfiguration in the form of action research using the Survey Data Feedback (SDF) strategy. Data

gathered was interpreted and analysed, followed by action planning and implementation of agreed plans. The process had a positive impact on both stakeholders and the organisation despite the challenges associated with the unpredictable world of organisations.

Ultimately, I propose tentative recommendations which could help Cott and other educational institutions to achieve long-term improvement in organisational leadership and management.

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Finally, I would like to dedicate this book to my parents: the late **Lovemore and Irene Chinganga**.

DECLARATION

I, the undersigned, hereby declare that the work contained in this dissertation is my original work and has not previously in its entirety or in part been submitted at any university for a degree.

Signature

Date

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CHAPTER 1: INTRODUCTION

“Let us go across to the other side.” [Gospel according to St. Mark 4:35]

1.1 Context of the Research

The College of the Transfiguration (Cott), an Anglican Church residential seminary in Southern Africa, has a mission statement which is premised on transformation. The mission statement states that the college is committed to providing “... an environment in which learners are formed, informed and transformed so that in carrying out their ministries they may be agents of transformation in both church and society in Southern Africa and beyond.” (The College of the Transfiguration Prospectus, 2009, p. 4).

Further, the mission statement states that the college understands herself “... as a microcosm of the Southern African society, (aimed at empowering) ... its learners and staff for the betterment and transformation of the church and society through offering contextual theological education, together with practical opportunities for service in the local communities” (The College of the Transfiguration Prospectus, 2009, p. 4). Ultimately, “ The College of Transfiguration hopes to equip its learners to be pastoral agents for change towards the promotion of a Christ-like way of life in the Southern African context” (The College of the Transfiguration Prospectus, 2009, p. 4).

It is apparent in the above statement that the educational programme at The College of the Transfiguration is empowerment centred, embracing both students and lecturers, but more intentional in the former than the latter. In other words, The College of Transfiguration, as stipulated in her mission statement, is product orientated. What is therefore apparently striking about this mission statement is that it emphasises product (the graduands from the college) more than process (the leadership and management of the college educational programmes).

While it is appreciated that the college endeavours to groom people who will help with transformation programmes in Southern Africa and beyond, how the college is run and

managed should also be an organisational development concern. It can be argued that organisational products are semblances of the nature of leadership and management of the organisations that produce them (Damazio, 1988; Pobee & Kudadgie, 1990). Therefore, if The College of the Transfiguration is to produce committed, disciplined, respectful, cooperative, involved graduands as articulated in the college mission statement, the college leadership and management should not be any different.

For instance, disunity and flawed communication patterns in the leadership and management of the college would not create a conducive environment to producing graduands who would be expected to go out into the world and be successful leaders in both church and society in general (Damazio, 1988). There should be unison in the organisation between goal (graduands who will work in the world as agents of transformation) and process (the leadership and management of the college). This thrust resonates strongly with the assumptions and theories which undergird the concept of organisation development (OD).

1.2 Personal context

I am a stakeholder with complete membership at Cott. My duties include teaching leadership and management related courses and helping with management responsibilities in the day-to-day running of the organisation. Enrolling at Rhodes University for the Master of Education – Educational Leadership and Management degree programme, was motivated primarily by a quest to grow professionally.

Prior to embarking on this study, a colleague and I had initiated an OD change intervention process at The College of the Transfiguration in order to write an OD assignment. The findings revealed that the college leadership and management faced challenges with critical issues which required change in order to maintain the stipulations of the college mission statement. This, in addition to his organisational membership status, motivated me to do a more sustained OD change intervention process at the college, with the interest of exploring the relevance and effectiveness of OD in the life of the institution.

1.3 Organisation Development

OD is a planned change intervention process and is hinged on a number of assumptions and values, which differentiates it from other change theories in terms of its methods and goals. These are summarised as follows:

- People constitute the foundation of successful organisations. Frustrating organisational stakeholders is tantamount to organisational failure. As such, OD values tend to be humanistic and democratic (French & Bell, 1995, p. 68; Kurt Lewin's insights cited in Smith, 2003, p. 3)
- Organisational members should be given adequate space to participate in all organisational activities; should be given respect; dignity; motivation; empowerment opportunities. When this happens, both the individual and the organisation develop (French & Bell, 1995, p. 68; Owens, 1983, p. 122; Smith, 2003, p. 4)
- Teamwork is fundamental in successful organisations. The pillars of such collaborative work conditions are open communication, mutual trust and confidence between and across all parties involved (French & Bell, 1995, p. 75; Jamali, Khoury & Sahyoun, 2006, pp. 339-340; Owens, 1983, p. 127; Senge, 1990, p. 260)
- The desired end in organisational concerted work effort is dealing with real problems with the goal of effecting change to the organisational status quo (Smith, 2003, p. 5)

OD is therefore an optimistic change process which envisages organisational growth and effectiveness in the life of an organisation. Weisbord, quoted in Smith (2003, p. 1), suggests that "... it is incumbent upon organisations to understand the times (they are operating in) and adapt and even be active accordingly." Success in this bid requires alignment in both organisational personnel and resources. This helps to create a sense of organisational ownership in all stakeholders, unleashing energies in each individual, the

result of which accentuates organisational productivity and individual development. Fundamentally, OD envisions "... organisations that on the one hand are humane, developmental, and empowering, and on the other hand are high performing in terms of productivity, quality of output and profitability" (French & Bell, 1995, p. 76).

Collective involvement in organisational change processes requires OD strategies that include a series of activities, each intended to achieve an output that moves the organisation towards the desired goal (French & Bell, 1995, p. 2). Such strategies include a process of diagnosing, taking action, re-diagnosing and taking new action; suggesting an approach similar to action research (French & Bell, 1995, p. 2).

OD intervention designs include the Survey-Data-Feedback (SDF) process. The following constitute the SDF process:

- data collection by the facilitator
- creation of a setting in which feedback would occur
- presentation of the feedback
- helping participants to select issues on which problem-solving would occur
- facilitating the actual problem-solving effort

(Schmuck & Runkel, 1994, p. 365)

Schmuck and Runkel (1994, p. 75) further explain that the SDF design "... has become the most frequently used in the OD field because it resonates strongly with the OD philosophy of sharing power with participants at all stages of the change process through gathering and analysis of data with constant feedback sessions." I chose to use this intervention design in conducting this research.

I continued with the OD intervention process at The College of the Transfiguration which a colleague and I had started when we were working on our OD assignment. The purpose of this research effort is to explore the relevance and effectiveness of OD in dealing with the critical leadership and management challenges faced by the college as it strives to actualize its mission statement.

1.4 Research goal

The purpose of my research was to ascertain the relevance and effectiveness of OD planned change at Cott, an Anglican Church seminary in ACSA.

In order to achieve this goal, I attempted to seek responses that would address the following:

- participants' perception of the OD process
- relevance and effectiveness of the OD process in dealing with leadership and management challenges encountered by Cott
- ascertain the short term outcome of the intervention process

1.5 Research methodology

1.5.1 Research paradigm

This study is an action research case study that falls under the interpretive and critical research orientations. Conole (1998, p. 14) postulates that “the task of the [interpretive] researcher becomes that of understanding what is going on, the definition of the situation, at least in the first instance. To do this requires not detachment but active involvement in the process of negotiated meaning, using the researcher's social competencies.” This cohered with my research questions as they sought to understand the participants' perceptions of the OD process and to ascertain the relevance and effectiveness of the OD intervention process at Cott.

This study also falls under the critical paradigm (whose main thrust is change) as it aims to raise participants' awareness of their own potential role in organisational improvement. The study aims to emancipate and empower participants to exercise their own agency in changing their organisation. This captures what Cohen, Manion & Morrison (2000, p. 28) suggest when they propose that the critical paradigm “seeks to emancipate the disempowered to redress inequality and to promote individual freedom within a democratic society.”

1.5.2 OD intervention process/Action research

Cohen, et al (2007, p. 27) define action research as "... a small scale intervention in the functioning of the real world and a close examination of the effects of such interventions." The purpose of an OD intervention is that participants will collectively and collaboratively select an organisation issue, design actions, implement them, and evaluate their outcome to see if some short-term improvement can be observed. If not, then another action should be implemented which reflects the empowering nature of action research.

In addition to bringing change to the life of an organisation, this research effort also has the potential of equipping participants with the necessary knowledge and skills of carrying out OD interventions on their own in future.

The action research phases of the OD intervention are explained in chapter 3, section 3.3.3.

1.5.3 Data gathering tools and analysis

I used interviews, observation, and document analysis to collect data. I conducted interviews with the participants at key transition points such as after the introductory OD workshop and during times ('quiet periods') when I could not have meetings with the stakeholders due to pressing organisational commitments. This was done to establish stakeholder perception and experience of the OD change process.

I analysed the data using interpretational analysis to decipher the meaning embedded in research findings.

1.6 The structure of the research

Chapter 1

In this chapter, I describe the context of the study, my personal motivation, as well as the rationale for undertaking this study. I then explain the research goal and approach.

Chapter 2

In chapter 2, I present an overview of the literature that informs this study. Since the central theme of this study is an OD change intervention process, I also briefly describe the history, goals and key theories and underlying concepts of OD in this chapter.

Chapter 3

In this chapter, I describe the research methodology in terms of research paradigms (interpretive and critical) within which my research falls. I also describe my research method, which is an action research case study. I give a detailed description of the phases of action research that I apply in the OD process. Further, I explain how I collected and presented the data. I conclude the chapter with a discussion of ethical research issues relevant to this study.

Chapter 4

I report my research data in a narrative form in this chapter. I also present the participants' experience and perceptions of the OD process and the outcome of the change intervention process.

Chapter 5

In this chapter, I present an analytical discussion of my main findings through a discussion of key themes gleaned from the research data. I do this within the framework suggested by the literature and methodology that inform this study and in line with the goal of the research process.

Chapter 6

In this chapter, I present my conclusion by summarizing the main findings of my research. I also provide tentative recommendations for future researchers and facilitators. I describe the limitations of my research and conclude with personal reflections.

CHAPTER 2 – LITERATURE REVIEW

*“OD is about people **and** organisations and people **in** organisations and how they function.”* [French and Bell]

2.1 Introduction

The aim of this chapter is to discuss the views of various authors about change, particularly educational change.

I discuss the imperative for organisational change in the first section. In the second section, I explore the general problem of the meaning of change. I outline types of strategies to bring about effective change in organisations in the third section. In the fourth section, I give a brief history of organisation development (OD) and show how it is used to bring about change in organisations.

2.2 Why organisational change?

According to Fullan (1993, p. ii), “change is ubiquitous and relentless”. In organisational terms, this notion implies that change is part of organisational life.

Authors in organisational change advocate planned change, emphasising that change should add value to organisations (French & Bell, 1995, p. 3; Mclagan, 2002, p. 1). French & Bell (1995, p. 1) explain that the basis of such value is an increase in “... individual and organisational effectiveness”. This implies increased organisational productivity and empowerment of individual members of the organisation (French & Bell, 1995; Owens, 1983; Smith, 2000).

In light of this observation, French and Bell (1995, p. 68) postulate that organisational change efforts “... tend to be humanistic, optimistic, and democratic”. In other words, organisational change endeavours “... to solve most of the important problems confronting the human side of organisations” (French & Bell, 1995, p. 2). The argument here is that in organisational change, the human factor is primary. The understanding is

that it is people who work, in different capacities at different levels, to meet the organisation's targets (Kurt Lewin's insights, cited in Smith, 2003, p. 4).

Authors in the field of organisational change emphasise that organisational stakeholders should be empowered through respect, dignity, motivation and recognition. When this happens, the assumption is that organisational stakeholders take ownership of the organisation, unleashing their potential unreservedly for the well-being of the organisation (French & Bell, 1995, p. 68; Owens, 1983, p. 122; Smith, 2003, p. 4). Empowerment in this discourse is understood as allowing individuals and groups in organisations "... to take responsibility for their own future, not to depend on some external agency to prescribe their future" (Smith, 2003, p. 6).

Additionally, French and Bell (1995, p. 7) assert, "Organisations are open systems, that is, systems in interaction with their environments". This implies that in order to survive, organisations need to align with the usually rapid and unpredictable environmental changes. Fullan (1993, p. 84) develops this notion by postulating that in organisational change processes, "change forces are seen as inevitable and essential to learning and growth".

The emphasis is that organisational change is an imperative for successful organisations. Theron in Van der Westhuizen (2003, p. 18) observes "... organisations that do not change will stagnate and eventually decline". In contrast to this, Smith (2003, p. 1) states that organisational stakeholders should be empowered with the conviction that they are the creators of organisations and so have the potential to recreate them.

These scholarly convictions are of critical interest to educational organisations, particularly Cott, a theological education institution in the Anglican Church of Southern Africa. Cott is mandated to produce church leaders with a special responsibility to "... take the gospel afresh to the people (they) serve; to the market place; to the captains of commerce and industry; to the unemployed and those without work" (Ndungane, 1997).

In this section, I emphasised the importance of change in organisations. In the next section, I investigate the meaning of change.

2.3 The general problem of the meaning of change

Change initiatives in organisations generate varied stakeholder responses. Schon, quoted in Fullan (1991, p. 31-32) asserts that the initial stages of organisational change are usually clouded with uncertainty and scepticism as stakeholders grapple with the reality of attuning to new ways of doing things. Consequently, as Hargreaves (1998) postulates, the majority of organisational members are bound to be overwhelmed by emotions, disappointments, and anxieties, particularly if the change is coerced.

In chapter 4, section 4.3, I report the initial Cott stakeholder impressions about the OD change process.

Yukl (2006, p. 285-286) suggests the following as common stakeholder responses during times of organisational change:

- 1. Belief that change is unnecessary* – especially if the current way of doing things has been successful in the past and there is no clear evidence of serious problems that require major changes
- 2. Belief that change is not feasible* – even when problems are acknowledged, a proposed change may be resisted because it seems unlikely to succeed - avoidance of uncertainty (Hofstede, cited in an article by Jaeger, 1986)
- 3. Economic threats* – even if change would benefit the organisation, it may be resisted by people who would suffer personal loss of income, benefits, or job security – especially where change involves replacing people with technology
- 4. Relative high cost* – even when a change has obvious benefits for the organisation, it always entails some costs, and they may be higher than the benefits

5. *Fear of personal failure* – change makes some expertise obsolete and requires learning new ways of doing the work

6. *Loss of status and power* – major changes in organisations invariably result in some shift in relative power and status for individuals and subunits

7. *Threat to values and ideals* – change that appears to be inconsistent with strong values and ideals will be resisted. Threats to a person's values arouse strong emotions that fuel resistance to change

8. *Resentment of interference* – some people resist change because they do not want to be controlled by others. Attempts to manipulate them or force change will elicit resentment and hostility

In connection to the above, scholarly work on organisational leadership suggests the need for transformational leadership which, according to Yukl (2006, p. 262):

- makes followers aware of the importance of task outcomes
- induces followers to transcend their own self-interest for the sake of the organisation
- activates followers' higher order needs

Concurring with Yukl, Schrag, cited in Greenfield (1999, p. 178) asserts that transformational leaders are “moral agents”. Expressing the same opinion, Goleman quoted in Fullan (2001, p. 41) refers to them as “affiliative leaders” who pay attention to people and focus on building emotional bonds and healing rifts. In line with their professional commitments, these are people who, for instance, would not understand resistance to change as “... merely the result of ignorance or inflexibility ... (but an indication of) ... the presence of strong values and emotions that could serve as a source of commitment for opponents who are converted to supporters” (Yukl, 2006, p. 268).

In chapter 5, section 5.2.3; I critically discuss the importance of leadership in this study.

A number of factors influence the successful implementation of a change intervention process. This review discusses three factors, namely: the *complexity* of change, the *need* for change, and *clarity* of the goal of a change intervention.

2.3.1 Complexity

Change is a complex concept. While French and Bell (1995, p.3) affirm, “Change is omnipresent...” Fullan (1993, p. 24; 2001, p. 5) consolidates the opinion that “change is a journey, not a blueprint”. The point of unity in these seemingly divergent scholarly opinions is that even though change is part of life and an imperative for successful organisations, it is unpredictable and elusive. Fullan (2001, p. 33) develops this notion by asserting, “Change can be understood and perhaps led, but it cannot be controlled”.

What is emphasised above is that unforeseen developments in organisations are a reality. Fullan (1993, p. viii) acknowledges that in such a context, it is difficult to trust that a change agent or organisational leaders know what they are doing. He advises that stakeholders should participate and apply themselves fully in organisational change processes.

Discussing change complexities in school organisations, Fullan, (quoted in Davidoff & Lazarus, 1997, p. 38) says that in the running of a school, “... unplanned factors are inevitable – government policy changes or gets constantly redefined, key leaders leave, important people are shifted to another role, new technology is invented.” Expanding on this observation, French and Bell (1995, p. 4) emphasise that organisational change is a process and “... not a mechanical, step-by-step procedure.” In other words, check listed organisational change processes achieve transitory results that do not grow organisations (Fullan, 2001).

In light of the above, organisational change is understood holistically, what Senge (1990) refers to as systems thinking. Whereas organisations are always pressed to achieve

optimum production, the process designed to reach the desired goal is of great concern in organisational change theory. For instance, a great master plan for organisational change, if not assimilated, internalised, and supported by organisational stakeholders, could be a total flop (Fullan, 2003, p. 39).

'Need' is critical in organisational change interventions. I discuss this concept next.

2.3.2 Need [Why change?]

Fullan, a prolific specialist on educational change, suggests that organisational sustenance is realised through needs focussed change (Fullan, 1991, p. xi). In line with this understanding, OD proponents emphasise that successful organisational change is only possible in specific organisational contexts where "... changing one element of the system ... will require changes in other elements ..." (French & Bell, 1995, p. 6). Change is therefore understood as systematic, integrated and more importantly, needs driven.

Owens (1983, p. 76) adds that organisational stakeholders in such contexts are in agreement to fight "... the notion that entropy is inevitable in an organisation". In educational contexts, where institutions are understood as systems of "... interweaving parts, linking together in particular ways" (Davidoff & Lazarus, 2002, p. 5), such an understanding of organisational change is fundamental but also a mammoth task.

Therefore, it is feasible to argue that organisational change consultants cannot assume to know the issues describing the needs in their client organisation (Fullan, 1991, p. 105). The term diagnosis is used, metaphorically, in change interventions to describe the process which a change agent uses to understand how the client organisation is currently functioning. The information generated collaboratively with the client organisation, would then be used to design relevant change interventions (Cummings & Worley, 2001, p. 82).

Subsequent to an establishment of 'need' in change processes is the need for 'clarity'. I discuss this concept next.

2.3.3 Clarity

Clarity in organisational change processes could be captured in the question “what is our problem as an organisation and how do we deal with it?” Fullan (1991) suggests that a possible response to this question should come early in the intervention process in order to win the confidence and support of organisational stakeholders. In terms of the change intervention process, this quest would absorb data feedback, data analysis and action plan phases.

Waber and Waber (2001, p. 293) assert that failure to clarify the vision and goal of a change process in times of great uncertainty has a negative impact on the support of organisational stakeholders. In some cases, these organisational stakeholders are “... a mixture of people with different group identities within the same social system” (Fleury, 1999, cited in Seymen, 2006, p. 296). Such cases would need sensitive organisation leadership and inclusive change process facilitation.

Clarity entails interpersonal understanding of a subject of concern, requiring trust, patience and compassion between all involved parties (Fullan, 1999, p. 37). Goal sharing between organisational stakeholders and the change agent may not be successful if there is no mutual understanding of that goal. Ultimately, the effort to effect change in an organisation is met with apathy and frustration (Fullan, 1991, p. 71). This emphasises the importance of the initial stages of a change process, which include basic relationship building between the change agent and the client organisation as a whole.

However, Fullan (1991, p. 71) goes further to observe, “Clarity ... cannot be delivered on a platter. It is accomplished or not depending on the process. Nor is greater clarity an end in itself.” This observation connects with the complexities associated with organisational change processes already covered in this chapter. Additionally, the role of an organisational leader, which I discuss in chapter 5, section 5.2.3, is given a significant place in the change process. Fullan (2001, p. 6) confirms, “Leadership is difficult in a

culture of change because disequilibrium is common and valuable, provided that patterns of coherence can be fostered”.

This section revealed that change is an absolute need in organisations but difficult to understand. I discuss Chin and Benne's (1976) planned change strategies in the next section.

2.4 Planned change strategies

Strategy in organisational change processes is critical. French and Bell (1995, p. 102) cite Chin and Benne as proponents of three types of planned change, namely the normative re-educative strategy, empirical-rational strategy and power-coercive strategy. The following is a discussion of these types of change processes as espoused by Chin and Benne (1976), with a special interest in the normative re-educative or cultural change strategy as it connects more significantly with organisation development theory.

2.4.1 Empirical-rational strategies

Chin and Benne, cited in French and Bell (1995, p. 102), propound that “... empirical – rational strategies (are) based on the assumptions that people are rational, will follow their rational self-interest, and will change if and when they come to realize that change is advantageous to them”.

French, Bell and Zawacki (2000, p. 44) identify ignorance and superstition as “... the chief foes of human rationality and to change or progress based on rationality”. A change agent has the special responsibility of disseminating the necessary information to the client system before a decision is reached to adopt the change strategy.

2.4.2 Normative re-educative strategies

According to Chin and Benne, cited in French and Bell (1995, p. 102), normative re-educative strategies are “...based on the assumptions that norms form the basis of behaviour, and change comes through a re-education process in which old norms are discarded and supplanted by new ones”. In other words, these strategies aim to transform

participants in change intervention processes. In particular, “changes in normative re-educative orientations involve changes in attitudes, values, skills, and significant relationships, not just changes in knowledge, information, or intellectual rationales for action and practice” (Chin and Benne, cited in French & Bell, 1995, p. 102-103).

Additionally, Chin and Benne (cited in French & Bell, 1995, pp. 102-103) affirm that in normative re-educative change strategies, “patterns of action and practice are supported by sociocultural norms and by commitments on the part of individuals to these norms”. Smith (2003, p. 4) supports this notion by stating that “since norms are socially accepted values and beliefs about appropriate and inappropriate behaviours held by groups, focusing on the group, not the individual, can best change norms”.

Linked to this, Smith (2003, p. 4) quotes Burke (1982, p. 151) who propounds that:

If one attempts to change an attitude or the behaviour of an individual without attempting to change the same attitude or behaviour in the group to which the individual belongs, then the individual will be a deviant and either will come under pressure from the group to get back into line or will be rejected entirely. Thus, the major leverage point for change is at the group level; for example, by modifying a group's normal standards.

Suffice it to say, normative re-educative strategies base on the assumption that change is made possible in an organisation through discarding old norms, replacing them with new ones which then create a new organisational “equilibrium point” (French & Bell, 1999, 95).

Organisation development (OD), which I discuss next, falls under the ambit of the normative re-educative change model.

2.5 Organisation development (OD)

Dalin and Rust (1983, p. 22) define organisation development in the following way:

Organisation development is a self-correcting, self-renewing process, undertaken by the members of an organisation, although external support usually exists in the form of consultants or self assessment instruments.

The consultant rarely imposes solutions but assists the members of an organisation in identifying what the strengths and weaknesses of the organisation are and what changes shall occur in the organisation. However, it is the members of the group itself who are ultimately responsible if the organisation is to be transformed.

French and Bell (1995, p. 1) affirm that in OD “the focus is on organisations and making them function better, that is, on total system change. The orientation is on action-achieving desired results as a consequence of planned activities”. OD has an interest in organisational life; exploring means and ways of increasing organisation production and empowering all involved in that organisation. As such, OD is aimed at “... increasing individual and organisational effectiveness” (French & Bell, 1995, p. 1).

How did the concept come about?

2.5.1 History of OD

The origins of OD are business world related, emerging in the late 1950s and early 1960s. Weisbord (1987, p. 97) posits that Douglas McGregor and Kurt Lewin, in the 1940's, jointly mooted the ideas which underpin OD even though OD literature suggests that the latter founded the concept. Nevertheless, McGregor and Lewin are attributed with the establishment of the Research Centre for Group Dynamics at Massachusetts Institute of Technology (MIT) which later became very influential in the generation of business practice principles for the global business world (French & Bell, 1995, p. 36).

According to Schmuck and Runkel (1994, p. 9), the early development of OD was in part a reaction against the early 19th century dominant theory of organisational design - 'scientific management'. This approach was generally understood to mean “... the work of humans ... should be made as machinelike as possible”.

After a series of studies had been done between 1924 and 1947 at the Hawthorne plant of the Western Electric Company, the previous position with regard to the 'business status' and welfare of organisational workers was weakened. Interpretation of research findings now showed that “... workers would respond favourably, with higher production, to

interested and sympathetic attention from supervisors and managers” (Schmuck & Runkel, 1994, p. 9).

Despite the debates that ensued over the new interpretation, the Hawthorne experiments “... prompted further research and theorising that became a part of the 'human relations movement' – one important strand in the history of OD” (Schmuck & Runkel, 1994, p. 9). Weisbord (1987, p. 98) says that in 1946 Lewin held the first experimental workshop in OD at a Teachers' College in Connecticut. What followed was the establishment of National Training Laboratories, where many people who were interested in participative action research and collaborative management strategies were trained to become skilled at improving group relations and managing change. These groups also became known as training groups or 'T' groups.

According to French and Bell (1995, p. 2), OD gradually evolved into an integrated framework of theories and practices capable of solving challenges confronting organisations, particularly on the human side of organisations. Consequently, “... some of the early OD consultants paid attention almost exclusively to the 'human' side of the work, giving short shrift to the technical side” (Schmuck & Runkel, 1994, p. 10).

Next, I discuss some of the key concepts underpinning OD.

2.5.2 Key theories and concepts underpinning OD

According to French and Bell (1995, p. 73), OD is founded on theories and concepts “... which form the knowledge upon which OD is constructed”. Effective change intervention processes rely on this knowledge base.

I discuss some of the theories and concepts constituting the OD knowledge base in this section.

2.5.2.1 Readiness

Readiness in organisational development is an umbrella term denoting different levels of organisational preparedness to embark on a change intervention process. Weisbord,

quoted in Smith (2003, p. 18) postulates that readiness "... is the building block for all constructive change". The observation here is that without intrinsic motivation, what Senge (1990) calls 'self mastery', involving organisational stakeholders in change processes will not succeed. As such, readiness in change processes implies willingness and commitment to be part of the organisational change journey; convinced and confident that "we can make a difference" (Smith, 2003, p. 18).

Additionally, readiness in organisational change interventions requires individuals to assess personally their circumstances to ascertain how involvement in the change process would influence them. For instance, a change process requiring the introduction of technological services in a school such as computers could have a negative effect on a few organisational stakeholders. One would then need to seek ways of making themselves compatible to the change initiatives, if one believes in the efficacy of such change efforts.

Organisationally, readiness in change processes could imply establishing whether the change initiative is in agreement with the culture of the organisation and also whether the resources needed, such as time, are available or not. There would be a need to look at readiness if the "no's" to the above outnumber a positive response.

It is apparent from the above that two characteristics of change interventions discussed earlier on in this chapter, namely need and clarity, resonate with readiness. In organisational change understanding, these concepts connect meaningfully within a systems theory (Senge, 1990) framework, which I discuss next.

2.5.2.2 Systems theory

Literature on OD suggests that systems theory was first articulated by Ludwig von Bertalanffy, a German biologist in 1950 and was first applied to organisations in 1966 by social theorists who included Katz and Kahn. Their objective was to develop a general theory that would be applicable to the person, the organisation, and society as a whole (French & Bell, 1995, p. 89; Smith, 2003, p. 9).

French and Bell (1995, p. 89) state, “A system denotes interdependency, interconnectedness, and interrelatedness of a set of elements that constitute an identifiable whole or gestalt”. The argument here is that in organisational terms, change in one part of the system impacts positively or negatively on the whole system. This entails collective ownership of organisations by organisational stakeholders.

French and Bell (1995, p. 89) add that systems theory conceives organisations as open systems in active exchange with their environments. They explain that:

All systems are input – throughput – output mechanisms. Systems take in inputs from the environment in the form of energy, information, money, people, raw materials, and so on. They do something to the inputs via throughput, conversion, or transformation processes that change the inputs; and they export products to the environment in the form of outputs.

French and Bell (1995) emphasise that the three system processes must work as expected in order to sustain the system.

In principle, systems theory encapsulates the following aspects, which under-gird OD:

- organisations are understood as open systems in active interaction with their environments; working towards a complimentary relationship with the obtaining organisational environment: aiming for a win – win situation
- in alignment with the above, systems theory as an open concept, encourages accommodating ideas from different sources, provided these help to achieve organisational goals; technically known as 'equifinality'
- as such, systems theory breeds fertile ground for learning in organisations
- emphasizes the wholeness of the organisation: nothing stands on its own – all elements of the organisation are intricately knit together, creating synergetic power. Change of a part of the whole entails changing the whole system (element of interdependency of the different parts of the organisation)

- places attention on problem solving rather than fault finding - the focus is on the system as a whole: norms (*why* things are done), practices (*what* is done), processes (*how* things are done)
- focuses also on groups since the relevant behaviour of individuals in organisations and groups is generally a product of group influences rather than personality

(French & Bell, 1995, pp. 82-87; Owens, 1983, p. 123; Schmuck & Runkel, 1994, p. 52; Senge, 1990, pp. 129-216; Smith, 2003, pp. 9-12; Westhuizen, 1996, p. 310)

Senge (1990, p. 12) contends that the systems theory thinking is a prerequisite for creating a learning organization, which I discuss next.

2.5.2.3 The learning organisation

Peter Senge (1990, p. 3) defines a learning organisation as:

Organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, collective aspiration is set free, and where people are continually learning to see the whole together.

The basis of Senge's understanding of learning organisations is "adaptive learning"; learning that enhances the capacity of organisations to create (Senge, 1990, p. 14), what Weisbord, commenting on the Lewinian change model, as quoted in Smith (2003, p. 12), calls "... a new participative experiment". As such, Senge thinks that the basic rationale for learning organizations is that in situations of rapid change, only those that are flexible, adaptive, and productive will survive and excel.

However, Senge (1990, p. 4) challenges organisations to "... discover how to tap people's commitment and capacity to learn at all levels"; to make efforts to institutionalize an organisational learning culture where some of the organisational members take up facilitation responsibilities. In school contexts, this effort would need the involvement of influential people in the locality of the school such as business people. When this is successful, organisational stakeholders at all levels show confidence in articulating the vision of the organisation (Schmuck & Runkel, 1994, p. 416).

Therefore, learning in learning organisations is understood and appreciated as individual and collective empowerment; which is the goal of organisation development. Belasco, cited in French and Bell (1995, p. 95) argues that empowerment is a motivation for people to will participation in organisational change initiatives; to be involved in asking 'prophetic' questions like, "how are we working in this organisation?"; "how can we do better?" (Smith, 2003, p. 12).

Next, I look at "teams" which constitute the basis of learning in organisations.

2.5.2.4 Teams

French and Bell (1995, p. 97) define work teams as "... the building blocks of organisations (which) are part of the foundation of organisation development". French, et al., (2000) posit that successful organisations rely on effective teams. They note that organisation change initiatives in recent times have developed an intense interest in teams, "... especially what are called high-performance teams, cross-functional teams, and self-managed teams" (French, et al., 2000, p. 3).

Literature on OD has given such special attention to teams that a new verb, "teaming" has been coined (Smith, 2003, p. 13). The following points summarize what authors in the area of OD have said about teams:

- members involved share the same norms and values which align with organisational goals. Individual behaviour is shaped and nurtured by organisational goals and norms
- as a result of these traits, teams in organisations are synergistic
- co-ordinated hands make the work lighter and satisfying. Co-ordination in teams is achieved through disciplined attitudes and behaviours in all team members
- teams create a sense of community in the organisation, something which is a basic need for all human beings. Relationships in teams are more intimate and personal than in a typical organisation

(French & Bell, 1995; Jamali, Khoury & Sahyoun, 2006; Owens, 1983; Schmuck & Runkel, 1994, pp. 26-27; Smith, 2003; Westhuizen, 1996, p. 245)

Most OD interventions work towards improving team performance in organizations, “examples are team building, intergroup team building, process consultation, parallel learning structures ...” (French & Bell, 1995, p. 92).

In view of the above, it is fair to deduce that organisations are products of individual stakeholder input. Particularly important in this discourse, which I discuss next, is the impact of the individual stakeholder's norms, system of values and beliefs about the life of the organisation.

2.5.2.5 Organisational culture

Edgar Schein (1992, p. 111) observes that organisational culture manifests itself in three ways, namely:

- a) **Observable artefacts**, which include the architecture, the office layout, the mode of dress, status symbols
- b) **Values** – espoused and documented
- c) **Basic underlying assumptions** – determine perceptions, thought processes, feelings and behaviours

Greenfield (2004) and Sergiovanni (2001) concur on the assumption that organisations are neither ‘nonnatural’ nor ‘artificial’. The argument here is that organisations are human products; they do not come from out of the blues or from ‘heaven’ like manna. Each organisational stakeholder brings their own background socio-cultural, political, and religious experiences (subcultures) which are basic to the formation of what is generally referred to as organisational culture.

A discussion of organisational culture enfolds some of the complexities associated with organisational change initiatives discussed earlier in this chapter; for instance, the reality is that people of different social backgrounds mostly constitute that organisation.

Hofstede, cited in an article by Jaeger (1986, p. 180) summarizes this by saying that “persons in every culture carry around ‘mental programs’ that guide their behaviour.

These programs are conditioned into members of a given cultural group or society by their common socialization and life experience”.

In addition, Hofstede adds that from an OD perspective, “a balance must be struck so that organisational members can work together on the solution of problems but maintain their individuality so that their inputs are respected and can be utilized in the solution process”.

Bush (2003, p. 160) observes that organisational culture, particularly in educational contexts, is built when there is the fusion of individuals' sets of values, beliefs and norms with the organisation's goals so that both become “a single or dominant culture” in the organisation. Linked to this notion, French and Bell (1999, p. 3) emphasise that “organisation development is a process of fundamental change in the organisation's culture”.

OD change interventions can transform individuals and the performance of an organisation if the facilitator is able to diagnose and understand the culture of an organisation. Schein (1992, p. 112) adds that it is important that the OD facilitator does not make incorrect inferences from organisational artefacts such as symbols and myths without first examining and understanding the deeper underlying assumptions behind them. Research tools such as open-ended interviews and observation could be used to gather data about an organisation for purposes of ascertaining its culture.

In chapter 5, section 5.2.4; I critically discuss the impact of my status in this study.

I discuss Kurt Lewin's 3-stage model of change next.

2.5.2.6 Lewin's 3-stage model of change

Kurt Lewin observed that “... what is occurring at any point in time is a resultant in a field of opposing forces ... whatever is happening right now - is the result of forces pushing in opposing directions” (French & Bell, 1995, pp. 73-74). In a manufacturing plant, this would mean stagnation in production as a result of an organisational status quo sustained by opposing sets of forces, technically termed as “... force in equilibrium” (Owens, 1983, p. 96).

In OD parlance, this status quo is referred to as '**unfreezing**' which entails commitment to dismantling the status quo without which change would not happen. The challenge in such a situation is to find ways of breaking the established stalemate in order to catapult change in the production levels of an organisation.

Further, Kurt Lewin and friends discovered that force-field analysis, as a technique, can help organisational members to "... identify the major forces that make up the field of forces and then develop action plans for moving the equilibrium point in one direction or the other" (French & Bell, 1995, p. 74). When this happens, equilibrium is upset and change occurs. In OD, this phase is technically referred to as '**moving**' which is a point of no return in a commitment to effect change in an organisation.

The third phase of the force-field analysis technique is referred to as '**refreezing**' which, in the case of organisations, is about integration of new behaviours into the organisation's culture. 'Integration' here implies careful consideration of the suitability and relevance of the new behaviours. This implies an evaluation between the initial and the present organisational status quo. If the new behaviours were reinforcing change to the desired organisational identity, then they would be adopted.

OD feeds on this process, emphasizing the organisational assumption that at any given time in the life of an organisation, change is a necessity, change is a lived reality. Therefore, organisational members are perennially challenged to respond to factors impinging on progress in their organisation with a view to solving them.

Despite the natural logic inherent in Lewin's model, March and Olsen, as quoted in James and Connolly (2000, p. 26) observe that the model assumes a linear progression which is not the reality in organisational change processes. In their opinion, it is possible for the three stages to happen at the same time. Additionally, James and Connolly (2000) also argue that to set boundaries on what is assumed to happen once the change process has

started is a superficial premise. I allude to this scholarly observation in chapter 5, section 5.2.1.

Action research, which I discuss next, is premised on Kurt Lewin's 3-stage model of change.

2.5.2.7 Action research

The action research model is a Kurt Lewin initiative (Cummings & Worley, 2005, p. 22; French & Bell, 1995, p. 130; Weisbord, 1997, p. 88). The model has three processes, namely: "... data collection, feedback of the data to the client system members, and action planning based on the data" (French & Bell, 1995, p. 100). Through this model, client system members both learn and practice what they learn, "... learning about the dynamics of organisational change, and doing or implementing change efforts" (French & Bell, 1995, p. 100).

As such, "... action research is problem centred, client centred, and action oriented. It involves the client system in a diagnostic, active-learning, problem-finding, and problem-solving process" (Owens, 1983, p. 134).

OD programmes are framed in the model of the action research model. Weisbord, cited in Smith (2003, p. 21) postulates that action research operates within system thinking, where individuals and all other organisational resources are important.

I discuss OD interventions next.

2.5.3 OD interventions

French and Bell (1995, p. 126) define OD interventions as "... sets of structured activities in which selected organisational units (target groups or individuals) engage with a task or sequence of tasks where the task goals are related to organisational improvement". Schmuck and Runkel (1994, p. 363) describe these as "... particular elements within the structure, specific events in the sequence, and the minute-to-minute steps and activities

within any event". In other words, OD interventions are planned activities in response to identified organisational problems. Diagnosis is the basis of OD interventions.

Schmuck and Runkel (1994, p. 28) suggest four designs for organisation development. The suggestion is consistent with the reality that organisations encounter different problems. Therefore, the choice of an intervention design is determined by the identified organisational problem.

Next, I discuss the four designs for organisation development as suggested by Schmuck and Runkel (1994).

2.5.3.1 Training

According to Schmuck and Runkel (1994, p. 28), "... training entails highly planned teaching and experience-based learning in structured formats that often feature lecturettes and assigned readings". The OD facilitator, who should possess the relevant skills in this work, has the critical responsibility of organizing and directing the required teaching and learning activities.

Training as an OD intervention design, complements 'clarity' of the goal of an OD process and the creation of 'readiness' in organisational stakeholders as discussed earlier in this chapter. Schmuck and Runkel (1994, pp. 28-29) suggest the following as critical in training as an intervention design:

1. Participants become motivated to learn when the goals and objectives of the process are explained, and are practical and significant in their lives
2. The training has to be relevant to the day-to-day preoccupations of the participants
3. The learning activities should be designed in such a way that an individual's inadequacies are not exposed. Learners should have space to support one another in the learning process
4. Learners' prior knowledge should be acknowledged and appreciated
5. Learners should receive feedback on their performance

It is fair to deduce that these points espouse the values and concerns of OD, particularly where it concerns respect and appreciation of stakeholder involvement in organisational change processes as discussed in 2.5.2.1.

2.5.3.2 Survey-data-feedback

According to Schmuck and Runkel (1994, p. 29), “in survey-data-feedback, information is collected systematically usually through questionnaires, interviews, and observations and then reported back to appropriate work groups as a basis for diagnosis, problem solving and planning”. The OD facilitator engages the organisation stakeholders in this process.

Further, Schmuck and Runkel (1994, p. 29) suggest three critical aspects of the survey-data-feedback process:

1. The ability of the OD facilitator to collect data and feed the data back in a form that is understandable and energizes the participants
2. OD facilitator must show significance in ordinary data in order to capture the interest and involvement of organisational stakeholders
3. OD facilitator must find ways of incorporating data feedback into the natural ebb and flow of larger OD design

It is fair to comment that although survey-data-feedback has the potential to lead to a positive impact in OD processes; this is dependent on the prevailing operational characteristics such as careful problem-solving efforts and support.

2.5.3.3 Constructive confrontation

Schmuck and Runkel (1994, pp. 29-30) explain that the social relationships between two or more work groups can often be clarified by what is called constructive confrontation. Groups with constrained relationships derail production in organisations. As such,

constructive confrontation is a strategy which helps to clarify the problems causing conflict between the organisational groups in question.

Schmuck and Runkel emphasise that the OD practitioner has a special responsibility of organising role-clarifying discussions and providing training in communication skills so that the contending groups are empowered to deal with their differences.

2.5.3.4 Process observation and feedback

Schmuck and Runkel (1994, p. 30) are of the opinion that the purpose of this design is to help participants to be aware of how they are working together. The OD facilitator is expected to sit with the group during its work sessions, observing the ongoing group processes and offer occasional comments and questions to turn the participants' attention onto their way of working and how it affects organisational productivity.

Schmuck and Runkel confirm that the goal of the process observation and feedback design is to involve participants in talking about their working relationships and to agree, as a group, to change their ways of working together in the future.

2.6 Conclusion

In this chapter, I presented a discussion of some of the existing literature on organisation change, with an emphasis on OD as a change process.

In the next chapter, I describe the paradigms and methods that underpin my study.

CHAPTER 3 – RESEARCH METHODOLOGY

“Insanity: doing the same thing over and over again and expecting different results.”

[Albert Einstein]

3.1 Introduction

In the previous chapter, I discussed the literature which provides the theoretical framework to my research. In this chapter, I describe the research paradigms which I chose to work in and in the second section, I describe the method that I used, which is a case study of an action research or organisation development (OD) intervention. I describe the data gathering tools in the third section. These consisted of interviews (individual and focus group); observation and document analysis.

In the fourth section, I discuss the validity of my research and outline the steps taken to ensure that I maintained ethical standards. I then give a brief description of the limitations of my research.

The methodologies were chosen to support the goal of my research, which is:

- to investigate the relevance and effectiveness of a planned OD intervention at Cott, a theological seminary in the Anglican Church of Southern Africa (ACSA).

In order to achieve this goal, I conducted an OD change process at The College of the Transfiguration (Cott) in which I:

- introduced OD as an approach to planned organisational change
- carried out an OD intervention
- observed participants’ experiences and perceptions of the OD process, and
- investigated the short term outcome of the intervention

3.2 The research paradigms

Research happens in the physical world and so our understanding (epistemology) and interpretation of phenomena in the world (our ontology) has an impact on the frame of reference or orientation in which we choose to employ our research endeavours (Covey, 1989, p. 11). In light of this, Hitchcock and Hughes (1995, p. 21) postulate that our ontological assumptions form the basis of our epistemological assumptions.

Schwandt (1997, p. 108), who concurs with Bassey (1999, p. 38), understands a paradigm as "... a type of cognitive framework used by a specific community of scientists to generate and to solve puzzles in their field." Therefore, in the field of education, what we consider as valuable (knowledge) is determined by our experience and perception of the world (ontology) (Morrison, in Coleman & Briggs, 2002, p. 11). This observation has critical implications for my research endeavours.

Authors in the field of social sciences discuss three types of research paradigms, namely positivist, interpretive and constructionist or critical paradigms. My study falls within the interpretive and critical research paradigms discussed next.

3.2.1 The Interpretive Paradigm

The premise of the interpretive research paradigm is that "human beings, through experience of the world and other people, construct their own 'realities' and make their own meanings" (M Ed - ELM Lecture notes, *Introduction to research orientations*, 2009, p. 4). In other words, the interpretive paradigm prioritises listening and observation before attributing meaning to what manifests itself.

Understanding (epistemology) is possible through interpretation which is an open ended and subjective engagement (Janse van Rensburg, 2001, p. 16).

Bassey (1999, p. 43) comments that interpretive researchers use questions in addition to observation in the research process, with the objective of generating meaning out of the phenomena.

This study investigates the relevance and effectiveness of OD planned change at Cott, a seminary in the Anglican Church of Southern Africa (ACSA). I therefore used both interviews and observation.

3.2.2 The Critical Paradigm

A basic but profound question in the critical research paradigm, rooted in the writings of Karl Marx, is 'what difference can I make in the lives of a given people, especially the marginalised, through my research endeavours?' It follows that the objective of study in the critical research paradigm is "... to expose the root causes of inequality and take steps to redress the imbalance and in order to do this, one needs to locate power and the sources of power" (Lecture notes, 2009, p. 6).

The goal of this study is organisation change. Inherent in this effort is a critical or emancipatory perspective as the study seeks to raise awareness of values, perceptions, and behaviours which merit or demerit stakeholder empowerment and organisational effectiveness. This coheres with Cohen, et al.'s (2000, p. 28) postulation that the critical research paradigm "... seeks to emancipate the disempowered to redress inequality and promote individual freedom within a democratic society."

I discuss the methodology that I used in this study in the next section.

3.3 Method

I chose to use an action research or OD case study.

3.3.1 Case Study

Hancock and Algozzine (2006, p. 9) define a case study as "... an intensive analysis and description of a single unit or system bounded by space and time which helps researchers to gain in-depth understanding of situations and meaning for those involved in the case."

Key characteristics of a case study include the following:

- it is an empirical enquiry conducted within a localised boundary of space and time
- it is done mainly in its natural context and within an ethic of respect for persons

- sufficient data must be collected for the researcher to be able to explore and interpret the data, present a valuable argument which is trustworthy and enables other researchers to add or to challenge it

(Adapted from Cohen, et al., 2007, p. 253).

I did an OD intervention programme at my work place (Cott). The purpose of my study included the following:

- Introducing and ascertaining the effectiveness of OD as an approach to planned organisational change at Cott, a seminary in ACSA
- Observing participants' experiences and perceptions of the OD process, and
- Investigating the short term outcome of the intervention

My research describes an OD intervention process at Cott. I maintained close interaction with the participants as a facilitator and co-learner during the course of the research process. This helped me to understand the participants' perception of the OD intervention process and to establish how relevant and effective the process was in dealing with challenges encountered at Cott. Koshy (2005, p. 12) asserts, "case studies can bring phenomena to life and present the outcomes of research very powerfully."

The hope underpinning this study is that the research findings will play a role in the transformation of, not only Cott, but also other theological institutions in ACSA and beyond. This suggests that the study has the potential of building a firm foundation for future research on the subject.

Stake (1994, p. 243) postulates that the "methods for casework usually used are to describe the case in sufficient descriptive narrative so that readers can vicariously experience the happenings and draw their own conclusions." In other words, readers have the option of generalizing the findings of this study, which I am not able to do as a researcher (Neshila, 2004, p. 33).

Cohen, et al. (2007, p. 256) suggest the following as some of the strengths and weaknesses of a case study:

Strengths	Weaknesses
The results are more easily understood by a wide audience as they are frequently written in everyday, non professional language	The results may not be generalisable except where other readers/researchers see their application
They provide insights into other, similar situations and cases, thereby assisting interpretation of other similar cases	They are not easily open to cross-checking, hence they may be selective, biased, personal and subjective
They are immediately intelligible; they speak for themselves	They are prone to problems of observer bias, despite attempts made to address reflexivity
They catch unique features that may otherwise be lost in larger scale data (e.g. Surveys); these unique features might hold the key to understanding the situation	
They can be undertaken by a single researcher without needing a full research team	
They are strong on reality	

A case study, which itself is a main method, employs a wide range of data collection approaches such as surveys, interviews, observation, and data analysis (Gillham, 2000, p. 13). In this study, which involved an action research process, different data gathering tools were used in an attempt to militate against the weaknesses of a case study. These shall be discussed in 3.4.

3.3.2 Action Research

I discussed action research as an OD concept in chapter 2 section 2.5.2.7. In this chapter, I discuss action research as a primary approach to planned change (Meyer & Botha, 2004, p. 93). Cohen, et al. (2007, p. 27) define action research as "... a small scale intervention in the functioning of the real world and a close examination of the effects of such interventions."

OD intervention processes enable participants to collectively and collaboratively select an organisational issue, design actions, implement them and evaluate their outcome to see if some short term improvement can be observed (Hult & Lennung and McKernan, cited in Cohen, et al., 2007, p. 299). If not, then another action should be implemented, which reflects the empowering nature of action research. Additionally, this also confirms that action research is an on-going process; it is cyclical (French & Bell, 1995, p. 4). In this sense OD is a practical example of action research.

As alluded to in chapter 2, section 2.5.2.7, participation is critical in action research (French & Bell, 1995, p. 68; Smith, 2003, p. 4). In this study, I encouraged all Cott stakeholders to participate in the change process from the onset until the conclusion of the process.

In addition to bringing change to the life of the organisation, action research availed opportunities to equip participants with the necessary knowledge and skills of carrying out OD interventions on their own in future (Kemmis & McTaggart, cited in Cohen, et al., 2007, p. 298).

In line with the explanations given in the next section (3.3.3), the Cott intervention process successfully went up to phase 6. Due to time limitations, I was not able to participate in the evaluation of the change intervention process.

3.3.3 The OD Cycle

Burke (1982) suggests seven phases in the OD intervention process. My study at Cott is modelled on these phases as described below. I give details of the activities done in these phases in chapter 4.

Phase 1: Problem recognition//Pre-entry Phase

Members of the organisation recognize the need for change. A key stakeholder or stakeholders initiate contact with a change consultant.

The Cott intervention process started as an OD assignment by the researcher and a colleague, with the consent of the college leadership and management; in July 2009. We were given an opportunity to briefly explain to the gatekeeper what OD is, its values and assumptions; how it works and the potential benefits it could offer the college.

The initial findings revealed that the organisation, which had a new Rector, was faced with critical leadership and management challenges. As a member of the organisation, I did not need to think twice when an opportunity to do a sustained OD intervention process in the college was granted. Additionally, fellow work mates and the college management also enquired whether it was possible for my colleague and me to continue leading the organisation in the change process.

So the decision to continue with the Cott change intervention process did not only rest on the quest to do a thesis, but also aimed to make a contribution to the life of the college, when the organisation had embarked on a change journey.

Phase 2: Entry and Contracting

My original introduction was to do research for purposes of an assignment, so I had to explain to the rest of the organisation that the OD assignment had been upgraded into a thesis (see Appendix C). I circulated the message electronically to all organisational members. Additionally, I also informed them about a future OD workshop schedule which the gatekeeper had suggested (see Appendix D).

The response from organisational members was positive. In principle, we entered into a contract to continue with the Cott change intervention process. I planned to use the scheduled OD workshop as an opportunity to address issues of time management, confidentiality and anonymity in the contract we had implicitly entered into.

Phase 3: Data Collection and Diagnosis

In this phase, organisational members usually participate in diagnosing organisational issues and concerns of their choice. The consultant assists the client in determining the generation of relevant data.

In this study, a data-generating workshop, using the Future Search method, had already been held when the researcher and a colleague were researching for an OD assignment. A Survey-Data-Feedback (SDF) committee was chosen at this point to help make the diagnosis from the data that had been generated at the workshop and the data that had been collected later, using interview questions devised in liaison with the SDF.

Phase 4: Feedback / Problem Analysis

In this phase, the client organisation receives back the analysed data. The participants confirm the authenticity of the analysed data; where required, they seek clarification of the information given as feedback. At this point, the facilitator has the task of generating motivation in the client organisation to undertake the necessary steps towards solving the problems identified.

In this study, data feedback was done as part of the researcher and his colleague's assignment.

Phase 5: Action Planning

In this phase, the client organisation unanimously decides what action steps to take to deal with the problem(s) identified and prioritised in phase 4. The chosen steps should be SMART (specific, measurable, attainable, realistic and time-framed) as espoused by Bloom (1956). Where requested, which was the case with the Cott change process, the

consultant assists the client organisation with exploring and weighing the consequences of the various alternatives available. The client organisation may introduce a reward and recognition system for the accomplishments of employees in implementing planned changes.

Phase 6: Intervention Implementation

The changes decided upon during action planning are implemented. The theoretical assumption is that change in the organisation actually begins to happen at this point.

Where required, the consultant, observing from a distance, advises the client organisation to set up a feedback mechanism as well as a continuous communication strategy to ensure that the change initiatives are well coordinated. This would include an ongoing measurement of the intervention implementation.

In addition, the client organisation would also need to be advised to introduce contingency planning for unexpected problems that may arise during the intervention implementation.

In this study, I was asked to assist with monitoring the implementation process even though, technically, I had concluded my research programme.

Phase 7: Evaluation

The impact of the changes undertaken is evaluated. The goal is to assess the extent to which problems identified in the initial diagnosis have been solved or improved upon. Since OD is an ongoing process of identifying problems, developing and implementing solutions and evaluating the impact of the changes, it is expected that new problems will surface during this phase.

The client organisation should be prepared to be open to identifying problems and issues that need to be continuously addressed for organisational health.

As explained at the end of section 3.3.2, I was not able to witness an evaluation of the process due to time constraints.

I discuss the data gathering tools, which I used in this study next.

3.4 Data gathering tools

The goal of this study was:

- to investigate the relevance and effectiveness of OD planned change at Cott, an Anglican Church theological seminary in ACSA.

In order to reach this goal, I used a variety of data gathering tools which included interviews (individual and focus group), observation and document analysis.

Interviews (individual and focus group) were done at strategic points in the intervention process, namely after the introductory workshop, after survey data feedback and at the end of the research programme.

3.4.1 Interview

According to Kvale (cited in Cohen, et al., 2000, p. 350), “the use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to the individuals, and towards regarding knowledge as generated between humans, often through conversation.” This notion resonates with Yin (2003, p. 92) who postulates that since case study research concerns human beings, it is important that information should be gathered through the agency of specific interviewees. The centrality of human interaction is critical in interviews which aptly connects with the OD “humanistic and democratic” values as expounded by French and Bell (1995, pp. 68-69) and discussed in this study in chapter 2, section 2.2.

This study employed semi-structured interviews, which, besides helping me to gather the required information, gave space to the respondents to share their experiences in their own unique ways (Merriam, 2001, p. 74).

I interviewed two members of the college management, Reverends Welsh and Nil, a student representative and chairperson of the Student Body, Darlington Mlambo in the post-diagnosis workshop and 2010 Cott OD resumption phase. These interviewees were chosen based on the significant roles they play in the running of the college.

Later in the process, between 19 January and 26 October 2010, organisational circumstances compelled me to interview all eleven stakeholders who were actively involved in the intervention process. Due to work commitments, stakeholders had not been able to have official OD sessions with the researcher. The decision to interview all stakeholders involved in the process was aimed at eliciting individual stakeholder's ideas about the way forward concerning the critical issues generated during the diagnosis workshop as tabled in the next chapter, section 4.7.1.

At the close of the intervention process, I involved all the participants in an evaluation exercise of the programme. I give details of how this was done in the next chapter, section 4.18.1.3.

3.4.2 Focus Groups

According to Cohen, et al. (2000, p. 376), focus groups are issue specific, participant centred and democratically inclined since the participants' rather than the interviewer's agenda predominates. Patton (2002, p. 38) adds that "in focus groups participants get to hear each other's responses and make additional comments beyond their own original responses as they hear what other people have to say." Consequently, the desired data is generated from the ensuing interaction.

I had interviews with two focus groups from the Estates Division, the kitchen, and maintenance staff. These groups had not been involved in the initial intervention workshop, therefore focus group interactions provided them with opportunities to make an input in this programme. Since these were the stakeholders involved in the practical

aspects of the management of the college, their voices would significantly add value to the organisational change process.

3.4.3 Observation

Gillham (2000, p. 45) suggests three critical elements characterising observation:

- watching what people do
- listening to what they say
- sometimes asking them clarifying questions

Observation could be labelled as a 'deliberate and interested looking and listening research tool.' In this study, I as an observer was not 'immersed' in what was happening and said but was also not detached from the phenomena. From this position, I was able to record the participants' reactions and responses to the OD intervention process "... in situ rather than relying on second-hand accounts" (Cohen, et al., p. 396). However, as explained in section 3.7 and discussed in chapter 5, section 5.2.4, the status of the researcher made it difficult for him to avoid subjectivity in his observations and complete member involvement in his interactions with research participants.

I provide details of the observation procedure in chapter 4.

3.4.4 Document Analysis

Hitchcock and Hughes (1995, p. 212) postulate, "Once a written text has been created, for whatever reason, it becomes a potential source of data." Yin (cited in Hitchcock & Hughes, 1995, p. 213) agrees and suggests the following as forms of documentation in educational contexts:

- letters, memoranda and other communiqués
- agendas, announcements and minutes of meetings, and other written reports of events

- administrative documents – proposals, progress reports and other internal documents
- formal studies or evaluations of the same 'site' under study
- news clippings and other articles appearing in the mass media

In this study, the documents studied included the following:

- Cott formation programme findings document compiled by students at a formation programme workshop done at the college in 2009
- Cott formation programme questionnaire findings document compiled by the college chaplain in 2009
- college prospectus
- college rules and regulations document
- college covenant document
- e-mail messages circulated by stakeholders
- sermons delivered at the college chapel
- alternative service liturgies
- academic course outlines
- minutes for meetings held at the college
- time tables
- year planner documents

These documents encapsulated most of the issues which were identified by stakeholders as critical in the organisation. I had the advantage of comparing documented information with information generated through interviews and observations to develop a better understanding of the concerns of the organisation.

As I am a member of the organisation, most of the documents used were readily accessible to me either as personal or borrowed documents. In the case of e-mail messages, I am part of the organisational communication network.

The selection of different data collection tools is in keeping with the scholarly observation that “in an interpretative research, there are multiple realities, which require multiple methods for understanding them” (Connole, 1998, p. 16).

I turn to data analysis in the next section.

3.5 Data analysis

Cohen, et al. (2000, p. 461) give a succinct description of data analysis as involving “... organizing, accounting for and explaining the data; ... making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.” Further, they concede that “there is no one single or correct way to analyse and present qualitative data; how one does it should abide by the issue of fitness for purpose” (Cohen, et al., 2000, p. 261).

In other words, as Stake (1995, p. 71) articulates, data analysis in research is the process of unlocking information hidden in the data gathered. In doing so, the researcher transforms the data into meaningful and useful information.

In this study, transcribed data from the diagnosis workshop, interviews, observations and study of organisational documents were categorized into manageable units which, after further analysis with the help of the SDF committee, fell into distinct themes, namely:

- Cott vision
- Cott culture
- Communication at Cott
- Cott identity
- Community/management at Cott
- Management/infrastructure at Cott

These are elaborated upon in the next chapter.

Next, I look at ethical issues in research.

3.6 Ethical issues

Research ethical issues recommended by Koshy (2005, p. 105) were considered in this study. These include seeking permission from Cott's gatekeeper to embark on an OD intervention in the college and briefing him on the purpose of the research. Additionally, participants were assured of confidentiality, anonymity and the right to withdraw from the research at any point. Bassey (1995, p. 15) calls this "respect for persons; respect for truth; and respect for democratic values."

Participation in this study was voluntary. Participants assured me of their commitment to the research process from the outset. An agreement on the period of the research was reached after the sustenance of the OD programme had been endorsed by the leadership and management of the college.

I discuss research quality concerns in the next section.

3.7 Research quality

Mason (2004, p. 246) defines validity as finding various means of confirming research data, such as asking a range of participants for their versions of similar events. In this study, data collected from interviews was shared with participants for member-checking purposes.

Since different data collection methods were used, there were opportunities for triangulation, described by Cohen, et al. (2000, p. 233) as an attempt to map out and explain fully the richness and complexity of human behaviour by studying it from more than one stand point.

The insider-outsider research dilemma postulated by Adler and Adler (1987) pertains to this study, particularly where it concerns the validity of the research findings. In their terms, I become a researcher with complete membership at Cott. Complementing Adler

and Adler (1987), Coghlan and Brannick (2005) suggested three characteristic benefits of a researcher with complete membership, namely:

- **Pre-understanding of the setting** - "... prior immersion in the setting provides valuable insights and knowledge about cultures and informal structures of the host" (Coghlan & Brannick, 2005, p.61).
- **Access** - Coghlan and Brannick (2005) make a distinction between what they term primary and secondary access, where "primary access is the ability to get into the organisation and be allowed to do research" and secondary access "... refers to access to specific parts of the organisation and information that are relevant to the research" (Coghlan & Brannick, 2005, p. 67).
- **Legitimacy** – with the researcher's fellow organisational members. "The legitimacy is in respect of internal acceptance as an ongoing member and status as an employee ..."

Notwithstanding the above, the complete membership research status has its own inherent challenges such as "... questions about objectivity, reflexivity, and authenticity of a research project (since) one knows too much or is too close to the project and may be too familiar to those being studied" (Kanuha, 2000, p. 444, cited in Dwyer & Buckle, 2009, p. 57).

In chapter 5, I critically discuss the researcher's role as one with complete membership in the Cott intervention process using the above scholarly insights.

To reduce the risk of bias, I retained all raw data collected from the research for possible inspection by my supervisor and/or other interested parties.

3.8 Limitations

The OD intervention process competed for time and attention in the rather tight Cott programme. However, I give credit to Cott stakeholders for nurturing and practising their desire to effect change in the life of the organisation.

I had sufficient time to journey with the organisation to the implementation phase as a researcher. Organisational changes in the identified critical areas manifested in different ways from the inception of the programme (as discussed and recorded in chapter 4).

In doing this research as an insider at Cott, I acknowledge that the findings cannot be used to claim an absolute understanding of the subject under research. Instead, this study could be useful as a basis for continued academic efforts to engage in exploring the relevance and effectiveness of OD in educational contexts and organisations in general.

3.9 Conclusion

In this chapter, I discussed the research paradigm, the methods that I used, and the research tools that helped me to gather data. I also discussed ethical issues related to my study. Finally, I discussed the limitations of my study. In the next chapter, I present my data in narrative form.

CHAPTER 4 – DATA PRESENTATION

“Leadership is action, not position.” [Davey Crockett]

4.1 Introduction

The previous chapter discussed the methodology that I used in conducting my research. In this chapter, I present a detailed narrative account of the OD intervention which I did at The College of the Transfiguration (Cott). This is done in line with Stake's (1994, p. 243) postulation that case studies are usually described in sufficient descriptive narrative “... so that readers can vicariously experience the happenings and draw their own conclusions.”

In addition, I felt that a fully detailed account of the change intervention process would provide Cott and other institutions in ACSA with clear information for use in future organisational change programmes.

I report the data in this chapter in line with the goal of my study, which is to investigate the relevance and effectiveness of a planned OD intervention at Cott, a theological seminary in ACSA.

I conducted interviews with two members of the college management, members of the Estates Division (two focus groups) and a student in the post – diagnosis and 2010 Cott OD resumption periods. Additionally I received feedback from interview questions which I circulated electronically to stakeholders who had internet facilities and had not participated in the diagnostic workshop due to other work commitments

In the period 19 January – 26 October 2010, organisational circumstances compelled me to interview all the eleven stakeholders participating actively in the intervention process as detailed in chapter 3, section 3.4.1. At the end of the intervention process, I also

involved these participants in an evaluation exercise. I give details of how I achieved this in chapter 4, section 4.13.1.3.

I also gathered valuable information through analysing documents detailed in chapter 3. This information was used as a basis for a report on organisational developments in sections 4.10 and 4.17.

With the consent of the respondents, I present the data in the respondents' own words in direct speech where appropriate for the benefit of the reader except in the parts that need clarification. The framework used is the one suggested by Burke (1982).

The names of the respondents used in this study are all pseudonyms.

4.2 OD phases and Cott change intervention process

4.2.1 Problem recognition

As explained in chapter 3, section 3.3.3, in this OD phase, members of the organisation must unanimously agree that there is a need for change in the organisation. A key member of the organisation, or one delegated to do the task, contacts a consultant to help with a change process in the organisation.

As explained in chapter 3, section 3.3.3, this study has a unique motivation as it led from the need to do research for an OD assignment to a Master's degree in Education - Leadership and Management at Rhodes University. The nature of the OD assignment motivated me to attempt a practical implementation of planned change theory in my work place. A classmate collaborated with me in this initiative.

4.2.2 Phase 2: Entry and contracting

In July 2009, I made my contact with the gatekeeper. Briefly, I explained to him what OD entailed and its potential benefits to Cott. His response was a 'big welcome' for the reasons alluded to in chapters 1 and 5, sections 1.1 and 5.2.1 respectively. I gave the gatekeeper the assignment question for familiarisation purposes.

As a next step, the gatekeeper advised me to circulate an e-mail message to all organisational members, alerting them about my research (see Appendix A). The internet was the chief communication tool at Cott at the time this study was done and most of the organisational members were connected electronically. I printed out copies of the message for those who were not in this communication network.

Additionally, the gatekeeper asked me to prepare a proposed programme for the research process, with specific dates and times. Essentially, we (my partner and I) had made an 'in principle' contract with Cott.

In line with OD phases, the next step was to facilitate a diagnosis workshop.

4.3 OD introductory workshop and diagnosis (OD phase 3)

Date: 04 August 2009

Time: 3 – 4pm

Session Plan

1. Welcome and introductions (10 minutes)
2. PowerPoint presentation: OD intervention process overview (15 minutes)
3. Issues arising – questions? (10 minutes)
4. Data gathering exercises: Organisational 'Prouds' and 'Sorries'
 - Individual efforts (10 minutes)
 - Group efforts (10 minutes)
5. Collection of data and concluding remarks (5 minutes)

Attendance

Rector; Dean of Studies; Librarian; Office Administrator; four Lecturers

Apologies

Two lecturers; one part-time; college counsellor; maintenance manager

4.3.1 The welcome and introductions

We welcomed the participants to the Cott OD intervention programme. Interestingly, I had observed that one of the participants had taken it upon herself to introduce my partner to the other participants as they arrived at the venue. However, as per procedure, we mentioned our names and confirmed that we were students at Rhodes University reading for a Master's degree in Educational Leadership and Management.

We explained that one of our courses for the coursework part of the programme was Organisation Development for which we were doing an assignment. We explained further that the assignment required us to do an actual change intervention with an organisation, preferably our work places. This was the reason why we were at Cott.

Further, I explained that a colleague had requested to partner me in this process and the gatekeeper, an OD term which they already were familiar with from our earlier communications, had concurred with the request.

Organisational members introduced themselves to us. They mentioned their names and their responsibilities at Cott. They were all anticipating developing from the OD programme.

We reiterated that we were doing the Cott change intervention process for an OD assignment. Additionally, we explained that we also felt that the effort might be an opportunity for the organisation to gain knowledge about OD, free of charge, and perhaps create the motivation to deal with pressing issues in the organisation.

4.3.2 Early observations

As we explained, some of the members of the organisation nodded their heads – seemingly, in agreement with what we were saying. This was encouraging and

motivating. However, I could not help but notice that there was evidence of tension and anxiety in some of the participants.

As a member of the organisation, I understood why. I explain this in chapters 1 and 5, sections 1.2 and 5.2.1 respectively. I had also briefly updated my colleague on the prevailing status quo at Cott, just to ensure she was fully informed.

4.3.3 PowerPoint Presentation: An OD process overview

We directed the participants' attention to our PowerPoint presentation. My partner explained the first concept on the list:

4.3.3.1 Consultancy

She explained that under normal circumstances, an invited expert in the area, a consultant, facilitates OD intervention programmes. However, if an organisation has personnel with these skills, then that organisation would not need to go out to find a consultant to lead them in the change process.

Further, she explained that the first thing in the process is a need for change in the organisation, beginning with a problem needing redress. Thus, a readiness to change in all organisation stakeholders is a vital issue. She emphasised that OD intervention efforts stop when client members are not prepared to participate in the change process.

I went on to explain the next concept.

4.3.3.2 Change is the premise of OD programmes

I explained that OD programmes have change as the goal. I emphasised that organisations are encouraged to embrace OD as an opportunity and not consider it as a threat. I noted that through OD interventions, organisations have an opportunity to maximize production. Additionally, organisational members grow in the process.

However, I cautioned, subtly, that change is not a 'cheap commodity'. I explained that it is often met with resistance by some members of the organisation, especially those who would have had ties with the organisation for a long time.

I felt that I had highlighted discomfort amongst the participants – facial expressions said it all. I could also tell by the way some fidgeted in their seats, that they wanted me to say more on this point. As an insider, this was tempting, but I did not choose that route.

My partner handled the next concept.

4.3.3.3 OD processes are participative

She explained as follows:

“Ladies and gentlemen, who would want to be left out when change happens in this organisation? If you want to be part of a change process in your organisation, the encouragement here is that you should be involved in organisational change processes. Participation in organisational change processes empowers organisational members. As you can see, OD interventions have confidence in the abilities of people – it is people who make things happen. Management creates the opportunities, and the organisation members do the rest. So, be involved in organisational change processes or you remain in the past. I am serious.”

Laughter had punctuated her explanation. This helped to ease the rather tense atmosphere in the room.

At this point, I acknowledged the attentiveness of the participants and went on to talk about the next point on the list.

4.3.3.4 OD interventions embrace both internal and external forces

I explained that internal forces would be the challenges that an organisation encounters on a day-to-day basis as stakeholders go about their routine business. These challenges may include communication patterns, trust among organisational members, leadership styles, and other such issues.

In contrast, I explained that external factors would be the pressures coming from outside the organisation, for example the introduction of computers in other institutions, where

the organisation would be challenged to comply with that technological development or else it would remain behind.

My partner was next with OD leverage points.

4.3.3.5 OD leverage points

She explained that OD interventions hinge on what are called leverage points in organisational activities. She added that these are key aspects of the organisation such as culture, processes and structures. In simple terms, she explained, culture refers to the values, assumptions, and beliefs, which determine the behaviour of the organisational members. Processes refer to the flow of activities in the organisation, the way things are done. Structures refer to the way the different parts and individuals making up the organisation are connected, the 'wiring diagram' of the organisation.

It was my turn to explain the OD cycle.

4.3.3.6 OD process flow -chart

I explained as follows:

“OD intervention processes are cyclical. If we manage to solve problems giving us headaches today, it does not necessarily mean to say that we will not face other organisational challenges in the future. There will always be something to wrestle with as an organisation as we endeavour to maximize our production and grow as individual organisational members.”

I referred attention to the flow chart on sheets of paper, which my colleague helped with distributing to the participants (see Appendix B).

I asked her to explain the diagram:

“As you can see ladies and gentlemen, the process starts with planning, followed by action and ends with results. Planning entails doing a diagnosis of the problem and gathering data in the process (unfreezing). The data gathered determines what action needs to be done to deal with the identified problem, which in some sense would be like medicating an 'illness' (transformation). The results of the 'medication' are studied to establish whether the problem in question has been solved or not (output). As such, this requires confirming with the initial status quo of the object subjected to the change process.”

My partner asked for questions.

The first question from a participant was: “What is the difference between OD and strategic planning?”

Neither my colleague nor I was prepared for this question. I tried to reply but my explanation was scanty.

Another participant, Mrs Sally, came to our rescue:

“OD is problem specific and is an on going process like was emphasized earlier on in the presentation. In addition, OD interventions concern the immediate members of the organisation whereas strategic planning concerns the whole organisation. In the Cott context, the latter would involve the whole province (ACSA). However, I still think that strategic planning falls under OD since the long term objective in the concept is to achieve organisational effectiveness, which resonates with the principles and theories of OD.”

The explanation made life easier for us. I added:

“For instance, speaking as an insider, dealing with issues of salaries at Cott would need the involvement of the diocese of Cape Town since they are the ones who pay us.”

The explanation met with the generous approval of Mrs Mashi and other participants.

Another participant asked a second question: “What are processes in OD?”

My partner used a counter question as an answer to the posed question: “How is assessment done in the College and why?” Although this was a rhetorical question, it effectively helped to explain processes in organisations.

4.3.4. Organisational diagnosis

We asked the participants to:

- write on pieces of paper as individuals 'prouds' and 'sorries' at Cott
- participate in small group discussions on the same task

My colleague explained the task:

“What we are asking you to do is to write on paper what you personally consider to be the 'prouds' – what you feel good about your organisation, and 'sorries' – things you are not happy with at Cott. Later on we will ask you to do a similar exercise, but in groups. The objective is to gather information which will guide us to identify critical problems in your organisation needing change.”

We distributed papers and pens to those who did not have their own.

We collected the papers after 10 minutes exactly, realising that we were behind schedule – at which a transparently sarcastic comment was made: that we were very scrupulous with time!

The group discussions ensued, which again, were shrewdly monitored time wise.

4.3.5 Survey-Data-Feedback committee

A Survey-Data-Feedback (SDF) committee was set up, after an explanation had been given of its role. It included the two researchers, a lecturer, and the college librarian.

4.3.6 Concluding remarks

I gave concluding remarks:

“Ladies and gentlemen, thank you very much for your time and valuable contributions. We have set the ball rolling; the game is far from finished. OD is a big area, which would need weeks to comprehensively cover the key concepts. We (SDF) hope to put together the information which you have contributed today, in preparation for a feed back session on Tuesday next week. We feel very much supported; our hope is that you have found this session worth your time and efforts. Thank you, we will meet next week. God bless you.”

A little later, a participant, Mr. Matthews complimented our efforts in the following words:

“My friend, do you realize how important this work you are doing is to the college? You are touching critical issues about the life of the college and I am happy to be part of the sessions.”

Another participant, Reverend Johane, wrote me an encouraging e-mail message, which read in part as follows:

“I begin to appreciate the whole idea of OD as seeking to redress injustices in every aspect of Christian ministry and beyond by taking into account the plight of the poor. As a leader, one is challenged to open up so that followers may follow suit without fear of intimidation or humiliation.”

In an interview, another participant, Reverend Nil, had commented:

“The group activities worked well. It was amazing to note that we could discuss our differences and struggles as Cott members but remain coherent and hopeful. I hope that this programme will take us somewhere and that you will not stop leading us in this process.”

4.4 Post OD session observations and reflections

4.4.1 Readiness for the session

The participants were excited but also anxious to be involved in this session. As a member of the organisation, and at the same time playing the role of an OD facilitator, I felt that the participants hoped that the programme would be an opportunity for them to expose the pressure which they were carrying with regards to the challenges bedeviling the organisation.

4.4.2 Participation

Since this was an introductory session, not much talking was done. Listening had been good, attentive, and interested. Participants intermittently expressed explicit agreement with most parts of the presentation.

Quite interestingly, I also saw there was a lot of writing of notes going on, especially by the college Rector. I wondered whether these were questions that he intended to ask at a later stage.

4.4.3 Individual Tasks

Participants had taken the exercise seriously. Facilitators issued scrap paper to participants to use to write their contributions but forgot to explain to them that they needed to use the blank side and ignore the written side – this caused some confusion and embarrassment.

4.4.4 Group Tasks

All participants looked engrossed in the exercise. The spirit was generally positive, with occasional laughter from all the groups. Time was a constraint – all the groups needed more time to finish their discussions.

Dividing the big group into small groups had presented the facilitators with the challenge of allocating participants to specific groups. Apparently, some participants did not want to work in the same group. As an insider, I understood why (alluded to and discussed in chapters 1 and 5).

4.4.5 Atmosphere

The atmosphere had been light-hearted but also observant of the formal nature of the session. Light moments helped to diffuse the tension which had characterised the initial parts of the session.

Some statements of interest included the following:

- “You really are a good time-keeper” – when in fact the facilitator had failed to stay within the limits of the session timeframe.
- “So you really are serious with this exercise! I did not come with a pen intending to expose you but I see you brought with you packs of pens. Wonderful.”
- “I ask my students to use short hand in the Greek class. I am kind of addicted to that. Will you allow me to do that here?”

- “Make this lady special – she knows the College inside out.” This was said after a member of the organisation had been selected to be part of the SDF committee.

4.5 Impressions about the facilitation

4.5.1 Positive

Information key to the presentation was clearly displayed on flip-chart paper. This included the order of the session. Participants appreciated this. The laptop and projector were also used appropriately.

4.5.2 Negative

As facilitators, we were not very coherent in the presentation of the OD overview. This was primarily because we had not adequately prepared for the session together.

4.6 SDF meeting

Date: 07 – 08 – 09

Present: All SDF members

4.6.1 How did the meeting go?

The meeting went very well. It happened in a relaxed and cheerful environment. Everyone felt excited about the issues which had been contributed by the organisation members in both group and individual capacities. Reverend Johane commented, “OD is quite refreshing. Thank you for all this.”

Generally, I felt that the SDF members showed an impression that things had worked well to this point in time and were hoping for more to come.

Mrs Chama shared an observation:

“It appeared that opportunities to contribute during the intervention session had been taken by a few and the same participants. I wonder what that suggests about relationships and the way things are done in the college.”

Reverend Johane responded to the observation by saying,

“Some voices are stronger than others here. When you are quiet, it is taken to imply that one does not have anything to contribute when in actual fact it is not always the case. Look at the points which came up on the papers by individuals; very powerful and touching the core of our challenges in the college.”

As a researcher, I restrained from sharing my opinions about the subject under discussion. However, I had heard this sentiment repeatedly mentioned in other college forums like college community meetings and formation group sessions where individual members were encouraged to open up, give ideas and participate actively in all college activities. The same encouragement also came up in chapel sermons and creative worship liturgies.

4.6.2 Data interpretation

Data generated at the initial workshop was written on flip-chart papers (group tasks) and scrap papers (individual tasks). The SDF first transferred data from the scrap papers onto flip-chart papers. This was done for easy management of the data. After that, data was categorized. This was done by way of writing initial letters for each category against a given data item.

Example:

Data item	Category
We do not know very much about how well we are doing or not doing	Work culture (abbreviated as WC)

4.6.3 Interview schedules

SDF members could not get an opportunity to interview fellow organisation members due to tight work schedules. However, a suggestion was made to send interview questions electronically to selected organisation members who included those who had failed to attend the first intervention session due to work related commitments.

However, I informed fellow SDF members that I would use the same questions in two focus group sessions with members of the Estates division and individual interviews with two leadership and management members and a student.

The interview questions were formulated as follows:

1. How do you rate your organisation's performance?
2. What aspects of your organisation make you proud?
3. In your opinion, what problems, if any, are hampering performance in your organisation?
4. How can change be effected in your organisation?

Following the OD phases, the next step was to report the data back to the organisation.

4.7 Data feedback and analysis (OD PHASE 4)

"We are wise to come to the table with the goal of solving the problem, not pointing fingers" [Sylvia Nash]

Date: 11 August 2009

Time: 3 – 4pm

Session plan

1. Welcome and up-dating (10 minutes)
2. Data feedback and member checking (20 minutes)
3. Data analysis (20 minutes)
4. Concluding remarks (10 minutes)

Attendance

Librarian; Office Administrator; five lecturers

Apologies

Rector; two lecturers, one part-time; College Counsellor

4.7.1 Welcome and Introduction

I welcomed participants. I explained that my partner had been delayed.

I informed the participants that the SDF had met to put together the information supplied at the last session in preparation for a feedback report in today's session. I had displayed the data on the wall around the room before the session had started.

Participants requested to move around the room to read the information on flipchart papers. After a moment of silence and reflections, the information was received as a correct record of the data generated at the initial session. Data categorisation suggested by the SDF was given further thought and scrutiny.

It had been agreed that data concerning 'Prouds' did not need categorisation since the concern of the process was primarily with the organisational 'sorries'. However, a participant, Mr. Mertz, shared an observation concerning the 'Prouds':

"The 'Prouds' will help us to establish the different perspectives to the specific items indicated as 'Sorries' in the data. That way, plans to deal with those specific issues would be easier to forge."

It emerged that a number of the participants were familiar with the idea of handling data in research practice. It did not take long before the data was thematically categorized as follows:

'Sorries'

CATEGORY 1: CURRICULUM

Individual contributions	Group contribution
No coherent set of learning outcomes	Not yet a coherent educational process (different subjects + emphases)
No clear process and flow of	

educational experiences designed to lead to those outcomes	
Difficulty in knowing how to balance academic and spiritual formation	

CATEGORY 2: INTEGRATION

Individual contributions

Group contributions

We do not know very much about how well we are doing or not doing	College not part of the selection process (students not prepared when they come)
Some bishops still cautious	No entry requirements
Difficulty in knowing how to balance academic and spiritual formation	Presently training people for ordained ministry only though not necessarily so
Cultural/language constraints	
Presently training people for ordained ministry only though not necessarily so	

CATEGORY 3: INFRASTRUCTURE

Individual contributions

Group contribution

Physical estate needs upgrading/fixing old buildings needs lots of time, attention and money – which takes away from our progress towards goals	Buildings, computer and library need upgrading
We can't serve as many as need + want Cott education + training	
Buildings neglected over long period of time	
High levels of maintenance/repairs need for every building on campus	
Poor structure of academic staff	

offices, etc. Lack of follow through + implementation	
Present library and computer centre need upgrading	
No registration with DoE	
Not fully registered with SAQA	

CATEGORY 4: WORK CULTURE

Individual contributions

Group contributions

No clear process and flow of educational experiences designed to lead to those outcomes	Lack of sharing of information + way information is shared
No constant checking on support staff progress	Lack of follow through + implementation progress
Sometimes, important news is not shared to everyone at one time	Failure of solidarity in the face of criticism
We do not know much about how well we are doing or not doing	Class distinction between support staff and academic staff
Haphazard fund-raising structures	Do not work 'smart', e.g. Urgent displaces important matters
Lack of previous visionary leadership	
Apparent loss of staff solidarity in face of criticism/accusation	
We move as islands with little awareness of what one is doing either in teaching, assessing, personal and admin	
Not fully registered with SAQA	
Not enough communication especially	

when it comes to support staff, e.g. at college meetings, the staff (academics) and students are represented but the support staff, never	
No meetings with the Rector (support staff) but Rector has regular meetings with the academic staff	
Some staff salaries	
Lack of appreciation shown to some staff, especially support staff	
Important tasks sometimes get sidelined by 'urgent' tasks	
Too easily fall into non-consultative patterns	
Low standard of work ethic	
No sufficient taking opportunities + implementing the good ideas (lack of capacity?)	

CATEGORY 5: RESOURCES

Individual contributions

Group contribution

Equipment shortage	Low salaries/financial constraints
Old buildings need lots of time, attention and money – which takes away from our progress towards goals	
We can't serve as many as need + want Cott education + training	
Buildings neglected over long period of time	

High levels of maintenance/repairs need for every building on campus	
Poor structure of academic staff offices, etc	
No registration with DoE	
Not fully registered with SAQA	
Financial constraints	

'Prouds'

INDIVIDUAL CONTRIBUTIONS	GROUP CONTRIBUTIONS
<ul style="list-style-type: none"> • High standard of education. Students who have been at the universities usually complain about not getting the higher marks they have been getting at the universities • Location in Grahamstown • Student numbers • Student competence, especially 2&3 years • Good bishops support • Solid financial basis • Potential to be a fantastic college • Strong spiritual basis • Backing of Archbishop • Only theological institution in Grahamstown • Training both men and women for ministry in the wider church • Amalgamation of different seminaries within the Anglican church • Openness • Willing to unbundle executive tasks into smaller 'portfolios' • Support for staff development • Recognition of student initiatives 	<ul style="list-style-type: none"> • Coming into era of fullness after lean years • Caters for people from all walks of life and culture • Exchange programmes/other institutions • International reputation: college + staff • High standard of education • Quality of staff + students • Rich worship life – services, languages, music • Diversity achieved so far • Great ideas • Growing respect for the institution "identity" • High work ethic • Recognition of student initiative

- Caters for everybody from different cultures and backgrounds
- Involvement of academic staff in all areas (participation in formation group activities – not just involved in teaching)
- Ability of the college students to be involved/participate in other institutions (exchange programmes)
- We are broadly inclusive
- We address real problems in the world
- We are flexible when plans do not work out and when problems arise
- We look forward (mostly) rather backwards (mostly)
- Respect for Cott is growing
- We are open to new ideas and old ones
- International reputation
- Level of teaching
- Quality of staff
- Quality of resources (building/library books)
- Diversity
- People with great ideas
- High standard work ethic
- Generally high levels of integrity
- Survived some lean years and now growing again
- Strong vision + leadership
- Talented academic/teaching staff
- Openness to a variety of ideas/faith perspectives
- Dedicated students
- High level of teaching (information given to students)
- We have a fairly wide spectrum theologically represented at the college
- We have regular Eucharist services for our joint worship
- School fees assistance up to grade 12
- Good relationships between support

staff, students and lecturers

A decision to schedule another session to analyse further the data across categories was reached. In addition to conducting interviews, the SDF also requested me to put together interview data submitted to me electronically and circulate it to them for familiarisation and possible input before the next data analysis date. This would mean that all data obtained from individual and focus group interviews and electronic interview questions would be included in the discussions in that session.

4.7.2 Data from interview questions

Data obtained from individual interviews and electronic interview questions was summarised as follows:

'SORRIES'	'PROUDS'
<ul style="list-style-type: none">• Personal relationships seriously 'submerged' by the college 'busyness'• 'strong' voices heard more often than 'weak' ones• struggle to integrate academic and spiritual formation	<ul style="list-style-type: none">• Multicultural community• Diverse but coherent chapel worship• Accommodation of students from a variety of educational and sociological backgrounds, including rural and urban• Compassionate culture growing

4.7.3 Data from interviews with focus groups

As planned, I did two group interview sessions with two departments of the Estate Management, which are the cleaning/kitchen and maintenance personnel.

Out of six members of the maintenance department, only three could attend the interview session. Two of those absent were off duty and the other one was on sick leave. All cleaning and kitchen personnel, six in number, were able to attend the interview session.

Before discussions with the two focus groups, I explained to them why a colleague and I were doing research at the college and how the information was going to be used. I also informed them of the envisaged benefits of involving the college in a change intervention

process. I therefore encouraged them to open up and share their opinions with me about the college in terms of successes, challenges, and opportunities for the future.

It appeared that the maintenance department members had eagerly anticipated my interview and so were more up front with information than the cleaning and kitchen personnel who looked like they were suspicious of what I was doing. For instance, Ms Maya had asked:

“Why are you coming to us? You can get that information from those who have allowed you to do research in the college.”

However, the group began to show trust and confidence in the interaction after I had explained that the research programme involved everyone in the college and that the Rector was fully behind the process, assuring everyone protection from any form of victimisation.

Mr. Tom, a member of the maintenance department made the following remark when the intention of the meeting was explained:

“We want change. We are suffering and yet nobody seems to notice. First, we want to know who the leader in this college is. We are confused ... this one says do this and the other tells you not to do it.”

The data which emerged after the two focus group meetings is as follows:

'SORRIES'	'PROUDS'
<ul style="list-style-type: none">• no financial assistance, e.g. No funeral support; no house loans; grocery access at Metro was closed• inadequate communication with management in the maintenance department• contractors doing work which can be done by maintenance staff• individuals in the maintenance department over-worked and	<ul style="list-style-type: none">• Good relationships with students and lecturers

appreciation not shown

- no support staff opportunities for capacity building, e.g. plumbing courses
- no support staff representation at College Council meetings - was stopped 2 years ago
- no meetings with Rector
- inadequate off time for support staff

Next, I report on what happened in the second data analysis session.

4.8 Second data analysis session

Date: 18-08-09

Venue: College Common Room

Attendance: Office Administrator; Dean of studies; four Lecturers; Librarian

4.8.1 What happened?

My colleague and I distributed categorized data, now typed on paper, to the participants. The data on 'prouds' was on separate sheets of paper. We explained the task: analysing the data further, across categories, in comparison with the 'Prouds' to establish the core problem(s) faced by the organisation.

4.8.2 How did the discussion happen?

Participants were reluctant to share their thoughts. Silence prevailed. We tried hard prodding them to engage with one another, but it did not help much. As an insider facilitator and researcher, I attempted to break the ice by sharing my impressions about the categorized data. Two participants, Mr. Mertz and Reverend Nil, looked anxious to move forward with the process.

Discussion stalled. Mr. Mertz made a request:

“Realising that this session will not go beyond this stage, could we ask the facilitators to continue assisting us with theoretical guidelines and case studies outside formalized sessions until a time when we feel the need to resuscitate the discussion?”

We agreed to the proposal.

Mrs Sally made a critical observation with which everybody agreed:

“We would encourage all of us make an effort to attend all future sessions since this programme is for us and not the facilitators. It is worrying that the gatekeeper was not part of the previous session and today. Without him, I think you agree with me that there will be minimal progress. Please let us encourage him and everybody else in the organisation to be part of these sessions.”

Later in the week, I met with the gatekeeper to enquire about his opinion of how the change process was unfolding.

4.9 Meeting with the gatekeeper

It turned out that the gatekeeper had been unable to attend the last two sessions. On the first occasion, he had completely lost track of the dating and timing of the sessions. He had realized late that the session was on. On the second occasion, he had a severe bout of flu, a second grade type of H1N1, doing the rounds at the time. Information about this had not reached other organisational members.

Concerning the decision reached at the previous intervention session, he had a different opinion:

“The process has gone well to this point – just what we needed and continue to need. However, considering that we are almost at the end of the year, with other equally heavy schedules ahead of us, I would suggest that we shelve the programme until the beginning of the New Year. I think we need this kind of programme more than now.”

This was unanticipated. All of a sudden, the tone of the programme changed. As consultants, we had to comply. Fortunately, our needs at that stage had been met. We were now in a position to write our OD assignment.

I informed my partner about the gatekeeper's decision. We agreed we would see the organisation through the intervention process if we were allowed to do so. Stakeholders expressed mixed feelings about the gatekeeper's drastic decision. For instance, Reverend Nil felt that the decision had been ill considered. She commented:

“We have lost an opportunity to deal with our problems. Why are people afraid to engage?”

In a discussion with Mr. Alberts during a tea break on one of the days after the Rector had made the milestone decision, he said:

“Regrettably, the decision came at a time when we had geared up for the OD process. However, there is credibility in the gatekeeper's decision. A number of us will not be there next year and that means new people will be joining the college. It makes a lot of sense to involve people in this kind of a programme at the start of a new year.”

4.10 Organisational developments post gatekeeper decision

What happened during the period when the Cott change intervention process was on hold (September 2009 – January 11 2010)?

POSITIVE DEVELOPMENTS	NEGATIVE DEVELOPMENTS
<ul style="list-style-type: none"> • inclusion of students in designing college programmes, i.e. questionnaire on the Cott formation programme • meetings between support staff and 	<ul style="list-style-type: none"> • 2 resignations • Academic staff mixed feelings about the new salary system • low work output by some members of

- | | |
|--|--|
| <p>Rector – when there was need</p> <ul style="list-style-type: none"> • growth in awareness of the need to communicate/share information shown in e-mail messages. Staff developing awareness of how information should be handled and managed; • consultation and work teams given value • informal discussions of critical organisational issues in small groups • financial awards (promises for 2010) • academic staff encouraged to study further • selling the college to the outside world – Rector visits in the province and abroad • chapel liturgies of inclusiveness – alternative worship; prayers • student body discussions of what they wanted included on the new year planner - submitted to staff for deliberations • duties evenly distributed and conscientious efforts to align portfolio functions (i.e. enrolment lists; accommodation; chapel information) • teaching staff retreat outside the college – a bonding experience • College response to deaths of organisational members was pastoral • opportunities were offered for individual members to share their struggles/pains with other members of the organisation | <p>th academic staff</p> <ul style="list-style-type: none"> • old habits die hard – still issues relating to poor communication or is it that at some point people are sceptical of the importance of circulating important information to relevant people? • Student representatives' failure to relay important information to staff for deliberations on time (information on the Cott formation programme – 2010) • college planning programme derailed/delayed – hand over take over questionable • Three members of the support staff suspended on theft charges • Organisational tragedies: deaths of two organisational members (suicide and murder cases) • Two members of the support staff suspended on allegations of theft. Subsequently dismissed • Miscommunication concerning the admission of students on bursary – involving Dean of studies, Rector and office administrator |
|--|--|

4.11 Cott OD resumed (continued data analysis)

By the end of 2009, I had made a decision to develop the OD assignment into a thesis. This had been approved by my supervisor at Rhodes University and subsequently by the Higher Degrees Committee.

I circulated a message to Cott members informing them about the way forward (see Appendix C), with attachments of a proposed programme for the month of January 2010 and preliminary reading and reflection notes (see Appendix E). Additionally, I also

supplied them with copies of an OD case study which our class (at Rhodes) had used previously: *An Argument for South African Schools* (A paper presented at the Kenton 21 Conference, October 1994).

The proposed 2010 programme was done in line with the request which had been made at the time when the intervention process had been suspended in 2009. Particularly critical in the request were OD case studies and theoretical guidelines to an OD process. Fundamentally, the organisation needed more information about the concept OD and the practice of OD. This information would be useful to help the organisation move forward with the change process.

Participation had widened to include representatives from the student body, cleaning and kitchen personnel and maintenance department.

4.12 First session in 2010

Date: 12 January 2010

Time: 2 – 4 pm

Session Plan

- Opening prayer
- OD process: recap
- Reaffirmation of organisational concerns and selected issue(s) for intervention
- Way forward
- Conclusion and closing prayer

Attendance

Rector; Librarian; Office Administrator; Estate Manager; Support Staff representative; Student Representative; five lecturers (2 new staff)

4.12.1 Welcome and introduction

The Rector opened the session with a reflection on **Isaiah 61** and prayer. In his reflections, he emphasised the need for Cott to rely and thrive on God, particularly in the light of the tragedies that befell the college at the close of 2009.

I then welcomed participants to the resumption of the Cott OD. I explained the purpose of the session. I particularly referred participants to the document with data generated at the first session in 2009. I had asked participants to bring this document to the session. I had furnished new participants with copies of the document prior to the session. Everybody had all the necessary information.

I confirmed with participants my decision to develop the OD assignment into a thesis. I also informed them that my research partner had asked to pull out of the programme since she had opted to do her thesis in a different area of study.

As a starting point to our discussion on the data in the document, I divided the participants into two groups, ensuring that new participants were evenly distributed. I requested them to update each other on what had been done, using the document, and that they make suggestions in their groups about what we needed to do next. I gave them 20 minutes to do this task

4.12.2 Feedback session

I started by asking new participants what they had understood to be the concern of OD from what had been discussed in the groups.

Ms Lewis said: “OD seems to be informative of where Cott is at the moment and this is very helpful for me as a new member of staff. However, looking at the document contents, one who did not participate in those sessions would not easily understand what is meant by the data. For instance, a reading of items listed under “sorries” would not suggest anything negative about the college.”

Another new participant, Reverend Madu, said: “Well, OD appears to be a way of informing people in organisations about their challenges and how those challenges can be dealt with.”

A third new participant said: “OD is very much in agreement with the effort which students made towards the close of last year. They had a workshop where they discussed challenges faced by the college, from a student perspective and suggested how the college could possibly deal with those challenges. It all hinges on relationships. A document was compiled after the workshop and it is available for all interested to read.”

Mr. Harold, another new participant said: “I think what we are saying here is pretty communication stuff. The challenge is: how do we communicate with one another in and across departments? Communication should be a means to an end and not an end in itself.”

I then asked the returning participants to share with the group where they were with the process and what they thought needed to be done next. Responses given were as follows:

Reverend Johane commented: “OD is challenging me to think critically about Church practice, particularly what we as clergy do. OD is a mirror actually. More often, we are preaching water and yet we take wine ourselves. I think OD will get us somewhere as a college, and indeed as a church.”

Reverend Welsh suggested (gatekeeper): “What we make of this process entirely depends on what we want as a community. We need to bear in mind that the group has changed; new people have joined in and a couple of the 2009 group left the college. In addition to that, Cott has changed in many ways. Fundamentally, we are on track building a community founded on the love of Christ. In this quest, family is priority ...” (He became overwhelmed by emotions).

Further, the gatekeeper asked if he could be allowed to make a presentation of his vision of the college. This was accepted as one of the agenda items for the next session.

An open discussion ensued, covering a range of issues including:

- protection of individual members from victimisation
- what needed to be done to break the fear which still clouded the intervention process
- inclusion of the findings of the students at their 2009 workshop
- inclusion of the Cott Formation questionnaire feedback from students. This had been spearheaded by the college chaplain in 2009 at the request of the college leadership and management

I suggested that we took a moment of silent reflection on what had been said before we could conclude the session.

A decision was taken that participants stick to the programme which I had suggested for the following session but with allowances to include two presentations: the 2009 student workshop notes and the gatekeeper's vision of the college. These would be done after the proposed Power Point presentation.

The session ended with prayer and Grace.

4.13 Second session in 2010

Date: 13 January 2010

Time: 2 – 4 pm

Session plan

- Opening prayer
- Issues for clarification
- Helpful OD concepts in the Cott intervention (PowerPoint presentation)
- Discussion: Issues arising from power point presentation
- Cott Vision and discussion
- Conclusion and closing prayer

Attendance: as in the first session (2010), with the exception of Mrs Mashi who had sent a written apology to the researcher.

4.13.1 Introduction

Reverend Johane opened the session with prayer and reflections on **Mark 10:46-52** (the story of Bartimaeus). His key reflection point was: *'What kind of sight are we asking from God in the OD programme or are we asking for sight in the first place?'*

I welcomed participants to the session. Since there were no issues for clarification, I moved on to the power point presentation.

4.13.2 PowerPoint Presentation

Participants were happy with the presentation. I asked them to take a few minutes of reflection on the 'fit' of the powerpoint presentation in the Cott change intervention programme. Participants generally agreed that the information covered in the presentation was fundamental to an understanding of the OD process.

4.13.3 The Cott Vision

The gatekeeper followed with a presentation of the Cott vision. His presentation had two significant parts: background information on who he is and how he had been related to the college before his appointment and a description of the Cott vision.

His description of the Cott vision, building on the one currently recognised essentially captured the following aspects:

- building a 'healthy' community which thrives on the Lord; a resurrected and liberated community
- exploiting existing opportunities and possibilities in the college in the formation of effective future priests and leaders of the church. The church needs leaders and not mere theologians
- motivating and giving opportunities to current teaching staff to develop academically and professionally
- upgrading the infrastructure of the college, especially offices for staff and library

Responses from the other participants were varied.

Mr. Mertz made an observation: “While it is appreciated that what you have said builds on and complements the current Cott mission statement, we need to understand that there has been two college mission statements prepared to fulfil the expectations of either ACSA or the South African Department of Education.”

Reverend Johane commented: “Your vision is actually delayed Parousia (second coming of Christ) at Cott”

Mr. Mertz took this opportunity to express his feelings about the gatekeeper's leadership style:

“I have personal problems with your leadership style. You seem to oscillate between different styles of leadership, which confuses me. You and I are aware of the different occasions we have clashed because of this.”

The gatekeeper acknowledged that some of his colleagues perceived his leadership style, which he understood to be democratic, open and empowering, as autocratic and at times not clear cut.

Mr. Matthews commented: “I actually appreciate Mr. Mertz's feelings and open mindedness. I think that agrees with the spirit of this programme.”

A number of the other participants agreed with him.

The next task was to think about how this session connected with our objective in this programme: analysing further the categorized data on the problems ailing the college. I emphasised that this was the responsibility of the group.

After a moment's deliberation, the group reached a decision. Members were requested to think about how the process would move forward and bring their thoughts to our next session the following day. This meant that the tentative plan which I had suggested for the next session, had been made obsolete.

I thanked the participants and closed the session with a word of prayer.

4.14 Third session in 2010

Date: 14 January 2010

Time: 2 – 4 pm

Attendance: as in session 2 with the exception of Mr. Harold and Ms Maya who sent their apologies to the researcher.

4.14.1 Opening Reflections

Mr. Matthews opened the session with scripturally based reflections. He emphasised the following points:

- the death of Jesus reminded and continues to remind us that we are all equal in the eyes of God
- Christ's crucifixion on the cross symbolises the beginning of a new era for those who believe in him: old life is gone and new life blossoms
- through relationships, we already know who God is: loving, forgiving, embracing

I felt Mr. Matthews' reflections connected with OD concerns in many ways.

4.14.2 Session deliberations

This turned out to be an open session, with no particular agenda items, as was the case with the previous sessions. At the close of the previous session, participants had been asked to reflect on possible ways forward with the Cott OD process in the light of what had been covered in the sessions. Participants had different opinions.

Mr. Mertz said: "I am happy with where we are with the process and I am looking forward to moving on to the next step and that is where my worry is. We need to have clarity of the process or else we will lose track of what we set out to do in the first place."

Ms Lewis and Reverend Welsh concurred that the process now required further analysis of the data already gathered, across clusters, to establish themes which would then be our focus of attention.

Mrs Lefu enquired: "I am not sure whether I am still following. We already have the 'sorries' and 'prouds'; why do we need to do more and not start working on the problems identified?"

Mrs Mashi was of the same opinion.

Mr. Matthews said: "I agree with what Mr. Mertz said about the danger of losing focus in this process. Would it make some sense suppose we tried to answer some of the questions on the preparatory notes document at some point in this session? I feel the questions direct us to some of the critical issues which we need to deal with as we continue with this process."

He was referring to the preparatory notes which had been given to stakeholders prior to the resumption of the process in 2010 (Appendix E).

Reverend Welsh commented: “Could we also please bear in mind that we have other responsibilities which require our attention and time allocation. If we do a calculation of how much cost these sessions have had on the college, you will find that we are talking of hundreds of thousand rands.”

I acknowledged Reverend Welsh's observation but also commented that OD literature, as had been emphasised in the powerpoint presentation presented earlier in the session, cautioned against a 'checklist change intervention' type of process. Mr. Mertz concurred with the observation.

Reverend Johane interjected: “We appreciate and respect your role as facilitator in this process. We need you to continue guiding and directing us.”

I appreciated his compliments. However, I took the opportunity to remind the participants that their opinion on how the intervention process would be done took precedence.

A decision was reached. The next session would revert to the documented data based on the diagnosis, with the objective of doing a further analysis of the data to establish common issues across the categories.

4.15 Fourth session in 2010

Date: 18/01/2010

Time: 2 – 4pm

Attendance: as in the previous session. In addition to Ms Maya and Mr. Harold, Mr. Mertz sent his apologies to the researcher.

4.15.1 Opening: I opened the session with prayer.

4.15.2 Way forward

I drew the attention of the participants to the agenda of the day which was fundamentally to do further data analysis across the categories established in previous sessions, for both 'prouds' and 'sorries'. I asked the participants to suggest how we were to go about the exercise. Ideas were shared. It was agreed that the group would break into three small

groups and tasks would be allocated to each group. I suggested a time allocation of 25 minutes to this exercise. Everybody agreed.

After 25 minutes, the small groups gave feedback. Strips of paper with individual items had been cut from the original document and stuck on flip chart paper with pritt under a key heading/category as follows:

Category 1: Vision (*What is our journey?*)

'Sorries'	'Prouds'
<ul style="list-style-type: none"> • No coherent set of learning outcomes • No clear process and flow of educational experiences designed to lead to those outcomes • Lack of previous visionary leadership • Presently training people for ordained ministry only though not necessarily so • Not yet coherent educational process (different subjects + emphases) (identity related) 	<ul style="list-style-type: none"> • Good student numbers • backing of Archbishop • coming into era of fullness after lean years • only theological institution in Grahamstown • Good bishops' support • potential to be a fantastic college • support for staff development • strong vision + leadership • Training both men and women for ministry in the wider church

Category 2: Culture (*How do we do things here?*)

'Sorries'	'Prouds'
<ul style="list-style-type: none"> • Failure of solidarity in the face of criticism • Difficulty in knowing how to balance academic and spiritual formation (identity related) • No entry requirements • Individuals work in isolation • Do not work 'smart', e.g. urgent displaces important • Limited support staff involvement • Low standard of work ethic • Lack of follow – through + implementation • We do not have a tradition as a staff of discussing differences openly, and 	<ul style="list-style-type: none"> • High standard work ethic • Rich worship life – services, languages, music • School fees assistance up to grade 12 • We are flexible when plans do not work out and when problems arise • Good relationships between support staff, students and lecturers • Caters for everybody from different culture • Involvement of academic staff in all areas (i.e. formation groups) • Openness • Recognition of student initiatives • Willingness to unbundle executive tasks

seeking to reconcile them in such forums <ul style="list-style-type: none"> No sufficient taking opportunities and implementing the good ideas (lack of capacity) 	into smaller portfolio
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Category 3: Communication (*How do we communicate?*)

'Sorries'	'Prouds'
<ul style="list-style-type: none"> We do not know very much about how well we are doing or not doing College not part of the selection process (students not prepared when they come) Lack of sharing information + way information is shared Many of our students complain that they are not being heard when they express complains that matter deeply to them We do not have forums where these sorts of things are openly discussed, and where the students feel they will be taken seriously and not silenced Haphazard fund – raising structures 	

Category 4: Identity (*Who are we?*)

'Sorries'	'Prouds'
<ul style="list-style-type: none"> A number of our students refer to Cott as a prison from which they are grateful to escape when the term is over Our chapel services are perceived as not representative of the breath of our theological, cultural and ecclesial diversity, and appear not to make the necessary space for people to express their unique gifts and ways of leading worship, or worshipping Class distinction between support staff and academic staff No registration with DoE 	<ul style="list-style-type: none"> Respect for Cott is growing International reputation (college + staff) Good quality of students and staff High standard of education Solid financial basis Diversity achieved so far Multicultural community People with good ideas We address real problems in the world Openness to a variety of ideas/faith perspectives Accommodation of students from a variety of educational and sociological backgrounds, including rural and urban

<ul style="list-style-type: none"> • Some bishops still cautious • No registration with SAQA (covered) • Difficulty in knowing how to balance and spiritual formation (covered) • Our students feel overworked and often feel that the educational program drowns out the spiritual formation • Cultural/language constraints 	<ul style="list-style-type: none"> • Strong spiritual basis • Wide theological spectrum. Diverse but coherent chapel worship
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Category 5: Building Community through effective management

'Sorries'	'Prouds'
<ul style="list-style-type: none"> • Lack of appreciation shown to some staff, especially support staff • No support staff representation at College Council meetings – was stopped 2 years ago • Inadequate off time for support staff • School fees support ends at grade 12 – no support for tertiary education • Individuals in the maintenance department overworked and appreciation not shown • No support staff opportunities for capacity building, e.g. plumbing courses • No awards/token of appreciation after serving the organisation for 5 years and above like is done in other organisations • Pension age is too 'high' for women. Suggestion – 55 years • No financial assistance, e.g. no funeral support; no house loans. Grocery access at Metro was closed • Meager staff salaries 	

Category 6: Management and Infrastructure

'Sorries'	'Prouds'
<ul style="list-style-type: none"> • Buildings, computer and library 	

need upgrading

- Contractors doing work which can be done by maintenance staff
- Poor structure of academic staff offices

4.15.3 Conclusion

I asked the group to give their impressions of the exercise, particularly its overall impact on the change intervention programme. The general feeling of the group was that the six new categories which came out of the exercise were an added step towards establishing the root problem(s) bedevilling the organisation. Participants agreed to reflect on this information in preparation for the next session, which, I hoped, would conclude the programme.

Stakeholders observed that since a new college academic year was only a few days away, it was going to be difficult to meet again soon. Participants tasked me and the SDF to circulate suggestions electronically once we had agreed on possibilities.

4.16 Decision on future facilitation

Due to the hectic schedule of a new college programme, the organisation could not continue with formal OD sessions. I was informed that OD sessions would be done at a future fitting time. I complied.

4.17 What happened during the 'waiting' period?

I continued my work as a researcher. I made observations and engaged informally with stakeholders to establish how the change intervention programme was influencing the life of the college, in line with the goal of my study, which was to investigate the relevance and effectiveness of OD planned change at Cott, a theological seminary in ACSA.

4.17.1 Observations made during this period

Positive Developments	Negative Developments
<ul style="list-style-type: none"> • Support staff – replacements for the dismissed staff and the deceased • Additional house keeper • 2 Kitchen staff, male and female, the former filling in a vacancy (created by retirement); the female – additional • maintenance manager appointment • Positive attitudes in both staff and students • However, despite the changes to the formation routine, students continued to work under pressure – evidenced in continuation of late submissions of assignments; absentees at the chapel; burnout; cases of plagiarism • High levels of empowerment in all departments of the college. Awareness levels have gone up: i.e. communication – expressing feelings, opinions, emotions (people crying in a meeting) – like the dawn of a new era – experiencing something which had never been experienced before in the life of the organisation • Recognition of stakeholder input. This has 'magical powers' – it motivates people; empowers them, etc new Rector already known and announced – is a 'powerhouse' 	<ul style="list-style-type: none"> • Canterbury link – some key organisation stakeholders were not consulted – arrangement was limited to a few members of the teaching staff. Some of them heard about the initiative from people outside the organisation – involved in the Theological Consultative Board • Chaplaincy approach – changes to the Saturday – Sunday Easter services came as a surprise to the majority of the community members • Different feelings about the new staff salary system – some unhappy while some were indifferent • Rector tendered retirement notice citing his wife's health problems • Despite the fact that the new Rector to be is a replacement of the current Rector, the college once again goes into a period of anticipation • College budget running dry midway through the year. As such, some programmes were suspended, i.e. visit to Niassa. Matter was not clearly explained to staff • Communication problems between ORC and staff – over staff appointed student portfolios. How the issue was resolved is critical • Grocotts article – communication mishap with outside partners

4.17.2 Consultancy challenge

The 'waiting' period presented me with the challenge of sustaining organisational interest in the intervention process. How could this be achieved?

I took staff meeting, meal and lecture times as opportunities to remind stakeholders of the work that still needed to be done in the OD programme. I did this in subtle and creative ways that did not interfere with the intentions and flow of the other college programmes.

For instance, where relevant in a lecture set up, I would ask students to mention how they were experiencing chapel worship in the New Year (2010). Because noticeable changes were happening, these would be mentioned and I would absorb the information for use in further analysis of organisational challenges.

One of my first year courses at the college is Christian Leadership and Management. As part of the course assessment, I tasked students with an assignment based on the Cott intervention programme (see Appendix F). This was envisaged to help these students to integrate into the programme since they were new in the college and to inform me about how organisational members were experiencing the change process.

Eventually, the organisation suggested 30 September 2010 as the next meeting date for stakeholders.

4.17.3 Interview findings during the 'waiting' period

During this period, I interviewed all eleven stakeholders involved in the Cott OD process to establish their individual opinions about the critical issues which had been contributed at the diagnosis workshop. The interviews particularly sought to address the following two questions about the documented data:

- i) which issue(s) did individual stakeholders think was/were more critical to the life of the organisation?
- ii) What could be done to deal with these organisational challenges and when?

The interview findings revealed a lot about a transforming organisation. Some of the issues, which had been mentioned as critical in the organisation in the diagnosis phase were being addressed in the course of the process. Quite interestingly, work plans for

those specific issues had emerged in the routine running of the organisation, without explicit planning and deliberations by organisational members.

I compiled the findings according to the categories established in the analysis of the data generated in the diagnosis phase as follows:

i) VISION

(One can not embark on a journey if one is not sure of the destination)

No coherent set of learning outcomes. No clear process and flow of educational experiences designed to lead to those outcomes

- Cott academic programme is designed according to the Outcomes based framework. This should be reinforced.
- 2011 Cott academic programme review is intentional on addressing module integration.
- Concern with assessment criteria – too demanding and stringent in some cases.
- Staff encouraged to have informal discussions around their teaching experiences

Lack of previous visionary leadership

- Leaders are unique. Vision for leader A may not be so for leader B.
- Effective management of resources complements visionary leadership
- New leadership should not downplay past experiences of the organization.
- Vision should be-up front in any leadership responsibility.

Presently training people for ordained ministry only though not necessarily so

- Academic staff over-stretched (lacking capacity).
- College should be fully resourced financially.

- Diocesan Laity training possibilities should be explored – especially during vacations.
- The Cape Town Lecturers' group model could be a window to more involvement of college in the province and the other way round.

ii) CULTURE

(The way we do things here)

Failure of solidarity in the face of criticism. We do not have a tradition as a staff of discussing differences openly, and seeking to reconcile them in such forums

- Communication needs to be fostered across departments in the college; i.e. open talks in staff meetings or plenary formation occasions.
- The critical question is: how do we communicate? What does scripture say about settling differences?
- More ORC/staff meetings; more ORC/Rector meetings.
- Occasional meals together. Introduce staff tea.
- Culture of e-mails has overtaken need to dialogue.

No entry requirements

- Presently, Cott is a provincial service provider. However, facilitators need to know student ability levels before an academic year for planning purposes.
- Registration with DoE will entail adhering to recognized requirements for the qualification(s) offered at Cott.
- In some cases, age could qualify someone to do a Cott qualification.

We do not work 'smart', e.g. Urgent displaces important. No sufficient taking opportunities and implementing the good ideas (lack of capacity). Lack of follow through and implementation

- We need effective communication across College departments. This achieved, the college would run as a coordinated system – we need a 'Route Map'.

- We should be realistic and disciplined with commitments/schedules and deadlines. Management at department level is responsible for this.
- Introduce college communicator portfolio (for internal and external needs).
- To some extent, 'urgent' displacing 'important' is real. We do this everyday in our lives. However, where resources are available, this is a bad management practice.
- Let us talk to one another.
- Ordinands challenged to take initiatives, i.e. fundraising; chapel alternative services.
- We can only do so much. We should be realistic about our commitments.

Many of our students complain that they are not being heard when they express complaints that matter deeply to them. We do not have forums where these sorts of things are openly discussed, and where the students feel they will be taken seriously and not silenced

- Dean of Studies Forum was introduced this year.
- Dean of Studies has set aside office hours to meet with needy individual students (by appointment).
- Open Theological Forum was introduced this year. This happens on Wednesday afternoons.
- Rector now meeting formally and informally with ORC.
- Occasional ORC-Staff meetings reinforced. This should be maintained.
- Appointment of a College Spiritual Director this year.
- A Liturgical Committee will be introduced in 2011.
- Substantive appointment of a College Chaplain this year.
- Students need feedback on matters that concern them.
- There should be a concerted effort to guard against falling prey to the age of "instant gratification".

Low standard of work ethic

- Current staff is fantastic. However, College should improve working conditions, resources permitting.
- More can still be done to recognize staff contributions to organization, i.e. simple gestures such as recognizing birthdays, complimentary remarks/statements, etc.
- Budget for staff development should be used for that purpose.
- It should be emphasized to ordinands that reading is a critical facet of formation. Effective priests read and research widely. Perhaps Wednesday and Friday afternoons could be considered 'Reading Afternoons'.
- Time is a critical resource for all. More emphasis is needed on time management/utilization.
- There should be a policy on staff rewards, e.g. One month's salary given as a reward to a staff member after serving the organization for 10 years. This could be done on such days as Transfiguration Day.

(iii) COMMUNICATION

We do not know very much about how well we are doing or not doing/Lack of sharing information and way information is shared. Individuals work in isolation

- Let us have more talking time as departments/as college community (high level of communication).
- Effective information dissemination across college departments: We may not all be involved in making decisions on every aspect of the college, but being aware of what is happening in the college is important for all of us.
- Regular meetings in departments and as college community needed.
- Let us make a concerted effort to lessen e-mail communication (low level of communication).
- We need a staffroom.
- Effective module evaluation to be emphasized (concerns both staff and students).

- More academic assessment workshops (academic staff).
- Open formation programme evaluation to be encouraged (both staff and students).
- We need to consolidate current external communication channels.
- Feedback after exchange programme experiences has been good. These should be consistently done.
- Current formation report procedures good. This should be maintained.
- Notices on the notice boards have been helpful. This should be maintained.
- The college should have a student newsletter.
- Students could use e-mails more effectively.
- Could academic staff review assessment standards/criteria?

College not part of the selection process (students not prepared when they come)

- Working partnerships with dioceses to be made more intentional and target specific, e.g. workshops; marketing programmes, etc.
- Continue to send college booklets and newsletters to dioceses – resources permitting.
- Intentional staff visits to dioceses. Resources permitting, there should be at least a staff visit to a provincial diocese every semester.
- College recommends ordinands for ordination.
- Diocese of Grahamstown has started involving the college in her clergy discernment programmes.

(iv) IDENTITY

(Who are we?)

A number of our students refer to Cott as a prison from which they are grateful to escape when the term is over

- Fewer modules in 2011 will mean more time for research and assignments (curriculum related). In addition, more time for reflections.
- Current spirit of transparency should be nurtured, i.e. reports to bishops; addressing student issues, etc.
- College climate has changed from last year – students are generally happy this year. Current Rector is compassionate.
- Students should be encouraged to be patient. Formation/transformation is not meant to be smooth flowing – Jesus' teaching of the narrow and wide paths is a helpful reminder.

Our chapel services are perceived as not representative of the breadth of our theological, cultural and ecclesial diversity, and appear not to make the necessary space for people to express their unique gifts and ways of leading worship, or worshipping

- Appointment of College Chaplain – a step towards addressing chapel needs.
- Chapel programme was revised this year to meet the needs of the College community members.
- Cott chapel caters for all her community members. Where in particular is lacking? Suggestions should be communicated to the Liturgical Committee, which will start functioning in 2011.
- Students have always been encouraged to use Tuesday morning services for additional alternative services. This needs to be reinforced (communication).
- Academic staff to be involved in Tuesday morning services in 2011.
- People with specific skills should be encouraged to teach others, e.g. singing; guitar; alternative liturgy designing, etc).
- Songs should be varied. Musical practice needed: so that people will be able to sing together (harmoniously) during services.

Difficulty in knowing how to balance college academic and spiritual formation components

- Reduction of modules in 2011 will give students time for reflection and involvement in other aspects of their formation programme.

- Lecturers at Cott should understand themselves as ministerial formators – hence we should be encouraged to be deliberate about transformation in our class interactions.
- Student abilities are a critical consideration in this matter. This has an impact on teaching methods.
- Increase and encourage student time out; i.e. sports.
- Appointment of Spiritual Director is aimed at dealing with student spiritual matters. However, this service is extended to any other community member.

Class distinction between support staff and academic staff. Limited support staff involvement

- We have different responsibilities – so this is natural. We should, however, complement each other and not move in very different worlds.
- There is need also to be specific with issues of concern in this matter.
- More formal and informal meetings to discuss issues that concern all, e.g. As Cott staff, what do we do when one of us loses a beloved one?
- Let us continue listening to one another. Where does the support staff want to be involved?
- More appreciative gestures encouraged, e.g. 'Thank you's – verbal or on cards.
- All staff should be encouraged to make an effort to attend chapel services. All should be encouraged to mix freely with everyone at all times.
- Staff retreats needed.
- Maintenance of good working conditions for all a great need.

No registration with DoE

- Work is being done to address this matter.
- Next Rector is requested to prioritize this matter.
- Progress on this matter should be communicated as much as possible.
- Retiring Rector took an initiative to partner the college with the University of Canterbury. Pursuance of this matter is left in the hands of the Archbishop, provincial Bishops and the next Rector.

Some bishops still cautious

- Where and why?
- All bishops now supportive, even the most conservative.
- The role of the College Council is critical in this matter.
- More staff visits to the dioceses needed.

(v) COMMUNITY/MANAGEMENT

Cultural/language constraints

- Current efforts should be enhanced, e.g. chapel: services and songs in different languages should be maintained.
- Community members should be encouraged to continue recognizing and affirming the multicultural nature of the college.
- Organize workshops on multicultural related issues.
- Dining room sitting patterns a concern. Community members should be encouraged to mix in such informal settings. This is an important aspect of formation.

Lack of appreciation shown to some staff; especially support staff; i.e. after working for Cott for more than 5 years

- Rector has addressed this matter with the support staff.
- Acknowledgement and motivational gestures such as awarding certificates after working at the college for a certain period needed.
- Those small things matter, i.e. recognizing birthdays.

No support staff representation at College Council meetings – was stopped 2 years ago

- Support staff should have representation by a person from their group.

- Representation should primarily have interest in matters which concern the group represented. Feedback should be given to group members after meeting.
- Regular meetings with the Rector could help deal with some of the matters needing attention.
- Council members encouraged to mingle with staff.

Inadequate off time for support staff

- The Rector has dealt with this matter with all support staff departments.
- Support staff claim for extra working time.

School fees support ends at grade 12 – no support for tertiary education

- Rector has discussed this matter with the support staff. This year the Rector has used money from the Rector's Discretionary Fund to respond to this matter.
- Does the college have the capacity to address such matters?

No support staff opportunities for capacity building, e.g. plumbing courses

- Staff development is budgeted for. Support staff encouraged to speak to their supervisors on issues related to this matter.
- College has a heart for the development of staff.

Pension age is too 'high' for women. Suggestion – 55 years

- Rector has clarified this matter to support staff: college has no fixed retirement age

(vi) MANAGEMENT/INFRASTRUCTURE

Buildings, computer and library need upgrading

- Work on infrastructure in progress.
- Key people in infrastructure development should be informed about plans and costs, etc.

- Periodic reports on construction developments needed – should be communicated across college departments.
- Academic staff offices should be among the prioritized infrastructure items. Current set up is not conducive to effective organizational internal networking.
- Gratitude: the current maintenance team is doing a great job.

Meager staff salaries

- Money available, this is a critical issue deserving attention periodically.
- Staff should be financially rewarded for responsibilities carried in the organization.

Contractors doing work which can be done by maintenance staff

- This happened last year (2009) because of lack of capacity and skill; not happening this year (2010).

Haphazard fund – raising structures

- At any given time, we should ask what we are specifically fundraising for
- There should be a solid fundraising committee in place, with a Road Map.
- Money spent advertising Theological Sunday is more than money received – a concern.
- Former students committed to the work of the college should be encouraged to do fundraisings for the college in their dioceses.
- College visits to dioceses could help reinforce this need.
- Archbishop and Province should be intentional about this matter.
- Continue to use the college website.

No financial assistance, e.g. no funeral support; no house loans. Grocery access at Metro was closed

- Rector's Discretionary Fund assists the bereaved up to R500. Rector has communicated this to support staff.
- The College is not in a position to help with house loans – too huge a need.

- The college needs a Compassionate Staff Committee.
- Staff encouraged to contribute materially towards a colleague's bereavement.

Once again, due to time constraints in the organization, the 30 September 2010 scheduled session was suspended indefinitely. I still needed to give organizational members feedback on the interview findings. As an alternative strategy, I circulated the information to the organizational members electronically and by hand, with the following message attached:

4.17.4 Where are we? What is the way forward?

First and foremost, I need to commend the organization for embracing this programme with honesty and commitment. This is a cumbersome process which, without the support of the organization, would fall apart somewhere along the way.

I am happy I managed to interview all of you as representatives of the different departments in the organization. Your input reached us this far. What you read in this document is an attempted summary of the ideas which you gave to me during the interviews.

I am aware of the possibility that I may not have represented your suggestion(s) the way you would put it on paper yourself. As such, I suggest that if there are such cases, please write back to me so that I get to know what needs to be improved or changed. I am suggesting that we have the opportunity do so until Monday 4 October 2010, 12pm.

Alternatively, you could come to my office or phone me with your feedback. What has humbled me in your opinions is the desire to have more time to speak to one another formally or informally. I thought this was the most critical issue. Therefore, I am happy to speak to you as we meet on the way, during tea or lunch, etc.

As per the phases of the OD process, we are well placed now to affirm our responses to the needs (challenges) faced by the organization – at least in the last year. Remember we started with this process last year on 4 August and some of the needs on the initial list of ‘sorries’ have long been addressed.

However, the critical question now, besides responding to a few needs still unsolved, is: what plans do we need to put in place to ensure we are ready to encounter strongly and intently future similar needs (challenges)? You will notice that already a number of plans to deal with specific issues have been suggested. What remains for those cases is our collective consent.

As the document informs, we have issues which pertain to general college leadership and management, and those which arise from the different organizational departments, for example the academic programme. If you would, please pay special attention to what the document is saying about your constituency. If need be, let us explore implications (etc) together with a view to bringing more light to the stated issues.

My friends, once again, I return the ball back to you. I am thinking that your feedback on this document will help propel us to the next activity – probably a final general session. I will organize a meeting with the SDF committee sometime next week – certainly not Monday 4 October 2010.

Please be reminded that we are doing all this because we love Cott.

4.18 Organisational arrangement for action plans meeting (OD phase 5)

Organizational members finally agreed to meet on 26 October 2010 for a final session. I was asked to propose a 2 hour agenda, covering all the outstanding business. I had met with the SDF to confirm that everyone agreed with the development of the process so far and received a positive response.

In consultation with the SDF, I suggested an agenda for an action plans session (phase 5 of the OD phases) as follows:

4.18.1 OD action plan meeting

Date: 26 October 2010

Venue: Cott Common Room

Time: 2 – 4pm

Attendance: Four lecturers, Office Administrator, Librarian, two students, two maintenance staff

Proposed Agenda

- 1) Opening prayer and introduction (5 mins)
- 2) PowerPoint presentation (a) (15 mins) – How did the process run?
- 3) Group tasks (30 mins) – Based on the latest findings document
- 4) Feedback from groups and Discussion (35 mins)

- 5) PowerPoint presentation (b) (15 mins) – What did I learn from this process?
- 6) Programme evaluation (15 mins) – What do you say about the process?
- 7) Closing prayer (5 mins)

4.18.1.1 PowerPoint Presentations

These were based on agenda items 2 and 5.

4.18.1.2 Group discussion and feedback

Participants were divided into 3 groups to work on specific themes on the latest research findings document (document under 4.17.3). Participants were specifically tasked to suggest action plans for issues that were not yet addressed.

Action plans were suggested and agreed to as follows:

THEME	ITEM	WORK PLAN(S)	WHO AND WHEN?
Vision	Curriculum matters	Staff development plan	Percy and Jonathan by 01/01/11.
Vision	Cott Vision	Rector to share Cott vision early	Barney by end of March 2011.
Vision	Leadership and Management	Rector to clarify roles of Management Team early	Barney by end of March 2011.
Vision	External Relations	Yearly Program Plans	Isaias and Jonathan by end of January 2011
Communication	Informal Gathering	Use Meeting Room for tea for all staff to attend at least once a week	Trish, Angus, Jeanne by last week of January 2011.
Communication	E-mail	Improve e-mail as a means of communication.	ALL (present)

		Encourage prompt responses	
Communication	Notice Boards	Central notice board for communication with all members of the community. Designate notice boards for specific purposes. Protocol for notice expiration	Angus Monde Jeanne
Communication	News	Plan for input, preparation, and distribution of materials on a monthly basis.	Student Communication Officer, Jonathan. Support from community – by February 2011.
Community/ Management	Cultural/language matters	Eat together at lunchtime – all in the dining room. At least once a month have a seating plan encouraging us to mingle.	Phakama KLO Jonathan By 1 February 2011.
Community/ Management	Cultural/language matters	Produce multilingual service books	Fungayi, Jonathan, Sacristan. By 1 February 2011
Community/ Management	Appreciation	Birthday list in each department notice board and not just in <i>Who's Who?</i>	Student Communications Officer. By end of February 2011.
Community/ Management	Staff Representative on Council	Input before Council Meeting and feedback after meetings. And communication of issues to representative of the year.	Isaias
Community/	School Fees (Tertiary)	Investigate ways of increasing College's	Thembisa

Management		capacity to assist with tertiary school fees for children of all staff.	Barney Phakama By March 2011.
Community/ Management	Staff Development	Discuss staff development plans for 2011 and what has been budgeted.	Jonathan Angus By November 30 2010

Culture	Informal discussions	Regular staff informal discussions. Periodic involvement of ORC (or when need arises).	Vic to lead. Vic to plan and inform all to be involved by end of January 2011.
Culture	Staff Room	Build staff office complex	Barney to advise staff on feasibility of suggestion by end of June 2011.
Culture	Student Entrance Requirements	Reinforce existing student entrance requirements	Percy to give feedback to Academic Board by November 30 2010.
Culture	Fundraising	Student involvement in fundraising efforts through Formation Groups (NB. Formation remains the primary focus).	Formation groups to report to Fundraising Committee on developments by June 30 2011.
Culture	Awards	Introduce rewards in recognition of outstanding performance.	Barney to suggest possibilities and inform community by June 2011.

Culture	Compassionate Community	Bolster compassionate relationships at Cott as part of Community Building. Creating safe space in the College. How?	Vic, Fungayi and Student Compassionate Committee to suggest possibilities by March 2011.
Identity	Transparency	Reinforce current organisational spirit of transparency between staff; staff and students	Barney and Percy to suggest strategies and inform community by 31 March 2011.
Identity	Registration Process	Quarterly/regular updates to organisation	Barney, Jonathan, Angus

4.19 Intervention implementation (OD phase 6)

"The value of an idea lies in the using of it." [Thomas Edison]

I circulated the action plans information to organizational members with a covering note, which highlighted the following matters:

- i) The action plans deadlines suggested that there would be two review dates in 2011: the first coming in April and the second in July.
- ii) The organization needed to think about implementing agreed action plans and setting up a feedback mechanism as well as a continuous communication strategy.
- iii) The organization needed to think about how the new Rector would be apprised of this programme.
- iv) Since OD is a cyclical process, the organization was encouraged to introduce contingency planning for unexpected problems that may arise during intervention implementation.
- v) An affirmation that OD is a motivator for short and long-term organizational strategic planning programmes.

4.20 Research process evaluation

At the close of the final session, I involved participants in an evaluation exercise of the research process. Individually, participants were asked to respond to the following questions:

- 1) What is your opinion of OD?
- 2) How did you experience the Cott OD?
- 3) How did the process benefit you and Cott?
- 4) Would you recommend future OD facilitation at Cott?

Participants' responses were summarized as follows:

PERSONAL OPINION OF OD	PERSONAL EXPERIENCE OF OD	OD BENEFIT ON INDIVIDUAL AND Cott	FUTURE OD FACILITATION AT Cott
1) OD is a versatile change process tool	1) Felt a part of community and useful	1) Organisationally, we managed to identify our challenges corporately	1) Yes, so that the seed which has been planted can come to full flowering
2) A valuable gentle process which creates a platform of trust	2) OD brought us together across organisational units	2) We got challenged to reflect on who we are	2) We have just started, the future of the organisation needs such a process
3) Reinforces relationships	3) OD helped us to engage in frank and exploratory conversations about our challenges	3) We have been empowered with knowledge and skills to deal with our challenges now and in the future	
4) OD mitigates against gossip, built up resentment and unhealthy competition	4) OD opened new possibilities for the organisation	4) Felt heard as an individual	
5) OD creates consensus decision making	5) Constructive approach	5) Learnt to respect other people's ideas	
	6) Communication was good. We were kept on board throughout the process		

4.21 Conclusion

In this chapter, I presented a detailed report of how the Cott OD change process unfolded in line with OD phases as postulated by Burke (1982). As explained in chapter 3, section 3.3.2, I managed to lead the change process only up to the 6th OD phase (intervention implementation). As explained in section 4.11.4 and chapter 5 section 5.2.1, Cott experienced noticeable changes after the diagnostic workshop. It was necessary for the organisation to be mindful of the challenges that had already been addressed to ensure that the action plan was designed in response to issues still unresolved.

In the next chapter I analyze the findings presented in this chapter, using the theoretical frameworks presented in chapters 2 and 3.

CHAPTER 5: DISCUSSION OF FINDINGS

"Where there is no vision, the people perish." [Proverbs 24:18]

5.1 Introduction

In chapter 4, I presented my research findings as collected from interviews, observation, and documents from the process of data collection. I made minimal comments on the data so as to let it to speak for itself. In this chapter, I elucidate the data within the framework of my research goal, the literature informing this study and my personal comments.

My research goal is to investigate the relevance and effectiveness of OD planned change at Cott, a theological seminary in ACSA. In order to achieve this goal, I conducted an OD change process at (Cott) in which I:

- introduced OD as an approach to planned organisational change
- carried out an OD intervention
- observed participants' experiences and perceptions of the OD process, and investigated the short term outcome of the intervention

In light of the above, data gathered, analysed and presented in the previous chapter suggested key aspects of the research process namely, the uniqueness of the Cott change intervention programme, the nature of organisations and the Cott OD change intervention themes. What follows is a critical discussion and development of these issues using OD scholarly insights.

5.2 Uniqueness of Cott OD intervention process

5.2.1 Entrance, need, readiness and duration

I had the rare opportunity of facilitating an OD change intervention process in my work place primarily for academic purposes. An OD assignment, which was later upgraded to

the level of a thesis, was the motivation for the research process. Ordinarily, as explained by French and Bell (1995, p. 2), trained and expert practitioners are consulted by a client organisation:

- to improve the functioning of individuals, teams, and the total organisation, and
- to impart the necessary skills and knowledge that will enable organisation members continuously to improve their functioning on their own

Arising from this, a question may be asked whether the Cott OD change process falls within the framework of a proper OD programme since the process started with the consultant and not the organisation. Applying Kurt Lewin's 3-stage model of change (French & Bell, 1999, pp. 73-74), one would have grounds for enquiring where and when 'unfreezing' took place in the Cott change intervention process: before or after the researcher's request to lead an OD change intervention in the organisation.

In an effort to wrestle with this question, as an insider researcher (Adler and Adler, 1987) my assumption about the Cott status quo at the time the process started was that Cott needed change. Coincidentally, as explained in chapter 4, section 4.2.2, the new and change-inspired Rector of the College, who is also referred to as gatekeeper in this study, unreservedly embraced the idea. Other significant Cott stakeholders had also bought into the idea once it was introduced to them. In OD parlance, "... the dynamics of start-up and contract building" (Schmuck, et al., 1994, p. 65) in OD change intervention processes had been initiated on consensual grounds (Schmuck & Runkel, 1994, p. 11). The relevance and need of an OD change intervention process at Cott had been confirmed.

Additionally, the short-term outcomes of the Cott change process confirmed the need and readiness for change at Cott even before the intervention process had been initiated. As an insider researcher, I could add that the Cott planned change programme came as an informed and technical adoption of a change programme that had already started rolling in the organisation, led by the new college Rector, though not yet explicit at the time the study commenced. This observation aligns with Smith's contention that the facilitator in OD processes, whether expert or trainee, "... is a co-learner, needing perhaps more than anyone else to be ready to learn about the group ..." (2003, p. 8). As a student OD

researcher and position holding Cott stakeholder, I felt I developed both academically and professionally through playing the role of a consultant in an organisation well prepared to face the unpredictability and evasiveness of the organisational change process (French & Bell, 1995; Fullan, 1993).

The researcher's personal experience of the Cott research process helped to anchor his impression as a researcher that human beings in any organisational setting have the inherent abilities to transform their organisational operations through changed attitudes about themselves and the organisation as a whole (Dalin & Rust, 1983, p. 22; French & Bell, 1995, p. 4; Schmuck & Runkel, 1994, p. 8; Smith, 2003, p. 1). I give an in-depth discussion of my role as Cott OD facilitator researcher in section 5.2.4.

At the close of the programme, both I and fellow organisational stakeholders had almost forgotten about how the process had started. Sustenance of the research process had been achieved despite the length of the programme and numerous cancellations of scheduled stakeholder meetings. Ultimately, as presented in the previous chapter in section 4.18.1.2, Cott stakeholders were able to design an action plan in response to the challenges faced by the organisation. Fullan (1991, p. xi) postulates that sustenance in OD processes is an indicator of needs focussed change. Thus, despite the unusual starting point to the Cott OD change intervention process, the OD theoretical assumption that planned change is premised on stakeholders' willingness to change rather than depending entirely on a consultant had been made legitimate (French & Bell, 1995, p. 100; Owens, 1983, p. 134; Smith, 2003, p. 1).

The employment of the interpretive and the critical research paradigms to make sense of the research data enabled me to decipher Cott stakeholder and organisational transformation, what Kurt Lewin calls the 'refreezing' stage in his planned change model (French & Bell, 1999, pp. 73-74). Further, this consolidated the OD theoretical assumption that planned change brings value to organisations at both individual and corporate levels (French & Bell, 1995; Owens, 1983; Smith, 2003). In section 5.2.2, I discuss stakeholder experiences of the Cott OD intervention process in depth.

The Cott OD change intervention process occurred over 15 months (July 2009 – October 2010). Due to organisational time constraints, I could not involve participants in formal group sessions in the periods September 2009 – 11 January 2010 and 19 January – 25 October 2010. I refer to these as 'quiet periods' in the previous chapter. However, I used these periods to observe how the OD change intervention process was unfolding and influencing Cott organisational routine and stakeholder behaviours. This was done in alignment with the goal of this study, informed by the OD theoretical injunction that OD change processes are aimed at "... increasing individual and organisational effectiveness" (French & Bell, 1995, p. 1).

Once the notion of planned and systematic change (French & Bell, 1995, p. 3) had been introduced at Cott, new organisational and individual stakeholder behaviours became manifest. In Lewinian terms, Cott was 'refreezing' in the course of the change intervention process. In the previous chapter in sections 4.10 and 4.17.1, I presented both positive and negative changes which happened at Cott during the 'quiet periods'. Were these changes by OD design or were occurrences happening as part of the natural flow of the organisation?

As both researcher and organisational stakeholder, I am convinced that the Cott OD change intervention process had an influence on some, if not most of the changes experienced by the organisation during the 'quiet periods'. To obviate subjectivity, as explained in chapter 3, section 3.7, I used different data collection tools (interviews, observation and document analysis) which made it possible for me to triangulate research findings. As confirmed by Cohen, et al. (2000, p. 233), triangulation is an attempt to delve into and explain critically the richness and complexity of human behaviour by studying it from more than one stand-point.

What is interesting to note in the above, in recognition of Kurt Lewin's 3-stage change model (French & Bell, 1999, pp. 73-74) and the OD phases as espoused by Burke (1982), is that Cott started to 'refreeze' or to integrate new behaviours into the organisation's culture well before an action plan had been designed. Commenting on this

organisational change phenomenon, March and Olsen, quoted in James and Connolly (2000, p. 26) observe that Kurt Lewin's model and the OD phases suggest a linear progression which is not the reality with organisational change processes. They go further to contend that to set boundaries on what is assumed to happen once the change process has started is a superficial premise.

In agreement, Fullan postulates "change is ubiquitous and relentless" (1993, p. ii). This affirms the understanding that change is an integral component of what it means to be which applies to organisations as well (Smith, 2003, p. 1). In his 2001 publication, Fullan accentuates that change is unpredictable and elusive. Arguing along the same lines, a liturgist, Cardinal John Newman, commented on the value of liturgy in Christian worship saying, "to live is to change, and to be perfect is to have changed often" (cited in Suggit, 2008, p. 11). In OD thinking, this rationale about existential experience gives impetus to the idea of planned change, which is the basis of this study. In section 5.3.1, I develop the notion of change as being unpredictable.

The duration and consultant status of the Cott change intervention process are significant aspects of this study. In section 5.2.4, I explain that the researcher's status at Cott contributed significantly to the success of the change intervention process. Concerning the duration and quality of OD programmes, Schmuck and Runkel (1994, p. 15) explain that "OD practitioners ... try to make their interventions long enough and their methods participative enough to enable (stakeholders) to acquire some OD skills and lessen their dependence on outside specialists." Similarly, Smith (2003, p. 8) states "an OD intervention can become a long-term process, lasting for weeks and months, even years. The OD facilitator works with the participants until they feel sufficiently confident to take the process forward on their own or until the intervention ends."

The Cott OD change intervention process ended successfully with a designed action plan. The stakeholder evaluation of the process indicated that stakeholders had been empowered with both knowledge and skills about organisational planned change

processes and were ready to take ownership of the programme into the future of the organisation.

I discuss programme clarity and stakeholder participation in the next section.

5.2.2 Clarity and stakeholder participation

As I explained in the previous section, Cott was ready for change prior to the inception of the planned change programme even though not much organisational activity had happened with the new Rector. Two indicators drawn from the researcher's experiences with organisational stakeholders could be cited to support this observation:

- the gatekeeper expressed absolute and unreserved support for the programme on the first day of meeting with him.
- stakeholder participants were more concerned about the clarity of the OD process than a consideration of their willingness to participate in the programme.

In the formal and informal sessions done throughout the duration of the Cott change intervention process, the focus was primarily on identifying organisational challenges and seeking possible solutions to these. For instance, in the diagnostic session, two critical questions were raised, namely:

- What is the difference between OD and strategic planning?
- What are processes in OD?

A committee member of a Cott strategic committee, dormant at the time this study was done posed the first question from an informed background in the area of organisation development theory. The question was understood as a quest to delineate concepts from the outset and not to justify the relevance of an OD change process at Cott.

I understood the second question as seeking clarity on the concept OD. Again, as an insider researcher, I was aware that processes and procedures at Cott posed challenges for stakeholders, particularly between those with significant and critical responsibilities in the organisation.

In view of the above, Fullan (1991, p. 71) contends, "Clarity ... cannot be delivered on a platter. It is accomplished or not depending on the process. Nor is greater clarity an end in itself ..." In this study, stakeholders were given full but guided ownership of the change intervention process. Throughout the process, I emphasised that the programme belonged to the stakeholders and not the facilitator. This was done to conform with OD scholarship about successful OD intervention processes, which "... tend to be humanistic, optimistic, and democratic" (French & Bell, 1995, p. 68). Smith (2003, p. 1) elaborates this by saying that organisational stakeholders should be empowered with the conviction that they are the creators of organisations and so have the potential to recreate them.

The second question cited above entailed prioritising solving "...most of the problems confronting the human side of organisations" (French & Bell, 1995, p. 2). It required dealing with stakeholder tendencies which impacted negatively on organisational processes. The diagnostic session unravelled some of those tendencies attended to in the action plan exercise. Examples of such challenges generated during the diagnostic session and corresponding action plans designed to deal with those challenges are:

Cott processes related challenges	Action plans designed
Important tasks sometimes get sidelined by 'urgent' tasks	Rector to clarify roles of Management Team early Effective communication across college departments needed to establish a coordinated college system
Too easily fall into non-consultative patterns	Reinforce current organisational spirit of transparency between staff; staff and students

Schon, quoted in Fullan (1991, pp. 31-32) asserts that the initial stages of organisational change are clouded with uncertainty and scepticism as stakeholders grapple with the reality of attuning to new ways of doing things. Fullan (1999, p. 37) also emphasises that interpersonal understanding of a subject of concern between stakeholders based on trust, patience and compassion is of paramount importance in an OD change intervention process.

Cott stakeholder participation in the sessions prior to the gatekeeper's decision to shelve the process until the beginning of the New Year, had been inconsistent. For instance, in the first session, I felt that stakeholders had put on an ostensibly welcoming face, a 'show' with a background clouded with suspicion, fear, and anxiety but also with a gleam of hope. This reality became evident in the 'second data analysis session' (chapter 4, section 4.8) where progress with the process stalled. Only two participants in that session had shown enthusiasm to move forward with the process. The Rector had not attended that session because, as he explained later, he had forgotten about the session. This affected the rhythm of the process. The unsaid but concerning question was 'where is our leader?' In the next section (5.2.3), I discuss in depth the role of leadership in the Cott change intervention process.

The Rector's absence from the meeting may not have been the sole reason why the meeting did not go well. However, as an insider researcher, I was aware of the hidden conflicts between organisational individuals. Because of this organisational status quo, the intervention programme had been considered as an opportunity to openly deal with these organisational challenges. Aptly, when the Rector recommended a closure of the programme until the New Year, a fellow stakeholder expressed their feelings about the decision by saying: "We have lost an opportunity to deal with our problems. Why are people afraid to engage?" Symptoms of mistrust between stakeholders became manifest.

Conversely, the data generating activities were undertaken with enthusiasm, hope and thoroughness that impressed the SDF committee members. This accounted for the large amounts of information presented in chapter 4, section 4.7.1. As explained in the first section of this chapter, I was left with the impression that Cott stakeholders desired change in their organisation prior to the inception of the change intervention process. Group discussions, particularly, were done with energy and everybody pulled their weight. Senge's (1990) 'self mastery' was exemplified. To illustrate this, a stakeholder, after the diagnostic session commented:

"The group activities worked well. It was amazing to note that we could discuss our differences and struggles as Cott members but still remain coherent and hopeful. I hope

that this programme will take us somewhere and that you will not stop leading us in this process.”

Based on the above, I had reasonable grounds to conclude that Cott was geared for change; the OD process had come at the right time.

However, focus group interviews done with members of the Estates Management (cleaning/kitchen and maintenance departments) demonstrated different levels of perception of the OD change intervention process. The maintenance department personnel were generally angry about the organisational status quo, particularly with management, while the cleaning/kitchen personnel seemed suspicious of the OD programme. The following was said in the interviews:

Kitchen/cleaning personnel representative: “Why are you coming to us? You can get that information from those who have allowed you to do research in the college.”

Maintenance department member: “We want change. We are suffering and yet nobody seems to notice. First and foremost, we want to know who the leader of this organisation is. We are confused ... this one says do this and the other tells you not to do it.”

In view of Yukl's (2006, pp. 285-286) list of possible reasons why people resent change, as presented in chapter 2, section 2.3, it seems fair to deduce that the kitchen/cleaning personnel believed that change was not possible even though they acknowledged that the organisation needed renewal. Hofstede, cited in an article by Jaeger (1986) would attribute such an attitude to a low avoidance of uncertainty among the stakeholders. I gave assurance about the authenticity of the organisational change process and that helped to clear the cloud of uncertainty which had threatened to have a negative effect on the research process.

The maintenance department had issues with the management of the college. Their concerns capture the basic OD theoretical emphasis that the human being has a central and significant place in the operations of an organisation (French & Bell, 1995, p. 68). Owens (1983, p. 121) emphasised “the main concern for OD is the human social system of the organisation, rather than task, technology, or structure dimensions.” Giving little attention to basic stakeholder needs like healthy working conditions is tantamount to

organisational failure. In OD parlance, what the Cott maintenance department was asking for was respect, dignity, motivation, recognition, assurance of a safe working space and empowerment in order to unleash their potential for organisational and individual prosperity and sustenance. Some examples of the concerns raised about organisational attention and the appropriate action plans designed are:

Management concerns	Action Plans designed
<ul style="list-style-type: none"> • Inadequate communication with management in the maintenance department 	<ul style="list-style-type: none"> • Regular meetings in departments and as college community needed.
<ul style="list-style-type: none"> • Individuals in the maintenance department over-worked and appreciation not shown 	<ul style="list-style-type: none"> • Introduce rewards in recognition of outstanding performance (see Appendix H).

In OD change intervention processes, the importance of process clarification cannot be underestimated. OD literature emphasises that failure to clarify the vision and goal of a change process in times of great organisational uncertainty has a negative influence on the support of stakeholders (Fullan, 1991, p. 71; Fullan, 1999, p. 37; Waber & Waber, 2001, p. 293). In this study, as shall be developed in section 5.2.4, I was able to guide and empower both individual stakeholders and the organisation with the necessary information and skills in the Cott change intervention process (Chin & Benne, cited in French & Bell, 1995, p. 102).

I discuss the role of leadership in the Cott OD change intervention process in the next section.

5.2.3 Role of leadership in the Cott OD process

"The key to successful leadership today is influence, not authority." [Kenneth Blanchard]

In the area of leadership, the critical question in the Cott change intervention process was 'what leadership is needed and trusted in times of organisational change?' This suggests a

leadership which refutes "... the notion that entropy is inevitable in an organisation" (Owens, 1983, p. 76) and so aims at stakeholder and organisational effectiveness through widespread participation and involvement in change intervention processes (French & Bell, 1995, p. 2). As explained in chapter 2, section 2.3, this is what scholarship on organisational leadership calls transformational leadership, which, in recognition of organisational vision, goals and objectives, motivates followers by:

- making them more aware of the importance of task outcomes
- inducing them to transcend their own self-interest for the sake of the Organization
- activating their higher order needs

(Yukl, 2006, p. 262)

Fullan, in his 2001 publication entitled *Leading in a Culture of Change* answers the question raised above. As elaborated in the previous sections, the Cott leadership context, which relates to this study, had at its helm a new person (Rector/Gatekeeper) who desired to effect change in the organisation. Below, I try to draw parallels between what Fullan emphasises about leadership needed in times of change and what the Cott leadership succeeded or failed to do at different phases of the change intervention process:

What Fullan (2003) postulates	What Cott leadership did/did not do
"Leadership, then, is not mobilising others to solve problems we already know how to solve, but to help them confront problems that have never yet been successfully addressed" (p. 3)	Cott gatekeeper embraced the opportunity of planned change in the organisation with both open hands and optimism. As a result, fellow stakeholders were motivated to participate in the process.
"Change cannot be managed. It can be understood and perhaps led, but it cannot be controlled" (p. 33)	Rector, unexpectedly, proposed shelving the change intervention process until the new year (2010).
"Moral purpose is usually accompanied by a sense of urgency ..." (p. 9)	Rector failed to attend some of the sessions with no apologies.
"Visions ... can act as attractors, but only when they are shared at all levels of the organisation, and only when they emerge	Rector shared a vision which captured what is already documented in existing college operational instruments. Vision was shared to

through experience, thereby generating commitment” (p. 115)	OD participants only, approximately a year after his appointment.
“... to be effective, in complex times, leaders must be guided by moral purpose ... moral purpose without an understanding of change will lead to moral martyrdom” (p. 5)	As part of his vision, Rector emphasised the importance of relationships founded on the love of Jesus Christ; compassionate relationships. However, what did not come out strongly was his management approach.
“... the best way to 'manage' change is to allow for it to happen” (p. 33), quoting Mintzberg et al. 1998	During the course of the intervention process, Rector alluded to how much time the process had consumed to the detriment of other organisational commitments. He actually challenged stakeholders to calculate how much time they had consumed as participants in the change process and not at their respective work places in the organisation.
“Effective leaders ... know that change is a process, not an event” (p. 40)	
“... leaders must be consummate relationship builders with diverse people and groups – especially with people different than themselves” (p. 5)	Rector was quick to apologise when a fellow stakeholder indicated openly that he had problems with his leadership style, which he had described as inconsistent.
“Leadership is needed for problems that do not have easy answers” (p. 2)	Retrenchments which happened in the organisation in the period of the research, as an example.
“Leading in a culture of change means creating a culture (not just a structure) of change” (p. 44)	Rector led a culture of change in many aspects of the organisation as presented in chapter 4, sections 4.9 and 4.12.1.

The tabled information demonstrates that leadership is central in OD change intervention processes. From the outset, the Cott gatekeeper was confronted with the morally and ethically binding question: 'what am I supposed to do in this organisation as a new leader?' Literature on organisational leadership emphasises that a leader is “... a moral actor in context ...” (Schrag, cited in Greenfield, 1999, p. 178). Therefore, what a leader does and says during a change intervention process has repercussions for the flow of the process as a whole.

For instance, when the Cott gatekeeper did not turn up for the 'second data analysis session', stakeholder participation energies dropped. Admittedly, there could have been other reasons that created the apathy in that session like confusion or lack of expertise

with regards to what needed to be done next in the process. However, a comment made by one of the stakeholders suggested the general feeling of the group:

“We would encourage all of us to make an effort to attend all future sessions since this programme is for us and not the facilitators. It is worrying that the gatekeeper was not part of the previous session and today. Without him, I think you agree with me that there will be minimal progress. Please let us encourage him and everybody else in the organisation to be part of these sessions.”

As a new leader, fellow stakeholders wanted to feel his presence, particularly in this process to understand and 'see' where he intended to lead the organisation. In chapter 4, section 4.13.1; a stakeholder used the story of Bartimaeus, the New Testament blind man, to lead reflections on how the change intervention process was unfolding. He focused particularly on the question 'what kind of sight are we seeking in the Cott OD process?' The centrality of leadership in organisational change programmes is a critical part of such a quest. The absence of the Rector in some of the sessions meant stakeholders did not feel his assurance in the programme activities. As a result, stakeholders felt at a loss.

Recognised OD proponents attest that “top management must initiate the improvement 'journey' and be committed to seeing it through to completion. Most OD programs that fail do so because top management was ambivalent, lost its commitment, or became distracted with other duties” (French & Bell, 1995, p. 29). As an insider researcher, I felt the Cott leadership faced such a challenge, when at one point in the course of the intervention process, the gatekeeper was concerned about how much time the programme was consuming out of formal working hours. I responded by advising and reminding the Rector that OD is a process and not “... a mechanical, step- by-step procedure” (French & Bell, 1995, p. 4).

To summarise this section, Yukl (2006, p. 284) asserted “Leading change is one of the most important and difficult leadership responsibilities ... the essence of leadership and everything else is secondary.” This is particularly so because change elicits hope but also generates fear, vulnerability, and uncertainty in some members of the organisation, particularly those who would have been part of the organisation for a long time (French & Bell, 1995, p. 3; Fullan, 2001, p. 1; Yukl, 2006, pp. 285-286). Hope, enthusiasm,

commitment, and energy, coupled with open-mindedness, help to keep moral leaders, together with their followers, above the current of the turbulent world of organisations, particularly during times of organisational change (Fullan, 2001, p. 6).

In the next section, I discuss the impact of researcher status on the Cott OD process.

5.2.4 Impact of researcher status on Cott OD process

In this section, I give a focused discussion of the critical issues which help to expose and affirm the impact of researcher status on the effectiveness of OD planned change at Cott.

Primarily, it needs to be reiterated that this study was a spin-off a research exercise which was done for an OD assignment. Therefore, the term consultancy/consultant does not feature much in this study as I did not understand myself as an OD consultant but as an OD student researcher. Taking my cue from Fullan (1993, p. viii) who postulates that in the context of organisational change it is difficult to trust that a change agent or organisational leaders know what they are doing, I made it elaborately clear to stakeholders from the outset that the process would be a learning experience for me as well as for the organisation. Further, in concurrence with Fullan (1993, p. viii), I encouraged them to participate fully in the research process.

The researcher openness proved to be a helpful research strategy in many ways. A few examples drawn from the change intervention process illustrate this:

- in the diagnostic session, a stakeholder helped to explain the link between OD and strategic planning as organisational change terms
- in the second data analysis session, when progress had stalled, a stakeholder came up with a vital suggestion, asking the facilitators to help stakeholders with more theoretical guidelines and case studies on OD, very much in alignment with Senge's (1990) concept of learning organisations

- in the same session, a stakeholder had taken it upon herself to explain the significance of stakeholder participation, emphasising the central role of the gatekeeper
- during formal sessions, participants helped me with revising my session plans to align with stakeholder priority matters at any given time in the course of the programme – showing that they had taken ownership of the process

A key consultancy issue about the Cott OD intervention process is what Adler and Adler (1987) call the insider-outsider research dilemma. A fundamental research premise of this study is the use of the interpretive paradigm which observes that “human beings, through experience of the world and other people, construct their own 'realities' and make their own meanings” (M Ed, ELM Lecture notes, *Introduction to research orientations*, 2009, p. 4). As Bassey (1999, p. 43) explains, in research practice, this involves the use of questions in addition to observation, with the objective of generating meaning out of phenomena. In the Cott change intervention process, I was a complete member of the organisation, not by adoption or conversion (Adler & Adler, 1987, pp. 69-70), but by formal employment. As such, as briefly discussed in chapter 3, section 3.7, questions around the validity of the research findings and personal comments on those findings are justifiably raised.

The critical question is: 'When qualitative researchers are members of the population they are studying, how reliable are their findings?' (Dwyer & Buckle, 2009, p. 54). The enquiry is imbued with political and ethical connotations. At the core is the attempt to establish whether it is possible, as an insider-researcher, to suspend one's biases during the research period. Phenomenologists call this 'epoche' or bracketing. An elaborated analysis of the literature on the insider-outsider research dilemma would help to contextualize the consultancy challenge of the Cott change intervention process. The following table provides scholarly insights which attempt to differentiate insider and outsider researchers:

Insider researcher	Outsider researcher
Has the advantage of 'pre-understanding' of the client organisational culture, processes, and structure related issues.	Has the challenge of establishing relationships with client organisation stakeholders and familiarising with the context of the host organisation.
Has the advantage of access to significant information relevant to the research.	Outsider researcher is better placed to make sense of the bigger picture of organisational experience; with no biases since one has no vested interest in the client organisation.
Has the advantage of already existing social, intellectual, professional and emotional relationships with organisational stakeholders. However, these can also militate against the researcher's interests. For instance, would one write negatively about one's organisation or friends in the final thesis report?	Since people are not always what they appear to be, an outsider may be able to distinguish between genuine and false organisational stakeholder behaviours.
Has genuine commitment to the research programme and so is prone to frustration if the research goals should not be achieved.	Outsider researcher is better placed to deal objectively with own feelings and emotions about the research experience, particularly when it comes to an analysis of research findings.
Has the challenge of adding a research role to a pre-existing role in the organisation. One becomes a practitioner – researcher which can cause confusion particularly when it comes to dealing with difficult issues in the course of the change intervention process, for example conflicts between stakeholders. Another area of great concern here is the analysis of research findings. For instance, researcher might emphasis areas of agreement with stakeholders as opposed to those of difference.	Outsider researcher may capitalize on neutral status to deal with difficult issues during the course of the facilitation.

(Adler & Adler, 1987; Coghlan & Brannick, 2005; Dwyer & Buckle, 2009)

The paradox inherent in the tabled information is that what is suggested about the two types of researchers may not apply in certain research contexts. Therefore, the information remains theoretical and practically relative. For instance, in the Cott change

intervention process, despite the fact that I am a complete organisational member, I could not claim complete knowledge of the identities of fellow stakeholders. If anything, the planned change process also provided organisational stakeholders with an opportunity to get to know each other a little more. In the light of this observation, it is not surprising that one of the issues raised at the initial data gathering session reads: *Personal relationships seriously submerged by the college 'busyness'* and the corresponding action plan was: *Let us have more talking time as departments/as college community (high level of communication).*

In the sections above, I have alluded to my status as an insider researcher as influential to some of the conclusions which I made about stakeholder behaviors or developments in the organisation during the course of the intervention process. For instance, with regards to the second data analysis session, I concluded that the general stakeholder passivity had been a result of 'underground wars' raging between individual stakeholders. In support of this impression, the focus group interview done with the maintenance personnel after the diagnostic session suggested stakeholder relational constraints across organizational structures. True or not, one senses subjectivity in the conclusions I reached concerning this and other similar matters.

In an attempt to weave the information presented above, one could summarize and say that doing qualitative research entails being close to both the research participants and the data gathered in the research process. In line with this observation, Dwyer and Buckle (2009, p. 61) argue, "just as our personhood affects the analysis, so, too, the analysis affects our personhood. The intimacy of qualitative research no longer allows us to remain true outsiders to the experience under study and, because of our role as researchers; it does not qualify us as complete insiders. We now occupy the space between, with the costs and benefits this status affords."

In view of this statement, I conclude that qualitative research, which employs data gathering tools such as observation and interviews, is an artistic enterprise requiring:

- the ability to influence (not coerce)

- the ability to confront difficult issues
- the ability to listen well and empathize
- the ability to mobilize human energy
- the ability to teach or create learning opportunities

(Burke, 1982)

Burke's (1982) input is particularly critical for an insider researcher whose challenge, among many others, is to build and maintain emotional bonds with participants who, in a different capacity, are fellow organizational stakeholders. A few positive practical illustrations drawn from the Cott change intervention process and stakeholder evaluations would help to consolidate this understanding:

- researcher used effective communication with stakeholders
- researcher empowered stakeholders with both knowledge and skills
- researcher was able to create community with stakeholders
- researcher was inclusive
- researcher opened new opportunities for both individual stakeholders and organisation

In the next section, I discuss the nature of organisations as this emerged as a significant issue in the Cott OD process.

5.3 The nature of organisations

5.3.1 Organisations are unpredictable

In the sections above, I reflect on the unexpected changes which happened in the organisation during the course of this study. When the process started, nobody thought that the organisation would encounter situations that would have a significant impact on

the flow of the process. We did the diagnostic session in August 2009 and within the next four months; significant and unexpected organisational events had changed the complexion of the process. In chapter 4, section 4.10 I presented some of the positive and negative developments which happened in the first four months of the Cott change intervention process. For the purpose of this discussion, I draw attention to a few of these as mentioned below, with a specific interest in the negative developments:

Positive developments	Negative developments
Meetings between support staff and Rector happening – when there was a need	2 staff resignations
Consultation and work teams given value	Three members of the support staff suspended on allegations of theft
Financial awards promised for 2010	Deaths of two organisational stakeholders (suicide and murder cases)

While positive developments were indicative of the relevance and influence of the change process at Cott, the negative developments affirmed the vulnerability of organisations. OD literature emphasises the fact that what leaders do in organisations, particularly in times of change, is to try to understand and lead change but not control it (Fullan, 2003, p. 133). Additionally, Fullan suggests, “living systems (like businesses) cannot be directed along a linear path. Unforeseen consequences are inevitable” (2003, p. 45).

Underlined here is the unpredictability and reality of change in organisations. The Cott changes in the table above meant the initial group of participating stakeholders changed dramatically. New staff was needed to continue with the work of the organisation and, more importantly for this study, with the change intervention process. This brings to the fore a critical challenge which organisations should be mindful of, particularly those organisations on a change journey, that organisational stakeholders leave, but the organisation should live. In line with this comment, a secondary school principal cited in Mcbeath, in the context of school leadership, makes the following observations:

“But one of my biggest worries, and I don't think it will ever go away, is the thought that if you give a particular specialism to any one individual, that the institution is weakened – not necessarily because of the way that individual is fulfilling that role but the consequences of that individual, for whatever reasons, not being there next year or the year after to do that” (MacBeath, 2005, p. 350).

Briefly stated, MacBeath's (2005) encouragement hinges on the need for organisations to guard against entropy, which may be brought about by unexpected changes in the organisation. He therefore proposes what he calls distributed leadership which basically advocates an organisational culture of stakeholder willingness to take up positions of leadership in the organisation. I discuss vision and organisational culture in more depth in section 5.4.2.

In the next section, I discuss the Cott themes from a systems thinking perspective.

5.4 Cott OD change intervention themes

5.4.1 Cott themes summarised: Applying a systems thinking perspective

As detailed in chapter 2, section 2.5.2.2, Ludwig von Bertalanffy, a German biologist in the 1950s mooted the principles of general systems theory which were later applied to organisations by social theorists who included Katz and Kahn in the 1960s (French & Bell, 1995, p. 82; Schmuck & Runkel, 1994, p. 52; Smith, 2003, p. 9). In summary, the theory encapsulates the following aspects relevant to this study, it:

- emphasizes the wholeness of the organisation: nothing stands on its own – all elements of the organisation are intricately knit together, creating synergetic power. Change of a part of the whole entails changing the whole system (element of interdependency of the different parts of the organisation)
- focuses on groups since the relevant behaviour of individuals in organisations and groups is generally a product of group influences rather than personality
- places attention on problem solving rather than fault finding – the focus is on the system as a whole: norms (*why* things are done), practices (*what* is done), processes (*how* things are done)

- as such, systems theory breeds fertile ground for learning in organisations

(French & Bell, 1995, pp. 82-87; Owens, 1983, p.123; Schmuck & Runkel, 1994, p. 52; Senge, 1990, pp. 129-216; Smith, 2003, pp. 9-12; Westhuizen, 1996, p. 310)

At Cott, organisational life is summarised in one word: formation. Part of the organisational mission statement states that Cott "... is an educational institution that provides an environment in which learners are formed, informed and transformed so that in carrying out their ministries they maybe agents of transformation in both church and society in Southern Africa and beyond" (Cott Prospectus, 2009, p. 4).

Key areas of formation in the routine of the organisation include academic, spiritual, and ministerial activities. In line with systems thinking as summarised above, one would question how these three facets of formation make up one coherent 'whole' – which is the organisation. Part of the data generated at the diagnostic session indicated that one of the challenges faced by the organisation was to maintain a balance between academic, spiritual and ministerial formation. Specific information drawn from the research data as presented in chapter 4, section 4.7.1, helps to illustrate this discussion:

Academic formation needs	Spiritual formation needs	Ministerial formation needs
No coherent set of learning outcomes	Struggle to integrate academic and spiritual formation	Personal relationships seriously submerged by the college busyness
Difficulty in knowing how to balance academic and spiritual formation		

The Cott formation programme focuses on producing quality priests who, after college, are assigned church leadership positions in Southern Africa and abroad. In an endeavour to actualize this organisational quest, the college formation programme has been understood and practised in terms of academic astuteness, much to the detriment of the other forms of formation. These are equally important for people preparing for ordained

ministry, particularly in and for Southern Africa. How then can a balance be struck between the three formation strands?

Underpinning systems theory is what Senge (1990) calls a 'learning organisation':

“... where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, collective aspiration is set free, and where people are continually learning to see the whole together” (Senge, 1990, p. 3).

In the Cott context, stakeholders are challenged to continually dialogue and reflect on the concept 'formation' to broaden and deepen their understanding of what the concept implies in general and specifically for Cott as an organisation. This would imply going beyond academic 'dosage'.

As an insider researcher, I observed that the concept 'formation' had become central in academic staff meetings. During the course of this study, the discussion forums grew to include representatives from the other organisational departments. Additionally, the concept had become pivotal in the creation of community building programmes and facilitation of community workshops. As Senge (1990) postulates, the objective of including all college departments in this exploration is to nurture a collective and holistic understanding of the concept through continued dialogue and practical implementation in the routine of the college. In so doing, changes in stakeholder perception of the concept became manifest. The current organisational understanding of the concept, as enshrined in the 2011 college Prospectus (p.7) is that formation is not simply understood in academic terms but also includes:

- becoming prophetic participants in the transformation of church and society
- becoming self-aware
- reflecting upon individual and corporate life
- developing the capacity to act in accordance with the Christian values espoused by the organisation

This study contributed towards empowering stakeholders with knowledge and skills needed to deal with the Cott 'formation' challenge. The following information drawn from the research data helps to illustrate this discussion:

Cott formation challenge	Action plans designed and implemented
No coherent set of learning outcomes	<ul style="list-style-type: none"> • Cott academic programme review for 2011 to integrate modules • Staff to have informal discussions around their teaching experiences • Staff development (teaching and assessment)
Difficulty in knowing how to balance academic and spiritual formation	<ul style="list-style-type: none"> • Reduction of modules in 2011 • Appointment of Spiritual Director
Personal relationships seriously submerged by the college busyness	<ul style="list-style-type: none"> • Less e-mail communication and more contact communication – formal or informal • Have meals and tea together • Increase and encourage student time out, ie sporting activities

Pettit (2008) emphasises that holistic formation in the context of a church organisation is critical to the creation of faith communities grounded in the love of Jesus Christ. Similarly, the Cott gatekeeper alluded to this conviction in his comment on the change intervention process in chapter 4, section 4.12.2. At Cott, all organisational activities are understood to begin and end with Jesus Christ (see Appendix I), hence the centrality of the college chapel (College Prospectus, 2011, p. 7). This connects significantly with the thrust of systems theory as postulated by Peter Senge (1990).

A systems theory perspective, in the context of Cott, implies a critical discussion of the following:

- Who are we? (identity)
- Why do we exist? (vision/purpose)
- How do we do business as an organisation? (culture)

In the next section, I try to respond to these questions in an attempt to ascertain further the meaning behind the Cott research data as a development of the goal of this study.

5.4.2 Vision and organisational culture at Cott

It is of paramount importance in this discussion to have a theoretical framework of the two concepts (vision and organisational culture) from the outset.

Yukl (2006, pp. 274-275) presents a comprehensive explanation of vision for transformational leadership. The following aspects constitute his understanding of organisational vision:

- transformational leaders strengthen the existing vision or build commitment to a new vision
- a clear organisational vision helps people to understand the purpose, objectives and priorities of the organisation
- a clear vision gives the work meaning, serves as a source of self-esteem and fosters a sense of common purpose
- a clear vision helps guide the actions and decisions of each stakeholder

These points emphasise that it is imperative for a transformational leader to clearly articulate an organisational vision and explain to stakeholders how this can be achieved. Additionally, transformational leaders are encouraged to strive to motivate followers to 'see' and embrace the organisational vision so as to create synergy between stakeholders as they pursue organisational goals (Senge, 1990; Smith, 2003). In the context of schools, Davidoff and Lazarus (2002, pp. 55-56) emphasise that "... vision is the consciously chosen path that the school establishes and the sense of meaning which it attaches to its

contributions ... a picture of the school in its ideal form ...” To summarise these scholarly opinions, Proverbs 24:18 clearly states that “where there is no vision, people perish.”

A clearly stated vision spells out the identity and purpose of an organisation. This becomes apparent in what is seen, heard and perhaps felt happening in the organisation – what is technically called organisational culture.

Edgar Schein (1992, p. 111) claims that organisational culture manifests itself in:

- observable artefacts such as the dress code, the manner in which people address each other, the smell and feel of the place
- espoused and documented values, norms
- basic underlying assumptions that determine perceptions, thought processes, feelings and behaviours

In agreement with this, Hoy and Miskel (1996, p. 129) suggest that organisational culture is defined in terms of “... shared orientations that hold the unit together and give it a distinctive identity.” Scott (1987, p. 55), cited in Hoy and Miskel (1996, p. 29) asserts that:

Individual participants are never merely hired hands but bring along their heads and hearts: they enter into the organisation with individually shaped ideas, expectations, and agendas, and they bring with them differing values, interests, and abilities ...

These scholarly assertions are premised on the understanding that organisational vision and organisational culture are not neutral concepts but are contextual and complementary. Both are nonnatural or artificial as human beings create them. Organisational culture is not there before people come together to form a community, with sub-cultures, in a similar way that vision is non-existent without a leader, context and followers.

Vision and organisational culture as discussed above, have critical implications for this study.

The Cott vision (in existence before the new Rector) reads:

The vision of the college community is to help ourselves and others be free to be people who are like Christ, being visionary leaders recognising our own need of God and working for the empowerment of others in building a Christ-like community (Cott Prospectus, 2011)

The gatekeeper, who was coming in as a new Rector for Cott at the time this study commenced, shared his vision for the organisation as presented in chapter 4, section 4.13.3, emphasising the following:

- building a 'healthy' community which thrives on the Lord; a resurrected and liberated community
- exploiting existing opportunities and possibilities in the college in the formation of effective future priests and leaders of the church. The church needs leaders and not mere theologians
- motivating and giving opportunities to current teaching staff to develop academically and professionally
- upgrading the infrastructure of the college, especially offices for staff and library

The gatekeeper had emphasised that he understood his vision as complimenting the existing organisational vision. A close analysis of the Cott vision and what the Rector shared as his vision for the college suggests the following key themes:

Community	Formation	Infrastructure
<u>Existing vision</u>	<u>Existing vision</u>	<u>Rector's vision</u>
Building a community shaped by gospel message	Developing to be visionary leaders nurtured by Jesus Christ	Upgrading college infrastructure
<u>Rector's vision</u>	Working for the empowerment of others	
Building a community built on	<u>Rector's vision</u>	

the love of Jesus	Formation of effective future
Christ	priests and leaders of the church
	Staff development

Cott is about holistic formation and that includes building a compassionate community founded on Christ's love. In this quest, the academic theological infusion gives an indispensable and informed framework which, as explained above, should not be understood as an end in itself, but as an integral component of holistic formation. The gatekeeper's concern that Cott should strive to produce church leaders and not mere theologians illuminated this organisational quest to balance academic, spiritual, and ministerial formation. This illustrates the systems thinking perspective that 'everything should hang together', particularly where an organisational vision is clearly explained and shared by all stakeholders (Yukl, 2006, p. 274). This is also what French and Bell (1999, p. 76) call second order change where "... the nature of the organisation is fundamentally and substantially altered – the organisation is transformed."

One critical aspect about Cott is that it is a cosmopolitan community. As a result, cultural integration is a perennial challenge in the life of the college. This organisational experience is well captured in the scholarly input on organisational culture discussed earlier on in this section. The question is, as a culturally diverse community, how do we get along as organisational stakeholders? Action plans designed in this study to meet this challenge include the following:

- Produce multilingual service books for chapel
- Community members should be encouraged to continue recognizing and affirming the multicultural nature of the college.
- Organize workshops on multicultural related issues.
- Eat together at lunchtime - all in the dining room. At least once a month have a seating plan encouraging stakeholders to mingle.

In summary, a well-articulated vision in isolation of contextual needs remains cognitive, personal and divorced from reality. At Cott, a fitting vision engenders a community shaped by Jesus Christ's teaching for personal and collective growth in love and compassion for one another irrespective of diverse cultural and prior academic orientation differences. In pursuance of this organizational goal, communication is critical.

I discuss the centrality of communication in the Cott change intervention process in the next section.

5.4.3 The role of communication in the Cott change process

"Where communication is poor, the right hand does not know what the left hand is doing". [Cott stakeholder]

In the interviews which were done in the period January 19 – 26 October 2010, communication related comments were made in relation to the Cott challenges. The following information drawn from the research data helps to substantiate this discussion:

Challenge: *We do not know very much about how well we are doing or not doing. Lack of sharing information and the way information is shared. Individuals work in isolation.*

Action Plans

- Effective information dissemination across college departments: We may not all be involved in making decisions on every aspect of the college, but being aware of what is happening in the college is important for all of us.
- Regular meetings in departments and as college community needed.
- Let us make a concerted effort to lessen e-mail communication (low level of communication).
- We need a staffroom.
- More academic assessment workshops (academic staff).
- Open formation programme evaluation to be encouraged (both staff and students).

- We need to consolidate current external communication channels.
- Notices on the notice boards have been helpful. This should be maintained.
- The college should have a student newsletter.
- Students are encouraged to use e-mails more effectively.

Commenting on the Cott OD process after his first session, a stakeholder, Mr. Harold said:

“I think what we are saying here is pretty communication stuff. The challenge is: how do we communicate with one another in and across departments? Communication should be a means to an end and not an end in itself.”

His words captured the centrality of communication at Cott. To use a vehicle metaphor, communication at Cott would be the fuel/oil which keeps the machine running as the vehicle endeavors to move from point A to point B. In other words, for an organisational vision to be actualised, stakeholders are challenged to use effective communication in all organisational activities at all levels. As Mr. Harold emphasised, the desired end in stakeholder communication should be the actualisation of the organisational vision. Poor communication renders an organisation ineffective.

Effective communication is fundamental in transforming organisations. In a journal article by Jamali, et al. (2006, p. 340), effective communication is understood as “... essential for meaningful interaction and healthy collaboration” in organisations shifting from a bureaucratic mould to that of being learning organisations. Specifically, effective communication in organisations entails:

- trust between stakeholders
- stakeholder empowerment
- common stakeholder understanding of organisational goals
- stakeholder commitment to organisational goals

In view of the above, Senge's (1990) five disciplines which are pivotal to learning organisations become an essential theoretical guide for transforming organisations. These are personal mastery, mental models, building shared vision, team learning and systems thinking. How do these apply to this study, particularly in relationship to organisational communication?

Personal mastery: Senge (1990, p. 139) says that organisations learn through individuals with an insatiable desire to learn. Further, Senge (1990, p. 141) explains that this is a stakeholder quality which goes beyond competence, skill and spiritual growth even though these are engrained in the total being of the person. Cott needs such people as organisational stakeholders, people with intrinsic motivation in all they do for the organisation.

Mental models: Senge (1990, p. 8) describes these as "... deeply ingrained assumptions, generalisations, or even pictures and images that influence how we understand the world and how we take action." Mental models manifest in people who are optimistic about life, particularly about their organisations. Through the OD change intervention process, Cott stakeholders were encouraged to be optimistic about their organisation and particularly fight the belief that entropy is unavoidable (Owens, 1983, p. 76).

Shared vision: This connects with a discussion on organisational vision done earlier in this chapter. Here, Senge (1990, p. 9) emphasises the ability of organisational stakeholders to have "... a shared picture of the future (they) seek." As emphasised in the section on organisational vision, leadership is critical for an organisation to have a shared vision. At Cott, the gatekeeper shared his vision more elaborately to OD participants approximately a year after his installation as Rector of the college. Additionally, his vision had not been a radical departure from the existing Cott vision statement as discussed in the last section. Research findings in this study suggest that, where a new leader decides to strengthen an existing vision, action plans towards actualising it should be the focus of the organisation.

In view of the above, it is interesting to note that stakeholder responses to the Rector's shared vision varied between certain stakeholder participants. As presented in chapter 4, section 4.13.3, two participants said:

Mr. Mertz: “While it is appreciated that what you have said builds on and complements the current Cott mission statement, we need to understand that there has been two college mission statements prepared to fulfil the expectations of either ACSA or the South African Department of Education.”

Reverend Johane: “Your vision is actually delayed Parousia (second coming of Christ) at Cott”

It is apparent from the two responses that the speakers, as stakeholders, had different understandings of the organisational vision. The first (Mr. Mertz) sounded informed about the existing organisational vision while the second (Reverend Johane) seemed to imply that the Rector's shared vision was original and a departure from the existing organisational vision. It is precisely here that Senge's (1990) shared vision principle applies most critically. In connection with this understanding, a participant, in a research data discussion session, commented on the importance of an organisational vision by saying, *“If we do not know where we are going as an organisation, then let us restart the journey.”*

Another participant had given a tree-leader metaphor to illustrate what organisational leadership and management mean. She had explained that a leader is like a person who goes on top of a tree to be able to explain to his friends, who remained under the tree, where they exactly intended to go: how far the journey would probably be; challenges they might encounter on the way; what the destination looked like; etc. Listening to the explanations, his friends under the tree suggested what was probably needed for that journey to be completed. Thus the person who goes on top of the tree represents leadership while the people who remained under the tree but gave significant input after sharing with the leader what the vision was, represent management.

These illustrations help to anchor the importance of a shared understanding of organisational vision by stakeholders. Some of the action plans designed to deal with the challenges related to vision which came up in the diagnostic session are as follows:

- Leaders are unique. Vision for leader A may not be so for leader B.
- Effective management of resources complements visionary leadership.
- New leadership should not downplay past experiences of the organization.
- Vision should be up front in any leadership responsibility.

Team learning: Personal mastery and shared vision, as discussed above, merge here. Senge (1990, p. 236) describes this as “the process of aligning and developing the capacities of a team to create the results its members truly desire.” In order for stakeholders to learn together, they would be challenged to put group needs and thinking ahead of individual assumptions and preferences. Dialogue is central in this principle. Successful dialogue implies effective communication. As discussed already in this section, communication posed critical challenges for Cott.

Systems thinking: Senge (1990) considered this discipline as the cornerstone of the learning organization. According to Senge (1990), all the other disciplines are enveloped in the systems thinking perspective. As discussed in the previous section, the challenge here for an organization is to ensure everything organizationally related is part of a whole. In section 5.4.1, this concept was discussed contextually.

Senge (1990)'s five principles for learning organizations is a useful model to apply in a quest to ascertain the importance of communication in transforming organizations, particularly Cott. Effective organizational communication implies stakeholder growth at personal and interpersonal levels in pursuance of organizational goals. This understanding resonates with what French and Bell (1999, p. 76) call second order change in organizational change processes.

5.5 Conclusion

In this chapter, I discussed the findings of my research based on OD literature and research methodological framework as presented in chapters 2 and 3 respectively. Key aspects arising from the research findings were used to make sense of the data in line with the goal and objectives of this study. In addition to literature reviewed in chapter 2, other relevant scholarly insights were used to further unpack the information ingrained in the research data.

In the next chapter I summarise the main findings of my research and give my personal recommendations regarding the relevance and effectiveness of the OD change intervention processes at Cott, a theological institution in ACSA. Finally I highlight the potential value and the limitations of my study and suggest areas worthy of further investigation.

CHAPTER 6: CONCLUSION

6.1 Introduction

In the previous chapter, I discussed the main findings of my research drawn from my research data. I discussed the data through the lens of the literature which informs this study to provide an in-depth understanding of the relevance and effectiveness of OD change intervention processes at Cott, a theological institution in ACSA.

In this chapter, I provide an overview of the main findings discussed in the previous chapter. I also present my recommendations on OD change intervention process at Cott. Ultimately, I suggest areas that are worthy of further research. I conclude the chapter with a description of my research limitations.

6.2 Summary of my main findings

This study investigates the relevance and effectiveness of OD planned change at Cott, a theological institution in ACSA. To achieve this goal, the study endeavored to ascertain stakeholder perception and the short-term outcome of the process. In the next sections, I summarize the critical issues which emerged from an analysis of the research findings.

6.2.1 Uniqueness of Cott change intervention process

Under normal circumstances, the initiative of an OD change intervention process is with the organization. A consultant is approached by the leadership of the organization or someone specifically tasked with that responsibility, to help with leading the process. The Cott change intervention process started from the other end. The researcher, together with a classmate, initiated the process for an OD coursework assignment. This had coincided with organizational leadership plans to effect change in the organization. Realizing the effectiveness of the process, stakeholders requested the researchers to continue helping the organization with facilitation until a time when they would be able to stand on their

own. Along the way, the researcher's classmate could not continue with the sustained facilitation since she had opted to move in a different research direction.

Left alone, the researcher, as an insider, had the biggest challenge of guarding against subjectivity in the research process, particularly when it came to analyzing the research findings. Adler and Adler (1987) call this the insider-outsider research dilemma. To obviate this challenge, the researcher used different information gathering tools which included interviews, observation and document analysis. These aligned with the interpretive and critical research paradigms that form the methodological framework of this study.

6.2.2 Nature of organisations

OD literature emphasizes certain aspects about organizations, some of which were discussed in chapter 2. This study helped to create a firm practical basis for those theoretical assumptions that include the following:

- **Organisations are unpredictable:** It is difficult, or impossible, to foretell what the following day, month, or year has in store for an organization. Change happens almost every minute of organizational life. Change in organizations is reality. This includes positive and negative organizational developments. Since they are open systems, organizations are challenged to anticipate change of any kind at any time. For instance, during the course of this study, nobody ever thought that 4 months after the change process had started; the organization would lose five stakeholders through deaths and resignations. Additionally, the new Rector who had shown great enthusiasm in the change process tendered an early retirement notice at a time when the process was beginning to gather momentum.
- **Stakeholder participation and empowerment:** The theoretical assumption here is that the human factor is primary in organizations. People who work in different capacities at different organizational levels meet the organization's targets. These people should be given space to participate in all organizational matters, for

example, in decision-making. People tend to commit themselves unreservedly in plans which they helped to create, plans for which they have a sense of ownership. If these people are unrecognized, it leads to frustration and anger. Ultimately, both individual stakeholders and the organization suffer from ineffectiveness and unproductiveness. In spite of the challenges encountered at Cott, stakeholders embraced the change intervention process, having identified with its intentions from the outset. The fact that the organization ultimately came up with action plans, confirmed the importance of full stakeholder participation in OD change processes. I was conscious of this need throughout the duration of the change process.

- **OD change processes are optimistic:** Since stakeholders are the pillars of organizational life, OD change processes exhibit confidence in the abilities of people, the creators of organizations, to recreate them. Given an enabling working environment, the assumption is that organizational stakeholders put hands and minds together to move the organization in the desired direction. This is an act which "... involves the skills of unearthing shared pictures of the future that foster genuine commitment and enrolment rather than compliance" (Senge, 1990, p. 9).

6.2.3 Cott OD change intervention themes

In an attempt to establish the relevance and effectiveness of OD planned change at Cott, Senge (1990)'s systems thinking theory was used to discuss the themes which were gleaned from the main research findings. These included the following:

- organizational vision
- organizational leadership and management
- organizational culture
- organizational identity
- centrality of communication in organizations

In chapter 5, section 5.4.1, leading questions were used to stimulate a discussion aimed at integrating the above themes in line with the principles of Senge (1990)'s systems thinking theory. These were:

- Who are we? (identity)
- Why do we exist? (vision/purpose)
- How do we do business as an organisation? (culture)

Attempts to wrestle with these questions, informed by research findings and Senge's (1990) systems thinking theory, revealed that the Cott programme is founded on the concept 'formation', well articulated in the College Prospectus (2011). Three inherent 'formation' dimensions were discussed. These include academic, spiritual and ministerial formation.

The organizational challenge 'difficulty in knowing how to balance academic and spiritual formation' as discussed at the diagnostic session, was used in the discussion as confirmation of the integration challenges confronted by the organization, particularly where it concerns the key operational aspects of the organization. In this context, organizational vision was discussed and understood as the cornerstone of an integrated organization in terms of purpose, identity and culture. Essentially, the conviction is that "where there is no vision, people perish" (Proverbs 24:18).

Critically important for integrated organizations are leadership, management, and effective communication. The emphasis is that a leader with an unclear vision misleads stakeholders and misappropriates organizational resources. As a result, the organization falls apart.

The relationship between leadership and management was discussed with a conscious acknowledgement of the almost indecipherable distinction between the two terms. However, it was emphasized that effective leadership needs effective management. The

idea is that a leader who lacks managerial skills, and is conscious of it, should work with a well-equipped management team. This would ensure effective utilization of resources in pursuance of organizational goals.

In an organizational context where vision is transparent, shared and owned by all stakeholders, effective communication becomes the 'oil' which lubricates and keeps the 'machine' running and well coordinated. This entails ensuring that any piece of information which concerns the whole or part of the organization at any given time systematically diffuses through the whole organization. In this study, the subsequent Cott action plans included well-articulated resolutions which responded to organizational communication challenges raised at the diagnostic session. These include the following:

- Central notice board for communication with all members of the community. Designate notice boards for specific purposes. Protocol for notice expiration
- Improve e-mail as a means of communication. Encourage prompt responses
- Plan for input, preparation and distribution of news materials on a monthly basis.

The above put together, an organizational culture emerges – 'the way we do and understand things in this organization.'

6.3 Potential value of study

As was discussed in chapter 3, OD is an organizational concept which, over the years, has been made relevant in the field of education. Previous works consulted in this study were concerned with the education field. This makes this study unique and valuable since it is done in the context of the Church. In specific terms, the following may be learned:

- **OD and church institutions:** The study will help raise awareness of the importance of OD planned change in church institutions. The church has tended to generalize the historical maxim: "*As it was in the beginning is now and will be forever. Amen.*" In such a context, OD practice would help give a practical dimension to the leadership and management of church institutions. Belief in the

continuing work of God on earth through the Holy Spirit will be augmented by practical commitment to organizational needs.

- **Future of programme at Cott:** Cott will benefit from future OD engagements. With knowledge and facilitation skills, it is hoped that participant stakeholders will take the OD process into the future of the organization.
- **Connectedness:** There are many points of congruence between the values nourishing OD practice and what the Church preaches. For instance, the church preaches renewal, change, transformation, contextual relevance of scripture, importance of community, etc. These themes also underpin OD planned change intervention processes. We could therefore develop a theology of organization development out of this.
- **Future research opportunities:** This study could create opportunities for other OD researches in church institutions. This study focused on the relevance and effectiveness of OD at Cott.

6.4 Recommendations

Basing on the outcome of my research findings, I make the following recommendations on the relevance and effectiveness of OD planned change processes at Cott:

- Cott should not abandon the process. Future change intervention opportunities in the organization could be at departmental level, e.g. student body; Estates Division or teaching staff
- New leadership should be encouraged to familiarize themselves with the organizational vision, culture, leadership, and management approaches of the previous leadership. Stakeholders are encouraged to take an active role in organizational efforts to induct new stakeholders, particularly those who come from outside to occupy positions of leadership in the organization

- Training of interested stakeholders for the role of OD consultancy in the organization
- Cott is encouraged to use Senge (1990)'s systems thinking perspective in the leadership and management of the organization
- Cott is encouraged to continue taking opportunities to raise stakeholder confidence and worthiness in the running of the organization through implementation of the relevant resolutions in the action plans designed in response to organizational challenges
- Cott stakeholders are encouraged to grab opportunities that come their way concerning information, awareness and understanding of what organizations are, i.e. individuals are encouraged to do research on the internet. In this way, stakeholders are further enriched in knowledge and practical implementation of the OD process

6.5 Suggestion for further study

Out of academic interest and the need to nurture the applicability of OD in church related institutions in ACSA like Cott, the following could be the basis for further study:

- The themes gleaned from the research findings could actually be foci of further research within the same field and area of research
- As suggested in 6.3, creating a theology of organization development could be an academic source of inspiration

6.6 Successes of the study

6.6.1 Research goal and objectives

The goal and objectives of this study were successfully met. Through the sustained OD planned change intervention process, Cott stakeholders were able to identify the challenges faced by the organization and subsequently designed action plans to deal with those challenges. The driving force behind the process was the stakeholders themselves, equipped with both knowledge and skill. I concluded the research process assured of a continuation of the process in the organization.

6.6.2 Insider-outsider researcher status

The main challenge was the research requirement to suspend pre-conceived ideas and feelings about fellow Cott stakeholders and the organization as a whole. In other words, I needed to pretend I was experiencing the organization for the first time.

I acknowledge that the act of suspending personal judgments about familiar phenomena is superficial, however, in this study, this theoretical assumption proved useful since I was able to do a successful sustained OD change intervention process in my work place, with the full support of fellow workmates.

6.6.3 Implementation of action plans

The theoretical observation that OD is a process and not a theory revealed itself practically as this study unfolded. Once organizational challenges had been identified and discussed, actions to deal with some of the challenges began to occur in the organization before action plans had been formally designed. In other words, most of the changes in the Cott intervention process happened in the natural course of the change process. The subsequent action plans were designed to respond to challenges that had not yet been resolved.

6.6.4 Key lessons

In the evaluation exercise of the process with stakeholders, the following were mentioned as key lessons drawn from the Cott OD change intervention process:

1. In community, we become. Through community:

- stakeholders are accepted as they are and are affirmed as important in the organization
- stakeholders are empowered with knowledge and skills
- stakeholders are transformed
- stakeholders apply themselves wholeheartedly to the aspirations of the organization

2. In openness is transformation, which happens at different levels:

- personal transformation
- collective transformation
- organizational transformation

3. Organizations' are unpredictable. In this study, this manifested through:

- resignations
- deaths
- retirements
- disillusionments
- retrenchments

4. Organizations live, stakeholders leave. As such, the following questions are important for stakeholders to reflect on:

- Why am I in this organization?
- Do I 'love' this organization?
- Do I know and understand my organization?
- What is my input? What are my strengths?
- Where do I need to improve?

6.7 Limitations of the study

Since this is a small-scale-case study, it has a number of limitations.

Firstly, the research process took place in an organization that has a tight operational schedule. Time is a constraint at Cott. As a result, most of the planned OD sessions with the stakeholders were often shelved, leaving me with the task of finding alternative strategies to keep the research process on track. I would have liked more contact time with stakeholders in group sessions to ascertain the impact of the process on the organization, particularly on stakeholder relationships. However, I applauded the sincerity and commitment of the stakeholders as they worked tirelessly to ensure they responded both to their organizational responsibilities and OD needs.

Secondly, this study is based on one provincial church institution, The College of the Transfiguration. This means that the research findings are limited in terms of scope and participants. The study does not attempt to generalize its findings beyond the informants and place studied. However, this does not rule out similarities which may be found between the findings in this study and other contexts.

As an insider-outsider researcher, I am aware that practicing 'epoche' is not a guarantee of objectivity. I acknowledge that I may have been influenced by my organizational status to draw conclusions on the relevance and effectiveness of the OD change process on Cott in some instances during the course of the research.

Despite these drawbacks, I am optimistic that readers will recognise and identify with some of the issues discussed in this thesis. Additionally, I hope that this study stimulates further research on the applicability and effectiveness of OD on ACSA institutions, particularly Cott.

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APPENDIX A – INITIAL COMMUNICATION WITH Cott

Dear All

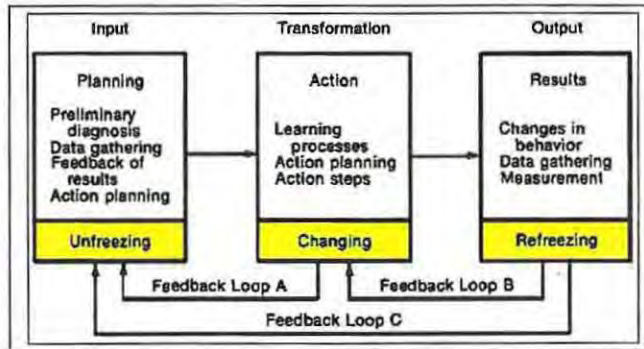
A Zambian colleague and I are working on an OD assignment as part of coursework for M Ed (Leadership and Management). OD is basically about organizational change. The assignment task encourages us to actually do research in our own working places. I have talked to Bill, who in OD language, is the organization 'gatekeeper' - whose consent is a prerequisite to such a research exercise. He has given us entrance. It will take us at least 3 weeks to do the research. In conversation with Bill, we agreed to start the exercise on Tuesday 4 August 2009 from 3pm - 4pm. Subsequently, we would meet on 11 and 18 August 2009, same time.

Ruth (my colleague) and I are kindly asking you to participate in this research exercise.

Thanks in advance.

Percy

APPENDIX B - OD PROCESS FLOW



APPENDIX C – RESEARCH UPGRADED TO THESIS NOTICE

Dear Friends

As per our agreement in September, we are due to schedule a resumption of the Cott Organisation Development intervention process which Ruth and I initiated and facilitated in July/August this year. As you would remember, the motivation behind the exercise was a course assignment which Ruth and I were working on in partial fulfillment of a Rhodes degree programme which the two of us are involved with. Please note the following:

- we passed the assignment with distinction : “we” - not only Ruth and I, but all of us who were involved in the initial intervention process. Well done. We are great people!
- I have decided to develop the assignment to a thesis. This means our continuation with the Cott change process will take us to a significant level which most of us are yearning for having observed and noted that actually the intervention came at a time when Cott needed a programme of that nature as we are currently trying to put our feet on the ground, amidst a number of developments in the organisation – something which we should be strong and pray about: successful organisations go through change!
- In view of the above, I have suggested the attached programme, the dates of which could be changed as would be determined by the organisation's New Year programme. However, my humble request would be to ask if we tried to resume the change intervention process following the suggested dates so that I also meet the degree programme deadlines set for me to work on this task
- Ruth has chosen to take a different route for her thesis, so she will not be joining us for a continuation of the intervention process
- I have already provided you with a case study based on selected South African schools. I am hoping that you will be able to read through the document before we meet for the session which deals with case studies as indicated on the attached programme. If, by any chance, you did not get a copy of this document, please let me know
- I shall be approaching individuals to arrange for interviews (individual or small group). These interviews will be very short – maximum of 15 minutes.

I thank you all for your selflessness and success inspired commitment, especially for Cott needs.

I wish you all a blessed Advent, renewing Christmas experience and a Happy New Year.

Yours sincerely,

Percy Chinganga

APPENDIX D - 2010 Cott OD INITIAL PROGRAMME

OD INTERVENTION AT Cott CONTINUED - January 2010

DAY	AGENDA	TIME	VENUE
12/01/2010	<ul style="list-style-type: none"> • Opening prayer • OD process: recap • Reaffirmation of organisational concerns and selected issue(s) for intervention • Way forward? • Conclusion and closing prayer 	2-4pm	Common Room
13/01/2010	<ul style="list-style-type: none"> • Opening prayer • Issues for clarification • Helpful OD concepts in this intervention (PowerPoint presentation) • Discussion: Issues arising; evaluation of discussion • Individual tasks on case studies for next session • Conclusion and closing prayer 	2-4pm	Common Room
14/01/2010	<ul style="list-style-type: none"> • Opening prayer • Issues for clarification? • Feedback on tasks assigned • Guided discussion – underpinned by OD concepts • Evaluation of discussion • Action plan(s) – small group tasks in preparation for next session • Conclusion and closing prayer 	2-4pm	Common Room
18/01/2010	<ul style="list-style-type: none"> • Opening prayer • Issues for clarification? • Feedback on small group tasks • Guided discussion on way forward; responsibility allocations; accountability; time – frame, etc • Conclusion and closing prayer 	2-4pm	Common Room

"Let us go across to the other side" (Gospel according to St. Mark 4:35)

APPENDIX E - OD PREPARATORY NOTES

(January 2010 intervention process)

Readiness and commitment

- success of an OD intervention is largely determined by participants' readiness and commitment

What do we mean by readiness and commitment in OD intervention?

i) Openness, courage and preparedness to discuss organisational challenges with a view of effecting desired organisational changes. The following assumptions characterize this opinion:

- people fear to talk about what everyone in the organisation knows is going wrong
- people choose to gossip rather than utilize open forums to discuss 'difficult' issues faced by the organisation
- people blame themselves or other people for organisational failures: *"If only I/she/he had told the manager (Rector) in time, things might not have deteriorated to this level."*
- quiet diplomacy quietly eats up the organisation – organisations are about creative and enterprising people; people who talk, debate, dream all for organisational progress

ii) Embracing the anxieties, uncertainties and fears associated with organisational change

- what are some of the anxieties, uncertainties and fears which you associate with the OD intervention process at Cott?
- how can these be managed and who should take the lead in this challenge?

iii) Awareness and acknowledgement that time allocated for the OD intervention process at Cott is not lost or wasted time; an awareness that this process is as valuable as the work which you are currently doing at Cott. This therefore calls for personal motivation to participate in the sessions.

Enjoy OD

APPENDIX F – STUDENT ASSIGNMENT

[Lecturer: Percy Chinganga]

Description of Assignment

Due Date: 29 October 2010

1. Background

The college is currently in the process of reviewing her formation programme. The goal is to revitalize her operations. As such, this has entailed a rigorous and honest critique of how we, as college stakeholders, have been discharging our respective responsibilities and interacting on different levels, ie personal and group. For ordinands, the process seeks to gauge the input of the College formation programme towards their growth as whole persons. The process started in 2008, coinciding with the coming in of a new and change inspired Rector. Key areas of interest in this quest have been the College Chapel programmes and Workshops, College Academic and Outreach programmes, College Formation groups and community life programmes.

2. Developments to date

a. Students have responded to a questionnaire crafted by the college chaplaincy (Vic was still college chaplain). Vic wrote a report based on the questionnaire responses

b. Staff (both teaching and ancillary) and student representatives have been involved in a change intervention programme led by Percy Chinganga. Percy Chinganga has details of the programme and an up to date record of the progress achieved as well as the failures endured.

c. Students had a workshop in 2009 based on this process. Visiting lecturers, Sue and Ray helped with facilitating the workshop. Students compiled a report based on the proceedings of the workshop. The ORC 2009 – 2010 has a record of this workshop.

3. Way Forward

The way forward is to analyze and synthesize information from the different sources mentioned above to come up with an integrated college change programme.

4. Your Assignment Tasks

a) Your group has been attached to one of the key areas of the Cott change programme mentioned above. [Familiarize yourself with people around the college who can help you with relevant information for your task].

b) As a group, establish which concerns of the *area* have been addressed to date and those which still need to be addressed. Suggest how the latter can be addressed.

c) At an appropriate time, your group will present a report to the whole class based on (b). This presentation shall be assessed – both orally and written. [Oral = 20% and write up = 20%]

d) Individually, **describe** and **reflect** on how your group worked on the task up to the time when you made your presentation in class. [30%]

e) Let us suppose that you were the Rector of the college in this historic period of the institution, how would you have dealt with the issues which you worked on in your group? Draw your inspiration from one biblical model of leadership. [30%]

APPENDIX G – Cott CHAPEL WORSHIP



Retrieved from Cott website on 07/01/2011

APPENDIX H – Cott STAKEHOLDER RECOGNITION (2010)

COTT staff receive long service awards

On 23 November 2010 a short ceremony was held at the Old Rectory by our Rector - Bill Domeris - to express appreciation of long service rendered by the ancillary staff at the college.

Staff received certificates of appreciation for 5 10 and 15 years' service.

The ceremony was witnessed by members of the College and followed by tea and sandwiches.



Those who received certificates were:

Thembisa Mjoli: 5 years service as Bursar
Phakhama Mpotulo: 5 years service as a Librarian
Gay Botoman: 10 years service as a cleaner
Phinda Ngxizela: 10 years service as a cleaner
Johnson Frans: 15 years service in the maintenance department.
Monica Frans: 15 years service as a cook
Patricia Molefe: 15 years service as a cook (in absentia)
Felicia Mahambehlala: 15 years service as a cook (in absentia)

We thank the Rector for this important gesture in recognition of work that often goes unnoticed. And thank you to our ancillary staff - keep up the work and we wish you many more years of good service.

Retrieved from Cott website on 07/01/2011

APPENDIX I – WHO ARE WE AT Cott?



Retrieved from Cott website on 07/01/2011