

## CHAPTER 2

### MANAGING CHANGE

#### 2.1 Introduction

Coetzee (1999:4) defines change management as: "*The identification of the gap between the present functioning of the organization and where the organization intends to move to in terms of its strategic plan, the closing of this gap through planned interventions and the effective management of resistance to change.*" Berger *et al.* (1994:7) explain change management as the continuous process of aligning an institution in terms of its strategy, operations, culture, and reward. Thus, change management actually means an assessment of the present system – its functioning and defects, the role-players involved; establishment of what the future should be like – where should an organization be taken to, or what should be done to correct the present system. The crucial step would be how the envisaged change should be effected. This step will include consideration of who should actually be involved, what should be done – is it going to be total eradication or modification of the present system? When should the change program be completed and how is it going to be monitored and evaluated? Beckhard and Harris (quoted in Coetzee 1999:7) provide the following aspects of change management:

- *The future state – where the leadership wants the organization to get to;*
- *The present state – where the organization currently is; and*
- *The transition state – the set of conditions and activities that the organization goes through to move from the present to the future state.*

In order to address the above aspects properly, the following questions should be answered efficiently:

- What needs to be changed?
- Why should it be changed?
- Who should be involved?
- How should it be changed?
- When should the process be accomplished?

It is important for change agents to provide answers to the above questions, as they will be able to distinguish means from ends or objectives. Means are actually meant for achieving certain objectives, which can be categorized as immediate and long-term objectives. Since there are a variety of means, it becomes essential that flexibility be observed in selecting or modifying the means. *“Such flexibility is best achieved when there is a clear separation in thinking between objectives and the methods for their accomplishment”* (Judson 1991:7). Flexibility will enable change agents not to confuse means with ends. When the latter cannot be avoided, change either becomes extremely difficult or it fails.

Agents of change within a university need to be flexible and objective from the outset. The agents need to be accommodative of new ideas and factors surrounding the envisaged change. It is flexibility and objectivity that will make the agents successful in identifying appropriate means and modifying them through the process of change, in case new developments require. Thus, transparency and honesty will be required throughout a process of change. The “do it my way” attitude should be avoided because it scares people away who are supposed to contribute towards a particular change. It makes them doubt the motive behind the change, sowing mistrust. Consequently, people resolve to oppose the change because they feel that

their integrity and security are threatened. It is important that managers do not resist modification of approaches to change.

Of the many essential aspects which should be taken into consideration in order to facilitate processes of change effectively, communication would be central because there is no way that people can be involved without interaction. There have to be facilitators who would shoulder the responsibility of bringing the necessary stakeholders on board. The intended change has to be communicated.

Finally, participants would have to participate from the initial stage of planning to the final stages of implementation, monitoring and assessment. This requires a well-structured form of communication. Furthermore, the following aspects of change should be considered:

- How people are affected by change. This will empower change-agents to expect and understand specific reactions in a particular change process. It will make it easy for change agents to deal with such reactions in a manner that would facilitate success of a change process.
- Factors that would cause change; and factors for successful management of change: The importance of knowledge of such factors is the fact that they can be used as leverage for influencing change processes.
- The change process – how to go about planning and effecting change, and how resistance to change can be minimized will be discussed as they generally manifest themselves in human life. The importance of exposure to how to manage a change process is the empowerment to bring about systematic and acceptable change. However, even though students are equally affected, focus will be placed on how they (students), in particular, are affected by change in multicultural universities. Managing change within a multicultural university would further be complicated by differences of culture and perceptions.

According to Donald and Lazarus (1995:54) change is complex and dynamic because "... *it is ongoing and often discrete in its effects.*" The buzzword used for change in South Africa today is transformation. As indicated by Dlamini (1995:39) transformation means *fundamental change*.

Ben Franklin (quoted in Judson 1991:1) said that death and taxes are certain in the world. Judson (1991:1) adds a third dimension which is also certain, namely change. According to Judson (1991:1): "*Changes have been, are and will continue to be an ever present feature of our lives. The process of life itself is continuous change.*" Change cannot be avoided. Hence, Allen (quoted in Nadler, Shaw, Walton & Associates 1992:247) indicates, "... *you have to change or you stagnate – and if you stagnate you die.*"

Universities are in existence because of people, i.e. those who qualified for admission to study (students), and those who qualified to manage, educate and provide support services to students. Obviously, since human life is characterized by change, universities are most definitely subjected to continuous change. South African universities are mostly affected by change because of the structured programs by government to transform higher education. Hence, according to the Education White Paper 3 (1997, paragraph 1.1) the major challenge facing higher education is "... *to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities.*"

The fact that new students are admitted every year is a factor that also guarantees continuous change. Thus, changes in the composition of staff, policies, structures, and curricula will always affect universities.

However, a university's needs for change may contradict individuals' needs. New policies and structures may be put in place for repositioning a university

within the changing South Africa. For the successful implementation of new policies, revitalized student and personnel communities are needed. However, as indicated by Judson (1991:1) individuals may need to maintain their integrity and sense of security by way maintaining the status quo. The implication would be vehement opposition to change. Thus, according to Judson (1991:1), “... *there is a fundamental conflict between any organization's need for change and our personal need for maintaining a sense of security.*” Cottringer (1997:6) states that “... *change is something we prefer to avoid whenever possible.*” It becomes essential therefore for management to resolve such clashes of interest so that meaningful change can be effected.

Effective communication is an important element in processes of change and successful resolution of conflict.

## **2.2 Communication**

Communication is very important because it is acknowledged that it is not possible to efficiently and effectively manage change and conflict resolution without proper communication. It is further impossible to facilitate processes of change and to attempt resolving conflicts without well-planned and refined communication. As a result, outlining what communication entails is crucial for this study.

### **2.2.1 The importance of communication**

The following factors best indicate the importance of communication in the management process:

- **Communication will determine the success of organizing**

Encouraging students from various cultural groups to pursue a common course, and to involve them in processes of change wherein conflict may be experienced, requires effective interaction. That can only be realized through effective communication. According to Neher (1997:20): "*Nearly all the activities that we associate with the existence of human organizations are communicative activities.*" The expected co-ordination of activities within an organization, including student affairs, can only be achieved through communication. Thus, communication is the fundamental principle of human existence. All human activities such as expressing feelings of love or hatred, bringing about change, conflict and the resolution thereof, planning and the execution of the plan are based on communication. For instance:

- How is it possible to think and reason together in order to plan without communicating?
- How does one organize, delegate and control without communicating?
- How does one set the processes of change in motion without communicating?
- How does one resolve conflict and bring about reconciliation without communicating?
- Without communication human action is not possible. Communication is indispensable for human survival. Human activities are in fact acts of communication.
- Communication provides insight into understanding how an individual or an organization operates

Besides belonging to a particular cultural, racial, ethnic or political group, students indirectly belong to other cultural groups because of attending lectures together, living in the same residences and participating in sporting activities. It therefore becomes necessary to study and understand forms of

communication in other cultural groups. Kabagarama (1993:29) avers that "... *it is important to recognize that people from different cultures communicate differently. In recognizing this fact, we come to understand each other better as we patiently listen to one another.*" This is possible only through communication.

- **Effective leadership can be realized through communication**

According to Neher (1997:21): "*A leader is an individual, usually designated to carry out some specific role within an organization that requires directing and controlling behavior of others.*" Student affairs officers are leaders in directing together with students the activities within student affairs. As a result they need good communication skills in order to direct processes of change and to resolve conflict within a student community.

- **Communication will determine sound decisions**

Dilenscheider (quoted in Neher 1997:22) points out that "... *effective managers rely more on influence than on authority to get things done.*" Furthermore, according to Neher (1997:22), decision-making "... *highlights abilities to work with other people in developing understanding of some problem that needs to be resolved, a problem that requires a decision.*" Thus, communication skills will be required for good decision-making. Consulting and brainstorming will generate good decisions.

### 2.2.2 Forms of communication

There are two forms of communication, namely verbal and non-verbal communication. In verbal communication language plays an important role. Thus, verbal communication is facilitated by spoken words.

Goldsmith (1977:31) defines non-verbal communication as "... communication through body movement, facial expression, posture, gesture, tone of voice, choice of words, sounds (such as laughing, crying, clearing the throat, etc.), touch, smell, dress, props and physical setting." De Vito (quoted in Brislin & Yoshida 1994:274) further defines non-verbal communication as "... communication without words." Non-verbal communication is very important in any culture as it facilitates communication. In a multicultural set-up, it becomes more critical, perhaps because of differences in languages and attitudes, which vary from one culture to the other. Even if you are quiet in the company of others, you are in fact communicating something to them.

As indicated by Goldsmith (1977:31), there are basically two aspects that are communicated, namely content, which is usually verbal and enhances facts, descriptions, directions, explanations and feelings; and relationship, which is often non-verbal and would expose the actual attitude of the communicator towards the receiver.

These forms of communication may supplement or contradict each other. For instance, as indicated by Kabagarama (1993:35), "*Someone who says 'I am fine', with a frown is in a different emotional state from someone who says it with a smile.*" Furthermore, when a person is frightened, he shivers, stammers and lacks words. When a person says I am sorry and there is no indication of feeling remorse, then there is contradiction.

### 2.2.3 Ensuring successful communication

As indicated above, communication is intended to convey a message. It is therefore necessary that certain measures be observed in order to ensure that a message is finally put across during communication. For instance, the recipient may wrongly receive a message. To guard against that the receiver has to confirm the assumption by repeating what was communicated and by



further asking for clarification whenever necessary. Secondly, extra information has to be acquired by way of asking open-ended questions such as Oh? How is it possible? Really? How often does that happen? Open-ended questions, according to Goldsmith (1977:32): "... can also be non-verbal, for instance, a questioning frown, or an 'Oh come on' look or a 'so what' shrug of the shoulders." Other examples of forced-choice questions are: "Do you mean \_\_\_\_\_? or Would you rather or \_\_\_\_\_? Who yelled at you more, your mother or your father?" Thirdly, the ability to give specific and non-judgmental feedback is essential. The fourth skill will be to listen attentively. Fifthly, understand the way that your body communicates. Is your stomach tight? What is the cause? How will that influence your communication?

The next skill, which is vital for effective communication, is openness. Withholding feelings such as hurts, disappointments and embarrassment could mar communication and destroy relationships. According to Goldsmith (1977:33) as a result of withholding feelings "... many relationships which could be productive and enjoyable gradually flounder and sink under the accumulated load of tiny annoyances, hurt feelings, and misunderstanding that were never talked about openly." Goldsmith further provides the following factors which will ensure that openness builds relationships rather than harm them:

- Openness must stem from a desire to improve your relationship with the other.
- Aim at creating a shared understanding of your relationship.
- Recognize that openness involves risk-taking.
- Although the discussion may become intense, spirited, angry, or tearful, it should be non-coercive and not an attempt to get others to change.
- Timing is important.
- Disturbing situations should be discussed as they occur.

- *Paraphrase the other's comments about you to make sure you understand them as he intends them.*
- *Use perception-checking responses to ensure that you are not making false assumption about the other's feelings.*

#### 2.2.4 Intercultural communication

The above-mentioned skills of communication could be applied as well in communicating across cultures. However, more information regarding communication across cultures has to be sought in order that it supplements the above communication skills. It may not be a pleasant experience to communicate across culture because of cultural differences. Hence the perception that it may either be pleasant or painful to deal with people whose cultures are different. It would require adequate preparation for the experience in order to avoid misconceptions, (Kabagarama 1993:40).

Intercultural communication is aimed at facilitating the transmission of messages across cultures. It therefore means communication with people from cultures other than yours.

Kabagarama (1993:41) provides the following basic rule which would facilitate the understanding of other cultures and communication across cultures:

- *Getting acquainted.*
- *Asking the right questions.*
- *Handling visual images.*
- *Dealing with stereotypes.*
- *Getting started.*
- *Gaining entry.*
- *Establishing trust and co-operation.*

In conclusion, given the role of communication in human life, it is apparent that student affairs officers will most definitely need communication skills in order to ensure efficiency and effectiveness within the division of student affairs. Good communication skills are indispensable for effective management of change and conflict resolution. There are various ways through which such skills can be acquired, for example studying and attending workshops.

### 2.3 Sources of change

There are many different factors that would cause change. Such factors would vary from one situation to the other. Mink *et al.* (1993:57) distinguish between external and internal sources of change. Internal sources would include top management, the work-force, unions, supervisors, and students in the case of universities. On the other hand, external sources involve legislation, market demands, resources, politics, technology and social circumstance. The following are examples of both categories of sources of change, namely external and internal

#### 2.3.1 Political change as an external source of change

Changes in the politics of a country affect all the spheres of life, universities included. Hence Phillips (1996:5-6) indicates that within the context of social change in South Africa, universities are faced with severe challenges that require urgent attention. For example, financial constraints – subsidy cuts by Government and limited resources to finance students; admission of more black students at traditionally white universities, which has the implication of a change in language policy, traditions, and staff compliment; and the preparation of staff for competition in the global education and economy.

### 2.3.2 Students as internal sources of change

Students may feel some discontentment and very disappointed with the present situation, inter alia aspects such as the language policy, representation within student structures and university governance structures, traditions in the residences and financial support.

These factors would motivate the student population to negotiate with the relevant internal structures. Various forms of pressure such as submission of memoranda, going public through news media, writing to the Commission of Human Rights and even to the Government, could be exerted.

## 2.4 People and change

### 2.4.1 Types of people

It is essential for change agents to know the types of people in processes of change. That will encourage appropriate approaches to change management. For instance, a particular type of people will determine the pace of change, whether it should be radical or not. Furthermore, the establishment of the type of people to be involved in a change process would assist change agents to obtain the relevant information, support and resources. According to Hamlyn (1996:22) in this changing world there are three categories of people, namely:

- **The drifters:** "... *those whose inability or unwillingness to change will render them absolute...*". In this regard, change is outrightly opposed basically because of people being comfortable with the status quo and who want it to be maintained. People in this category may resort to violent means of protecting what they have.

- **The survivors:** *"Making grudging attempts to adapt, they will claw onto what they have, losing a little ground perhaps, but certainly not making any progress. Life will be tough and fraught with tension."* These are people who have a good grasp of bad practices that exist. They know that something is wrong and that other people are offended and hurt. It is obvious to them that such practices have to be stopped. However, because of benefiting in one way or the other from the situation, they do not want change. In such a situation evolutionary change is preferred because it takes time, and perhaps nothing is changed in the process. Delaying tactics such as instituting toothless structures and prolonging processes may be employed in order to stall the process of change.
  
- **The winners:** These are people who *"... have not only accepted change but who have welcomed it with enquiring minds and a determination to seek and harness its positive powers."*

#### 2.4.2 Changing people

People need to be changed in order to cope with change. Sometimes authority has to be used, particularly when dealing with drifters and survivors. In case of the drifters, old attitudes and old ways of thinking are not assets to change processes but may harm and delay change processes. According to Hamlyn (1996:22) a whole new way of thinking is needed in order to thrive in a change process. Doubts regarding changing people should be avoided. Change agents should positively embark on processes of changing people because it is possible. Hamlyn (1996:22) indicates that: *"Inherent, but often dormant, in each and every one of us is a gift of creativity which allows us to overcome problems, invent new ways of doing things, challenge conventions and move forward no matter what the rate of change."*

Changing people will revolve around the following levels of change in people as provided by Sarien, Khandelwal and Sharma (1992:70):

- Knowledge changes.
- Attitudinal changes.
- Behavior changes.
- Group or organizational performances change.

Sarien *et al.* (1992:70) indicate that: "*Attitude structures differ from knowledge structures in that they are emotionally charged in a positive or negative way. The addition of emotions often makes attitudes more difficult to change than knowledge.*"

The type of knowledge a person gathers will, to a great extent, determine the ultimate attitude. It begins at early stages within the family, for instance, the informal education that is instilled within the child by parents. It goes through the human developmental stages, the type of peer group and its pressure and specific political ideology that a person affiliates to. Assisting such people to accept change would require an intense process of positively influencing attitudes. Such a process will be based on imparting knowledge.

Warner (1995:33) further suggests: "*To establish a culture where people mattered, where employees cared about relationships with each other, was regarded as the first stage towards the eventual transformation.*" Changing attitudes of people will enhance the transformation of traditions, which are being passed from one generation to the other. Sarien, *et al.* (1992:154) state that "... *traditionalism indicates faith or beliefs, passed on from generation to generation without questioning their rationality or validity...*". Changing traditions imply changing a group of people. According to Sarien *et al.* (1992:71) changing a group is more compounded because "... *at this level we are concerned with changing customs, mores and traditions. Being a group it*

*tends to be a self-reinforcing unit and therefore a person's behaviour as a member of a group is more difficult to modify without first changing the group norms.*" Students who will be attached to certain traditions at universities will always be there just as is the case even with the broader society. Such students may not be prepared to accept change. They are actually the drifters. They are so attached to a particular way of living and are proud of it. They have turned themselves into protectors of traditions without questioning their validity and relevance to the present situation.

This process of changing people can be accelerated through changing their positions by giving them more responsibilities. The changing of student traditions and the entire university culture will further require the changing of beliefs and attitudes.

Student affairs professionals should always be aware of the fact that they are supposed to be role-models for students. Student leaders are also not exonerated from being exemplary. Student affairs professionals as well as various student leaders should actually be role models who are respected by students, by displaying the attitude of being concerned for others irrespective of culture, race, traditions or religion. As a result, the attitude of being concerned for others would prevail amongst student affairs professionals. Such a situation will generate trust between students and student affairs professionals. A relationship of trust may encourage students in general to be positive even in times of change.

Besides role-modeling, Warner (1995:37) points out the following aspects which can contribute towards changing beliefs and attitudes: communication, group discussions, one-to-one counseling and training.

### 2.4.3 How people are affected by change

John Adams (quoted in Judson 1991:15) indicates: "*All changes are irksome to the human mind, especially those which are attended with great dangers and uncertain effects.*" Coetzee (1999:4) states that reactions to change would range from accepting change and acknowledging forces of change to resisting change and disregarding forces of change. Change will always affect people either in positive or negative ways. Sometimes even change that was intended for the good may end up affecting people adversely because of lack of planning and consideration of those who will be affected by change.

Judson (1991:16) points out that change affects people in three distinct ways, namely:

- **Operational**

Change in this category enhances the changing of behaviour in performing work or any physical routine. Changing how people operate cannot just be done through instructions, because people's usual ways of operation, which they might be comfortable with, are affected. For instance, altering a tradition in which senior students welcome first-year students will require the involvement and co-operation of senior students.

- **Psychological**

Change touches on people's relationships and feelings to what they have been doing. As a result, various questions are stimulated when people are impacted by change. Judson (1991:18) indicates that such questions are based on personal concern regarding learning, competence, performance and fair treatment.



- **Social**

Judson (1991:18) states the social effects are "... *alterations that take place in a person's established relationship with others...*".

The way people are affected by change will go hand in glove with the way people will react to change. According to Judson (1991:47/8) people may either support or resist change, basically because "... *anyone's assessment of future status is influenced by fears, desires, suspicions and beliefs.*" As a result of fear people tend to protect the present status. Judson (1991:48) further indicates that resistance may take various forms and that a particular form will depend on "... *the individual's personality, on the nature of the change itself, on attitude toward it, and on forces deriving from the group and from the organization and its environmental context.*"

People may accept change in different ways. Judson (1991:53) highlights various forms through which change may be accepted:

- **Enthusiastic co-operation:** which occurs when change fulfills the expectations of those affected by it and even when there are few minor conflicts. A group may also positively accept change if the group's stability and integrity are preserved and/or if a group feels that it may be excluded from benefiting from change.
- **Co-operation:** people may decide to accept and co-operate, when cooperation is the only lesser of the evils through which stability and integrity may be preserved.
- **Fear of exclusion:** The fear of exclusion may encourage enthusiastic co-operation and active participation.

## 2.5 Factors for successful management of change

### 2.5.1 Approaches to change management

Huberman (quoted in Donald & Lazarus 1995:53) argue that “... *an interdisciplinary perspective of the change is necessary.*” Various approaches of managing change should be employed, and if necessary, at the same time. Both approaches, namely radical and regulatory initiatives should be appropriately employed. Situations that require change will differ in terms of the type of change and how it should be effected. It will only be after a thorough analysis of a particular situation that a specific type of approach can be adopted.

Burrell and Morgan (quoted in Donald & Lazarus 1995:53) suggest the following matrix for change management as indicated in Figure 2.1. The matrix is based on two major dimensions namely, the subjective-objective dimension and the regulatory-radical dimension.

The intersection of the two dimensions results in the following four paradigms of change: humanist, structuralist, interpretive, and functionalist.

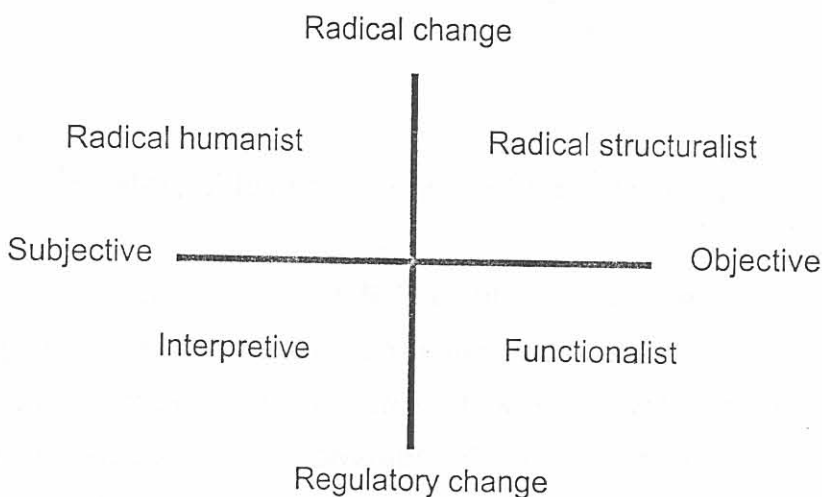


Figure 2.1: Matrix for change

Approaches to change may fall on either of the following sides: radical, regulatory, subjective or objective (Donald & Lazarus 1995:53). The various approaches will bring about different emphasis as indicated below:

- **Radical side (Radical humanist and structuralist positions)**

*"... radical side (radical humanist and structuralist positions) emphasize the need for fundamental transformation and the role of conflict in the change process."* Dlamini (1995:39) refers to the same approach when he mentions revolutionary change, which is concentrated on most in South Africa particularly by the historically disadvantaged because of the intention to break quickly and completely from the past structures and systems which were characterized by separation and racial hatred. For instance, at universities students have been in the forefront of the process of transformation. The students called for new democratic and representative councils, diversity in various management structures, full participation of students in governance structures, relaxation of admission criteria, free university education and provision of accommodation.

Such an approach to change, even though it might have some fruits, is often marred by disruptions because of different perceptions regarding what should be changed, how it should be done and when the change should be completed.

- **Regulatory side (Interpretive and functionalist positions)**

Donald and Lazarus (1995:53) highlight that the *"... regulatory side (interpretive and functionalist positions) focuses on improvements within a framework that itself is not questioned, and work within a consensus model."* Proper consultation and involvement of stakeholders are given priority. Inputs relevant to the change process from various quarters are seriously weighed.

The change program is shaped and directed by concerns and suggestion of people to be affected by change.

- **Subjective side (Interpretive and radical humanist positions)**

*The subjective side (interpretive and radical humanist positions) emphasizes rationality and the ability of people to change themselves and the world (voluntarism). Therefore it becomes extremely important that people be educated about change so that they are empowered to handle it.*

- **Objective side (Radical structuralist and functionalist positions)**

*The "Objective side represents an emphasis on irrationality and external determinism, and therefore an emphasis on structural rather than personal change."*

It is important to acknowledge the fact that every approach can be relevant and useful in a specific situation. For instance, as indicated by Donald and Lazarus (1995:54) a radical approach would become more appropriate in the case of an illegitimate and damaging system. However, in the case of developing and implementing a new system, regulatory measures would be indispensable.

An assessment of a situation should be made and thereafter a particular approach (or approaches) be adopted. At times more than one approach will be needed. Hence, Donald and Lazarus (1995:54) suggest that a "... *more complex, multi-layered and interactive view of the change process is appropriate.*"

There are more approaches that can be followed depending on a specific change program. The following three approaches, referred to as stages, by

Ackell (quoted in Barr *et al.* 1993:469) could also be used to advance change programs:

### ***The laissez-faire stage***

In this stage students are allowed to initiate change on their own without any organized administrative intervention. Barr *et al.* (1993:470) highlight that those students are given an opportunity to be as entrepreneurial and aggressive as they are like in their involvement.

In such a situation majority culture within a student community will reign supreme because it will dominate and prevail over the minor cultures. The mission and planning of an institution will also be based on the needs of the majority culture. Furthermore, according to Barr *et al.* (1993:470), "*No special support services are offered to nontraditional students, and no efforts are made to encourage them to participate in the life of the campus community.*"

### ***The separatist stage***

Barr *et al.* (1993:470) state: "*Programs and services continue to be geared for majority students...*" even though an institution may acknowledge the existence of minorities. In this stage the minorities are deliberately separated from the majority and are considered "lesser".

It is essential that students be treated equally, irrespective of being minorities. All students should be accommodated in all programs of an institution because, if that is not the case, minorities will be marginalised and not be an integral part of an institution.

*The equity stage*

According to Ackell (quoted in Barr *et al.* 1993:470-471): "*Equity entails an active use of the principles of justice and fairness to correct inequities in a system that de facto discriminate against one group in favor of another.*" A university will realize equity when all students are treated equally. All programs should be geared for all students and equally accommodate them.

The above approaches can be employed within two major frameworks, namely pro-actively or reactively. Coetzee (1999:5) explains the two frameworks as follows:

**Reactive framework**

- Based on intuition
- Limited view and understanding of situation
- Apply problem-solving methodologies to all situations
- Focussed on solving problems

**Proactive framework**

- Based on knowledge and information
- Broader view and understanding of situation
- Choice of intervention based on knowledge of situation and of available organizational development techniques
- Focussed on increasing organizational effectiveness and quality of work life.

### 2.5.2 Power tools for change

Participants in any change process, no matter how big the change, would need to be prepared in order to perform maximally. Preparation would, amongst others, include aspects such as knowledge on what is about to happen, the kind of support required and the available resources. These aspects are referred to as power tools because they are a means of empowering participants in processes of change. Without some form of authority a change process may be inhibited and authority may be procured through knowledge, support and resources. For instance, when racial corridors within the three affected residences of the University of Pretoria had to be terminated in 1999, a process of consultation with various stakeholders was begun. Students were informed about the decision of the University Council to terminate racial corridors with immediate effect. Reasons were also advanced as to why the change was to be effected. Students were afforded ample opportunity to state their views regarding the matter. Furthermore, the university management pledged its complete support for house management of the respective residences.

The importance of being empowered for a change process is further accentuated by Harvey and Brown (1996:73) by providing the following power tools for change: Information, support, and resources.

#### - **Information**

The first tool is to provide people with information or to educate people on how to gather information. This is essential because it would generate and enhance an understanding of why change is to be effected. Without understanding why the need for a change, people may not participate positively in a change process. They may tend to disrupt it. Meetings should

be arranged affording people an opportunity to brainstorm on the envisaged change.

- **Support**

A change program will need support from those in authority as well as all participants. Harvey and Brown (1996:73) indicate that support and permission to go ahead with a change process from the management of an institution are indispensable for a change program. Co-operation by peers and subordinates is of vital importance. For instance, if there were serious opposition by students in the case of terminating culture corridors at the University of Pretoria, the change would have been arduous and prolonged. Fullan (quoted in Fyfe & Figueroa 1993:15) corroborates that by indicating that: *“Successful change is brought about where there is a proper balance between pressure and support; where there is clear leadership, vision and support from senior staff; where thinking about the process of change matches the content of the change; and where all participants feel they are learning from the experience.”* Furthermore, if the envisaged change would cut across the organization, then collaboration with other departments would be required.

- **Resources**

The third tool would be the provision of resources such as funds, staff, equipment and material to carry out the project. For instance, if there is a need to train student leaders, will funds be available to bring in suitable trainers?

There are many other tools that can be used to facilitate a change process. For instance, Aylett (1991:160/61) offers the following tools:



- *Good communication*
- *Consultation*
- *Shared planning and decision-making*
- *Time to implement change*
- *A clear policy or sense of direction*
- *Adequate training*
- *Common understanding of the purpose, and process, of change.*

### 2.5.3 Forces of change

Forces of change can either be negative or positive depending on how they are being used.

Harvey and Brown (1996:156) offer the following forces of change: Advocates of change, degree of change, time frame, impact on culture and evaluation of change.

#### - **Advocates of change**

Harvey and Brown (1996:156) point out that "... *the most important factor is determining who will spearhead the change program.*" It may be the Vice-Rector: Student affairs, Dean of Students, Student Representative Council (SRC), internal consultant, external consultant or a working committee. Someone somehow, should initiate a change process. However, all stakeholders should be invited to plan the change process. It is at this early stage of planning that stakeholders should decide who should drive the process. For instance, if the Dean of Students determines some problems with the residence placement policy, she/he should initiate the process. Stakeholders such the division responsible for placement, SRC, and residence structures should be invited to a meeting. From there this forum would further decide on how the process should be driven.

- **Degree of change**

It is essential to investigate what type of change is envisaged. Is it a minor change such as the president of the SRC no longer having to report to the rector on every Monday but rather on Thursdays? Or is it a major change that affects the structure and the functioning of the SRC? Without ascertaining the degree of change a wrong or weak strategy may be employed. The need to establish the type of change is brought about by the fact that it is more difficult to implement major changes than it is with minor changes (Harvey and Brown 1996:156). Therefore, if a major change has to be engaged, more attention to communication, power tools and management of resistance should be given. Such an approach would assist in developing an appropriate strategy for managing change successfully.

- **Time frame**

The third factor is the specified period of change. It might be a period for gradual change or a period for abrupt change. According to Harvey and Brown (1996:156): *"In general the more gradual the change and the longer the time frame, the greater the chance of success."* Whether change should be gradually or abruptly engaged will entirely depend on the type of change.

- **Impact of culture**

If the impact on the existing system and culture were great, people would seriously resist change. Students are also apt to fight in order to block change if they feel threatened by the intended change process. Hence Harvey and Brown (1996:156) point out that the implementation of a change program may be obstructed if the impact on existing cultural norms is greater than expected.

- **Evaluation of change**

A good system of evaluating the change must be developed.

In order to be strategic and successful in managing change, one should concentrate on the following aspects: The use of positive forces of change; providing enough time for planning and implementation; being cautious of the degree of change because people may be overwhelmed by too much change at a time.

**2.5.4 Life cycle of change**

The life cycle of change indicates what can be expected of various people from the beginning of a change process to the end. That would serve as a guide for change agents to identify behavior. They would, to a certain extent be able to develop suitable strategies for the advancement of change.

Harvey and Brown (1996:154/5) offer the following life cycle of change:

- **Phase 1**

In this phase few people understand the need for change and are positive about reforms. They represent a small fraction of the organization. As a result they may be forced to operate on the periphery and be ridiculed in order to force them to comply with the status quo.

- **Phase 2**

When a process of change advances positively it becomes possible to identify positive and negative forces with regard to change. In this stage, meaningful interaction by various stakeholders is realized because the

change process can be discussed, consequently more people comprehend the intended change because of understanding. Hence, Harvey and Brown (1996:154) indicate that: *“The threat associated with the change can be lessened because of increased understanding. In time the novelty and strangeness of the change tends to disappear.”*

- **Phase 3**

In this phase, both parties (the one that is for change and the one who is against it) have ascertained their positions. Both parties would aggressively advance their respective positions. It is possible that direct conflict would be experienced in this phase. Vehement resistance to change may be experienced. That suggests that forces that are for change should not underestimate resistance to change.

- **Phase 4**

If the outcome of the contest in phase three is such that supporters of change are victorious, then focus should still be placed on the remaining resisters of change. It is always possible that they may still mobilize enough support to gain the upper hand and stop the change. Therefore, in this phase, change agents should not relax and think that they are successful. Success in phase three actually calls for vigilance in taking the change process further. Lack of alertness at this stage may disrupt the change process.

- **Phase 5**

Harvey and Brown (1996:155) state: *“In the last phase the resisters to change are as few and as alienated as were the advocates in the first phase.”* However, it does not imply that conflict is totally absent. Conflict may be subtle and expressed through disagreements, questions or reluctance.

In as far as paragraphs 2.5.2, 2.5.3 and 2.5.4 are concerned, the following inferences may be drawn: Phases, power tools, and forces are aspects of change which are actually interwoven as they supplement each other. A specific phase of change would require particular power tools and forces. This kind of interdependence requires an understanding of the following: Firstly, the phase in which a change program is, and secondly, what the phase entails. Such an exposure and understanding would facilitate the right choice of power tools and forces.

## **2.6 The change process**

Warner's model of change as reflected in Figure 2.2 provides more details as to the steps that should be followed when effecting change. This model will form the basis of the following description of a change process.

### **2.6.1 Stage 1: Involving key players**

Involvement of key players forms the basis of a change process. This activity occurs in phase 6 of Warner's change cycle. However, it is maintained in this study that stakeholders should first be identified because their participation and contributions are essential at the beginning of a change process. Such an approach would also secure legitimacy and ownership of the change process.

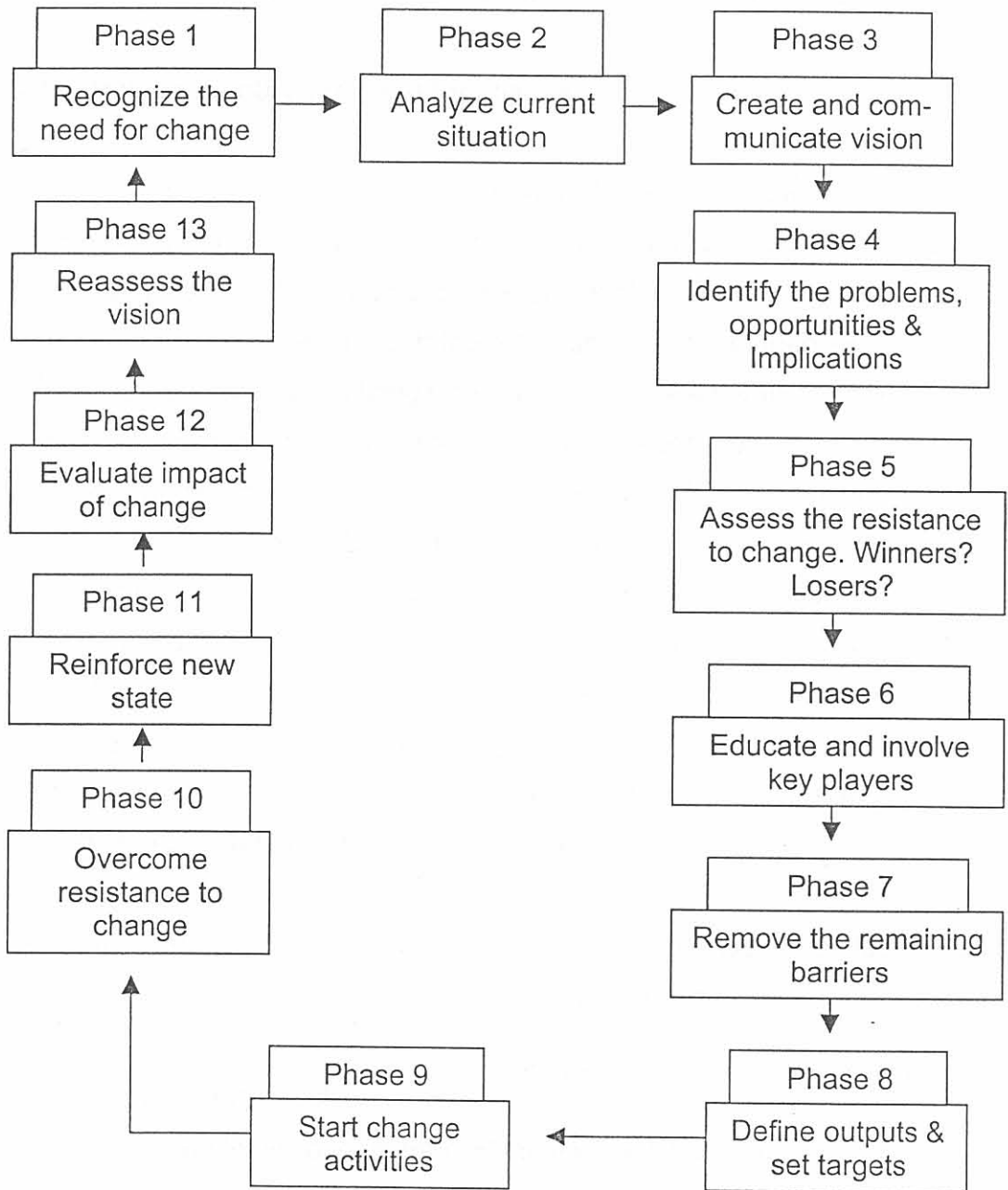


Figure 2.2: Warner's change cycle model

Stakeholders may have different interests. As a result, some of them may not see the need for change which leads to the second stage in which stakeholders should be assisted to recognize the need for change.

### 2.6.2 Stage 2: Identify the need for change

The actual change process would start with the acknowledgement for the need to change. It is critical to determine whether change is actually needed because a better understanding of the potential impact of the nature of change will be determined through the establishment of the need for change. In addition, the process of change becomes empowered when the need for change has been appropriately framed. In the process of determining the need for change, the extent of how this need would affect the institution should be established. Harvey and Brown (1996:46) indicate: "*Before a program of change can be implemented, the organization must anticipate the need for change.*" Participants in the envisaged change program should be identified at this stage. The participants will then be involved in the planning sessions of a change process. According to Coetzee (1999:11): "*Involvement and commitment are the first keys to successful change management.*" That will bring about ownership of the change process.

In order to determine the need for change, the following issues as identified by Mink *et al.* (1993:52) should be appropriately attended to:

- Define the change itself.
- Determine the levels and degrees of the envisaged change.
- Establish the sources of demand for change and verify their power.
- Examine the institutional culture.
- Ascertain possible choices.

Recognizing the need for change may not be an obvious activity because not everybody may readily accept that there is a need for change. At first a few people may recognize the need for a change. For example, in historically white universities black students who are still in the minority would want change. On the other hand, white students who are in the majority may not see the need for change, which will then require a strategy to assist them to realize the need for change.

Thus, at this stage both parties, particularly those that do not see the need for change, have to be supported in terms of the provision of more information. Resources that are required to facilitate the change process should also be utilized.

There are different factors which could possibly cause people not to want to recognize the need for change. Attitude would be one of such factors. It is important to acknowledge the fact that an attitude cannot just be changed at once. Constant attempts to change attitudes should be made at the beginning of a change process and should cut through the process of change.

Kurt Lewin (quoted in Sarien, Khandelwal & Sharma 1992:155-156) provides the following strategies which could intensify processes of changing attitudes:

- **Unfreezing process:** Sarien *et al.* (1992:80) highlight the aim of unfreezing as being to prepare and motivate people for change. Mink *et al.* (1993:63) state: "*In the unfreezing process, existing functional relationships are broken and habitual patterns of interaction are abandoned*". People are challenged to learn and are further encouraged to do whatever it takes to bring about change. People should, through this process, be enabled to transcend cultural boundaries in considering a change process. It should be possible for students (in the case of universities), to get rid of the old ways of doing



things so that they are ready for change. Individuals should be assisted in order to enable them to see or appreciate the need for change. Sarien *et al.* (1992:80) suggest that unfreezing can be realized through the following:

- Physically removing an individual/group from their accustomed routine, sources of information and social relationships.
  - Withdrawal of social support.
  - Using an individual's unworthy, demeaning and humiliating experience to motivate him/her to change
  - To reward those who are willing to change and to punish those who resist change.
  - Mink *et al.* (1993:63) add another dimension, namely that unfreezing can best be accomplished through the creation of an awareness of the need for change by contrasting the present and the envisaged future.
- **Changing:** An individual can be provided with new patterns of change if he/she is inspired to participate positively in a change program. That can be realized through identification and internalization of the driving forces and restraining forces, where an individual is placed in a new environment and is expected to learn to cope with it.

After the identification of the need for change, an examination of the categories namely individuals, groups, and the institution as a whole, which will be affected and the degree of change required should be made. According to Mink *et al.* (1993:55) the degrees of change will vary from slight to major at any level. It should further be determined whether the envisaged change requires a paradigm shift. If that is the case the mission, culture, and core business of the institution would be affected.

The successful identification of the need for change would, to a certain extent, depend on the establishment of the present and future states.

### 2.6.3 Stage 3: Determine the “as is” and the “to be”

Phases 2, 3, and 4 in Warner’s model are covered in this stage. This stage is actually a continuation of the effort to identify and recognize the need for change. Stakeholders continue to interact by way of brainstorming on the envisaged change. Data in respects of the envisaged change would be collected. It may also be described as the diagnostic stage which “... *is used to determine the exact problem that needs solution, to identify the causal factors in the situation, and to provide a basis for selecting effective change strategies and techniques*” (Harvey & Brown 1996:48). The current situation has to be closely assessed. The following questions should be posed in order to understand the present: What is it that has to be changed? Why should it be changed – In other words what harm does it cause in terms of development and advancement? Answers to such questions will expose the “as is”, which refers to the prevailing situation that should be changed. A clear understanding of the situation has therefore to be established.

The establishment of the “as is” will assist in determining the future, which is described as “to be”. People need to be convinced that there is something better than the present in the future in order for them to participate positively in the change process. Therefore, defining the future is extremely important. Hence, Mink *et al.* (1993:66) state: “*Perhaps one of the basic reasons many change programs fail, is that organizations do not define their future states properly or in enough detail, or in such a way that meaning is communicated effectively to people who are to make the change effort work.*” It is therefore crucial that the tension between the present and the future states must be effectively managed to support the change process. The definition of the future state entails the development of the following components of an

institution namely vision, mission, goals and values. Mink *et al.* (1993:67) provide the following advantages of defining the future properly:

- Pessimism is replaced with optimism.
- Individuals are able to visualize their own roles.
- The nature of projected changes is clarified.
- Uncertainty is greatly reduced.
- Management gets focussed on effectiveness.

Participants should at this stage develop strategies which would be employed to take the change process forward. The time frame (the period over which the change process should be completed) should also be agreed upon. Consequently, a vision that will guide the change process is created.

The successful establishment of the present and future states would then lead to the identification of obstacles.

#### **2.6.4 Stage 4: Barrier assessment**

Phases 5 and 7 of Warner's model are included in this stage. It is of course essential to identify obstacles to the process of change. Barriers such as financial constraints and people against change should be identified. Difference in opinions and interests may be experienced in stages 2, 3 and 4. Which lead to friction and serious conflict. The interaction would most probably expose those that are resistant towards change. A way of dealing with those that are against change should be developed. However, those that are against change should also be afforded ample time to state their case. Furthermore, other barriers should be removed.

If barriers were ultimately out of the way, it would mean that the majority is for change. Serious reinforcement in the form of empowering stakeholders to perform effectively should then be made.

#### **2.6.5 Stage 5: Empowering key players**

Key players should be educated by way of being provided with more explicit information. Phases 6 and 8 of Warner's model are incorporated. Information should be thoroughly explained and the roles to be played by various stakeholders be clearly defined and agreed upon. The product of the envisaged change should be very clear to all participants. The targets should be specified. The process of educating would also include the formulation of outputs. Participants should know and understand precisely what the result of a change process would be.

The above preparation would then lead to the start of the actual change.

#### **2.6.6 Stage 6: Change action**

The subsequent action that has to take place after diagnosing and all other preparatory measures have been put in place, will be practically implementing the change through strategies that are agreed upon. Phases 9 - 13 of Warner's model are covered in this stage. In this process a series of interventions should take place. For instance, measures to guard against resistance through out the process should be in place.

Reinforcements such as emotional, financial and moral support should be readily available. Rewards and incentives should also be in place. Leaders within an organization should take the lead in that regard. They are central in effecting change of beliefs and attitudes because they have the authority and the means to influence character.

The implementation of change would also encompass the evaluation of the impact of change. Thus, Harvey and Brown (1996:48) state: "*Once an action plan is implemented the next step is to monitor the results and stabilize the desired change.*" Intensive assessment of the strategies that are employed should be made and problem areas in the implementation stage be identified. Monitoring the process of the implementation of change is indispensable because if it is not done regression to a previous state may be experienced. It is at this stage that refreezing should be engaged. Refreezing is defined by Sarien *et al.* (1992:81) as: "*The process by which newly-acquired behaviour comes to be integrated as patterned behaviour into the individual's personality and/or ongoing significant emotional relationships is referred to as refreezing.*" In order to maintain the change and to avoid the fact that it is temporary, stakeholders who participated in the change process must be refreezed or restabilized. Refreezing is essential for encouraging stakeholders to uphold the sense of ownership of the change made so that they do not revert back to the situation before change, Mink *et al.* (1993:63). One strategy to accomplish refreezing will be by way of effectively communicating the desired outcome to participants. Recognition should also be provided to those who supported the process of change and turned it into a success.

The evaluation exercise will give an indication of whether the change process has been within the set vision. According to Mink *et al.* (1993:166): "*Results should be continuously audited against plans and against evolving attitudes toward the desired future order.*" The assessment of the process of change is crucial in that easy as well as difficult steps will be identified. Such an exercise assists in future change processes by making it possible to be one step ahead in new processes of change. Evaluation would be facilitated by responses to the following questions as provided by Chang (1994:76):

- On what criteria is the evaluation based?
- Who will provide evaluation input?
- Who will review the results?
- How will the results be used to influence future changes?
- Who will monitor the desired outcome?
- How will new ideas and needs be incorporated?
- How will the need for continuous improvement best be communicated and encouraged?

The actual process of change is the culmination of various important exercises in which people who are to be effectively involved in a change process must be engaged. Such exercises would include insight into the following aspects: Communication, possible causal factors for change, how change would affect people and factors for successful management of change. Exposure to these factors would definitely reinforce an appropriate approach to managing change.

All stakeholders are involved right from the outset. Before contemplating any change program, the need for change should first be established. That is a vital step to take because the identified need would also be used to convince those that oppose change to see the necessity for change. Changing for the sake of just wanting to change without identifying the actual need will bring about serious conflict. Thereafter, an analysis of the current situation should be done. That will enhance educating participants on the vision of the institution, how the process of change will go about, identification of problem-areas and how to attend to such. In the process of implementing change, continuous monitoring should be embarked on.

Finally, it is important to note that a consultant may be utilized to facilitate change. It is not always the case that a consultant utilized to facilitate a change process. Situations will determine from time to time whether there is a

need for a consultant or not. According to Harvey and Brown (1996:47) a consultant may determine the probable success or failure of a change process. A consultant may be from within an organization (internal consultant) or from outside the organization (external consultant).

Harvey and Brown (1996:47) outline the role of the consultant as follows: *"The consultant attempts to establish a pattern of open communication, a relationship of trust, and an atmosphere of shared responsibility."* As a result, issues concerning responsibility, rewards, and objectives must be clarified, defined, or clearly stipulated in this stage.

## 2.7 Resistance to change

Mink *et al.* (1993:81) offer an appropriate relevance of dealing with resistance by indicating: *"Resistance to change probably points to situational factors that need to be explored. When we understand the source and characteristic of resistance, our chances of implementing a change successfully will improve."* Resistance to change will be experienced because change touches on established practices of people. Harvey and Brown (1996:160) rightly argue that: *"Since change always alters the status quo, the consultant should anticipate some resistance among members and plan for this eventuality in the change process"*. People would individually be affected by change because of their interests being threatened. Mink *et al.* (1993:54) point out that resistance would disclose personal concerns. Thus, resistance should be positively perceived to be a normal reaction of normal people in a changing atmosphere. Therefore, change agents should also focus on addressing personal concerns. Such an attitude toward resistance will ensure a positive attitude towards handling those that are opposed to change. Resistance should further be viewed as a tool that can be used to increase efficiency and effectiveness. As stated by Harvey and Brown (1996:163) resistance is a signal that something is not functioning.

Resistance to change can either be passively or actively experienced (Judson 1991:50). Indifferent behavior may be an example of a passive form of resistance. It is manifested through ignorance of the problem or focussing on something that is completely irrelevant to the problem and no interest or lack of interest and slowness in understanding a processes of change. Judson (1991:54) further states: "*Indifferent behavior can be a subtle form of resistance.*" For instance, the withdrawal of students from residence activities such as not attending house meetings as well as withdrawal from student structures such as the SRC (Student Representative Council).

Frustration, hostile feelings and aggressive behavior are the actual symptoms of resistance. The fact that resistance has to do with the feelings of people is corroborated by McLennan (1989:199) by indicating that resistance is an emotional process because of feelings that exist behind any form of resistance. Harvey and Brown (1996:154) attest that resistance to change "... *will be evident in individuals and groups in such forms as controversy, hostility, and conflict, either overtly or covertly.*" People become frustrated and consequently hostile and aggressive when their desires and needs are threatened by change. Students as people would also feel the same. They may direct their hostile behavior to student affairs personnel or top management, or deflect it elsewhere such as the destruction of property or disruption of lectures. Focus may also be placed on the person or structure that initiates change.

Besides the aggressive form of resistance, other forms of resistance such as withdrawal, absenteeism, transfer from one department to the other or leaving the organization may be experienced.

Chang (1994:91) points out that some form of resistance to change will always be there. However, understanding the reasons behind it will, to a certain extent, successfully accelerate change. It is therefore important, as



outlined in the following paragraph, to establish the causes of resistance and by so doing facilitate some strategies for dealing with resistance effectively.

### 2.7.1 Factors that may cause resistance to change

#### - Uncertainty regarding change

Change causes uncertainty because of a shift from the known to the unknown. Mink *et al.* (1993:82) indicate that people would be uncertain particularly regarding their future role and how they would be expected to conduct themselves. Uncertainty may be accentuated by being comfortable with the present way of doing things. Harvey and Brown (1996:160) further add that because of an attempt to avoid uncertainty, members within an organization may develop psychological resistance.

#### - Fear

Uncertainty about the future would generate fear within people, hence Harvey and Brown (1996:160) indicating that: "*A large part of resistance to change stems from a fear of the uncertain or the unknown.*"

Donald and Lazarus (1995:55) state that resistance can be generated from the fear of loss, such as loss of security, loss of professional identity, loss of autonomy and loss of role certainty. However, it should be noted that fear will always exist. Khan (1995:44) states : "*An obstacle such as fear of change stays more or less the same throughout the entire change process.*" Because of fear of the unknown, people usually prefer to cling to what they have, unless if what they have is unfavorable.

- **Disruption of routine**

Harvey and Brown (1996:160) argue that resistance would most definitely be encountered if habits and life patterns of people were disorganized.

Out of established habits and attitudes a person develops particular perceptions, which will have a bearing on any change process, either positively or negatively.

- **Loss of existing benefits**

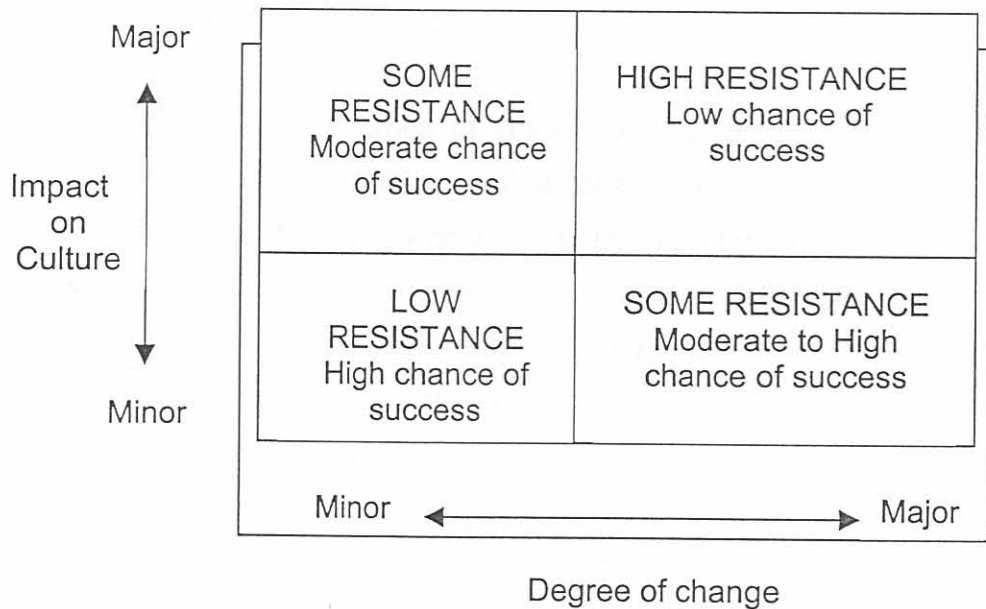
Existing benefits would include social networks, positions and power as well as security. Change would be more readily accepted if those affected by it are ensured of benefiting from it. In addition, people should not feel pressured because they would feel emotionally disadvantaged and associate that state of mind with the change (Harvey and Brown 1996:161). This is corroborated by Mink *et al.* (1993:82) when indicating: *"To accept a change, people must view it as a personal gain."*

- **Conformity to norms and culture**

Harvey and Brown (1996:162) state that: *"Norms are the organized and shared ideas of what members of an organization should do and feel."* A set of particular norms lead to the emergence of a specific culture. Culture basically contains the way of life of a specific people and is therefore very important for them. Harvey and Brown (1996:157) indicate: *"Two major considerations in making changes in an organization are the degree of change and the impact on culture."*

In Figure 2.3, Harvey and Brown (1996:157) highlight the fact that as long as a major impact is made on the existing culture, a high form of resistance will

be experienced even though the change may be minor. Chances of success are great when the impact on culture is less even though major changes are effected. However, Harvey and Brown (1996:157) further indicate that the higher the impact of change on the existing cultures the greater the resistance to change.



**Figure 2.3: Change model by Harvey and Brown**

The following additional causes of resistance are suggested by Mink *et al.* (1993:82):

- The purpose of the change is not made clear.
- Those affected by the change were not involved in the planning.
- The cost is too high or the reward inadequate.
- The vested interest of an individual or a sub-unit of the organization is involved.
- Lack of respect for and trust in the initiator.
- Satisfaction with the status quo.

- Change is too rapid.
- Past experience with change is negative.
- An honest difference of opinion.

It is strategic to know precisely what the causes of resistance are in order to develop appropriate strategies for minimizing and overcoming resistance.

### 2.7.2 Minimizing resistance to change

The act of minimizing resistance to change is vital for a change process because it will enhance the chances of successful management of change, (Harvey and Brown 1996:162). According to Donald and Lazarus (1995:54): *"Resistance dynamics are complex and subtle and, although it may be tempting to do so, are seldom resolved through simple confrontation."* Acknowledging the fact that resistance to change is inevitable is essential, because it will encourage change agents to seek strategies to deal with resistance. It is further important to acknowledge that resistance to change is predictable and that it cannot be suppressed (Harvey & Brown 1996:162).

However, it is essential that managers realize that resistance to change is not the fundamental problem on which to focus, but the symptom of the underlying problems. According to Judson (1991:78): *"To focus attention on the symptom alone will achieve at best only limited result"* (Judson 1991:78). It is therefore, important to look beyond the symptoms and focus on situational and environmental factors for effective management of change.

The following aspects could offer managers, including student affairs officers, good chances for influencing resistant behavior:

- **Understanding resistant behavior**

Observing and detecting resistance at an early stage will greatly assist in positively handling resistance. Paying attention to the non-verbal reaction of people with whom you communicate can ensure understanding resistance. Non-verbal behavior may express uneasiness such as the shaking of the head or the clenching of a fist. It may further express acceptance of what has been communicated, such as smiling or nodding the head. Another way of detecting and understanding resistance is through your own body. For instance, when you start feeling uneasy, bored, or irritated. Resistance can further be confirmed when a question or an explanation is repeated for the third time (McLennan 1989:200). *"In order to minimize resistance and maximize acceptance and support, managers must first understand the nature of resistant behavior, of resistant attitudes and feelings, and of the complex, dynamic relationships that exists between these and the several factors that influence them"* (Judson 1991:15).

- **Compulsion**

Compulsion could be used to influence resistant behavior for change. Harvey and Brown (1996:166) state that in order to force people to participate positively in a change process managers could use those implicit or explicit threats such as loss of jobs, loss of promotion or raises. According to Judson (1991:78) in its archaic form compulsion involves physical coercion, whereas in its contemporary form, it involves threats to the needs and goals of involved people. Authority and persuasion are the two methods that may be employed for the realization of compulsion. Authority can be used by threatening those who resist change with disciplinary action, suspension or expulsion from the institution. In this case the causes of resistance are not considered but the symptoms are addressed. Persuasion can take many

different forms which might either be real and right such as highlighting the true consequences for resisting change, or unreal and wrong like bribery.

When authority is intended to be used, the following factors as indicated by Judson (1991:79) should be taken into consideration:

- People can be influenced or controlled provided they depend on the Organization.
- The ability to exercise authority.
- Established cultural beliefs and norms.

- **Persuasion**

Managers/leaders do not have to use power as literally as they can because as indicated by Eccles (1994:35): "*The proliferation of specialist profession has created ever-growing sets of people who will commit themselves to goals that they accept, but who resist being pushed around.*" It is true of students at universities. They want to be convinced to commit themselves to particular goals. In such a situation, persuading people would be very strategic.

Persuasion and rewards could be used to gain co-operation in a process of change. Judson (1991:81) indicates that successful persuasion "...depends on one's ability to perceive a situation from the other's viewpoint." A thorough analysis of needs and norms should be done. According to Judson (1991:101) a reward which is appropriate to a particular resistance can be a powerful lever to the higher-ups. However, to make use of this lever successfully, probable reasons for resistance and estimated losses and gains for those affected should be established. Rewards may be monetary, such as increases or non-monetary, such as inclusion in various forums.

- **Fear and Security**

Change agents need to be aware that people could be encouraged to accept change if they are ensured of their security. As a result, allaying fears of various stakeholders could help to remove serious resistance to change (Judson 1991:84).

When change has to be effected there are fears which can make people to resist change. For instance, students at universities will guard against any change because they are concerned with their security. Moraka (1997:128-129) lists the following fears amongst students, which are related to the question of insecurity.

Possible fears of black students

- fear of being assimilated into the white culture
- fear of being manipulated by whites
- fear of not being accepted by whites
- fear of being victimized

Possible fears of white students

- fear of the lowering of standards
- fear of losing their traditions
- fear of losing control of student activities to black students

However, if it can be guaranteed that such fears are groundless, people can freely and positively participate in a change process. Thus guarantees can be used as a lever to dispel fear and insecurity.

Donald and Lazarus (1995:55) suggest that these fears can be reduced by way of affording stakeholders some control over change processes through allowing them participation in decision-making processes.

- **Understanding**

Another lever that could be employed by change agents is to ensure that at least the majority of people understand the envisaged change (Judson 1991:85). In this instance it is important to provide answers to what must exactly be understood and who must understand. There are a number of aspects involved in a change process such as providing answers to the following basic questions:

- Who should be involved?
- Who is going to benefit?
- What has to be changed?
- How will change be effected?
- When should a change process be completed?

Judson (1991:86) stipulates precisely what must be understood:

- What specific long-term objectives are to be accomplished?
- What specific short-term objectives are to be accomplished?
- What need is there for these objectives to be accomplished and why?
- Why is there any need for change?
- What is to be changed?
- How is it to be changed?
- When is the change to be initially introduced?
- How long will it take for the change to be fully implemented and made operational?
- Who is to be involved?



- What will the situation be after the change?
- What are the potential benefits that might be gained from the change and who will benefit?"

Providing answers to the above questions will contribute to minimizing resistance to change. However, it should not just be answers which are characterized by greed and deception. The responses should reflect transparency, accountability and honesty. According to Judson (1991:109) such an understanding can only be secured if sufficient, factual and accurate information is provided.

- **Time**

Judson (1991:91) points out that time is an important as well as a controllable lever. He provides the following phases that are very distinct in times of change:

- the interval between the first inkling that a change is to occur and its actual start;
- the interval between the start of the change and the completion of its initial installation;
- the interval between the initial installation of the change and its institutionalization into day-to-day operations.

These intervals should not be understood in isolation because they are interwoven. It should also be determined how much time will be spent in each interval. It is in the first phase where more information and clarification should be provided regarding questions such as: Why the change? What sequence should the process of change take? What should be completed first? How long will it take for all involved to comprehend the change? When should the change process be completed? Who should be involved in the change

process? To what extent will they be involved? What are the implications of the actual change, particularly in terms of security and integrity? Insight has to be provided on many issues.

It is therefore essential not to rush over this stage. Judson (1991:91) indicates that in this stage "... *slow movement is less threatening than rapid progress.*" Judson (1991:113) furthermore remarks that: "*Management should use this interval as a lever to ensure that all involved attain maximum understanding of the change and its probable consequences.*"

#### - **Involvement**

To ensure involvement and active participation of all stakeholders in a process of change is a lever that can be effectively employed. People should not be scared away from a process of change, instead they should be encouraged to participate. It is basically through participation that people become involved. Allowing all interested parties to participate in a change process will enhance acceptance of the ultimate change. Harvey and Brown (1996:164) corroborate that by indicating that: "*An individual who has participated in the formation of a program has an interest and ownership in the program which is likely to lead to increased motivation and understanding.*" Delworth *et al.*(1980:463) further support the same opinion by stating that people are likely to support what they had created.

Change that affects students is successfully completed and implemented if students are fully involved from the outset. They should be part of the very first meeting where answers are provided to questions such as: Who should be involved? What is it that has to be changed? Why should it be changed? How should it be changed? When should it be accomplished? How will it be implemented? Who will monitor the implementation?

Involving all the stakeholders is essential because it makes a process of change and the outcome thereof legitimate and as a result acceptable to stakeholders. The maximum involvement of stakeholders will therefore minimize resistance to a great extent. Thus excluding others in a process of change will, as indicated by Delworth *et al.* (1980:463), bring about a situation in which processes of change, which would exclude people, will be met with vehement resistance.

#### - **Criticism**

The extent to which participants in a change process feel criticized is also another significant and controllable lever (Judson 1991:96). People involved may experience criticism, which may be levelled against the past or present situation. It is vital to know how to handle such a situation without jeopardizing the process of change. As indicated by Judson (1991:129) the past can be used positively and constructively in order to advance change. A change process should not be intended to destroy the past completely, but to make some adjustments where appropriate. There are always good practices of the past that can be of great use in the present. Such practices should be retained possibly with some adjustments. However, there could be certain bad practices which could still be detested in the present. Such practices need to be eradicated.

Furthermore, responding appropriately to criticism will require insight and understanding into the manner in which other cultures do things. For instance, in student affairs, knowledge of existing cultural groups within a student community is essential. Going further than just knowing how many cultural groups there are within a particular student community and establishing historical backgrounds, forms of communication, perceptions of change and how each group would be affected by the envisaged change, will contribute to overcoming criticism. According to Judson (1991:129):

*“Anthropologists have long known that in order to work effectively with any group of people it is essential to learn their customs, ceremonies and symbols and their expected ways of doing things.”*

- **Flexibility**

The other lever is the extent to which those involved perceive the change process to be open for modification. It should be avoided that people involved feel that the change process is inexorable and irrevocable indicates that change should be introduced as a trial effort so that stakeholders in a change process could feel that they are in control of the change process (Judson 1991:132). They should feel they can make contributions, which may be accommodated. A tentative approach should be adopted in order to ensure flexibility.

- **Understanding organizational culture**

Arredondo (1996:180) states: *“Change is naturally going to cause discomfort, but if a change leader does not know the culture and subcultures of an organization, she or he may misread or overreact to symptoms of discomfort. Some intervention may be necessary, but you have to know what to do and when.”*

Manifestations of an organizational culture within a student community would be the kind of social activities, sport, and religion they participate in.

- **Education and communication**

Making stakeholders realize that change is manageable will be the basic step toward enhancing positive participation. People will always reject change if they do not have full insight into a specific change. Therefore, before a

change process can be embarked on, concerns of those who will be affected by change should be addressed. In authenticating this opinion, Donald and Lazarus (1995:54) highlight: *“In order to develop readiness, or a ripe environment for change, clear points of focus need to be crystallized and broadly agreed upon by those affected.”* For instance, points of contradiction and conflict should be addressed. Lazarus (quoted in Donald & Lazarus 1995:54) indicates that the impetus for change can be strengthened by involving strategic people such as leaders, competent enthusiasts, and those who would benefit from the change. Without their support and ownership of the process, change would be sabotaged.

In addition, Harvey and Brown (1996:163) state: *“The uncertainty and fear of the unknown associated with change can be minimized by an effective communication program. The lack of reliable information leads to rumors and uncertainty. Information concerning the what and why involved in the change program should be provided to all organization members.”* Participants in a change program should be educated about the change itself, what the situation is, where the organization should move to and how that would be done.

Educating participants in the change program will enhance supporting them and thereby facilitating the process. According to Harvey and Brown (1996:165) another way of dealing with resistance is by reinforcing the process of change and supporting the participants in the change program. Formal and informal leaders should be supported to accommodate change by way of development.

The above-mentioned strategies which can be employed to overcome resistance are corroborated by Mink *et al.* (1993:83) who indicate that resistance can be overcome through:

- building trusting relationships
- communicating openly
- encouraging two-way feedback
- addressing individual concerns
- exploring readiness to change.

## 2.8 Summary

Important aspects that would facilitate the management of change processes have been highlighted in this chapter. For instance, communication as an indispensable aspect for change management and conflict resolution has been discussed. Furthermore, regarding change management, the following aspects have been addressed: Factors that would cause change, how people are affected by change, factors for successful management of change, the change process and resistance to change.

It is maintained in this study that attention to the above factors will facilitate effective management of change. Knowledge of the theoretical requirements of change management will enable agents of change to develop appropriate strategies for the advancement of change programs.

Since change can bring about conflict and vice versa, it is rational to explain what conflict entails. As a result, the following chapter will shed light on conflict management.