

**STRATEGIC CHANGE IN THE PUBLIC SERVICE: DIFFERENTIAL ROLES OF
HUMAN RESOURCE AND LINE MANAGERS**

by

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**FACULTY OF ECONOMIC AND
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DECLARATION REGARDING PLAGIARISM

I, Sizwe Victor Nkosi, declare that “Strategic change in the Public Service: Differential role of human resource and line managers” is my own unaided work both in content and execution. All the resources I used in this study are cited and referred to in the References by means of a comprehensive referencing system. Apart from the normal guidance from my study leaders, I have received no assistance, except as stated in the acknowledgements.

I declare that the content of this thesis has never been used before for any qualification at any tertiary institution.

Sizwe Victor Nkosi

Date: 19 June 2015

DEDICATION

This Masters' Degree is dedicated to my mother, M.C. Nkosi, my father, B.P. Nkosi, my grandmother, F. Mthembu, my grandfather, M.R. Mthembu and my sister, L Nkosi.

“True education is well defined as the harmonious development of all the faculties – a full and adequate preparation for this life and the future eternal life. An education in which the hands are skilled in useful trades is emphasized. An education which recognizes God as the source of all wisdom and understanding is earnestly recommended.”

- Ellen G. White

“I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come.”

- Dr Nelson Mandela

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TABLE OF CONTENTS

DECLARATION REGARDING PLAGIARISM	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	ix
LIST OF TABLES.....	x
ABSTRACT	xii
CHAPTER 1: INTRODUCTION	1
1.1 Background.....	1
1.2 Problem Statement	3
1.3 Purpose Statement	5
1.4 Research Objectives.....	5
1.5 Academic Value and Intended Contribution of the Proposed Study.....	5
1.6 Delimitations	6
1.7 Assumptions	6
1.8 Abbreviations and Definitions of Key Terms.....	7
1.8.1 Abbreviations.....	7
1.8.2 Definitions.....	7
1.9 Outline of the Study	8
1.10 Conclusion	9
CHAPTER 2: LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Definition of Terms.....	13
2.2.1 Change.....	13
2.2.2 Change Management	14
2.2.3 Organisational Change	15
2.2.4 Strategic Change	15
2.3 The Importance of Organisational Change.....	16
2.3.1 New Growth.....	17
2.3.2 New Environment	17
2.3.3 New Culture.....	18
2.3.4 New Direction	18
2.4 Typologies of Change	19
2.4.1 Type I Change: Planned Change.....	19
2.4.1.1 Strategic change	20
2.4.1.2 Structural change	21
2.4.1.3 Process change	22
2.4.1.4 Culture change.....	22
2.4.2 Type II Change: Unplanned Change	23
2.4.2.1 Political change.....	23
2.4.2.2 Economic change.....	24
2.4.2.3 Social change.....	24
2.4.2.4 Technological change	25
2.4.2.5 Environmental change.....	26
2.4.2.6 Legal change.....	27
2.5 Levels of Change	27
2.5.1 Transformational Change.....	27
2.5.2 Incremental Change.....	28
2.6 Modes of Change.....	29
2.6.1 Proactive Change	29
2.6.2 Reactive Change	29

2.7	Principles of Change.....	30
2.7.1	Universality	30
2.7.2	Indeterminacy	31
2.7.3	Consistency	31
2.7.4	Diversity.....	32
2.8	Common Drivers of Change in the Public Service.....	32
2.9	The Change Management Model.....	33
2.9.1	Phase 1: Planning Change	34
2.9.1.1	Identifying the need for change	34
2.9.1.2	Developing the change vision.....	36
2.9.1.3	Mobilising key stakeholders.....	37
2.9.2	Phase 2: Managing Transition	38
2.9.2.1	Implementing transition	39
2.9.2.2	Communicating change.....	40
2.9.2.3	Enforcing commitment.....	41
2.9.2.4	Providing resources for change.....	42
2.9.3	Phase 3: Sustaining Change.....	43
2.9.3.1	Developing new competencies and skills	44
2.9.3.2	Reinforcing a new culture and behaviours.....	45
2.10	Levels of Strategy	48
2.10.1	Corporate Level	48
2.10.2	Business Level.....	48
2.10.3	Functional Level.....	49
2.11	The Roles of Line Managers	49
2.11.1	Directional Role	50
2.11.2	Catalyst Role	50
2.11.3	Interpersonal Role	51
2.11.4	Informational Role.....	52
2.12	The Roles of the Human Resources Manager.....	52
2.12.1	Catalyst Role	53
2.12.2	Facilitator Role.....	54
2.12.3	Designer Role	55
2.12.4	Demonstrator Role.....	55
2.13	Integration of the Roles of HR and Line Managers	56
2.14	Conclusion	60
CHAPTER 3:	RESEARCH DESIGN AND METHODS.....	62
3.1	Introduction	62
3.2	Research Philosophy	62
3.2.1	Applicable to the Study: Post-positivism.....	64
3.3	Research Approach	65
3.3.1	Deductive Reasoning.....	65
3.4	Research Design	66
3.4.1	Quantitative Research Design	66
3.4.2	Survey Research	67
3.5	Sampling Methods.....	68
3.5.1	Non-probability sampling method.....	68
3.5.2	Probability sampling method	68
3.5.2.1	Application to the study: Stratified sampling method	69
3.5.3	Sampling and Target Population.....	69
3.6	Applied Data Collection Method	70
3.6.1	Questionnaire Design	70
3.6.2	Advantages of Using Questionnaires	71
3.6.3	Permission to Collect Data.....	72
3.6.4	Questionnaires Administered by Hand.....	72

3.7	Questionnaire Distribution and Data Administration	73
3.7.1	Data Collection	73
3.7.2	Data Capturing and Processing	74
3.8	Levels of Measurement.....	74
3.8.1	Nominal Level of Measurement	75
3.8.2	Ordinal Level of Measurement	76
3.8.3	Interval Scale of Measurement	76
3.9	Data Analysis Techniques.....	76
3.9.1	Descriptive Statistical Analysis.....	77
3.9.1.1	Frequency distributions	77
3.9.1.2	Arithmetic mean	78
3.9.1.3	Kurtosis	78
3.9.1.4	Skewness.....	79
3.9.1.5	Tests of normality	79
3.9.1.6	T-test and ANOVA.....	79
3.9.1.7	Kruskal-Wallis	80
3.10	Assessing and Demonstrating the Quality and Rigour of the Proposed Research Design	80
3.10.1	Validity	80
3.10.2	Face Validity	81
3.10.3	Content Validity.....	81
3.10.4	Reliability	82
3.10.5	Application to the Study: Internal Consistency Reliability	83
3.11	Research Ethics.....	84
3.11.1	Avoidance of Harm	84
3.11.2	Informed Consent	85
3.11.3	Non-Violation of Privacy/Anonymity/Confidentiality	85
3.11.4	Actions and Competence of Researchers	86
3.11.5	Deception of Subjects and/or Respondents	86
3.11.6	Release or Publication of the Findings.....	87
3.11.7	Debriefing of Respondents.....	87
CHAPTER 4:	RESULTS.....	89
4.1	Introduction	89
4.2	Stratified Random Sampling Method and Sample	89
4.3	Descriptive Statistics on Demographic Data.....	90
4.4	Internal Consistency Reliability in Both Samples.....	94
4.5	Descriptive Statistics of the Composite Scores	96
4.6	Inferential Statistics.....	102
4.6.1	Tests for Differences across Gender Groups	103
4.6.2	Tests for Differences over Different Levels of Management.....	107
4.6.3	Non-Parametric Tests for Differences over Levels of Management for Human Resource Managers.....	116
4.6.4	Non-Parametric Tests for Differences over Levels of Management for Line Managers	118
4.7	Conclusion	120
CHAPTER 5:	CONCLUSIONS AND RECOMMENDATIONS.....	124
5.1	Introduction	124
5.2	Achievement of the Research Objectives and Academic Value	125
5.3	Research Objective 1: The theoretical determined roles that line managers and HR managers need to play in leading and managing strategic change in the PS	126
5.3.1	Theoretical Determination of the HR Role in the PS.....	126
5.3.2	Theoretical Determination of the Line Manager's Role in the PS	127

5.4	Research Objective 2: The empirical exploration of the way in which line managers and HR managers apply the theoretically (predetermined) roles in the PS.	128
5.4.1	The Role of HR Managers across Different Phases of Change and Levels of Management	128
5.4.2	The Role of Line Managers across Different Phases of Change and Levels of Management	139
5.5	Limitations of the Study.....	148
5.6	Suggestions for Future Research.....	150
5.7	Summary	150
5.8	Conclusion	151
	REFERENCES	153
	APPENDIX A.....	163
	APPENDIX B.....	173

LIST OF FIGURES

Figure 3.1: Research methodology process	62
Figure 4.1: Means of the four roles played by HR managers over different phases of change implementation	100
Figure 4.2: Means of line managers roles across different phases of change	101
Figure 4.3: Human resource managers: Means plots by level of management	113
Figure 4.4: Line managers: Means plots by level of management	116
Figure 5.1: Summary of the overall dissertation	124

LIST OF TABLES

Table 1.1:	The abbreviations used in this study	7
Table 1.2:	Chapter outline	9
Table 2.1:	Comparison of different change management processes	47
Table 2.2:	Summary of the integrated roles of line management and HR	58
Table 3.1:	Sample population from government departments.....	74
Table 3.2:	Levels of measurement	75
Table 3.3:	Reliability of measurement instrument	83
Table 4.1:	Sample composition per government department for both HR managers and line managers	90
Table 4.2:	Demographic profile of human resource managers and line managers	91
Table 4.3:	Representation of males and females over different levels of management for HR managers (n=66).....	92
Table 4.4:	Representation of males and females over different levels of management for line managers (n=88)	93
Table 4.5:	Cronbach's coefficient alpha of internal consistency reliability	95
Table 4.6:	Calculation of composite scores across levels of management over the three phases of change	97
Table 4.7:	Descriptive statistics for both HR and line managers over three phases of change	98
Table 4.8:	Means profiles of four HR roles across different phases of change implementation for the entire sample	99
Table 4.9:	Means of line managers roles across different phases of change.....	101
Table 4.10:	Normality test for composite scores	102
Table 4.11:	Test of homogeneity of variances	104
Table 4.12:	T-test results by gender	106
Table 4.13:	Test of homogeneity of variances over the level of management.....	107
Table 4.14:	Results of ANOVA over position as manager	109
Table 4.15:	Homogeneous subsets (Duncan groupings) for ANOVA test for HR managers	111
Table 4.16:	Games-Howell pair-wise comparison (assuming unequal variances) for human resource managers.....	112
Table 4.17:	Games-Howell pair-wise comparison (assuming unequal variances) for line managers	114
Table 4.18:	Kruskal-Wallis test for HR managers	117
Table 4.19:	Kruskal-Wallis pair-wise comparisons for HR managers.....	118

Table 4.20: Kruskal-Wallis test for line managers.....	119
Table 4.21: Kruskal-Wallis pair-wise comparisons for line managers	119
Table 5.1: Theoretical roles for HR managers during change implementation	127
Table 5.2: Theoretical roles for line managers during change implementation	128

ABSTRACT

STRATEGIC CHANGE IN THE PUBLIC SERVICE: DIFFERENTIAL ROLES OF HUMAN RESOURCE AND LINE MANAGERS

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Introduction

Change is theorised as being inevitable and constant, yet it can be managed either proactively or reactively. It can occur incrementally as a process, or drastically and radically; this invariably affects the systems and sub-system.

Most managers in the Public Service (PS), officials, consultants and practitioners conceptualise change management with minimal strategies of how to deal with it, especially when it occurs in an organisation. Change management needs key role players with respective roles to manage change within an organisation. Change management in this study is in the context of organisational strategic change, where human resource (HR) and line managers are regarded as key stakeholders in dealing with change, particularly strategic change, in the PS.

Failed change efforts are due to inadequate change management competence, which ultimately demands effective change management solutions, tailor-made programmes

and specific actions, including skills and roles that need to be applied. If change is not managed in an organisation, it creates resistance that is associated with negative emotions where individuals and collectives experience fear, anxiety, insecurity, loss of control, constant routines, traditions, lack of support, confidence and trust. At an organisational level it can result in inadequate performance due to unclear goals and affected employees not being involved in the planning of change, as well as poor management style and political dynamics within the organisation.

The PS is in flux and is affected by the rapid pace of social, political and technological change. Change should be managed by HR and line managers in the PS.

Research Purpose

The aim of this study was to determine the different roles that HR and line managers play during various phases of strategic change in the context of the PS and to further explore if they actually fulfil those theoretically determined roles.

Motivation for the Study

The PS has undergone tremendous change, mainly to adapt its service delivery machinery to government's broadened mandate to serve all of the people of South Africa. Therefore, the motivation of this study is based on the lack of success in the PS in delivering services as required. This necessitates change efforts to improve service delivery. The failure of change efforts due to insufficient change solutions by management in the PS creates a gap in knowledge about change management solutions in the PS. This knowledge gap exists as result of the fact that there has been no research that has explored, in any detail, specifically how HR and line managers go about managing change on a day-to-day basis. This indicates that there is a scarcity of prior empirical studies exploring how change should be managed in organisations, including the PS. Leaders and managers in the PS do not understand the complexities they are facing when dealing with change due to the lack of capacity in terms of roles in leading and managing the change process. Hence the motivation of the study seeks to determine change management solutions through key stakeholders, by exploring the roles of HR and line managers in managing and leading change in the Public Service.

Research Design, Approach and Method

The research was conducted using a quantitative cross-sectional survey research design, where a descriptive and exploratory study was followed using a sample of participating PS departments that gave permission for the study to be conducted.

A questionnaire was developed based on the theoretically determined roles that HR and line managers have to play during the strategic change management process. In the PS, this comprises three phases of change, namely the planning phase, the implementing transition phase and the sustaining phase. This questionnaire was administered through a stratified random sampling method where respondents were selected according to their levels of position within HR and line management in the PS.

The sample population that was reached in this study was $N=154$ which comprised of $N=66$ HR managers and $N=88$ line managers from the PS. The roles of HR manager included designer, catalyst, demonstrator and facilitator roles and the roles of line manager include catalyst, directional, informational and interpersonal roles.

Main Findings

The outcome of the study indicated that the catalyst, demonstrator and designer roles were very important and HR senior managers seem to significantly associate with these roles in the planning phase in the PS. The facilitator, designer and demonstrator roles were also very important. HR senior managers seem to significantly associate with these roles in the implementing transition phase of change in the PS. In the sustaining phase of change the catalyst and facilitator roles were very important and HR senior managers seem to significantly associate with these roles in the PS. However, the results indicate that the junior and middle line managers showed less involvement during the planning, implementing transition and sustaining phases of change in the PS, compared to senior management, who were significantly stronger in all the roles.

The results of the research indicated that the catalyst, directional, informational and interpersonal roles were very critical; senior line managers seem to significantly

associate with these roles during the planning phase in the PS. However, the catalyst role was the only role that was very important during the implementing transition phase of change in the PS and senior line managers seemed to be significantly associated with this role. The informational, interpersonal, directional and catalyst roles were very important to middle as well as senior line managers during the sustaining phase of change in the PS. The results indicated that junior and middle line managers showed less involvement during the planning and implementing phases of change, and only the junior line managers were not strongly involved in the sustaining phase of change.

Limitations

The limitations of the study are as follows:

- Although the researcher stated the matric as a minimum requirement for the participation in this study, it is realistic that respondents with matric as their highest qualification may have limited knowledge and understanding of certain concepts, particularly in the context of the study.
- The study did not initially have the total amount of population on each level of management in the PS in order to proportionally distribute questionnaires and get balanced responses that fairly represent each level of management.
- The generalisation of responses differ on the degree of the variation of responses which may not be applicable to the essential service organisations that are operating under the Public Service. The essential services are service centred at operational level with minimal and no strategic focus on strategic imperatives.
- It was not possible to control for confounding variables due to the use of a cross-sectional design.

Future Research

The suggested future research should be to focus on exploring the roles of HR and line managers by applying a qualitative research design to gather facts, opinions and experiences of managers on the change process; this may be helpful to explain why certain roles are not strongly played. The study should be conducted using different instruments for each level of management, for instance, an instrument for testing HR senior managers should differ from HR middle managers and HR junior managers in

the PS. This research suggestion is based on the fact that each level of management has its own unique skills and levels of responsibility that are dependent on the other level.

Conclusion

Empirical findings addressed the purpose of the study that seeks to explore the roles that line managers and HR managers have to play in the change process. This was addressed by an empirical exploration of leading and managing strategic change in the PS through different levels of management, that is, senior management (strategic) level at corporate level, middle management (strategic and operational) level, consistent with business level and junior management or operational level, a functional level in the PS context.

The empirical findings serve as a meaningful contribution to the body of knowledge on change management, where key stakeholders, HR and line managers played their roles in managing the change process in the PS. The roles of HR and line managers are critical in dealing with strategic change which occurs as result of the political, economic, social, technological and environmental changes that have a major influence on the PS administration where change affects government departments, groups and individuals.

The empirical findings further made a significant contribution towards the body of knowledge on the change process, where HR and line managers apply their roles to deal with strategic change which subsequently aim to address individual and PS resistance to change. The literature and empirical findings determined the roles of HR and line managers that are relevant to the change management process. Some aspects of the critical role of HR managers, namely catalyst, demonstrator and facilitator, and line managers, such as interpersonal and informational roles make significant impact in the change process. These roles plays a significant role as they invariably address resistance from individual members of the organisation, which are fuelled by distrust of the changing systems. Resistance is associated with the fear of losing job security, a limited understanding of the need for change and a lack of ownership of the change process.

KEY WORDS: change, change management process, strategic change, human resource managers, line managers and public service.

STRATEGIC CHANGE IN THE PUBLIC SERVICE: DIFFERENTIAL ROLES OF HUMAN RESOURCE AND LINE MANAGERS

CHAPTER 1: INTRODUCTION

1.1 Background

As the twenty-first century unfolds, many organisations are radically changing the way in which they function in order to align themselves with their business environments. Moreover, there is an international change that affects organisations and companies ought to adapt to such a change in order to respond to the need. Carnall (2003:1) suggests that, given the constantly changing business environment, organisations need to adapt to and to cope with their current situations by reshaping their ideas in order to compete and survive. According to McGuire, Stoner and Mylona (2008:75) the Public Service (PS) has recently experienced a number of changes that led in turn to organisational, operational and cultural changes. These changes resulted in a fresh outlook on the services and mechanisms that the PS delivers.

Change implies that organisations are consistently in a state of evolution. Some changes occur incrementally from one stage to the next and some changes constitute complete upheaval, where the entire business is radically transformed and the internal environment is affected. According to Viljoen (2012:7), the internal environment can be affected by changes as it strives to adapt to the demands of the external environment. Van Tonder (2004:5) states that change also affects individual employee's behaviour and this implies that an organisation should base its change process on the values, beliefs, norms and standards that will subsequently form the organisational outcomes. The implication of change is that organisations go through the process of restructuring, reengineering and reshaping their business to respond effectively to the external environment. Restructuring, reengineering and reshaping the business occurs when change demands significant alterations to the strategy, structures, systems, human resource (HR) and business culture of the organisation.

According to Pershing (2006:264), today's organisations are experiencing massive pressure to perform and to constantly innovate in highly unstable economic, political and social environments. Generally, change in an organisation is triggered by external

organisational factors. According to Ehlers and Lazenby (2010:141), the external factors that have a direct impact on the operations of the organisation include political, economic, social, technological, legal and environmental factors:

- *Political factors* refer to government policies based on political decisions that impact on various business areas, such as education of the workforce and the quality of the infrastructure of the economy;
- *Economic factors* include new international economic spheres, interest rates, taxation changes, economic growth, inflation and exchange rates (Carpenter & Sanders, 2009:135);
- *Social factors*, such as an aging population, are the factors that determine the process of innovation and change in organisations (Pershing, 2006:264). The values and norms of society impact directly on members of the organisation, which subsequently further affects the culture of the organisation (Ehlers & Lazenby, 2010:141);
- *Technological factors*, such as revolutionary technological discoveries, rapid technological development and innovations that do not only create opportunities for some organisations, but can create threats for others (Ehlers & Lazenby, 2010:146);
- *Environmental factors* refer to the increasing cost of natural resources, as well as the availability and accessibility of resources for the effective operation of the organisation.

The external environment can trigger the need to change the internal organisational processes. Pershing (2006:263) suggests that organisational change is usually caused by major environmental factors, which can be either type I or type II change and those changes include, amongst others, changing markets, globalisation, transition to a different product line or a new organisational leadership. These changes typically have a direct impact on the organisation's strategy, mission and vision, design elements and organisational culture. Changes can therefore bring about the need for

alignment between the organisation and its competitive environment in order for the organisation to relate and adapt to a new situation.

Change management is drawn from a number of disciplines; in other words, it is a multidisciplinary approach. Change involves structure change, human relations, psychodynamics, systems change, contingency and cultural theories that serve as the building blocks of change management. Hughes (2006:21) suggests that different schools of thought explain different models of change management. The cause and origins of change emanate from the events that an organisation has undergone since its inception. Hughes (2006:28) is of the opinion that the course of change is based on the history of the organisation and the way in which it evolves over a period of time.

1.2 Problem Statement

According to Karp and Helgo (2008:85), the PS is in flux and is affected by the rapid change in social, political, economic and technological factors. Therefore, management of the PS is facing the challenge of dealing with rapid change. According to Karp and Helgo (2008), the changes that occur in the PS are signified by socio-economic changes, budget changes, proposed privatisation, emergence of technology-driven government and PS customer satisfaction requirements. However, McGuire, *et al.* (2008:75) suggest that recently the PS has experienced significant organisational change that encompasses cultural, corporate and operational change. These changes are necessary to bring about a fresh outlook to PS delivery.

Griffith (2002:297) suggests that the failure of change efforts is commonly blamed on insufficient change solutions by management in the organisation, thus creating a gap in knowledge about change management solutions in organisations. Alfes, Truss and Gill (2010:110), concur with the statement that there is a knowledge gap in managing change within organisations, hence they specifically indicate that “there has been no research that has explored, in any detail, specifically how HR managers go about managing change on a day-to-day basis”. This indicates that there is a scarcity of prior empirical studies exploring how change should be managed in organisations.

Quinn, Cooke and Kris (2000:157) suggest that line managers should be involved in the management of the change process. McGuire, *et al.* (2008) suggest that line

managers and HR managers are the front liners in attending to the needs of the organisation. Therefore, it is necessary to explore the roles that line managers and HR managers play in leading and managing the change process.

According to Karp and Helgo (2008:1), change initiatives in the PS do not fail because leaders do not understand the complexities they are facing when dealing with change. The failure to manage change occur due to the lack of capacity in terms of roles in leading and managing the change process. Karp and Helgo (2008:91) further suggest that managers (HR and line managers) in the PS should find ways of leading change that influence the development and direction of change in the PS.

The motivation to pursue the study on change management emanates from the challenges that are confronted by the PS (National Development Plan 2030, 2011:25). Since 1994, the South African Government has been confronted with a high level of demands on service delivery and implementing government programmes as well as transformation initiatives and agendas. According to the White Paper on the Transformation of the Public Service (1995:8), the new government has been experiencing a number of challenges which are characterised by the unchanged problematic policies and practices across all sectors of the society. Moreover, the findings from the diagnostic survey that forms part of the National Development Plan 2030 (2011:25) presents that the South African Public Service has a slow delivery of the basic infrastructure and to some extent it is under-maintained. The public health system cannot sufficiently meet the public demands. Public services are uneven and often of poor quality. The level of corruption is very high in the Public Service and South Africa remains a divided society. The White Paper (1995) outlines that some of these problems are associated with the lack of representativeness, inefficient administrative services, onerous bureaucratic administrative procedures and a lack of ability to translate mandates into strategies, strategies into programmes, programmes into projects and projects into activities.

These challenges form the problem statement and outline the quest to transform the Public Service into a coherent, representative, competent and democratic instrument to implement government policies and meet the needs of all South Africans. Therefore there is a great need for a sound change management strategy to bring about change.

However, the rationale of the study is based on the hypothesis that there is a knowledge gap in how to deal with change in the South African Public Service. It is evident that there is no change management strategy in the South African Public Service, since the White Paper (1995) indicates that there has never been a framework that specifically deals with the subject of change management and reform in relation to long-term transformational issues in the Public Service. These challenges confirm that there is a knowledge gap about change in the Public Service which requires a rigorous change management solution through its key stakeholders for effective transformation and improvement of service delivery to the population.

1.3 Purpose Statement

The purpose of this study is to explore the roles that line managers and HR managers have to play in leading and managing strategic change in the PS sector.

1.4 Research Objectives

In order to fulfil the objectives of the study, certain criteria have to be met:

- the theoretical determination of the roles that line managers and HR managers should play in leading and managing change in the PS, and
- the empirical exploration of the way in which line managers and HR managers apply the theoretically (predetermined) roles that they have to play in leading and managing change in the PS.

1.5 Academic Value and Intended Contribution of the Proposed Study

The academic value of the study is based on the following factors:

- first, the study will add valuable insight to the body of knowledge of change management with critical analyses and arguments relating to various change management processes;
- second, the study will contribute to the necessary principles that can be applied in managing planned change in the PS;
- third, the study is significant in the theoretical determination of the role of HR management and line management in leading and managing change in the PS;

- fourth, the outcomes of the explored roles of HR managers and line managers will provide guidelines on how to practically implement change management within the PS.

1.6 Delimitations

The delimitations of this study are as follows:

- The study will focus on the HR and line managers in three levels of management; junior, middle to senior management level from different government departments in the PS.
- It will also focus on the roles of HR managers (such as catalyst, designer, demonstrator and facilitator roles) and line managers (such as catalyst, directional, informational and interpersonal roles) in the context of change management process in the PS.
- The target population of this study is 150 for both HR and line managers in the PS.
- The focus is on the national government departments at head office level, only excluding provincial and local government departments.

1.7 Assumptions

The assumptions of this study are based on the following factors:

- HR and line managers in their different management levels know and understand the change process and their roles in the PS.
- The PS goes through the change process over a period of time.
- The national government operates in the same way and applies the same change management process as provincial and local government, including municipalities.

1.8 Abbreviations and Definitions of Key Terms

1.8.1 Abbreviations

Table 1.1 provides a list of the abbreviations being used in the study.

Table 1.1: The abbreviations used in this study

Abbreviation	Meaning
HR	Human Resources
OD	Organisational Development
PS	Public Service

1.8.2 Definitions

Human Resource Manager

The HR manager is the person who initiates and facilitates the human resource in recruitment, development, discipline, organisational design, transformation and HR planning processes within the organisation (Harvey & Brown, 2001:98). HR managers employ distinctive sets of HR management that aim to attain a competitive advantage through strategic HR management to enhance a highly committed and capable workforce (Redman & Wilkinson, 2006:7). However, the HR manager in the context of change is a change agent who plays the catalyst, facilitator, designer and demonstrator roles during the change process in an organisation (Ulrich, 1997:184-187).

Line Manager

Line managers are managers that engage in general management operation within the organisation, without necessarily specialising in certain functional areas in the organisation (Redman & Wilkinson, 2006:209). The line manager can be defined in a context of change as a person who plays the catalyst, directional, informational and interpersonal roles (Pendlebury, Grouard & Meston, 1999:100; Cummings & Worley, 2009:53 and Wagner & Hollenbeck, 2002:25).

Change Management

According to Cummings and Worley (2009:165), change management is an activity that aims to deal with the transactional change which is a movement from one state of affairs to another state of affairs. Karp and Helgo (2008:86) indicate that change management is the process of dealing with organisational dynamics that occur due to internal and external forces for change, which necessitate the organisation to implement change management strategies, concepts and techniques to address the challenges of the organisation. It is also about developing a strategy of dealing with change activities through the planning structures of the organisation that lead change within the organisation.

Public Service

Public Sector refers to the Public Service and a broader grouping of workforces, and Public Service comprises of the personnel of government departments (Reddy, 1994:116). Public Service is the service to the public motivated by public interest and dependent on taxation to generate revenue that is constituted from national, provincial and local government, which are distinctive, interdependent and interrelated (The Constitution of the Republic of South Africa, 1996:25; Thornhill & Hanekom 1995:132).

1.9 Outline of the Study

The study is divided into the following chapters, as displayed in Table 1.2.

Table 1.2: Chapter outline

Chapter	Heading	Content of Chapter
1	Introduction	This chapter sets out the background of the study, problem statement, purpose statement, research objectives, importance and benefits of the study.
2	Literature study	This chapter will describe, contextualise and discuss the concept of change. This will include the distinctiveness and different forms of change management, reasons for its existence and the routes through which change emerges. It will be argued that change is a multi-dimensional construct. The chapter will consider factors that influence change and discuss the role that line managers and HR managers play in leading and managing change in the PS.
3	Research methodology and methods used	This chapter will explain the research methodology and the strategy that will be followed in the study.
4	Results and findings of the research	This chapter will present the results and findings of the research.
5	Conclusion and Recommendations	This chapter will make concluding remarks about the research process and findings. It will discuss the achievement of the research objectives and the contribution of the research from a theoretical, methodological and empirical point of view. It will consider the limitations of the study and make recommendations for future research.

1.10 Conclusion

This chapter broadly focused on the study with a discussion of change from the global perspective and its implication for the organisation. The problem statement has been discussed in the context of the PS and the external factors that affect it. The reasons for failure of change efforts and the lack of knowledge about the role of HR managers and line managers in leading and managing change has also been discussed as part of the problem statement. The research objectives are based on the theoretical

determination and empirical exploration of the role of line managers and HR managers in leading and managing change in the PS. The envisaged intended contribution to the proposed study has been discussed with more emphasis on the exploration of the role of HR management and line management in leading and managing change in the PS. The following chapter will focus on a review of the literature regarding change, change management and organisational change as well as the roles that HR and line managers have to play in leading and managing change.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In general terms, change is an inevitable phenomenon in the twenty-first century workplace and thus every organisation needs to deal with it. The researcher is of the opinion that only organisations that deal with change effectively will survive the demands faced in the world of work today. There will always be triggers and pressures that necessitate change in any given organisation. Van Tonder (2004) points out that changes within an organisation can be triggered by external forces within a business environment, such as political, economic, social, environmental and technological trends as well as by type II change (unplanned change).

The researcher is of the view that organisations are territories of change; they change the way they operate to meet business demands as well as environmental demands. Burnes (2000) believes that change is an ever-present feature of the organisation's life cycle and that the speed and magnitude of change has significantly increased over the past years. The concept of change and the process of managing change will be presented in this chapter from a theoretical point of view.

The focus of this chapter lies in the theoretical contribution and integration of change related concepts, including definitions of terms such as change management, organisational change, organisation, management and strategic change within the context of the Public Sector (PS). Moreover, it will make a theoretical contribution to the typologies of change where Pershing (2006) and Van Tonder (2004) outline the categories of planned change, which include strategic, structural, process and culture change in an organisation.

An overview of the types of change will be presented since changes cannot be easily predicted before they occur; they occur at the level of transformational change where there are major disruptions, paradigm altering and systems changes which are beyond control. Van Tonder (2004:95) and Pershing (2006:262) mention that the mode of change in transformational change is more reactive since this change is unpredictable and it is a means of systems' improvement and development. This type of change results in the organisation having limited control over change.

The chapter further critically presents the principles of change that are concerned with the dynamics of the interaction of the organisation with its business environment. There are different authors such as Karp and Helgo (2008), Elhers and Lazenby (2010) and Pendlebury, Grouard and Meston (1999) who present varying views and arguments on the principles of change in a business environment. They argue that there are various principles that make change happen in the organisation and these principles serve to make change effective. These principles are critically presented as universality, indeterminacy, consistency and diversity.

This chapter further aims to provide an overview of the philosophy of change which is a rational philosophy. Graetz and Smith (2010:141) are of the view that a rational philosophy is about the re-alignment of the critical factors in the organisation such as leadership, skills and organisational structure that should meet the needs of the environment demand. The researcher is of the view that the set of beliefs on which senior management in the organisation base their arguments when dealing with change in an organisation is critical, since this outlines the approach towards change. The chapter will also present a critical discussion of the common drivers of change in the PS with theoretical background from McGuire *et al.* (2008:76), Pendlebury *et al.* (1999:38) and Anand and Nicholson (2004).

The process of change management and comparisons with other models will be critically presented with theoretical integration from different authors. Authors such as Alfes *et al.* (2010), Mento, Jones and Dirndorfer (2002), Holt and Vardaman (2010), Kotter (2005), Van Tonder (2004) and Whelan-Berry and Somerville (2010) outline that there are different phases of change management, namely the planning phase, managing the transition phase and sustaining the change phase. Furthermore, the levels of strategy will be discussed. According to Bowman (1998), Burnes (2000), Hitt, Ireland and Hoskisson (2007) and McGlashan and Singleton (1987), these levels are outlined as corporate strategy, business strategy and functional strategy and will be presented accordingly.

In this chapter the integrated roles of human resource (HR) managers outlined by different theoretical evidence from McGuire *et al.* (2008), Santos and Garcia (2006), Burnes (2000) and Kroon (1990) will be discussed. These roles are defined as the

catalyst role, facilitator role, designer role and demonstrator role. The roles of line managers, namely the catalyst role, the directional role, the interpersonal role and the informational role, outlined by Martin and Reddington (2010), Meisinger (2008), Ulrich (1997) and McGuire *et al.* (2008) will be addressed as well.

2.2 Definition of Terms

2.2.1 Change

Change cannot, however, be defined in a formless situation, as it exists within a particular context or environment and in this context, within the PS. Burnes (2000) states that change is defined as the ever-present key aspect of the organisation in the form of the life cycle from the strategic to the operational level. Burnes (2000:300) defines change as a multi-level aspect, which cuts across the organisation with an iterative pattern over a period of time; it is featured with interlocking projects in between. Harvey and Brown (2001:80) define change as a key aspect within the organisational environment, which implies that change can come either from outside the organisation or from within the organisation. This implies that change is the movement from one state of affairs to another over a period. In the element of change, there is a change of condition from one state to another, which can be as a result of growth and development.

Change can also occur when something deteriorates from a new state of affairs to an old state of affairs. Anand and Nicholson (2004:11) define change as a process that alters, shapes and reshapes the business environment and improves the way it works within its environment. Change in this context is based on changing what exists by reshaping and transforming it into a desired form. Change can thus be defined in different contexts and dimensions: Harvey and Brown (2001) and Burnes (2000) mention that change is the movement from one state to another and the old state is no longer relevant. Van Tonder (2004) defines it as a modification of the existing state to the desired state based on the demands from the external environment and response to the internal environment.

Change can also be defined as a “modification”, “replacement”, “motion”, “process” or “movement” which brings about significant differences in a particular object or in a situation in a period of time. Lewin (1951) in Van Tonder (2004:5) defines change as

a series of events and activities that emanate from the stable force field which tends to surround an organisation. The concept of change is an integral part of this research study, therefore its key elements will be analysed within the context of changes that occur within the PS.

2.2.2 Change Management

According to Moran and Brightman (2001:369), change management is the constant renewal of the organisation's direction through the enhancement of business processes and structure, as well as the capacity to meet the demands of internal and external customers, since they have ever-changing needs. The researcher is of the view that change management can be defined as a process of renewing an organisation's direction and capacity and improves its processes in dealing with new and business demands. Karp and Helgo (2008:86) indicate that change management is the process of dealing with organisational dynamics by applying advanced change management tools, concepts and models to address the complexities of the organisation.

Ulrich (1997:30) defines change management as the ability of an organisation to improve the design and implementation of initiatives and to reduce the cycle time in all organisational activities. According to Ulrich (1997:30), HR professionals must help to identify and implement processes for change. Anon. (2007:1) defines change management as a systematic approach of applying strategies, structures and tools to deal with change based on internal and external conditions. Griffith (2002:303) is of the same view: that change management is the application of change management technology moving from one relatively certain condition that is regarded as an undesired state to a desired state. The researcher is of the view that change management is about initiating processes that will improve the structure, processes, technology and culture in the organisation as well as responding to challenging factors from the external environment. This process will help the organisation to improve service delivery and reduce costs and time that might be lost whilst the organisation seeks direction and improvement. Felkins, Chakiris and Chakiris (1993:9) state that change management is concerned with redefining structures, redesigning work, changing relationships, transforming cultures, creating new roles for boards,

managers, staff professionals, team members and employees, coordinating resources and performance and supporting learning within a dynamic, interconnected system.

2.2.3 Organisational Change

Organisational change is an initiative that alters critical organisational structures, processes and procedures, which in turn influence employees' behaviours and which subsequently impact on the organisational culture (Van Tonder, 2004:5). Burnes (2000:299) indicates that organisational change is a continuous process that explores the organisation's level of response to its needs and balances as well as the organisation's capabilities to respond to internal and external environment factors. In as much as organisational change affects the organisational structures, processes and procedures, all key stakeholders of an institution have to be involved during the process of change in order to manage change effectively. Organisational change also affects employees' behaviour, which implies that an institution should base its change process on the values, beliefs, norms and standards that will subsequently form the organisational culture.

2.2.4 Strategic Change

Hughes (2006:53) is of the opinion that strategic change is a reorganisation, a diversification move, a shift in core technology, a business process redesign, a product portfolio reshuffle in an organisation. Harvey and Brown (2001:437) describe strategic change as a function of how well an organisation manages the alignments between business and its environments. Both authors define strategic change as an alignment between the organisation and its resource as well as its response to the business environment. Hughes (2006:56) suggests that although strategic change tools play a significant role in the practice of change management, it is critical that change agents should utilise them efficiently in an organisation. According to Ehlers and Lazenby (2010:265), strategic change is the proactive change that must happen in organisations to achieve the clearly identified strategic objectives. The implementation of a new strategy requires the organisation to go through a strategic change process. Yeo (2009:278) points out that change in the business environment suggests that there should be a strategic change process that seeks to attune the organisation with

its business environment. A strategic change process serves as a means of adjusting the organisation to its business.

According to Swanepoel, Erasmus and Schenk (2003:17), strategic change is the movement of the organisation from one state of affairs to a desired new strategic position in order to improve competitive advantage. This type of change involves a comprehensive and deep rethinking of strategy for the organisation. Typical examples of strategic change are acquisitions and mergers. Swanepoel *et al.* (2003:17) suggest that strategic change is a large-scale and fundamental direction type of change. An organisation will undergo strategic change if a decision is made that its resources and capability have to be reconfigured in order to enable it to seize certain opportunities or adjust to a threat in its environment. The turnaround strategy is the process of divestiture, which involves downsizing as a form of restructuring. Reengineering is another form of the strategic change process, which usually entails a fundamental change in the business processes of an organisation and a deep rethink of how an organisation goes about doing business.

The researcher believes that strategic change is concerned with people: manager's and change agent's responsibilities, including the roles that they perform in the organisation. However, a strategy that needs to be implemented in the organisation is called strategy implementation. According to Ehlers and Lazenby (2010:265), strategy implementation is a process that transforms the selected strategy into action to ensure that the desired goals of the organisation are achieved accordingly. Hughes (2006:53) indicates that a change strategy is an essential plan to make things happen in an organisation.

2.3 The Importance of Organisational Change

It is important to be clear on the reasons why change is necessary and what causes change in an organisation. McGuire *et al.* (2008:75) point out that the importance of change management emanates from the four critical reasons, which are: a new environment, a new direction, new growth and a new culture. Recently the PS has experienced a significant number of changes, which, amongst others, include service delivery, service improvement, service efficiency, innovation and new technology and competitive market pressures. McGuire *et al.* (2008:75) emphasise that the PS is

faced with lot of changes that need to be made and this has led to cultural, strategic, operational and structural changes. These changes encouraged a fresh outlook on the required services and mechanisms by which they are delivered.

2.3.1 New Growth

In the context of the PS, change is a constant theme among governments that aim to strive for better service and improved efficiency in a new competitive marketplace (Todnem & MacLeod, 2008:1). This further implies that when the new change comes into play, the PS works towards the quality of service delivery, which in turn necessitates the improvement of organisational operations. Anand and Nicholson (2004:10) are of the view that when the organisation expands in size and in business, change becomes crucial for the organisation. An organisation can expand through deliberate efforts or through gradual evolution with attempts to acclimatise to the business demands of the day. The size of the organisation can be determined by the number of customers of the organisation, an increase in products and services for the customers and demands made on the organisation by the external business environment. Establishing partnerships with other businesses and attempting to improve the business in its global market is one of the critical areas for growth of the organisation.

2.3.2 New Environment

Change also brings about a new environment for the organisation. This further implies that the impact of organisational change results in change in the local and global environment. Meisinger (2008:8) believes that political change necessitates new policies in an organisation. This leads an organisation to operate in a broader international environment, hence change is necessary. It is implied that when change occurs in a local business, it expands the scope of business of the organisation and results in the organisation operating on a global scale. According to Anand and Nicholson (2004:10), the change can be brought about by the new environment, increased pressure from competitors, changes in the market, changes in society, customers and their needs. Organisations further experience greater demands for their product from the market and customers. There is a greater demand for network services from customers. The reasons for change in the context of the PS were based

on international and economic environmental needs.

2.3.3 New Culture

The introduction of a new culture into an organisation becomes a reason for change and this can be determined by the changes made in the structure and processes within the organisation. In other words, the new structure and processes determine the culture of the organisation. Fernandez-Alles and Llamas-Sanchez (2008:3) indicate that change in the PS brings about a paradigm shift from the “old ways” of doing things (culture) to the “new ways” of doing things. The PS, with a typical “rule-bound” or bureaucratic culture may experience a shift to the “performance-based” culture and this brings about a fundamental transformation in the organisation. Kotter (2005:15) is of the opinion that efforts to transform organisations have drastically increased recently and such change brings about a change in the culture of the organisation. McGuire *et al.* (2008:76) point out that organisational culture can be influenced by powerful forces that are associated with technology as well as the workforce profile. The strategic driver for change can be achieved through reengineering, restructuring, strategising, mergers and acquisitions. Anand and Nicholson (2004) are of the opinion that the introduction of a new culture in the organisation brings about cultural renewal, which is based on the new structure. This reason for change can be based on the outcomes of assessments and observations made regarding staff motivation at work. Organisations that are sensitive to the needs of staff and productivity see a need for change when staff morale is low and when staff turnover rates increase.

2.3.4 New Direction

Changes in the organisation bring about a new direction and the organisation needs to focus on improving its performance and level of accountability to meet the demands of its customers. Political change and the change of mandate in an organisation bring about a change of direction. McGuire *et al.* (2008:76) state that initiating change in the PS has led to an enhanced client focus, improved staff performance, increased flexibility of service provision, greater transparency and accountability and a clearer notion of costs and return on costs. Anand and Nicholson (2004:10) indicate that change in an organisation takes place when the organisation introduces new ways of operating and the way in which things should be done within an organisation. Change

occurs when an organisation is improving its services and increasing profit through its products and sales. According to the researcher, the new direction as an outcome of change can be brought about by examining the organisational pattern and individual roles to enhance service delivery. McGuire *et al.* (2008:76) are of the view that the change of structures, systems and processes brings about the creation of a new vision, mission, structures, leadership, culture, performance and corporate governance in the PS. These developments require key role players who should drive the change processes within the service. These processes need to be assessed in order to identify the strengths and weaknesses in various aspects of the PS. The researcher is of the view that it is evident that change brings about positive elements based on positive reasons such as a new direction, new culture, new environment and new growth. Therefore change is important to the organisation.

2.4 Typologies of Change

Pershing (2006:262), Van Tonder (2004:149), Hughes (2006:5) suggest that there are different categories of change that are divided into the form of control of change, levels of change and modes of change. Type I changes are regarded as internal changes, which include strategy, culture, structure and process. The external environment changes are regarded as type II change, which includes political change, economic change, social change, technological change, legislative change and environmental change.

This study is focusing on the planned type of change since it addresses the strategic change in the PS. This type of change can be controlled over a period of time. Type I change is incremental change as it is implemented step-by-step in a piecemeal approach from one phase of change to the next. Finally, it is proactive since it is planned before it is implemented in the organisation.

2.4.1 Type I Change: Planned Change

Pershing (2006:265), Van Tonder (2004:51) and French and Bell (1995) in Burnes (2000:264) are of the view that planned change involves an integrated plan that is goal orientated and empowers key stakeholders to act on change proactively. Van Tonder (2004:51) mentions that type I change is a change that grows gradually and sequentially over time from one state of affairs to the next; this state occurs over a

period of time. The researcher is of the opinion that, when change occurs, there are no disturbances in the system and the system is in control; it is not as disruptive as type II change. The system remains without disturbances and disruptions when type I change occurs in the organisation. This includes changes such as the performance management of individual employees and organisational performance in the organisation. The following types of change are regarded as type I change since they can be planned in an organisation.

2.4.1.1 Strategic change

Anon. (2007:1) indicates that strategic change is the systemic alignment of organisational resources and key components to bring about efficiency towards productivity and goal attainment in the organisation. Strategic change occurs significantly through mergers, acquisitions and consolidation. Bowman (1998:149) is of the opinion that the process of building an organisation starts at the new phase of development where the establishment of the new future begins. This strategy affects the behaviour of the members of the organisation. When the newly established strategy is successfully implemented within the organisation, new routines and new realised strategies emerge.

Hughes (2006:53) describes strategic change as the process of reorganising the organisation, which includes a change of technology, process, systems and structure of the organisation as well as the reshuffling of the product portfolio. Van Tonder (2004:93) mentions that strategic change affects the fundamentals of the organisation, which may deviate substantially from the past and entail a complete break with the existing concept of the organisation and how it operates. This implies that strategic change also occurs when there is a fundamental change in operations and when there are new developments, technologies or improvements in customer services with the aim of achieving the objectives of the business. This ultimately changes the vision of the organisation. Pendlebury *et al.* (1999:26) state that the choice of strategy enables the business to adapt in order to retain its strength, but without exceeding its capacity for change, or else the strategy would be rejected or become disruptive.

Ehlers and Lazenby (2010:265) mention that strategic change is proactive change. This is about the implementation of the new strategy that is introduced in the

organisation and which involves substantive changes that are integrated into the normal operation of the organisation. Strategic change has an impact on the way the firm does business (its business system) and on the way the organisation has been confirmed (its organisation system). Hughes (2006:53) mentions that operational and business changes are meant to maintain the business of the organisation and strategic changes are directed towards renewing it. Therefore, strategic change is about changing the way in which the organisation does things to achieve its broader goal; it is a change of plan, pattern and perspective that an organisation employs to achieve its goals and objectives. Moreover, a change strategy is a plan that makes things happen in a particular environment (organisation). When developing a strategy, change managers need to attend to each step in the change process and to the way the overall process is to be changed. The study will focus on strategic change in the PS.

2.4.1.2 Structural change

Hughes (2006:69) explains structural change as the change that occurs in the organisation. These changes occur when there is a restructuring and reengineering in the segments of the divisions, branches and departments of the organisation. McGuire *et al.* (2008:73-84) are of the view that the structural change in the PS is mainly about the examination and review of the organisational structure and the responsibilities of employees and managers to improve the quality of service and delivery of a top quality service to customers and stakeholders. Pendlebury *et al.* (1999:26) aver that structural change is important because the structure of a business is the framework within which each individual works on a day-to-day basis. Therefore, depending on how structural change is set up, it can either make that individual's activity simpler and more efficient or, on the contrary, complicate it and cause it to become a source of inefficiency. Structural change is critical in the organisation and it should be made to promote efficiency and effective functioning of the organisation. If the structure of the organisation is well designed so that all units of the organisation are functioning appropriately, the production of the organisation becomes more efficient and organisational effectiveness is promoted. Structural change also creates consistency in business strategy, culture and management methods.

Hughes (2006:69) is of the view that structural change involves organisational structure in terms of the fields of work and areas of function. Organisational structure does not only involve the hierarchical structure of the organisation, but it also involves people management processes such as performance management, rewards and recognition, training and development, recruitment, selection, placement and deployment. It also involves leadership style and the communication system in the organisation.

2.4.1.3 Process change

Process change is concerned with decision making and the flexibility of the business in achieving its strategic objective. Anon. (2007:1) indicates that process change is mainly about how things are done in an organisation, including the reengineering of the benefits administration process to improve the efficiency of services. Pendlebury *et al.* (1999:29) mention that process change is the change of systems that have a direct influence on decision making and on the flexibility of the business and its ability to mobilise. The reengineering of administrative processes and the level of influence on decision making to improve the business of the organisation is about the process change. Systems are concerned with the circulation of information and the decision-making processes that are influential in the organisation. The researcher is of the view that the change of systems and processes is one of the key factors that causes change in an organisation. Process change involves business strategy and systems that are in place in the organisation and which serve to enhance service delivery and business performance.

2.4.1.4 Culture change

Organisational culture is normally based on the values and beliefs that exist within the organisation. Moreover, those values and beliefs can be shared and taught in an organisation. Anon. (2007:1) indicates that culture change is about how the organisation operates and the pattern of interaction between employees and managers in the organisation. Nelson and Quick (2009:550) mention that organisational culture is a set of beliefs and values where members of the organisation are inducted into a set of beliefs and values, and subsequently exercise them within the organisation. Therefore, a change in an organisational culture involves a change

of organisational value systems and beliefs. New members that join the organisation need to be taught the values and beliefs of the organisation. This implies that a change of culture is based on new ways of how things are done: they can be shared with new members so that they can identify with the organisation. Pendlebury *et al.* (1999:31) described cultural change as a change of attitude among organisational members towards work in general, interpersonal relationships and even people's degree of involvement in the business. This implies a change of attitudes and interpersonal relationships among staff members within an organisation that can be done through the change management process. Cultural change involves migration of employees from one area of function to another. It also involves the change of values of employees and other relevant key stakeholders that are associated with the organisation.

2.4.2 Type II Change: Unplanned Change

According to Anon. (2007:1), unplanned change currently occurs in the PS because the change is driven by economic and social changes. Type II change is unpredictable and it is a paradigm-shifting change that is perceived as being beyond the control of the system of the PS. Changes such as major political upheavals can cause disruptions and chaotic situations in the organisation. These disruptions result in situations where an organisation becomes ungovernable and this poses many threats to its operations. The following types of change are regarded as type II change since they cannot be planned and they affect the organisation either positively or negatively.

2.4.2.1 Political change

Political factors play a significant role in business organisations and they also impact on how customers buy-in to the business's products and services. Todnem and MacLeod (2008:1) indicate that political change poses a challenge to the organisation, which must align its business with the political environment and manage institutional factors as well as individual employee empowerment on matters affecting the organisation. Carpenter and Sanders (2009:133) mention that the political environment has a significant effect on business spending patterns and consumer confidence as well as on the degree of competitiveness and profitability. The researcher is of the view that political factors to an extent shape the business strategy

due to government mandate and societal demands; hence, it is imperative that managers in business organisations consider political forces as these have implications for the business. Critically, the degree of political influence on the organisation affects the policies and strategies of the organisation and in a way influences change in the organisation.

2.4.2.2 Economic change

Karp and Helgo (2008:1) point out that organisations operate within available economic resources, some operate through their profits, revenues and returns, others through shareholders and some through taxes and subsidies, depending entirely on the economy of the country. Krantz (2010:196) is of the opinion that that an economic crisis is a result of inadequate economic resources and absence of these resources, which leads to a lack of viability of institutions. Financial analysis of the institution provides a better picture of the resource need and this leads to the efficient operation of the organisation.

Swanepoel *et al.* (2003:136) state that there is steady economic growth in South Africa and this is significant when exports are weak and there is a high unemployment rate in the country. The South African economy had a negative impact on the rate of unemployment and this affected many companies. Carpenter and Sanders (2009:135) mention that there are microeconomic factors that have short- and long-term effects on the organisation's strategies. These factors include, amongst others, inflation rates, interest rates, tariffs, the growth of the local and global economies and exchange rates. Microeconomic factors have short- and long-term effects on the operations and business strategies of business organisations. Factors such as interest rates and inflation rates also impact on employees' lives. According to the researcher, economic factors also influence business operations and strategic planning, since the areas of budgeting and forecasting are critical during the planning process. These determine the parameters of the operations of the organisation.

2.4.2.3 Social change

The researcher is of the opinion that the organisational culture cannot exist in a vacuum; its existence is based on values which emanate from society and individuals' background as well as 'how things are done' within the organisation. Therefore the

formation of the organisational culture includes the values, norms and customs of society. Values such as respect, unity, employees' cultural background, race, gender and ethnicity form part of the organisational culture. Krantz (2010:196) explains that the image of the organisation is a reflection of its corporate culture and this is significant through the new rules, grammars, rituals and practices of the organisation. The relationship between the individual member and the organisation and the system creates a social construct that pertains to new rules and values that determine a new organisational culture. Pearce and Robinson (2007:85) mention that social factors involve human belief systems, that is, the values, attitudes, opinions and lifestyles of people in the organisation. The researcher is of the opinion that societal factors have a direct or indirect influence on beliefs and values that ultimately determine the type of organisational culture. The other factors that affect the organisation are local languages that are dominant in the particular area where the firm is located, dominant religions and the age of the workforce.

Social changes affect the organisation to such a point that the South African Government put in place legislation that redresses the past disparities relating to black people, women and persons with disabilities who could not access employment, promotion and education opportunities. The Employment Equity Act, 1998 (Act No. 55 of 1998) provides for employment equity to redress the imbalances of the past. The Act applies to all employers and employees and protects employees and job seekers from unfair discrimination. The Act has presented major social, cultural and demographic challenges to many companies, as it seeks to enforce compliance in terms of equality and diversity on the basis of gender, race, age and culture. These factors contribute to the diverse culture of the PS.

2.4.2.4 Technological change

Technology plays a positive role in business organisations in the sense that it improves the pace of productivity, profitability and service delivery. Krantz (2010:197) argues that technology is not just a tool but also an inherent part of the organisation, although it is also a tool for developing and empowering people. Pearce and Robinson (2007:88) point out that creative technological adaptation can suggest possibilities for new products and for improvements to existing products. Technology in an

organisation also improves the business products, marketing and marketing methodology. Carpenter and Sanders (2009:135) suggest that technologies provide opportunities for more innovative products and services that aim to improve the efficiency of the organisation and profitability to its consumers.

The PS has, amongst others, internet, intranet and info-hub technologies as means of communication and access to information, thus minimising paperwork and time consumption. This affects the degree of interaction between the members of the organisation and customers of the PS and consequently forms part of the organisational culture.

2.4.2.5 Environmental change

Holt and Vardaman (2010:1) indicate that the business environment is an area for successful change and innovation that is necessary for the survival of the organisation to enhance its effectiveness and to sustain a competitive edge. McGuire *et al.* (2008:73-84) argue that new approaches to the management of the PS are based on the level of the organisation's responsiveness to environmental factors and the inculcation of effective customer service. The researcher is of the view that environmental change is the key factor in an approach to organisational effectiveness and the creation of a competitive advantage. Van Tonder (2004:195) mentions that environmental factors impact on organisational change through industry-specific trends and competitive initiatives taken by other organisations. Organisational change is also triggered by the level of competition that occurs in the industry. For instance, the emergence of cell phone companies such as Vodacom, MTN and Cell-C introduced a level of competition into the telecommunications industry. An increase in the number of competitors and their repositioning in the industry creates changes in terms of company products in organisations.

Business organisations are part of the community and they are located in an environment that has a reciprocal relationship with the ecology. One of the valuable assets of the organisation is its employees, whose lives depend on basic needs such as water, natural light and air to survive. The physical environment of the organisation has an effect on the business's products and services. According to Pearson and Robinson (2007:89), air pollution, municipal sewer systems, industrial toxic waste,

traffic congestion and office space influence the productivity of the organisation. Critically, the physical business environment of the organisation affects employee's values and manager's expectations. In the absence of environmental regulations, companies may suffer in respect of their production and services. Organisations are legally obliged to introduce environmental regulatory measures such as occupational health and safety measures, which will subsequently influence the organisational culture.

2.4.2.6 Legal change

Any company is governed by particular legislative frameworks that serve as a legal basis for its existence; they also serve as a legislative foundation for future operations. Carpenter and Sanders (2009:135) are of the opinion that legal factors involve the extent to which laws and regulations are made and changed. Some of the legislation that governs the business operations of the PS is as follows:

- Part A of Schedule 4 of The Constitution of the Republic of South Africa, Act No. 108 of 1996, lists the PS as a functional area of concurrent national and provincial legislative competence.
- Chapter 10 of the Constitution provides the framework governing Public Administration. In this regard Section 195 (1) states that Public Administration must be governed by the democratic values and principles enshrined in the Constitution.

2.5 Levels of Change

Pershing (2006) and Van Tonder (2004) mention that there are two different levels on which change occurs in an organisation. These levels are briefly discussed as follows:

2.5.1 Transformational Change

Transformational change involves a total systems change, which disrupts the organisation as a whole and subsequently impacts on the change of the mission, vision and values of the organisation. It mostly occurs under the uncontrolled type of change, where change happens in a disruptive, disturbing manner with little or minimal

control by the organisation. Harvey and Brown (2001:428) describe transformational change as the drastic change that occurs with the aim of achieving a particular direction. Burnes (2000:254) is of the opinion that the continuous transformation model is based on the fact that organisations are operating in an ever-changing environment and will continue to change rapidly, radically and unpredictably. Pershing (2006:264) describes transformational change as change that occurs systematically, whereby the organisation experiences changes in strategy, mission, vision, structure and culture. The researcher is of the opinion that transformational change may occur because of unplanned changes such as political, environmental, social, technological, economical and legal changes in the external environment of the organisation.

2.5.2 Incremental Change

Incremental change occurs in a piecemeal approach, steadily from one phase of change to the next phase of change. Harvey and Brown (2001:428) state that incremental change refers to a long-term planned change that depends on the participation of the members of the organisation. Burnes (2000:254) indicates that the incremental change model is about managers responding to pressures from the external and internal organisation, thus organisations are transformed. He further states that the incremental change model is based on increased interest in how the organisation moves between periods of instability to stability. Van Tonder (2004:93) suggests that incremental change refers to step-by-step changes that occur in the organisation that are targeted to improve the features of the system as it exists. This type of change mostly occurs under the controlled type of change where change is planned in an organisation and the process of change management is followed in leading and managing change accordingly. Pershing (2006:264) regards this change as an evolution whereby new systems and technologies are introduced into an organisation. The incremental change mostly occurs in the planned type of changes such as strategic, structural, cultural and process changes that normally occur within the organisation.

2.6 Modes of Change

Pershing (2006) and Van Tonder (2004) mention that there are two different modes of change: the organisation can either be proactive or reactive to change. These levels are briefly discussed as follows.

2.6.1 Proactive Change

Proactive change is the type of change in which the organisation plans for change and puts measures in place to apply proactive changes in an organisation. Proactive change includes the management of key stakeholders that are responsible for managing transition, sustaining change and monitoring the change process. Van Tonder (2004:94) outlines that proactive change is an anticipatory change, which is defined as pre-emptive and is initiated in an organisation with an understanding of what might happen in the future; this includes environmental change. This implies that an organisation can anticipate a change of policies when there are changes in the leadership of the organisation. This process includes pointing out new ideas that can benefit the organisation by improving its performance and ultimately finding a way to strategically implement them.

2.6.2 Reactive Change

Van Tonder (2004:94) suggests that reactive change is change that is induced by unforeseen circumstances in the organisation and over which the organisation has limited control. The researcher is of the opinion that reactive change occurs after the radical and disruptive changes have taken place in an organisation. This type of change seeks to deal with the after-effects of change in an organisation. The organisation needs to adapt in its business environment and measures have to be put in place to address the new environment, the new direction and the new leadership as well as the strategic intents of the organisation. Pershing (2006:265) mentions that proactive change is change that responds to new strategic initiatives by competing firms, reacts to changing customer needs, or addresses the internal needs of the organisation. Critically, this type of change occurs when major disruptive change has taken place and the organisation has to respond to its needs.

2.7 Principles of Change

There are various principles that make change happen in the organisation and these principles serve to make the change effective in the organisation. Those principles include, amongst others, universality, indeterminacy, consistency and diversity.

2.7.1 Universality

Karp and Helgo (2008:1) argue that the PS has a number of accountabilities to its citizens and key stakeholders. These accountabilities are held by the ministers and government, since they need to balance the power play. Pendlebury *et al.* (1999:39) suggest that the change process occurs in a holistic approach where there is complete participation and a high level of involvement of the key role players in the organisation. The principle of universality depends on the entire workforce and the level of positions and responsibilities within the business. This principle suggests that all aspects of the business should be included in the change process.

The process of change should also look into various aspects, such as emotional and political areas within the business, and not only consider the organisational structure, which involves the physical component of the organisation. Pendlebury *et al.* (1999:37) mention that the organisational structures and information systems are better indicated when the organisation deals with the needs of its customers.

Pendlebury *et al.* (1999:39) indicate that the participation of the members of the organisation from lower level to top management level serves to create a platform to develop ideas and enhance broader participation of employees to make a commitment to succeed. The principle of universality is important in making the process of change more efficient in terms of both speed and results. A communication system and a decision-making structure that operate both downwards and upwards are required. Pendlebury *et al.* (1999:23) mention that uniformity tends to increase consistency by reducing the discrepancies that can develop between different divisions, functions, offices and levels of management. It can manifest itself in the way people behave, the way they think or function, the way they resolve conflict, even in the way they dress. This implies that uniformity is one of the dynamics that reduces disparity and discrepancies during the change process in the organisation. It also enhances understanding of the need to disseminate information for change.

2.7.2 Indeterminacy

Karp and Helgo (2008:87) point out that the PS operates in a complex environment where change cannot be easily predicted and change agents cannot easily predict areas to be changed within the organisation. However, Elhers and Lazenby (2010:268) state that it is critical to determine the level of readiness for change in the organisation by assessing the state of readiness to change on the part of employees, managers and other key stakeholders. The indeterminacy to change is one of the principles of change that can be dealt with by assessing the state of readiness in its key stakeholders.

Pendlebury *et al.* (1999:39) declare that change is not uncontrollable but it is only partially controllable. Managing change is a matter of guiding, directing and steering change. This principle refers to the fact that change may not be fully controlled and effectively managed, as it is indeterminate in nature. The business vision must therefore be precise enough to give clear direction and at the same time general enough to persist in spite of the pitfalls it may encounter and to allow individuals to enhance the process along the way. Though this principle suggests that change can be partially directed and guided, it also indicates that it can be evaluated, adjusted and redirected to the relevant position. Pendlebury *et al.* (1999:21) further suggest that the dynamic of business and the way the business environment can impact on the management of change, is by creating opportunities and constraints for change.

2.7.3 Consistency

Karp and Helgo (2008:87) state that the PS is not judged on the basis of profit-making since it is not a profit-making organisation, but on its capacity to create interconnection amongst the citizens. Generally, the PS is measured by the degree of its service delivery to the citizens of South Africa. Elhers and Lazenby (2010:268) point out that it is critical for an organisation to determine the types of resource that are needed for the change initiative, including, amongst others, personnel and organisational resources.

The principle of consistency is about the availability of resources and decision making and should be applied routinely when dealing with change in the organisation. Pendlebury *et al.* (1999:22) suggest that consistency is what makes all the resources

of the business work together to achieve the same objectives and ensures that correct decisions are reached on major issues such as growth, profitability, capitalisation and long- and short-term objectives. The aim of consistency is to ensure that business activities serve the agreed objectives and do not contradict one another..

2.7.4 Diversity

Karp and Helgo (2008:87) argue that diversity in the PS is determined by a number of factors, for example, people, structure and leadership. Elhers and Lazenby (2010:268) mention that the degree of heterogeneity of the organisation determines the areas in which change can be effected. The researcher wants to point out that each of the following aspects of the organisation is unique from the other: structure, culture, technology and processes. However, each aspect is interrelated and connected to make the whole system. Pendlebury *et al.* (1999:25) comments that each part of the business relates to all the others and its existence can only be justified in terms of those relationships. The process of change must embrace diversity rather than attempt to suppress or restrict it by artificially limiting the domain of change.

Pendlebury *et al.* (1999:22) point out that individuals are different, as are skills, machines and geographical locations: a business can unleash vital forces by using these disparate elements effectively. This dynamic suggests disparity between individuals and relevant elements of the organisation. This can create an explosion of ideas and initiatives for exploiting opportunities, solving problems and improving the state of the business.

2.8 Common Drivers of Change in the Public Service

Changes in the Public Service (PS) are brought about by examining the internal structures and reviewing the roles and responsibilities of employees and managers in order to deliver high quality services. The examination and reviewing of internal PS structures, systems and processes is one of the factors that drives change. The examination of the vision and mission of the organisation requires key role players who should drive the change processes within an organisation. These processes need to be assessed in order to identify the strengths and weaknesses of various aspects of the PS.

McGuire *et al.* (2008:76) state that the commercialisation of the PS has been a cornerstone of initiating change. Moreover, the triggers of change in the organisation are based on the operational demands and external competition that challenge the organisation to meet the needs of its customers. The internal triggers of change can be activated when the internal operations of the organisation are disturbed and interrupted by demands from within and from outside the organisation. Pendlebury *et al.* (1999:38) mention that the operational disruptions and dislocations of various aspects in an organisation suggest that there is a need for change within the organisation in order to meet its business demands.

Cummings and Worley (2009:506) are of the view that organisations must experience or anticipate a severe threat to survival before they will be motivated to undertake transformational change. This implies that such threats arise when environmental and internal changes render existing organisational strategies and designs obsolete. Pendlebury *et al.* (1999), Cummings and Worley (2005) and Anand and Nicholson (2004) posit that the internal drivers of change are a new environment (competition), a new direction (paradigm shift), new growth (learning and development) and a new culture (revolution). These internal triggers suggest that there are aspects of the organisation that need to be mobilised in order to motivate others to manage change effectively. However, the need for change in an organisation differs from one organisation to another, depending on the circumstances.

2.9 The Change Management Model

The review of literature on the change management process is based on the theories of authors such as Alfes *et al.* (2010), Graetz and Smith (2010), Mento *et al.* (2002), Holt and Vardaman (2010), Kotter (2005), Scheer, Abolhassan, Jost and Kirchmer (2003), Van Tonder (2004) and Whelan-Berry and Somerville (2010). These authors commonly describe change management in a process-based model where change is initiated from one step to the next step to the point where it is sustained. The researcher integrated these theories in the context of three phases of change comprising the planning phase, the transition phase and the sustaining phase.

2.9.1 Phase 1: Planning Change

The planning phase of the change management model is based on the theories of change management, including the interpretation of organisational development (OD) theory. These theories indicate that the planning phase of change entails the identification of the need for change, development of the change vision and the mobilising of key stakeholders. The discussion of the change management step takes into account the type of change that the researcher is focusing upon, that is, planned strategic change within the PS.

2.9.1.1 Identifying the need for change

It is fundamental to identify the need for change by realising the organisation's need for development, improvement and efficiency. Alfes *et al.* (2010:113) are of the opinion that the need for change is translated into a desire for change and decisions are taken with respect to who takes the overall responsibility for the change programme and whether or not to involve external advisors. After starting the change process, diagnosis involves reviewing the present state as well as identifying the desirable future outcome of the change.

Mento *et al.* (2002:49) comment that the starting point for change is when the leaders of the organisation identify the need for change by indicating what needs to be changed, as well as introducing the need system. A source of ideas for improving the organisation can arise through collaborative efforts, always attempting to improve the organisation. Change strategies are responsible for the initial work, which is to identify the need for change, creating a vision of the desired outcome, deciding what change is feasible and choosing who should sponsor and defend it.

Readiness and the need for change both indicate the first phase of exploring why the organisation should undergo a change process. Holt and Vardaman (2010:1) assert that the need for change refers to the state of readiness for change by the organisation. Readiness for change creates a better environment for change. Kotter (2005:2) comments that people at all levels in the organisation need to be convinced of the need for change, otherwise the transformation efforts imposed can be slowed or sabotaged. According to Kotter (1996:46), the need for change starts with identifying the present crisis and the weaknesses of the organisation in terms of performance and

profit-making. The need for change in an organisation could result from the need to improve customer satisfaction, productivity, performance and profit.

Bullock and Batten (1985, in Burnes, 2000:272) point out that identifying the need for change takes place during the exploration phase, when an organisation investigates and decides whether change is needed and ultimately plans for change. During this phase, an organisation should conduct an environmental scan to determine its needs. According to McGlashan and Singleton (1987:118), an organisation should monitor and analyse its external and internal environment, understand the opportunities and threats that the organisation is facing and have a sense of its strengths and weaknesses. This exercise will help the organisation to determine the need for change.

Scheer *et al.* (2003:34) point out that identifying the need is about taking decisions and outlining how the change management project will unfold across the organisation. Van Tonder (2004:203) mentions that planning for change involves the identification of problem areas in the organisation. Planning change involves the establishment of the need for change and the creation of a sense of urgency in an organisation: that is the first step in determining the need for change. Organisations use different approaches to identify their needs. Some organisations use the OD model where there should be a contract between the organisation and the OD practitioner, who could either be an internal or external consultant. Other organisations use the diagnostic survey or organisational survey to identify the need for organisational change. Cummings and Worley (2009:30) mention that identifying the need for change is when OD is involved in diagnosing the needs of the organisation by focusing on its problem areas to bring about change. Data can be gathered through interviews, observations, survey instruments, archives and minutes of the organisation. Data gathering is one of the vital processes that assists the OD to design an appropriate intervention when a diagnosis has been conducted. Harvey and Brown (2001:16) state that when an organisation recognises a need for change and a change leader contacts the system, a relationship begins to develop between the change leader and the client system.

The researcher is of the opinion that the reason for change is created when the organisation strives for effectiveness once it is clear that conditions are not conducive

to or convenient for successful operation. Yeo (2009:116) indicates that the need for change can be based on identifiable HR problems such as working extraordinary hours with less compensation and insufficient family time. The change model emphatically stresses the importance of identifying the reason for change, creating a related sense of urgency and specifying and communicating that vision.

Whelan-Berry and Somerville (2010:178) note that creating a vision is one part of the change process and may happen with or without widespread employee involvement: this is a critical early step in the change process. According to Cummings and Worley (2009:165), this involves making people so dissatisfied with the status quo that they are motivated to try new work processes, technologies or ways of behaving.

2.9.1.2 Developing the change vision

Whelan-Berry and Somerville (2010:189) state that establishing the change vision is a key part of the organisational change process. The process of establishing the vision is most important if the visioning process is to be more fully understood. Mento *et al.* (2002:49) declare that creation of the vision assists in the creation of tension that can yield generative learning in an organisation. Kotter (2005:1) suggests that it is critical to develop a change vision and strategy since it is about defining the future. According to the researcher, vision is the imagination and visualisation of the future goal. However, there are objectives that need to be set and attained in order to achieve a broader goal. Van Tonder (2004:203) suggests that the change vision should be clarified and developed in line with the culture and mission of the organisation. This implies that developing the change vision requires a broader participation by the key relevant stakeholders of the organisation.

Cummings and Worley (2009:169) point out that a vision describes the core values and purposes that guide the organisation as well as an envisioned future towards which change is directed. It provides a valued direction for designing, implementing and assessing organisational changes. The vision can also energise commitment to change by providing members of the organisation with a common goal and a compelling rationale outlining why change is necessary and worth the effort. The creation of the vision is a leadership role and leaders are encouraged to participate in developing the change vision to gain wider input and support from the organisation.

Leaders of the organisation are responsible for assessing and accountable to assess the current business environment of the organisation and identify opportunities for its growth and development. Kotter (1996:21) mentions that leaders of the organisation establish a need for change through examining the market and competitive realities and by identifying and discussing crises, potential crises or major opportunities. By doing this, leaders will determine and define the type of vision they need for the organisation. This implies that leaders have a responsibility to identify potential weaknesses and threats that may adversely affect the organisation.

Developing a vision involves the description of the core ideology that involves the organisational values and a strategic vision that is stable for a period of time. Cummings and Worley (2009:170) describe the vision of the organisation as a desired future, which also acknowledges the organisation's historical roots and the intrinsically meaningful core values and principles that have guided and will guide the organisation over time.

2.9.1.3 Mobilising key stakeholders

Mobilising key stakeholders is a critical aspect of the change management process. Key stakeholders have to be consulted about the vision of change in an organisation. Mento *et al.* (2002:52) describe mobilisation of the key stakeholders as a need for powerful line executives who can help create a critical mass of support for change. Kotter (2008:10) points out that it is critical that mobilising key stakeholders is about pulling key stakeholders together to ensure that there is a powerful group guiding change. This leading group should possess leadership skills, bias of action, credibility, communication skills and analytical skills to be in a strategic position and to be in a position of influence and authority. Leaders of the organisation should put the necessary structures in place to ensure that change is led and managed effectively in the organisation. According to Ulrich (1997:158), the identification and involvement of key stakeholders in the organisation serves as one of the mechanisms to achieve successful implementation of change.

Burnes (2000:272) suggests that the organisation needs to encourage key decision-makers to approve and support the proposed change goals. This implies that change agents need to form a guiding coalition to propose and map the change management

process. Van Tonder (2004:203) points out that mobilising key stakeholders should secure the acceptance of the change vision, thereby enhancing the participation and involvement of employees in the process. The power of change agents should determine the level of support towards change in the organisation.

According to Cummings and Worley (2009:174), change agents can also identify areas where they need to enhance their sources of power (including the expertise that is valued by others) and to control important information. OD professionals typically gain power through their expertise in organisational change. Cummings and Worley (2009:175) further state that personality sources of power can derive from change agents' charisma, reputation and professional credibility. Charismatic leaders can inspire devotion and enthusiasm for change from subordinates in the organisation. OD consultants with strong reputations and professional credibility can wield considerable power during organisational change. The support of others can contribute to individual power by providing access to information and resource networks.

It is critical to identify key and relevant stakeholders as enablers of change in the organisation. Some key stakeholders in the organisation are individuals and groups, departmental managers, staff groups, union departmental managers and top-level executives. According to Cummings and Worley (2009:175), these key stakeholders can thwart or support change. It is important to gain broad-based support to minimise the risk that a single interest group will block the changes. As organisations have become more global, networked and customer focused and change has become more strategic, it is also important to identify key external stakeholders.

2.9.2 Phase 2: Managing Transition

Alfes *et al.* (2010:113) declare that one of the key fundamental requirements of implementing transition is the fundamental choice of the appropriate change strategy that needs to be determined by the leaders of change within the organisation. Van Tonder (2004:203) suggests that planning the transition should involve the establishment of the change goals and a detailed action plan. This implies that planning involves the planning of the implementation of the change plan. Activity planning involves the planning of tasks and activities that must occur to ensure that there is a transition in the organisation during the change process. According to

Cummings and Worley (2009:178), activity planning involves making a road map for change, citing specific activities and events that must occur if the transition is to be successful. Burnes (2000:473) declares that change activity planning involves constructing schedules for the change programme and citing the main activities and events that must occur so that the change process is successful. Change activity planning, therefore, should also gain the approval of top management, should be cost effective and should remain adaptable as feedback is received during the change process.

Planning activities are the building blocks of the transition of change during the change process. These activities should clearly identify, temporally orient and integrate discrete change tasks, and they should explicitly link these tasks to the organisation's change goals and priorities. Activity planning should also gain top management approval, be cost effective and remain adaptable as feedback is received during the change process. Yeo (2009:116) suggests that the planned change can be carried out either through a radical transformation or by revolutionary OD. Cummings and Worley (2009:178) note that activity planning should be linked to the change implementation plan and the realities of change in the organisation. This activity planning should involve the visions and future desired state of affairs in the organisation. According to Cummings and Worley (2009:179), change can be in the form of development of members of the organisation and improvement of the work technology. The activity plan should have a midpoint goal that details the desired future state of the organisation, providing tangible steps that bring about change. The plans are very useful, as they provide an indication of the required resources and direction for the members of the organisation. The plans are the guiding steps towards attaining the transition in the organisation.

2.9.2.1 Implementing transition

The real process of change is where change happens in an organisation and is called the action stage. Harvey and Brown (2001:17) state that the action stage is the stage leading to a number of change management interventions such as activities and programmes aimed at resolving problems and increasing effectiveness of the organisation. Hammer and Champy (1993:35) point out that this stage is a role-based approach where each staff member is given a particular role to play during the change

process. This enables the communication of information within the organisation. During this stage, change problems are resolved and communication is enhanced to ensure effective implementation of change.

Burnes (2000:272) regards this stage as an action phase where change agents in the organisation implement the changes that arise from the change goals. It also involves the movement from the current state of affairs to the desired state of affairs. According to Van Tonder (2004:203), managing transition involves the implementation of the rollout plan for change, which is preceded by the limited timeframe. Cummings and Worley (2009:176) are of the view that change is a process that goes through three stages, which are: planning change, managing transition and enforcing commitment. These activities form part of the change management interventions during the change process in the organisation. The successful change programme depends on the successful implementation of these change interventions, activities and action programmes.

2.9.2.2 Communicating change

At this stage, change agents of the organisation communicate the envisaged outcome for change to all stakeholders. According to Ulrich (1997:158), it is generally accepted that effective and efficient communication is a critical requirement for any change process from the onset of the initiative. However, organisations and their key employees are often poor at communicating change to their key stakeholders. Van Tonder (2004:218) states that interaction and communication is a strategic tool that is useful and serves as a vehicle to assist employees to cope with change in an organisation.

An organisation should establish appropriate mechanisms to manage the change process by communicating change. The role and meaning of communications serves to minimise conflict and reduce resistance to change among all relevant stakeholders. Mento *et al.* (2002:53) suggest that communication is a vital tool when leading change: it enhances possible understanding of change and promotes commitment. By so doing communication will reduce confusion and resistance amongst employees, thus preparing them for change. Burnes (2000:477) points out that it is critical for all those who will be affected by the change process to be kept informed from the early stages

of the process. The participants need to know how they will be affected and they need to receive reports on progress. Therefore, there should be continuous and consistent communication of the vision as well as dissemination of change information (Van Tonder, 2004:203).

Sharing the vision for change tends to enable the change process in an organisation (Ulrich, 1997:158). Communicating the need for change is very critical to ensure successful change. Van Tonder (2004:203) indicates that continuous and consistent communication of the vision and dissemination of information enables stakeholders to accept the change vision. Russ (2008:199) shares the same view that communication activities should include activities that serve as a platform for verbal and written feedback and an opportunity to discuss ideas both formally and informally.

It is important that key stakeholders buy-in to the change process in order to influence the implementation of change management (Cummings & Worley, 2008:164).

According to Kotter (1996:85), the vision lies in the common understanding of the goal of the organisation and the goal encompasses the direction of the enterprise. It is critical that the organisation should have the sense of the desirable future which serves as a motivation to coordinate transformation. According to the researcher, it is not easy to gain understanding of and commitment to change from the stakeholders, especially in a large enterprise. Therefore, it is essential that leaders of the organisation communicate change effectively to the key stakeholders.

2.9.2.3 Enforcing commitment

One of the major means of dealing with change in an organisation is through communication and mobilising commitment from the relevant stakeholders. Kotter (1996:21) points out that it is critical to use every means of communication to constantly and to continuously communicate the change vision and strategies in the organisation. It is crucial that responsible structures for change in an organisation facilitate the role of communicating change in the organisation. The sharing of the need for change tends to foster a buy-in to the process of change from all relevant key stakeholders; it also minimises the chances of resistance to change in an organisation. Kotter (2008:10) comments that to empower others regarding the change vision

serves as a guide and direction that eliminates obstacles that may impede the execution of the change vision, subsequently making change a reality.

Commitment to a change event and activity should be enforced during the beginning stage of change and relevant key stakeholders should be informed on time about upcoming change. Burnes (2000:474) argues that commitment requires support from key people who should embark on the planning of activities for change in the organisation. Van Tonder (2004:203) suggests that enforcing commitment starts with data gathering on the state of readiness for organisational change. Planning involves the commitment of the key people that are part of the change process in the organisation. To enforce commitment for change in the organisation it is critical to identify the people that are needed to enforce change. Cummings and Worley (2009:179) suggest that key people are needed to formulate a strategy for gaining support during the change process and to develop a specific plan to identify key stakeholders.

Burnes (2000) suggests that enforcing commitment involves evaluation of the implementation activities and provides feedback for necessary adjustments to be made appropriately. This implies that enforcing commitment does not only lie in the early stages of the change process, but also needs to be made at the last stage of the change process (the evaluation of change). Cummings and Worley (2009:179) declare that there are management structures that need to be put in place to mobilise resources, to promote change, to provide leadership direction in respect of change, to pinpoint change advocates and to supply interpersonal and political skills to guide the change process. They further suggest that management should temporarily assign a project manager to coordinate the transition. This implies that a steering committee of representatives from the major constituencies should be involved to jointly manage the change project.

2.9.2.4 Providing resources for change

Burnes (2000:478) proposes that the transition of change requires both human and financial resources to serve as enablers during the change process. Burnes (2000:473) further mentions that there should be effective reporting and management structures in place in advance in order to provide direction, support and resources.

Whelan-Berry and Somerville (2010:179) note that change models also identify the need for change which involves planning for change, managing transition and sustaining the momentum of change with necessary resources. Cummings and Worley (2009:183) state that there should be a designated budget for change which can be drawn from the capital and operating budget of the organisation. The budget should be utilised to train members on the new changes and values, as well as evaluating the improvement on change and making amendments where necessary to adjust the change programme.

2.9.3 Phase 3: Sustaining Change

Burke (2011:300) declares that sustaining organisational change is a critically important process because it is a process of dealing with the unanticipated, unforeseen consequences of initiatives and interventions. He further states that, at this stage, change agents should examine the outcomes of the change process and propose interventions where possible. Sustaining change is the final stage of the change process, where the change process has to be evaluated in the organisation. Alfes *et al.* (2010:113) point out that this is a final step where the change initiative is reviewed; this exercise serves as a monitoring and evaluation process for the entire change management process.

According to Cummings and Worley (2009:31), the last step of the change process is about assessing the change intervention programme based on the level of effectiveness and institutionalising the successful change programmes. This stage involves a feedback session to the organisational members about the intervention's results and provides information about whether the changes should be continued, modified or suspended. It further provides especially rich detail on the planning and implementing phase of change and on how people can be involved in the process.

The sustaining change step involves reinforcement of the new organisational behaviour and culture. Cummings and Worley (2009:24) point out that sustaining change stabilises the organisation so that it can move towards the desired state of affairs. Sustaining change is frequently accomplished through the use of supporting mechanisms such as performance rewards for the destined state of affairs: this reinforces the new organisational state. According to the researcher, reinforcing new

organisational behaviours can occur through various supporting mechanisms such as reinforcement of the organisational culture (role, support, power and task) and structures such as organisational transformation committees that seek to enforce new behaviours.

This stage involves the design and development of the future state of the organisation for the implementation of the new processes. According to Cummings and Worley (2009:29), this stage is about the design and development of the effective change management programmes that emanate from the assessment of the change programme. It can be done by comparing the change vision and what has been changed, based on the results. Members of the organisation design plans that are most suitable for the future of the organisation.

2.9.3.1 Developing new competencies and skills

Developing new competencies and skills is a change intervention that empowers staff members and managers concerning the new culture and strategy of the organisation. Burnes (2000:474) suggests that employees and key stakeholders of the organisation should take responsibility for mastering change and line managers should take responsibility for empowering staff with the skills necessary to undertake the change initiatives. Members of the organisation that are affected by change in an organisation should be given awareness training. Mento *et al.* (2002:53) assert that change involves the change of systems and processes, which also includes new staffing and training. This process involves appraisal and reward, which seeks to reinforce change in an organisation.

Burnes (2000:479) further mentions that change demands new knowledge, skills and competencies, new leadership styles, staff learning to work as teams, thus becoming innovators and improvers of the change process. This may also include training in new skills, re-training, on-the-job counselling and coaching. This stage implies that changes in the organisation demand that staff should acquire new knowledge and skills. Developing new skills occurs when the organisation carries out new tasks for change; this demands new skills, knowledge and behaviours. According to Cummings and Worley (2009:183), employee-involvement programmes often require managers to learn new leadership styles and new approaches to problem solving. It is essential

that they provide different learning approaches which embrace adult learning that covers both technical and social skills. According to Cummings and Worley (2009:183), change agents should dedicate their time to acquiring the necessary skills needed to implement change. Change champions should also be equipped with the necessary tools to enhance commitment to the change initiatives and programmes.

2.9.3.2 Reinforcing a new culture and behaviours

Burnes (2000:479) points out that new behaviour can be reinforced through monetary or non-monetary reward, such as an increase in remuneration and bonuses for particular types of activity. Sometimes this can be through recognition of service with certificates: this occurs where senior managers of the organisation identify people who should be rewarded for special praise. In order to sustain the change process, reinforcing new behaviour should be part and parcel of change, since success helps key stakeholders develop a positive attitude to the change process. During the sustaining phase of the change process, managers and employees should receive training to monitor the changes consistently and areas of improvement should be identified. Van Tonder (2004:203) suggests that institutionalising the new state of affairs is about reinforcing change gains by celebrating the change successes and sustaining change. New behaviours during change processes can be maintained and reinforced through rewarding and enforcing commitment from the members of the organisation who are needed to implement changes. Cummings and Worley (2009:183) indicate that new behaviour that can be signified through the practice of new values can be reinforced through appraisal, recognition and acknowledgement.

Attaining success should be identifiable so that members of the organisation can be proud about successes, creating an enthusiasm to lead change successfully. Kotter (2005:1) suggests that new values should be established and recognised by the members of the organisation; those values subsequently form part of the culture of the organisation. Mento *et al.* (2002:53) suggest that the culture change must be rooted in the existing organisational culture. Therefore, the background of the existing organisational culture is based on the values of the organisation.

Alfes *et al.* (2010:113) discuss cultural change and the role of HR, which is to actively influence values and belief systems that should be learned through HR initiatives. The

change of values and beliefs requires the change of organisational practices, inter alia, OD interventions that should be aligned to the organisational goals and their strategic intent. Human resource practices and initiatives should be reviewed to align individual skills, as well as capacity development to meet the transition phase.

Alfes *et al.* (2010) further comment that another HR related task within the change process is the management of harmonious relations in the workplace through workplace regulations. The downsizing of the organisation has an effect on the retention and retrenchment of staff members depending on the need of the organisation. Therefore, HR has to devise a downsizing strategy for those employees who are not willing or not capable of sustaining the change initiative and reduce the effects of “survivor syndrome”. The different perspectives of the change management process by various authors such as Kotter (1996), Ulrich (1997), Felkins *et al.* (1993), Cummings and Worley (2009), Bullock and Batten (1985) and Van Tonder (2004) are summarised in Table 2.1.

Table 2.1: Comparison of different change management processes

Integrated change management model	Kotter (1996)	Ulrich (1997)	Pershing (2006)	Felkins <i>et al.</i> (1993)	Cummings and Worley (2009)	Bullock and Batten (1985)	Van Tonder (2004)
Identifying the need for change	Establishing a sense of urgency	Leading change	Planning change	Need and opportunity in change initiatives	Motivating change	Exploration Phase	Change need
	Creating the guiding coalition	Creating a shared need		Agreements for establishing working relationship	Creating vision		Data gathering
Preparing for change	Developing a vision and strategy	Shaping a vision		Data collection and analysis	Developing political support	Planning Phase	Change vision
Implement change strategy	Communicating the change vision	Mobilising commitment	Implementing change	Feedback, decisions, and action planning	Managing the transition	Action Phase	Communication and participation
	Empowering broad-based action	Changing systems and structures		Applications and results measurement	Sustaining momentum		Planning
	Generating short-term wins	Monitoring progress		Continuity and renewal			Implementation
Institutionalise change strategy	Consolidating gains and producing more change	Making change last	Sustaining change			Integration Phase	Evaluation and consolidation
	Anchoring new approaches in the culture						Institutionalisation

2.10 Levels of Strategy

Bowman (1998), Burnes (2000), Hitt, Hoskisson and Ireland (2007) and McGlashan and Singleton (1987) declare that there are different levels of strategy: corporate, business and functional. These levels are briefly discussed as follows:

2.10.1 Corporate Level

Bowman (1998:3) states that setting corporate strategy is the responsibility of the corporate head of the organisation. This strategy is formulated at chief executive officer level and heads of department level in both private and public institutions. Burnes (2000:227) comments that, at this level, the strategy is broadly based on strategy, direction and leadership, which is composed of different business units within the organisation. This implies that the corporate strategy is about the decisions and processes of the organisation across its divisions and businesses. The corporate level strategy is a strategy that is concerned with the selection of the businesses with which the organisation should compete and with the development and interface of the company in its business environment. The researcher is of the view that the corporate strategy relates to the coordination of business relations, inter-business relationships and the purpose of business units in the organisation.

2.10.2 Business Level

Hitt, Hoskisson and Ireland (2007:100) mention that strategy at business level is coordinated and sets commitments and direction from each business unit in the organisation that is used to gain a competitive edge by applying major skills in specific markets. Burnes (2000:227) argues that the strategy at this level relates to the operation and the direction of the organisation at group as well as at individual level. This strategy is measured by how the organisation competes and survives in its business in the identified market. This implies that the business-level strategy must address the appropriate scope: how many and which market segments to compete in and the overall breadth of product offerings and marketing programmes that will appeal to these segments.

2.10.3 Functional Level

McGlashan and Singleton (1987:120) refer to the functional strategies as important functional areas of the organisation, which can include the marketing, finance and production departments. Bowman (1994:5) mentions that the business-level strategy is implemented through the appropriate operational or functional level strategies. Therefore, the overall business strategy has to be translated into a linked set of operational level strategies. Bowman (1994:5) indicates that most firms have some sort of functional structure where, in order to acquire the benefits of specialisation, people focus on a subset of the overall tasks of the firm. According to Burnes (2000:227), the strategy at functional level is concerned with the individual business units which include, amongst others, finance, business communication, marketing, manufacturing, information technology and human resources in the organisation. The researcher is of the view that the role of managers at a functional level is to effectively allocate necessary resources that will assist the organisation to accomplish its strategic objectives within its business market. Functional strategy has an important influence on the organisation's value chain and corporate culture.

2.11 The Roles of Line Managers

The roles of the line managers differ from one level of operation to another within the organisation. Burnes (2000:300) argues that the role of managers is to foster the structure of the organisation that supports and promotes exploration, learning and development. Their task involves taking risks to develop a workforce that will take action to determine the need for change and implement change. Santos and Garcia (2006:309) indicate that managers consider change is beneficial for the survival of the organisation, but that the difficulties in putting change into practice predisposes them to adopt appropriate positions towards change. Kroon (1990:14) suggests that managers normally work with other people who assist in an organisation through given resources in order to attain the broader goal of the organisation. The organisation needs to provide resources and activities that will serve as enablers to attain the main goal of the organisation. The roles of line managers in leading and managing change in an organisation are: directional, catalyst, interpersonal and informational roles. These roles will be discussed in further detail as follows.

2.11.1 Directional Role

Hales (2007:33) mentions that one of the key roles of line managers is to set direction and provide leadership for the organisation to attain its business performance goal. Gallos and Jossey-Bass (2008:27) indicate that developing a future vision to set directions through decision making is crucial for the performance and operation of the organisation. The researcher is of the view that the role of line managers at a strategic level is to outline the future goals of the organisation and its strategic intents. McGuire *et al.* (2008:73) state that taking appropriate decisions and driving the organisation towards the strategic direction is the role of the line managers. Cummings and Worley (2009:509) state that managers have the responsibility to identify and set trends for the new approach for change by being involved in setting better standards for performance. According to Cummings and Worley (2009:53), the aim of the vision is to ensure that all facets of the organisation are tuned towards one direction and goal. Every manager in an organisation holds a responsibility to design the future goal as the vision of the organisation. Cummings and Worley (2009:53) outline that the future goal of the organisation defines the key factors as objectives for change, and further indicates which aspects of the organisation will be affected by change. Pendlebury *et al.* (1999:63) declare that defining the vision is a management responsibility, since it is managers who take the decision to embark on a process of change and who are ultimately responsible for seeing it through. Burnes (2000:488) suggests that the decisional role is the role that has attributes of setting direction, problem solving and decision making in terms of the allocation of resources. According to Robbins, (2003:5), managers have a role to play by taking decisions and initiatives, including plans to improve the organisation. According to Wagner and Hollenbeck (2002:24), managers are responsible for taking decisions for new developments and for the betterment of the organisation.

2.11.2 Catalyst Role

The researcher is of the opinion that line managers at strategic leadership level are also responsible for demonstrating their enthusiasm for the change and role modelling change. Hales (2007:33) points out that managers have a critical role to play in joining the broader strategy with business units through policy implementation and planning. Pendlebury *et al.* (1999:100) mention that the overall goal of the business lies in the

hands of the top and senior managers of the organisation. They should define the road map for change during the articulation of the change vision. The executive leaders of the organisation have to lead the change process by ensuring that the change process is consistent with the change vision and that all necessary requirements of change conditions that may result in change success are accomplished. Pendlebury *et al.* (1999:100) write that one of the critical roles of line managers is to set up the appropriate mechanisms, such as change facilitation teams, to support the change process and to break down barriers for high-level change interventions. This implies that the role of executive leaders is to establish a committee that should consist of eight to twelve people and the committee should include senior managers, the leader of the facilitation team and the managers of the departments or divisions most affected by the new vision and the changes.

According to Pendlebury *et al.* (1999:100), senior managers hold the responsibility for engaging the entire workforce in order to enhance effective communication and set a new mandate for the organisation. This will enhance a high level of involvement and zeal to facilitate change at a strategic leadership level. According to Cummings and Worley (2009:509), strategic leaders and managers hold the responsibility to mobilise and allocate resources to work on the change process and reinforce new conduct. Senior management is regarded as one of the enablers of leading the change process in the entire organisation and they are responsible to design practices that will enable change to unfold effectively. According to Pendlebury *et al.* (1999:73), vibrant strategies should be explored in an organisation to set leadership direction for effective change process.

2.11.3 Interpersonal Role

Hales (2007:33) outlines that the interpersonal role in an organisation is applied when managers identify proper talents that are fit for purpose and retain them for performance and productivity. The interpersonal role involves staff development and performance management in an organisation, as well as the coordination of duties amongst staff members. Leaders of the organisation should demonstrate tasks and liaise with members of the organisation as well as other key stakeholders. Burnes (2000:487-488) and Kroon (1995:22) suggest that managers should fulfil the role of

liaison and relate to other managers who may be key stakeholders and clients of the organisation within and outside the organisation. This role includes the recruitment, development, encouragement and retention of staff members. According to Robbins (2003:5), playing an interpersonal role involves relating to employees of the organisation as well as stakeholders outside the organisation by providing necessary information. Wagner and Hollenbeck (2002) maintain that the interpersonal role is the managers' responsibility and they have the role of establishing and maintaining it for the health and wellness of the workforce. The researcher is of the view that these roles involve the re-skilling of personnel after the restructuring process; in this case, some or most of the employees migrate from the old structure to the new structure of the organisation. Therefore, managers play a critical role to motivate, skill and re-skill personnel in the new structure.

2.11.4 Informational Role

Hales (2007:33), Burnes (2000:488) and Kroon (1995:22) point out that the informational role is a networking role where business units in an organisation interact through the coordinated tasks and line managers provide information to internal and external role players. Line managers need to further monitor the process of distribution of information within the organisation. Wagner and Hollenbeck (2002:24) outline that one of the primary roles of the line manager is to identify the needs of the organisation through needs assessment and analysis. Wagner and Hollenbeck (2002:25) suggest that "managers pass information to subordinates who would otherwise have no access to it. To share information with subordinates, they may hold meetings; write memoranda, make telephone calls, and so forth". Basically, the information function serves as a change tool for line managers in an organisation.

2.12 The Roles of the Human Resources Manager

Generally, the role of the HR manager is associated with recruitment, selection, training and performance management in an organisation and yet in this context the role of HR also includes the role of a change agent. McGuire *et al.* (2008:73) point out that line managers should take account of the daily activities and employee engagement on change in an organisation. This implies that whilst the organisation

goes through change and interface with its external environment, the role of the HR manager is to create and achieve the organisation's adaptation through alignment.

Ulrich (1997) has suggested that HR in the PS should become “an agent of continuous transformation” and should build the business's capacity to adapt to change, as well as being business partners, administrative experts and employee champions, (Ulrich, 1997). Meisinger (2008:8) suggests that HR management needs to participate in the initial phase when broader organisational change takes place. The role of HR should be to support employees during the change process by ensuring that the meaning of change is clearly communicated and that it is constant and consistent within the organisation. HR managers also have a role to play in developing and designing effective change management, including all stages necessary to ensure that change is effectively realised and managed and that success is sustainable. One of the fundamental HR functions is to lead and manage change in the organisation. HR has to assist staff in adapting to the competitive and ever-changing business environment. HR's overall role is based on the change tools and techniques that serve to enable change in the organisation. The following are the key roles of HR in leading and managing change in an organisation: catalyst, facilitator, designer and demonstrator. These roles will be discussed in more detail as follows.

2.12.1 Catalyst Role

For change to be effective, it is critical that the HR manager as a change catalyst provides a critical assessment of skills and competencies that each employee should possess to adapt to the new environment. The researcher is of the opinion that the strategic HR role is part of the catalyst role. Martin and Reddington (2010:1553) point out that the catalyst role is one of the essential roles in HR that deals with strategic drivers such as HR policies and strategies. The catalyst role is a role that is applied in an organisation when the organisation reduces costs, improves its' productivity and improves service delivery. The Society for Human Resource Management (2007:1) defines the catalyst role as a role that supports change at a strategic level, assisting leaders of the organisation to successfully bring about transition. The top executives of the organisation mobilise resources, including HR, to bring about change. Meisinger (2008:8) suggests that the catalyst role of HR is about engaging employees and

informing staff members about the reasons, processes and benefits of organisational change. If HR does not play a catalyst role in change, the result is a lack of employee and management buy-in to change initiatives.

Ulrich (1997:185) indicates that in order to help the organisation to facilitate the cultural transformation, HR should give explicit tasks in championing the change effort with the responsibility of ensuring that culture change remains a high priority. The employee champion role is about maintaining a work environment conducive to workforce performance by addressing the employees' needs. According to Ulrich (1997:148), the role of employee champions is to help employees deal with demands by teaching them to focus and set priorities. Employee champions find creative ways to leverage resources so that employees do not feel overwhelmed by what is expected of them.

2.12.2 Facilitator Role

The facilitator role focuses on the management of the impact of organisational and operational changes on HR. This role is dualistic as it capacitates line managers in addressing issues of change and empowers employees during the change process. Martin and Reddington (2010:1553) state that the facilitator role is applied to the HR strategy and to the policies of an organisation when interacting with its strategic environment. The researcher is of the opinion that the HR manager facilitates the change process between the organisation and its business environment through HR strategies and policies. The Society for Human Resource Management (2007:1) indicates that the HR manager enables change by providing insights into the company culture, history and political dynamics to external facilitators or by developing programmes for internal consultants.

Meisinger (2008:8) indicates that the HR manager utilises communication to support the change initiative by ensuring that change programmes are effectively communicated throughout the organisation. Communicating change should be clear and consistent across the organisation, since this will determine the kind of support that members will receive. According to Ulrich (1997:152), HR managers as change facilitators are responsible for leading and building the team, thus creating a conducive working environment. The HR manager as a facilitator offers a cultural insight that

shapes the efforts of the external facilitators by revealing elements of the firm's history and by helping to find areas in which the existing culture is open to change.

2.12.3 Designer Role

Change agents should maintain the transition from one point to the next through the planning process and provide the necessary structures for change in the organisation. At this stage, the change agents and leaders of the organisation are responsible for changing the systems and processes in order to integrate the change processes into the organisational structure. According to Ulrich (1997:158), it is critical that managers use HR tools such as staffing, development, appraisal, rewards, organisational design, commitment and systems to build change into the organisation's infrastructure.

Martin and Reddington (2010:1553) indicate that the HR design is based on a specific HR architecture that determines specific HR outcomes, such as training, to manage change effectively. Anon. (2007:2) indicates that the role of HR design is based on designing HR systems such as total rewards, staff development and performance management. The HR design assists managers and employees to understand change from a broader scope as well as having in-depth understanding of change initiative. Meisinger (2008:8) points out that the HR manager is responsible for designing the change initiatives and for providing updates at all stages of the programme. HR should also engage both top management and employees throughout the process. The role of the HR manager is to design HR systems such as recruitment, development, performance appraisal, performance rewards, organisation design and to communicate practices. According to Ulrich (1997:187), these systems are designed so that managers understand and take ownership of transformation in the organisation. This role further serves to design, establishing new HR systems and vibrant HR practices that demand that the HR professional is ahead of the change curve.

2.12.4 Demonstrator Role

The first critical step that HR professionals have to take is to assist in cultural change and demonstrate change within their own function. Meisinger (2008:8) points out that HR has a critical role to play in demonstrating that change is realised, hopes are met and appraised and success is sustained over a period of time. This role suggests that

it is important for senior HR executives to be committed to reengineering the HR function. According to Ulrich (1997:187), HR needs to become part of the change and to experience first-hand the lessons of cultural change. Martin and Reddington (2010:1553) state that the demonstrating role is based on e-modelling of the HR role, which has been very influential in helping explicate the contribution of e-HR strategy. Anon. (2007:2) indicates that HR managers demonstrate through manifesting HR change and serve as examples of effective transformation in an organisation. The importance of managing change is where line managers and HR managers become change agents in the process.

2.13 Integration of the Roles of HR and Line Managers

The core roles of HR management and line management are discussed at length but the researcher will focus on the following roles in leading and dealing with change in an organisation. According to Ulrich (1997:187), line managers should be responsible for the alignment of the corporate culture with internal processes with the aim of creating a common mind-set throughout the organisation. Ulrich (1997:187), indicates that the roles of HR professionals are to lead transformation by applying it first in the HR functions and to serve as a catalyst for change, a facilitator of change and a designer of change systems.

According to the researcher, for line and HR managers to perform their roles, it is critical that they should understand the business environment, competitive advantage, source of change and tools to deal with change. They should also understand the organisation, what needs to be changed in the organisation and how change should be effected. In order for the organisation to achieve its strategic goal, the role players, such as line managers and HR managers, play a critical role in leading change through strategic change, systems and process change, culture and people change. These role players serve as catalysts to successfully bring about change in the organisation.

McGuire *et al.* (2008:73) argue that HR managers have responsibilities to line managers by offering a number of benefits to the PS. The role of HR managers provides greater freedom for HR specialists to engage with strategic issues and add real value. HR managers encourage line managers to use their initiative and become more involved in day-to-day workplace management decisions. HR managers have a

greater role to play in designing the change initiative through the HR strategic role. HR also plays a critical role in changing the structure of the organisation. In this case, the research study seeks to explore the role of HR and line managers in leading and managing change in the PS. This research seeks to explore the roles of both parties in the PS. Active participation of HR duties is one of the roles of line managers which involves training and development, including mentorship and coaching, to create an enabling environment for change (McGuire *et al*, 2008:77).

A summary of the role of line managers and HR managers is indicated in Table 2.2: as follows

Table 2.2: Summary of the integrated roles of line management and HR

LEVEL OF OPERATION	LEVEL OF MANAGEMENT	CHANGE PROCESS	LINE MANAGERS ROLE	HR MANAGERS ROLE
<p>Strategic/Corporate Level This level of strategy is more concerned with the leadership, planning, direction, designing and development at top/senior management level as well as the coordination of the various businesses in the organisation that ultimately comprise the broader goal, Burnes (2000:227).</p>	<p>Senior Management This is a team of individuals at the highest level of the organisational management who are responsible to manage day-to-day responsibilities at a corporate level. Senior management are responsible for the provision of the new mandate and demonstrate the implementation of strategic direction in the organisation (Cummings & Worley, 2009:509).</p>	<p>Planning change To identify the need for change by realising the organisation's need for development, improvement and efficiency. Developing the change vision requires a broader participation by the key relevant stakeholders of the organisation (Van Tonder, 2004:203; Alfes <i>et al.</i>, 2010:113).</p>	<p>Catalyst role Provides direction and enhances effective communication within the organisation, as well as encouraging high levels of commitment and enthusiasm to drive the change process (Pendlebury <i>et al.</i>, 1999:100).</p> <p>Directional role Participates in the decision-making processes to enhance change process in the organisation (McGuire <i>et al.</i>, 2008:73).</p>	<p>Catalyst role Participates in reviewing HR strategy to determine HR forecast as a change vision as well as engaging employees on the reasons, processes and benefits of organisational change (Meisinger, 2008:8).</p> <p>Designer role Designing HR systems that assist managers and employees to better understand change initiative and have a sense of ownership (Anon., 2007:2).</p>
<p>Business Level The business-level strategy must address the business need at a middle management level of the organisation that subsequently feeds to the broader goal of the organisation and appeals to the other segments of the organisation (Hitt, Hoskisson & Ireland, 2007:100).</p>	<p>Middle Management This is defined as managing an area of an organisation's activities that falls between strategic management and operational level of management. Middle managers carry responsibilities at a meso-level, hence their relevant roles include the interpersonal role (Hales, 2007:32).</p>	<p>Managing Transition Managing transition involves the activity planning that makes a road map for change with specific activities such as the implementation of the rollout plan including the movement from one state to another (Cummings & Worley 2009:178; Van Tonder, 2004:203; Mento <i>et al.</i>, 2002:53). This phase also involves communication and commitment from the key stakeholders to gain support (Burnes, 2000:474).</p>	<p>Interpersonal role Engages key stakeholders to maintain interpersonal relationships between managers within and outside the organisation to enhance the working environment for the change process (Wagner & Hollenbeck, 2002).</p>	<p>Facilitator role Facilitates by leading and building the team to provide support to employees in dealing with their experiences of change in order to create an enabling environment for change (Ulrich, 1997:152).</p>

LEVEL OF OPERATION	LEVEL OF MANAGEMENT	CHANGE PROCESS	LINE MANAGERS ROLE	HR MANAGERS ROLE
<p>Operational Level: This is the first/junior management level strategy that is implemented through the appropriate functional level strategies and the strategy at this level is more concerned with the individual business functions and processes such as finance, marketing, manufacturing, technology and HR within the organisation (Burnes, 2000:227).</p>	<p>Junior Management This is briefly defined as the management role that builds up the team, gives technical assistance and advice, develops and coaches team members, motivates people, coordinates people and processes, resources, liaises with other teams and communicates functional unit objectives (Hales, 2007:36).</p>	<p>Sustaining change The final stage in planned change involves evaluating the effects of the intervention and managing the institutionalisation of successful change programmes so that they prevail (Cummings & Worley 2009:31). Burnes (2000:479) further mentions that change demands new knowledge, skills and competencies, new leadership styles, staff learning to work as teams, thus becoming innovators and improvers of the change process. Van Tonder (2004:203) suggests that institutionalising the new state of affairs is about reinforcing change gains by celebrating the change successes and sustaining change.</p>	<p>Information role Disseminating information to the relevant key stakeholders on the change process, Burnes (2000:488) and Kroon (1995:22). Conduct environmental scan to bring about change in an organisation (Wagner & Hollenbeck, 2002:24).</p>	<p>Demonstrator role Illustrates through manifesting HR change and serves as example of effective transformation in the organisation (Anon., 2007:2). Demonstrates and models the success vision for change and achievement of change to be sustained over a period of time (Meisinger, 2008:8).</p>

These roles suggest that managers have roles to play in dealing with change in a changing business environment.

2.14 Conclusion

This chapter focused on a discussion of change, change management, organisational change, typologies of change and types of change, such as type I and type II. The categories of change were discussed, namely, transformational change, developmental change, transitional change, incremental change, strategic change, reactive change and anticipatory change. There are external factors that trigger change, such as political, economic, social, technological, environmental and legal factors. This chapter also covered the reasons for and common types of changes in the PS. The philosophies, principles and dynamics of change were also discussed accordingly.

The chapter further took into consideration the in-depth discussion of the phases of change, namely,

- 1) the planning phase, where the change agent identifies the need for change, develops change vision and mobilises key stakeholders who will serve as enablers for change;
- 2) the managing transition phase, which involves implementing transition, communicating change, enforcing commitment and providing resources for change and
- 3) the sustaining phase, which involves the process of developing new competencies, culture and skills for key stakeholders in order to adapt to the change.

This chapter also focused on the role of HR and line managers in the context of dealing with change in the organisation. HR managers should play the following roles:

- the catalyst role, by supporting change at a strategic level in assisting leaders of the organisation to successfully bring about transition in the organisation (Society for Human Resource Management, 2007:1);

- the facilitator role, by facilitating the application of the HR strategy of the organisation when interacting with its business environment during the change process (Martin & Reddington, 2010:1553);
- the demonstrator role, by demonstrating and modelling the success vision of change and the achievement of change to be sustained over a period of time (Meisinger, 2008:8) and
- the designer role, designing HR systems that assist managers and employees to better understand change initiative and have a sense of ownership (Anon., 2007:2).

Line managers should also play their roles as follows:

- the catalyst role, by setting up the appropriate mechanisms to support the change process and serve as an enabler for high level interventions (Pendlebury *et al.*, 1999:100);
- the directional role, by developing a vision to improve the organisation, including parts of the business that may be affected by change (Cummings & Worley, 2009:53);
- the informational role, by providing feedback sessions to staff members about the intervention's results (Wagner & Hollenbeck, 2002:25); and
- the interpersonal role, by engaging key stakeholders to maintain an interpersonal relationship between managers within and outside the organisation to enhance the working environment for the change process (Wagner & Hollenbeck, 2002).

The discussions on changes that occur in the PS were based on the change management process.

CHAPTER 3: RESEARCH DESIGN AND METHODS

3.1 Introduction

This chapter is based on the discussion of the research methods and instruments that were utilised to conduct the empirical research for the study. The key research method terms that are addressed in this chapter include the research paradigm, research design, layout and administration of the questionnaire, the collection of data, description of the target population and the size of the population, the sampling method and the statistical methods that were utilised. Kantardzic (2003) suggests that the process in a scientific investigation on a particular subject can be deemed a research study if specific steps are followed accordingly. A summary of the overall structure of the research methodology that has been applied in this research is presented in Figure 3.1.

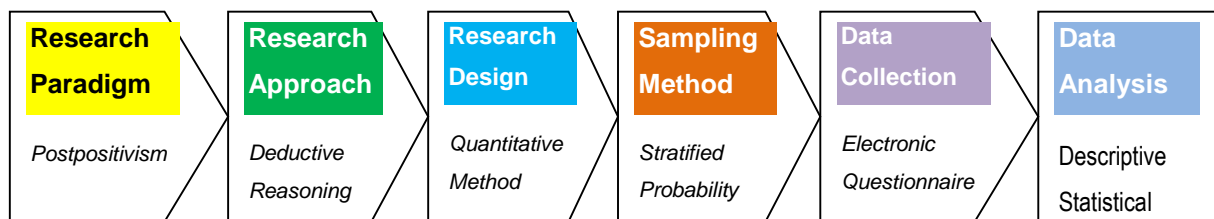


Figure 3.1: Research methodology process

3.2 Research Philosophy

Saunders, Lewis and Thornhill (2009:110) and Babbie and Mouton (2001:33) state that a research paradigm refers “to a researcher’s basic philosophical assumptions or beliefs about the nature of reality (*ontology*), the nature of knowledge and how it can best be produced (*epistemology*), the role and place of values in the research process (*axiology*) and the most appropriate ways to investigate what can be known (*methodology*)”. The research methodology and underlying research assumptions come from the researchers themselves. Cresswell (2009:5) argues that one should preferably articulate the philosophical assumptions that underpin the study.

Ponterotto (2005:128) states that “there are many different paradigms that could potentially guide a research effort and also many different ways in which these

paradigms are categorised and labelled”. On the other hand, De Vos, Strydom, Fouché and Delport (2013:5) suggest that the seven main approaches to social research are “positivism, post-positivism, constructivism, interpretive approach, critical approach, feminism and postmodernism”. Cresswell (2014:5) suggests that there are four philosophical worldviews that can be applied in a research study and these are “post-positivism, constructivism, transformative and pragmatism”. De Vos *et al.* (2013:5) and Cresswell (2014:5) have similar views on the constructivism and post-positivism approaches to research.

Research philosophies are briefly discussed as follows:

- A **post-positivism** approach is about the cause and effect type of research (Cresswell, 2014:7). The problem areas that are identified by the researcher should indicate the areas for assessing the causes that impact on the outcomes. This approach is broadly about determination, which follows a deductive approach, and survey research. De Vos *et al.* (2013:7) suggest that the emphasis in “post-positivism is placed on the exploration and verification of theories”.
- “A **positivism** approach is the social research that seeks to apply the natural science model of research to investigate social phenomena and an explanation of the social world” (De Vos *et al.*, 2013:6). They further suggest that “positivists believe that observable facts and personal experience can be validly warranted as knowledge”.
- A **constructivism** approach, according to De Vos *et al.* (2013:8), suggests that this approach moves from the dimension of depending on the knowledge of respondents and their experience in order to develop them for the purpose of participation. Cresswell (2014:6) states that the “researcher gathers data based on the understanding of the participants on a particular subject to generate the theory. The researcher empowers participants with full knowledge of the subject in order to be fully involved in the research process”.

- An **interpretive** approach, as suggested by De Vos *et al.* (2013:9), is based on the fact that “human beings are engaged in the process of making sense of their worlds and therefore they continuously interpret, create, give meaning to, define, justify and rationalise their daily actions. In this approach, the researcher uses conversation, written words and pictures to interpret the meaning and draw conclusions based on his/her interpretation”. De Vos *et al.* (2013:9) further suggest that “the researcher often uses observation of participants and field research, techniques where many hours and days are spent in direct contact with participants”.
- A **critical** approach: “the researcher uses participant’s everyday life situations to apply critical thinking with the aim of wanting to make human beings educative and transformative about their lives”. De Vos *et al.* (2013:9) suggest that “participants should feel free and be encouraged to give their own view and their own situation about the world they live in”.
- According to De Vos *et al.* (2013:9), a “**feminism** approach is concerned with the under-representation of women and women’s experiences within the social sciences, both as the subjects of research and the producers of theory”. In this approach women are afforded an opportunity to express their opinions and facts in order to address the pre-existing perspective about men in the social research.
- A **postmodernism** approach provides perspectives that bring about the reality of the world. De Vos *et al.* (2013:10) suggest that “postmodern research focuses on the explanation and interpretation of behaviour patterns and the narratives of participants in the research projects”. It accommodates human logic that reasons about the present and the future and further relies on the technology and the science.

3.2.1 Applicable to the Study: Post-positivism

De Vos *et al.* (2013:7) state that the study is based on exploring (through survey) the broader understanding of the theory on change management by verifying facts from the participants and their level of understanding. The type of research paradigm that

was applied in this study is a post-positivism paradigm as it aims to confirm the theory of change management based on the empirical findings and measuring scale to identify the role of line managers and human resource (HR) managers in leading and managing change in the PS. According to Ponterotto (2005:128), the study was characterised by post-positivism, since it is based on the use of quantitative methods.

3.3 Research Approach

According to Gravette and Forzano (2009:19), the research approach stems from three major factors, namely: “inductive reasoning, hypothesis and deductive reasoning”. Gravette and Forzano (2009:17) are of the view that inductive reasoning is the research approach that moves from specific knowledge to a general knowledge: “the researcher can use specific surveys to make a general statement”. In other words, De Vos, Strydom, Fouché and Delpont (2011:49) mention that with inductive reasoning, the researcher begins with “a general topic and some vague ideas that he/she then refines and elaborates into more exact theoretical concepts”. According to Gravette and Forzano (2009:19), *hypothesis* is a statement that describes the relationship between variables. Hypothesis cannot be regarded as a “final answer but it is a proposed statement to be tested for validity”. A research hypothesis always refers to a particular situation that can be directly investigated. Gravette and Forzano (2009:19) state that *deductive reasoning* is a broad statement on a particular subject that is used to achieve a particular conclusion. De Vos *et al.* (2011:48) mention that the researcher begins with the abstract position that has a sequential link from one concept to another with the aim of attaining empirical substance.

The researcher applied deductive reasoning, since the research approach moves from the general knowledge of change management to a specific context, where line managers and HR managers play their roles to lead and manage change in the PS. Deductive reasoning is briefly discussed in more detail as follows.

3.3.1 Deductive Reasoning

According to Neuman (1997:46), a deductive approach is when the researcher moves from the general statement to a specific statement with concrete empirical evidence. According to Babbie and Mouton (2001:35), deductive reasoning concerns the move

from general knowledge in a particular field such as change management to the specific, such as the implementation of change management through the role of line managers and HR managers in leading and managing change in the PS. Babbie and Mouton (2001:35) further state, “it moves from a pattern that might be logically or theoretically expected to observe the test to determine whether the expected pattern actually occurs”.

Leedy and Ormrod (2005:32) state that, moving from a general concept to a general statement is one of the critical means of developing a research hypothesis and a means of testing abstracts. Saunders *et al.* (2012:145) maintain that deductive reasoning entails critical characteristics that describe the relationship between the cause and effect in concepts and variables. In this instance, the researcher seeks to establish the “role of line managers and HR managers in the change management process”.

3.4 Research Design

Mouton (2001:55) explains the research design as the project plan which is detailed on how the study should be carried from the proposal to the conclusion. According to Durrheim (1999:29), a “research design is a framework for action that serves as a bridge between research questions and the execution or implementation of the research”. Research design is mainly about the provision and outline of the research plan and how the study is going to be executed to address the research question. The researcher utilised the quantitative research methodology to collect and analyse data.

3.4.1 Quantitative Research Design

The approach of a quantitative research method is based on the descriptive study whereby the survey is conducted using observation and the experience of the participants in a particular situation and correlating with other situations. The combination of the descriptive study and observation, including the development of designs and survey research, forms part of this research design. According to Saunders *et al.* (2005:179), this approach produces statistical data that can be summarised through descriptive and inferential data analyses. In other words, Delport and De Vos (2005:133) suggest that quantitative research design includes

“experiments, surveys and content analysis”. Quantitative research design presented the overall brief information of the study where data was measured in figures and it was statistically analysed.

Bryman and Bell (2007:168-173) and Leedy and Ormrod (2005:21-25) suggest that the following integrated factors are advantages of quantitative measurement in the quantitative research methodology:

- Quantitative measurement presents an opportunity for researchers to separate minor differences between units of analysis in terms of the specific concept such as change management: line management and HR management are being measured.
- Quantitative measurement allows researchers a consistent device for devising differences between concepts. Survey questions are regarded as a measurement device and when they are applied to all the respondents, they maintain consistency throughout.
- Quantitative measurement becomes a fundamental principle for the statistical estimation of the degree of differences between groups of respondents measured on the same concept.

3.4.2 Survey Research

On survey research, Gravette and Forzano (2009:360) mention that research measurements are applied in the field of social science, particularly when assessing individual behaviour. The survey research is a relevant tool that is utilised by the researchers to collect the larger volume of data. According to Leedy and Ormrod (2013:189) and Saunders *et al.* (2005:183), survey research is about collecting data from the research respondents in relation to their attributes, values, perspectives towards life, attitudes and experiences. The researcher asks questions and summarises and presents the data in the form of graphs and charts. In this study, the researcher asked line managers and HR managers employed in the PS to indicate

whether they play the theoretically assigned roles during the change management process.

3.5 Sampling Methods

In general, De Vos, Strydom, Fouché, and Delpont (2005:198) state that there are two sampling procedures: “These are probability sampling, which is based on randomisation, where the sampling population is selected randomly, and non-probability sampling, where samples are selected without randomisation”.

3.5.1 Non-probability sampling method

According to De Vos *et al.* (2005:201), non-probability sampling is the sampling method that is applied by researchers to choose particular respondents or participants from the population of similar attributes or characteristics and experiences in a particular situation. Saunders *et al.* (2012:281) mention that non-probability sampling methods have different methods that can be utilised by researchers to choose their target respondents. The selection of the target participants is subjective and findings from such participants carry subjective judgement. The researcher does not know how to identify the target respondents or target population. There are different types of non-probability sampling methods utilised by researchers, depending on the type of research and the nature of the data to be collected. According to Singh (2007:107), “the types of non-probability sampling method are accidental, purposive, quota, expert, snowball, heterogeneity and maximum variation”.

3.5.2 Probability sampling method

According to De Vos *et al.* (2005:198), the probability sampling method is applied when each individual in the targeted population has similar attributes to the entire population and each one can be chosen to participate in the study. Similarly, Saunders *et al.* (2012:262) suggest that probability sampling is related to population selection strategies that enable the researcher to draw inferences from the respondents about the study which will enable them to meet the research objectives. In the probability sampling technique, the researcher identifies a suitable sampling target based on the research question and research objectives. With this sampling method the researcher applies the relevant sampling method and chooses the appropriate size of the sample.

According to Singh (2007:102), the types of non-probability sampling method are “simple random sampling, systematic random sampling, stratified random sampling, cluster sampling and multiple stage sampling”.

3.5.2.1 Application to the study: Stratified sampling method

The researcher applied the probability sampling method, specifically stratified sampling method whereby the sample respondents are represented on each level of the operation and management, such as occupational levels in the organisation. In this instance, this involved different levels in the ranking structure (such as junior, middle and senior management) and gender (males and females) and race groups (Africans, Coloureds, Indians and Whites) in the PS. “This means drawing each respondent according to the number of persons in that stratum, i.e. the larger the sample from larger strata and smaller samples from smaller strata” (De Vos *et al*, 2005:200). The researcher utilised the stratified random sampling method to select a maximum of 150 respondents with a minimum matric qualification with at least one year of working experience in the PS. The other distinguishing qualification was that an official should have undergone experience of the change of political leadership and the department’s strategic change.

3.5.3 Sampling and Target Population

According to Blanche, Durkheim and Painter (2006:133), “a sample is representative of a population when elements in the sample will be randomly selected from a sampling frame”. According to Singh (2007:88), “a sample can be defined as a set of target respondents selected from a larger population for the purpose of a survey”. According to the researcher, sampling is the process of choosing a sample group from the target population (possible respondents) with the purpose of searching for particular information that is related to their experiences and opinions. The sample for this research study was 150 permanent employees with one year of working experience in the PS and a minimum matric qualification. De Vos *et al*. (2005:194) suggest that “a sample is a small portion of the total set of objects, events or persons that together comprise the subject of the study”.

According to Bless, Higson-Smith and Kagee (2006:99), a target population is the set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalised. Singh (2007:88), states “a population is a group of individuals, objects or items from among which samples were taken for measurement”. The target participants of this research study were HR managers (assistant directors, deputy directors, directors and chief directors), line managers (assistant directors, deputy directors, directors, chief directors, deputy director generals, (chief operations officer [COO] and chief executive officer [CEO]) and the director general responsible for leading and managing change in the PS at the government department’s national level in Pretoria.

The researcher has identified, approached and received permission from the following government departments that have gone through changes since the general elections in 2009: Department of Basic Education, Department of Energy, Department of Higher Education and Training, Department of Human Settlements, Department of Rural Development and Land Reform, Department of Tourism, Department of Women, Office of the Presidency and the Department of Children and People with Disabilities. The researcher aimed to get larger samples which enabled him to sample a larger population which will present more accurate findings and inferential conclusions than a smaller representative sample (De Vos *et al.*, 2005:195). Hence the target population of the study was 150 respondents who are the junior, middle, senior and top officials of the PS.

3.6 Applied Data Collection Method

3.6.1 Questionnaire Design

The questionnaire was compiled by the researcher after the review of literature on change management and the roles of line managers and HR managers in the context of the PS. The questionnaires were designed with given key elements of change within the theoretical framework of change management that constituted the following change phases, that is, the planning phase, the implementing phase and the sustaining phase with questions related to the theoretically determined roles both line managers and HR managers have to play during each phase.

The researcher compiled two questionnaires. One questionnaire focused on the different roles, based on theory, which HR managers had to play in the change management process. The different roles that HR managers had to play during the change management process were the following: the catalyst, facilitator, designer and demonstrator roles. The second questionnaire focused on the roles which are the informational, interpersonal, catalyst and directional roles that line managers (chief operations officer [COO], chief executive officer [CEO], senior managers, assistant directors, deputy directors, directors and chief directors) had to play in the change process. Respondents had to indicate whether they associate themselves with their respective roles when leading and managing change process in the PS.

The questions were designed so that different choices with respect to possible answers were furnished. The options ranged from one extreme of response to the other extreme of response (namely, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree). The samples of the questionnaires are attached as Annexure A for HR managers and Annexure B for line managers.

3.6.2 Advantages of Using Questionnaires

The researcher applied questionnaires to solicit responses on the subject of the role of HR and line managers in leading and managing strategic change in the PS. According to Kumar (2005:130), there are different advantages to using questionnaires in the study. Some of the advantages are briefly discussed as follows:

- **Inexpensive and non-time wasting:** the researcher does not spend time on one-on-one interviewing participant(s), since interviews demand that the researcher moves from one point to another to physically access them. The researcher does not spend time interviewing respondents, thus saving time and finance. The questionnaire is completed by the respondents, which saves more time since the respondents are completing questionnaires on their own.
- **Large degree of anonymity:** the researcher does not conduct face-to-face interviews with the respondents, which affords anonymity, since the respondents will not be known to the researcher. The researcher does not get an opportunity

to ask personal, emotional and sensitive questions and the responses from the respondents remain anonymous. With anonymity the researcher is able to obtain as much accurate information as possible.

On the other hand, Bless, Higson-Smith and Kagee (1995:114) mention that the questionnaires are easily standardised for all the respondents to respond consistently. It is faster, less costly and respondents do not find it a burden to respond. In addition, there is no need for intensive training of the researcher on data collection: only the fieldworkers need a little training.

3.6.3 Permission to Collect Data

The request for the permission to collect data from different government departments was done as follows: the researcher obtained the contact details, including e-mail addresses of the director generals, particularly their personal assistants.

During May 2014 the researcher sent the letter from the University of Pretoria seeking approval from government departments to collect data with consent forms attached. The researcher only received eight (8) permission letters from the above specified government departments. The researcher made calls and sent e-mails to other government departments but there were no positive responses given regarding the subject.

3.6.4 Questionnaires Administered by Hand

The researcher hand-delivered the questionnaires to all the government departments that granted approval for data collection. The researcher requested the coordinators from each department to randomly distribute the questionnaires to both line and HR managers from junior management level to senior/top management level. The coordinators from questionnaires were distributed according to the given size of their human resource managers (assistant directors, deputy directors, directors and chief directors) from different units, which are Labour Relations, Human Resource Development, Human Resource Administration and Planning, Transformation, and Employee Health and Wellness Units and number of line managers (assistant

directors, deputy directors, directors and chief directors) from the line function in their departments.

The researcher made copies of questionnaire for both HR and line managers for each department and distributed to the coordinators that were appointed by their director generals, as per approval. The researcher made 20 copies of questionnaires for each government department, 40 copies of questionnaires for the Department of Rural Development and Land Reform and 45 copies of questionnaire for the Department of Tourism. The coordinators in each department randomly distributed to any of the human resource managers within Human Resource Management Unit and any of the line managers according to the given number. The coordinators allowed the respondents to complete the questionnaires in their own time, and then collected them again later for the researcher, in turn, to collect. The researcher allowed each department 48 hours (six working days), to complete their respective questionnaires and these were collected afterwards from the different coordinators.

The researcher briefed the coordinators through the instructions on the questionnaire in order to prepare the respondents, using the introduction on the cover page of the questionnaire. All respondents were requested to complete the consent form before completing the questionnaire and to complete all questions with objectivity and honesty. Moreover, it was emphasised on the cover page that their responses were confidential and anonymous. Respondents were informed that the questionnaire can only be read by the principal investigator and authorised members of the research team at the University of Pretoria.

3.7 Questionnaire Distribution and Data Administration

3.7.1 Data Collection

The researcher applied the hand administered questionnaire method to distribute and collect data. The researcher initially established the potential respondents for both line managers and HR managers (from junior managers, middle managers, senior managers and top managers in the PS) to all the departments that granted permission to collect data. The researcher collected 154 samples from different government departments, as indicated in Table 3.1 following:

Table 3.1: Sample population from government departments

GOVERNMENT DEPARTMENT	SAMPLES		
	HR Managers	LINE Managers	TOTAL
Basic Education	11	5	16
Energy	4	6	10
Human Settlements	12	-	12
Higher Education and Training	3	9	12
Rural Development and Land Reform	21	17	38
Presidency	9	3	12
Tourism	5	37	42
Women, Children and Persons with Disabilities	4	11	15
TOTAL	66	88	154

3.7.2 Data Capturing and Processing

The researcher applied the following data processing and analysis techniques when processing the collected data:

Step 1: Data Coding

The researcher developed a coding sheet to capture the responses. Separate sheets for line managers and HR managers were used. Each completed questionnaire was numbered with a unique number that corresponded with the questionnaire number on the spreadsheet used to capture the data. The researcher transferred the raw data from the completed questionnaires into a coding sheet by transferring each response from the respondents per question. "Data coding means systematically reorganising raw data into a format that is machine readable" (Neuman, 2002:295).

Step 2: Data Entry

The researcher created and consistently applied rules for transferring information from one form to another. The researcher conducted analyses using Statistical Package for Social Sciences 22.

3.8 Levels of Measurement

According to Zikmund (2003:296), a scale is explained as the measuring tool that has a number of items that are arranged in order according to the value and degree of

significance, into which each item can be positioned as per its calculation. According to De Vos *et al.* (2005:160), “measurement is regarded as the process of defining concepts in terms of specific indicators by the assignment of numbers or symbols to these indicators in accordance with specific rules”. According to Kumar (2005:66), De Vos *et al.* (2005:164), Neuman (2002:219) and Zikmund (2003:296), there are four different types of measuring scale: nominal, ordinal, interval and ratio scales. A summary of the levels of measurement according to De Vos *et al.* (2005:219) is provided in Table 3.2:

Table 3.2: Levels of measurement

Level	Description	Examples
Nominal	Classify into categories	<i>Sex, gender, race, province, marital status, religion</i>
Ordinal	Order by rank or magnitude	<i>Employment status, disability status</i>
Interval	Distance between values is meaningful, but without an absolute zero	<i>Aptitude tests, intelligence tests, personality tests, knowledge tests</i>
Ratio	Distance between values is meaningful, and there is an absolute zero point	<i>Age, height, weight, distance, number of dependents, salary</i>

Source: De Vos *et al.* (2011, p. 250)

3.8.1 Nominal Level of Measurement

According to De Vos *et al.* (2005:164), “nominal measurement is the classification system that categorises variables and characteristics such as gender, race, ethnic group, level of education and age”. Similarly, Zikmund (2003:296) defines “nominal measurement in terms of numbers: it is a scale in which the numbers or letters assigned to objects serve as labels for identification or classification”.

The researcher applied the nominal measurement scale to determine the biographic information of the respondents, which is part of the characteristics and required information for the study. The researcher provided optional answers on all categories of the biographic information, that is, gender (male/female), branch (corporate

services/chief operating officer/policy and research/service delivery support/chief financial officer and office of the director general), (refer to Annexure A).

3.8.2 Ordinal Level of Measurement

Zikmund (2003:297) describes an ordinal scale as a scale that arranges objects in an orderly way in accordance with their degree of relationship. According to De Vos *et al.* (2005:164), “an ordinal level of measurement places responses in categories that display a greater or smaller relationship to each other”. De Vos *et al.* (2005:165) state that “assessment of the seriousness of service effectiveness (very effective, fairly effective, very ineffective); assessment of the seriousness of a problem (very serious, serious, troublesome, a little troublesome) are all examples of the types of variable measurable on an ordinal scale”.

On the other hand, Zikmund (2003:297) states that an ordinal scale is utilised by the researcher when rating factors such as, performance, marketing, training by applying degree of rates such as “excellent,” “good,” “fair,” or “poor”. Among the demographic variables were a number of variables that had an ordinal scale, for example, the length of service in the PS (2/3/4/5 years and longer) and position in the department (chief director, director, deputy director, assistant director, administrative officer, security officer). Cooper and Schindler (2011:299) mention that the Likert Scale is the most frequently used variation of the summated rating scale. The individual scale items can be regarded as ordinal variables, in which the participants were asked to agree or disagree with each statement. The researcher applied the 5-point Likert Scale where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

3.8.3 Interval Scale of Measurement

Based on the design of the questionnaire, an average of the items was calculated for each phase of change and each role that was played. These calculated composite scores can be regarded as interval variables.

3.9 Data Analysis Techniques

The technique applied to analyse data was based on the quantitative analysis method where various statistical methods, including frequency distributions, “the arithmetic

mean and median, standard deviation, skewness and kurtosis” were utilised. In addition, an internal consistency reliability analysis was conducted using Cronbach’s coefficient alpha.

3.9.1 Descriptive Statistical Analysis

Gravette and Forzano (2009:419) suggest that descriptive statistics are utilised to calculate and present the summary of scores in a graphic presentation for easy analysis and interpretation. De Vos *et al.* (2011:249) emphasise that “quantitative data analysis can be regarded as the techniques by which researchers convert data to a numerical form and subject it to statistical analysis”. The purpose is to present data in an interpreted summarised form in relation to the research question, which is about the exploration of the role of HR and line managers in leading and managing strategic change in the Public Sector (PS). According to De Vos *et al.* (2011:251), “the quantitative research method of data analysis has four different categories of analysis and those categories are descriptive, association, causation and inference”.

The researcher applied a descriptive statistical method to interpret data through “frequencies, measures of central tendency and measures of dispersion” (De Vos *et al.*, 2011:251). The descriptive method uses descriptive statistics: this is the procedure that describes numerical data. De Vos *et al.* (2011:251) indicate that “numerical data serve to assist the researcher in organising, summarising and interpreting sample data”.

3.9.1.1 Frequency distributions

Cuff (2011:96) refers to frequencies as the number of observations or incidences at a given response category in a given interval. The frequency distributions were applied to collect the biographic information from the respondents. The respondents were asked a specific set of questions on each category of biographic information, such as gender, race, age, length of service, occupational level and name of the government department. The responses from respondents were frequently distributed with the biographic information category (De Vos *et al.*, 2011:257). De Vos *et al.* (2011:255) mention two types of frequency distribution: “simple frequency and grouped frequency distribution”. The researcher applied simple distribution since it involves counting of

occurrences of each value of the variable and arranging them into a specific format, such as tables, figures and graphics which were applied to present collected data for interpretation and analysis purpose.

3.9.1.2 Arithmetic mean

Mean is calculated to measure the central tendency of scores and their frequency in the study. The mean refers to the arithmetic average of a group of scores. Gravette and Forzano (2009:423) mention that “a mean is a means to measure the scores from the data obtained from the interval or ratio scale measurement”. Similarly, Blalock (1979:79) and McBurney (1994:414) mention that “the mean is defined as the sum of the scores divided by the total number of scores”. The mean is mostly applied when the researcher is measuring the central tendency of responses in the study. The mean is applied in the following way: it is computed by adding scores in the distribution and dividing the sum by the total number of individuals participating in the study.

McBurney (1994:414) further states that “the advantage of the mean is that it makes use of all the information in the distribution”. In other words, the mean considers the total scores from the respondents with its average in order to get to the middle score. McBurney (1994:414) further states that the mean best captures the idea of the average as the quantity that represents all the scores in the distribution.

3.9.1.3 Kurtosis

The analysis of the descriptive data collected through the Likert Scale designed by Rensis Likert is the most frequently used variation of the summated rating scale (Cooper and Schindler, 2011:299). The summation of the negative and positive responses from the respondents is one description. The researcher applies critical thinking in analysing both negative and positive responses to summarise them for interpretation to derive meaning. According to Cooper and Schindler (2011:495), the kurtosis (*ku*) is a non-dimensional measure of the curve’s peakness or flatness. They further mention that there are three types of distribution: “peaked or leptokurtic, a positive value of kurtosis, flat or platykurtic, a negative value of kurtosis; and mesokurtic or intermediate, a value of kurtosis close to zero”.

3.9.1.4 Skewness

Saunders *et al.* (2012:495) and Gravette and Forzano (2009:87) mention that the distribution might be skewed if the peak lies to the left midpoint: the distribution is **positively skewed**. If the peak of the distribution curve lies on the right midpoint, the distribution is **negatively skewed**. This implies that if the rate of responses was more on the strongly disagree side, the distribution curve would be skewed negatively and if the rate of responses was more on the strongly agree side, the distribution curve would be positively skewed.

Skewness is a measure of the symmetry of a frequency distribution. A perfectly symmetrical frequency distribution would have a skewness value of zero. A frequency distribution which has extreme values below the mean would be negatively skewed, whereas a frequency distribution with extreme values above the mean would be positively skewed. Data which is perfectly normally distributed has a skewness value of zero (Pallant, 2005).

3.9.1.5 Tests of normality

Normality is a prerequisite assumption that is utilised to make use of parametric statistics, meaning that if the condition of normality (and the other assumptions for parametric statistics) was not met, the researcher would have to make use of non-parametric statistics. The normality distribution of the sample and of the responses on a specific item is directly related to the generalisability of the results of the study to other populations. Normality will be determined by using the Kolomogorov-Smirnov and Shapiro-Wilk statistic. A non-significant result (0.05) indicates normality. Normality can also be visually identified using Q-Q plots and histograms.

3.9.1.6 T-test and ANOVA

“The *T*- test will be used to compare two (estimated) population means and aims at comparing distributions that are normally distributed” (Nunez, 2005:143). The researcher will conduct t-tests when comparing males and females: how they perceived their roles in the change management process. ANOVA permits the researcher to make a comparison of means of more than two independent groups of respondents in the study, (Durrheim, 2006:252). Thus, one-way analysis of variance

is used to test whether the population means of the groups are different” (Siegel & Morgan, 1996:433). This technique makes use of an F-test to detect significant differences.

3.9.1.7 Kruskal-Wallis

Cresswell (2012:235) indicates that Kruskal-Wallis is the non-parametric alternative of a one-way, between-groups ANOVA that has no assumptions about the distribution of the data. Kruskal-Wallis is utilised as a non-parametric test instead of a one-way, between-groups ANOVA when the samples from the populations are small and the assumption of a normal distribution of the variables being tested cannot be made.

3.10 Assessing and Demonstrating the Quality and Rigour of the Proposed Research Design

The rigour of the study is based on the robust assessment of the quality that should be demonstrated through the principle of validity and reliability of collected data. According to Saunders *et al.* (2009:371), “the internal validity and reliability of the data collected and the response rate the researcher achieves depend, to a large extent, on the design of the questions, the structure of the questionnaire, and the rigour of the pilot testing”.

3.10.1 Validity

Measurement validity is a concern when the researcher seeks to know whether he measures what he intends to measure (Zikmund, 2003:302 and Leedy & Ormrod, 2013:89). De Vos *et al.* (2011:172) refer to “validity as the truthfulness, accuracy, authenticity, genuineness and soundness of the instrument that the researcher is using to actually measure what he/she wants to measure”. In this study, the validity of measurement is relevant in terms of whether the instrument measures “the role of line and HR managers in dealing with change management” and the concept “change management” is measured accurately. In this study, the researcher utilised the content validity to measure the degree to which line managers and HR managers play their roles in change management. Leedy and Ormrod (2013:89), Saunders *et al.* (2012:429), Babbie and Mouton (2006:123) and De Vos *et al.* (2011:173) mention that “there are four types of validity: face, content, criterion and construct validity”.

However, the researcher only discussed the types of validity that were applicable in the study. The researcher utilised the types of validity described as follows.

3.10.2 Face Validity

Face validity is “the type of validity that concerns the superficial appearance or face value of a measurement procedure. It can be simply understood when the relevant question is asked” (De Vos *et al.*, 2011:173). It addresses the question of whether the measurement technique looks as if it measures the role of line in dealing with the change that it claims to measure. Leedy and Ormrod (2013:89) write that face validity is utilised to enhance participation of the respondents in the study, since it is based on the identity of the respondents and as such poses a subjective judgement. In this study face validity can be supported by the scale development process that was followed through developing items that dovetailed with the literature review conducted in the study.

3.10.3 Content Validity

According to De Vos *et al.* (2011:173), it focuses “on whether the full content is represented in the measure.” Cooper and Schindler (2011:281) mention that “content validity is the degree to which the instrument covers the content that should be measured in the study”. Content validity is therefore the degree to which the measurement instrument reflects the full content of the domain of interest. In this study, the content refers to the different phases of change of the change management process from the perspective of HR and line managers. The way in which the questionnaire was structured to develop items for each of the stages, and with reference to the different roles for line and HR managers, is found in the literature. The representative samples from both HR and line managers with the different roles played by each manager have been applied in three phases of change (Leedy and Ormrod, 2013:89). In other words, the content areas of the line and HR managers were accommodated in each phase of the change management process, from the planning phase (establishing the sense of urgency) to the sustaining phase.

According to De Vos *et al.* (2011:173), content validity is developed on the basis of the real world where researchers make opinions and judgements about the measuring

tool that accommodates key aspects that build the subject, such as change management. On the other hand, Punch (2006:97) in De Vos *et al.* (2011:173) mentions that content validity is based on the complete subject of change management, where the features of its definition are addressed in the measuring tool. In other words, the study questions represented the concepts, (“change management” as well as “the role of line and HR managers”). Babbie and Mouton (2006:123) state that “content validity refers to how much a measure covers the range of meanings included within the concept” (change management). Leedy and Ormrod (2013:90) mention that “content validity is when the measuring instrument has covered the content domain through a particular behaviour or skill”.

Bless, Higson-Smith and Kagee (1995:137) mention that this type of validity becomes valid when the questions measure all the different facets of the research variable. According to the researcher, the question reflected the content of the change management process (a planning process). The measurement instrument (questions) represented the content area (the change management process) being measured and by so doing the researcher validated the content of the study. This implies that the content of the change management process and the role of line management and HR management were adequately reflected in the measuring instrument (questions). Leedy and Ormrod (2013) mention that validity is also based on the fact that the measurement instrument requires particular behaviours (role of line managers) that are central to the content area (change management process).

3.10.4 Reliability

Zikmund (2003:300) suggests that reliability is the level at which the measuring instrument is free from errors and faults, to produce consistent findings. The reliability of this research was based on structured questions (measuring instrument) which were consistent throughout the study. Leedy and Ormrod (2013:91), Saunders *et al.* (2012:430), Cooper and Schindler (2011:283) and Babbie and Mouton (2006:123) mention that “there are different types of reliability: test-retest reliability, inter-rater reliability (split-half method), equivalent form reliability (alternative form) and internal consistency reliability”. The researcher tested internal consistency reliability after collection of the data, which was the only type of reliability that was deemed relevant

in this study. The summary of the four types of reliability of measurement instrument are presented in Table 3.3:

Table 3.3: Reliability of measurement instrument

Types of reliability	Brief description
Inter-rater reliability	<i>“The extent to which two or more individuals evaluating the same product give the same judgements.”</i>
Test-retest reliability	<i>“The extent to which a single instrument yields the same results for the same product on two different occasions.”</i>
Equivalent forms reliability	<i>“The extent to which two different versions of the same instrument yield similar results.”</i>
Internal consistency reliability	<i>“The extent to which all of the items within a single instrument yield similar results.”</i>

Source: Adapted from Leedy and Ormrod 2013:91

3.10.5 Application to the Study: Internal Consistency Reliability

The researcher utilised the internal consistency reliability by using same questions to all respondents. Leedy and Ormrod (2013:91) mention that this type of reliability is the extent to which all questions in the questionnaire present similar findings. This means that the researcher applied a set of questions to measure different variables and to yield similar findings. According to Leedy and Ormrod (2013:91), the respondents must be able to interpret the meaning of the measuring instrument throughout the study.

Gravette and Forzano (2009:461) mention that Cronbach was designed as it was adapted from the Kuder-Richardson method, which was utilised to measure items with more than two alternatives, such as a Likert Scale, which has five response choices.

Clausen (1998) mentions that Cronbach’s alpha is applied in analysing different perspectives of strength and value of Cronbach’s alpha coefficient in order for a question to reflect the level of measuring items with the same attribute. According to Cortina (1993), “the most frequently used cut-off criterion that is acceptable for the

Cronbach's alpha is considered to be 0.70". This means that the alpha coefficient of the internal consistency should be 0.70 or higher for a set of items. The researcher estimated the Cronbach's alpha to evaluate the internal consistency of each dimension of the scale in each of the phases of the change management process.

3.11 Research Ethics

Ranjit (2005:212) defines research ethics as moral rules that influence the researcher's conduct to behave in a professional way in order to fulfil the requirements of the study. According to De Vos *et al.* (2005:57), "research ethics is a set of moral principles suggested by an individual or group, subsequently widely accepted and which offers rules and behavioural expectations applying to the most correct conduct in the research community". According to Payne and Payne (2005:66), "research ethical practice in the context of research is a set of principles that researchers use in conducting research to achieve the purpose of the study, more particularly inculcating respect to protect the target population". The researcher managed to consistently adhere to and uphold the following ethical issues and complied with the university's research requirements and ethical standards when conducting the study. Ethical considerations that were applied when the researcher planned and executed the study are discussed in this section.

3.11.1 Avoidance of Harm

The researcher took the responsibility of not asking questions that may cause emotional and psychological damage to the respondents. The researcher managed to comply with this principle of maintaining non-emotional questions that might evoke emotions in respondents by designing questions that are based on the strategic change in the PS. According to Ranjit (2005:214), "when the researcher collects data from respondents or involves subjects in an experiment, he/she needs to examine carefully whether their involvement is likely to harm them in any way". The researcher provided complete details about the study to all his respondents concerning the potential negative impact that might have arisen, as he was investigating facts regarding the role of line managers and HR managers in leading and managing change in the PS. By so doing the researcher empowered the respondents to make informed decisions as they participated in the research study.

3.11.2 Informed Consent

According to Ranjit (2005:212), this principle is when the researcher makes the respondents aware of the study and technical details to be followed to collect data. It empowers the researcher to inform the sample population about the details of the study, by making them aware of what is expected of them in the study. The researcher provides the purpose for collecting information from the respondents, presenting the expectation of the researcher to the respondents and how they should respond to the questionnaire. Their participation in this study was very important to the researcher. They may, however, choose not to participate and they may also stop participating at any time without any negative consequences. He further explained to the respondents how the study will impact on them during the data collection process.

The researcher provided the purpose of the study in the covering statement of the questionnaire, which indicates to each respondent that they will have to give their consent before completing the questionnaire. Flick (2007:69) mentions that this principle involves informing respondents about the aim of the study and the reasons for involving those respondents as the selected sample, so that they can make an informed decision as to whether to participate in the study or not. The researcher informed them that all raw data will be stored at the University of Pretoria for a period of 15 years.

3.11.3 Non-Violation of Privacy/Anonymity/Confidentiality

According to Flick (2007:69), the information about the respondents from biographic information to the responses to questions should be treated with privacy and confidentiality. The researcher managed to treat data from the respondents with confidentiality and privacy by indicating to the respondents that their responses would be approached with sensitivity, without divulging their responses to others. According to Ranjit (2005:213), “the researcher needs to be careful about the sensitivities of the respondents when collecting data: marital status, income and age are considered an invasion of privacy by some”. The researcher ensured that after the data was collected, the source could not be revealed. He further indicated that the study was an anonymous survey, therefore their names would not be identifiable and

their answers would remain confidential. They could not be identified in person based on the answers they provided in the questionnaire.

According to De Vos *et al.* (2005:62), the researcher should ensure confidentiality of data from the point when the sample population is selected by applying an appropriate sampling method. This further implies that no subjects were involved in the investigation merely because the researcher knows, or does not know the person, or because it is merely convenient for the researcher to involve certain persons, or to exclude them. The researcher informed the respondents that data will be kept safe in the Library of the University of Pretoria. The researcher emphasised that the findings from the study will be stored by the University of Pretoria for a period of 15 years, according to the institution's policy.

3.11.4 Actions and Competence of Researchers

The researcher should comply with the research ethics whereby the nature of the study is attended with due consideration of the situation should be the fundamental tool to collect data (De Vos *et al.*, 2005:57). The researcher managed to apply the research ethics with the attitude that adhered to the principle of respecting other people's cultural background and he was capable of interpreting data from the respondents with value judgement. The researcher was sensitive to the diverse views of the respondents by integrating collected data without bias and prejudice in order to treat collected information with honesty and objectivity.

3.11.5 Deception of Subjects and/or Respondents

Deception of the subject takes place when the researcher fails to present the true objectives of the study to the respondents, either verbally or through written instructions (De Vos *et al.*, 2005:61). It can further occur when the researcher purposely misguides respondents on how to respond on the questionnaire. Misleading respondents can also occur when the researcher miscommunicates the purpose of the study, by presenting limited information or irrelevant information. De Vos *et al.* (2005:60) mention that deception can take place when the researcher fails to provide complete information about the study by presenting inaccurate and incorrect information that may misguide the respondents on their participation in the study. The

researcher managed to provide the respondents with the purpose of the study, which was to identify the different roles that HR and line managers play during three phases of strategic change implementation in the PS. The three phases of change process were covered in the questionnaire, that is, the planning phase, the transition phase and the sustaining phase.

3.11.6 Release or Publication of the Findings

The findings should be presented and published accurately for the readers to easily interpret data, there should be no fraud in collecting wrong data during data collection (Flick, 2007:69). The researcher published the research findings with minimum mistakes, no vagueness or misappropriation of the subject. The researcher ensured that the collected data was compiled accurately and interpreted correctly, so that anyone could understand it and evaluate it correctly.

The research report was produced in written format in the form of a dissertation and it was publicised in the University Library, the Library of the Public Service and in the electronic system of the University in PDF format. The research subject was informed on the findings that were presented objectively. This serves to ensure the accuracy and objectivity of the publication of the findings. According to De Vos *et al.* (2005:66), the researcher must compile the research report with accuracy, objectivity and clarity on key concepts in line with the academic requirement in compiling a dissertation. The researcher managed to avoid jargon and slang as they may create confusion in statements in the research report. He quoted authors with due recognition of the sources that were referred to in the dissertation. The researcher was honest and objective in compiling findings based on the data that was collected and this was done without additional information or reducing information in the findings.

3.11.7 Debriefing of Respondents

Debriefing respondents is a crucial role that assists them to cope with the emotional challenges that they experienced during the data collection. De Vos *et al.* (2005:67) are of the view that debriefing is a psychological activity that serves to relieve respondents that were part of the research and in case they had an emotional encounter during the study. The nature of the study is such that it does not need

psychological assistance for the respondents to cope with some emotional difficulties, as it was about the roles of HR and line managers in dealing with strategic change in the PS.

The researcher scheduled an appointment with the respondents in the PS at a specified venue to collect data. The researcher was located in Pretoria near the government national departments; however, he was not in a position to influence respondents as they were in different government departments situated apart from each other. De Vos *et al.* (2005:208) further states that “the feasibility study is especially important with regard to the practical planning of the research project, for instance transport, finance and time factors”. There were no significant costs involved in this study, except for the printing of questionnaires, since the researcher was able to access the respondents easily due to geographical proximity to the PS departments that participated in the study.

CHAPTER 4: RESULTS

4.1 Introduction

The purpose of this study was to explore the roles of human resource (HR) and line managers in leading and managing strategic change in the Public Service (PS) sector. The research objectives were, firstly, to conduct a theoretical determination of the different roles that line managers and HR managers need to play in leading and managing strategic change in the PS, and secondly to conduct the empirical exploration of the way in which line managers and HR managers actually do apply the roles that they have to play in leading and managing strategic change in the PS. This chapter describes the statistical results that were obtained in this study. This includes the graphic data and the descriptive statistics on the roles of HR managers and line managers in executing strategic change in the PS.

4.2 Stratified Random Sampling Method and Sample

The researcher used a stratified random sampling method to select a sample of respondents who were managers within the stratum of management: junior, middle and senior managers from both HR and line management in the PS. Table 4.1 indicates that eight government departments agreed to participate in the study from 17 possible government departments that were approached by the researcher. The level of participation and respondents varied from one department to another. More responses were obtained from the line managers with 88 respondents; there were 66 HR manager respondents.

Table 4.1: Sample composition per government department for both HR managers and line managers

VARIABLE	CATEGORY	HUMAN RESOURCE MANAGERS (N=66)		LINE MANAGERS (N=88)	
		Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Department	Basic Education	11	16.7	5	5.7
	Energy	4	6.1	6	6.8
	Human Settlements	9	13.6	-	-
	Higher Education and Training	3	4.5	9	10.2
	Rural Development and Land Reform	21	31.8	17	19.3
	The Presidency	9	13.6	3	3.4
	Tourism	5	7.6	37	42.0
	Ministry of Women in the Presidency	4	6.1	11	12.5

As shown in Table 4.1, the researcher managed to obtain 16 responses from the Department of Basic Education of which 11 were HR managers and five were line managers, 10 responses were obtained from the Department of Energy of which four were HR managers and six were line managers. The researcher allowed each department six working days to complete their respective questionnaires, which were collected afterwards.

4.3 Descriptive Statistics on Demographic Data

The researcher used descriptive statistical methods to analyse data using frequencies and percentages, measures of central tendency and measures of dispersion. The researcher applied the frequency distributions to summarise the demographic information of the respondents. The demographic profile of the respondents included the following information: gender, race, age, length of service in the public sector, occupational level, qualification and government department. A summary of the demographic profile of the respondents is provided in Table 4.2.

Table 4.2: Demographic profile of human resource managers and line managers

VARIABLE	CATEGORY	HUMAN RESOURCE MANAGERS (N=66)		LINE MANAGERS (N=88)	
		Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Gender	Male	38	57.6	41	46.6
	Female	28	42.4	47	53.4
Race	African	53	80.3	62	70.5
	Coloured	4	6.1	3	3.4
	Indian	0	0.0	9	10.2
	White	9	13.6	14	15.9
Age	21 – 30	5	7.6	7	8.0
	31 – 40	23	34.8	41	46.6
	41 – 50	31	47.0	29	33.0
	51 – 60	7	10.6	10	11.4
	61 – 65	-	-	1	1.1
Length of service in the Public Service	Less than 1 year	1	1.5	2	2.3
	1 – 5 years	6	9.1	14	15.9
	6 -10 years	19	28.8	34	38.6
	11 -20 years and more	40	60.6	38	43.2
Position	Junior Manager (Assistant Director)	35	53.0	16	18.2
	Middle Manager (Deputy Director)	21	31.8	34	38.6
	Senior Manager (Director and Chief Director)	10	15.2	38	43.2
Qualification	Matric	7	10.6	1	1.1
	National Diploma	26	39.4	18	20.5
	Bachelor's Degree	18	27.3	22	25.0
	Postgraduate Degree	15	22.7	47	53.4

Human Resource Managers

As can be seen in Table 4.2, in the sample of HR managers 57.6% ($n=38$) were male, which represents a reasonable balance between males and females, whilst 80.3% ($n=53$) of the respondents were African. Among the HR respondents, 34.8% ($n=23$) were between 31 and 40, and the majority, 47.0% ($n=31$) were between 41 and 50, therefore about 82% of the respondents were between 31 and 50. The majority of the sample, 60.0% of the respondents ($n=40$) had more than 11 years of service within the PS. The representation by level of management was 53.0%/31.8%/15.2% for junior/middle/senior management. Half of the sample, 50% ($n=33$) have obtained

degrees; 39.4% ($n=26$) have obtained a National Diploma and only 10.6% ($n=7$) respondents had matriculated. The majority of the sample, 31.8% ($n=21$) were from the Department of Rural Development and Land Reform.

Line Managers

As shown in Table 4.2, in the sample of line managers, there were slightly more females than males, since females were 53.4% ($n=47$) and males were 46.6% ($n=41$) in the sample. The majority of the sample, 70.5% ($n=62$) were African. Of the respondents, the majority, 46.6% ($n=41$) were between 31 and 40 years of age, and approximately 79% of respondents ranged between 31 and 50 years of age. Among the line managers in the sample, 56.8% ($n=50$) had less than 10 years of service. The percentage split between junior/middle/senior management was 18.2%/38.6%/43.2%. The majority of this sample 78.4% ($n=47$) held a degree. Of the respondents in the line manager group, the majority 42.0% ($n=37$), were employed in the Department of Tourism.

Gender Representation among Human Resource Managers

A cross-tabulation for HR managers in terms of their gender and levels of management was obtained in order to test whether there were significant differences between males and females in terms of their level of management.

Table 4.3: Representation of males and females over different levels of management for HR managers ($n=66$)

HUMAN RESOURCE MANAGERS	Male	Female	Total	% Male	% Female
Junior Management (Assistant Director)	20	15	35	52.6	53.6
Middle Management (Deputy Director)	14	7	21	36.8	25.0
Senior Management (Director and Chief Director)	4	6	10	10.5	21.4
Total	38	28	66	100.0	100.0
Pearson Chi-Square	Value 1.978 ^a	Df 2	Sig. 0.372		

When the percentages of males versus females over the different levels of management are compared in Table 4.3, it is clear that for junior management, there is a very balanced representation of males and females (52.6% versus 53.6%) in the sample. However, at middle management level there were slightly more males, and in

senior management there were slightly more females. Although there were slight differences in the number of males and females across different levels of management, the differences were not statistically significant. The Pearson Chi-Square statistic that tests whether gender and level of management are independent with 2 degrees of freedom was equal to 1.978, with a significance of 0.327. Therefore the representativeness of gender across different levels of management can be assumed to be very similar in the sample. It can thus be assumed in the interpretation of the results of the study, that gender bias is not a serious issue and can be deemed to be negligible.

Gender Representation among Line Managers

Similar to Table 4.3, a balanced representation of gender over different levels of management was tested using the Chi-Square test of independence. These results are presented in Table 4.4 and support that there was also no significant difference in terms of representativeness of males and females for line managers across the different levels of management.

Table 4.4: Representation of males and females over different levels of management for line managers (n=88)

LINE MANAGERS	Male	Female	Total	% Male	% Female
Junior Management (Assistant Director)	8	8	16	19.5	17.0
Middle Management (Deputy Director)	12	22	34	29.3	46.8
Senior Management (Director and Chief Director)	21	17	38	51.2	36.2
Total	41	47	88	100.0	100.0
Pearson Chi-Square	Value 2.967 ^a	df 2	Sig. 0.227		

When the percentages over the different levels of management are compared in Table 4.4, it is clear that for junior management, there is very little difference between males and females (19.5% versus 17.0%). However, at middle management level, there were slightly more females and at senior management level, there were slightly more males. Although there were slight differences in the number of males and females across the different levels of management, the differences are not statistically significant, since the Pearson Chi-Square statistic was 2.967 and with 2 degrees of freedom, this corresponds to a significance of 0.227. Therefore, representativeness of

the gender groups across different levels of management can be assumed to be very similar in the sample of line managers: gender bias is not a cause for concern in the interpretation of the results.

4.4 Internal Consistency Reliability in Both Samples

Leedy and Ormrod (2013:91) mention that internal consistency reliability is the degree to which all of the measuring items within a single instrument yield similar results. When the scale is reliable, all items should correlate with the total. The researcher used the Cronbach's alpha coefficient of internal consistency for each of the three questions intended to measure the different roles in each phase of change, for both the HR as well as the line manager samples. The Cronbach's alpha indicates whether the items for each phase and each role were answered in a consistent manner across all the respondents. The typical acceptable level for the Cronbach's alpha is 0.70 (Field, 2009). This means that the coefficient of internal consistency should be 0.70 or higher for a set of items in a particular dimension to be deemed a reliable measure.

Table 4.5 presents the reliability results for each dimension over the different change management phases for both HR and line managers. When it is the intention of the researcher to combine sets of items in order to obtain an average or composite score of the intended measure, the effect of excluding the item in that measure can also be obtained. Part of the reliability analysis is to provide the reliability of the remaining set of items, if the specific item is excluded in the total score. These results are displayed in the last two columns of Table 4.5 in the column "Cronbach alpha if item deleted". The last column indicates what the overall Cronbach's alpha value for the scale would be if the item in the column "Deleted Item" was not included in the calculation of the composite score.

Table 4.5: Cronbach's coefficient alpha of internal consistency reliability

Phase	Role	Items	Cronbach's alpha	Deleted Item	Cronbach's alpha if item deleted
Human Resource Managers					
<u>Phase 1:</u> Planning phase	Catalyst role	A1, A2 A3	0.909		0.946
	Designer role	A4, A5, A6	0.938		
	Demonstrator role	A7, A8, A9	0.928	A7	
	Facilitator role	A10, A11, A12	0.931		
<u>Phase 2:</u> Implementing transition	Catalyst role	B1, B2 B3	0.921		0.959
	Facilitator role	B4, B5, B6	0.931	B4	
	Demonstrator role	B7, B8, B9	0.928	B7	
	Designer role	B10, B11, B12	0.920		
<u>Phase 3:</u> Sustaining the change	Catalyst role	C1, C2 C3	0.915	C1	0.931
	Designer role	C4, C5, C6	0.930	C5	
	Demonstrator role	C7, C8, C9	0.946		
	Facilitator role	C10, C11, C12	0.938		
Line Managers					
<u>Phase 1:</u> Planning phase	Directional role	A1, A2 A3	0.913	A3	0.926
	Informational role	A4, A5, A6	0.937		
	Interpersonal role	A7, A8, A9	0.900		
	Catalyst role	A10, A11, A12	0.862		
<u>Phase 2:</u> Implementing transition	Directional role	B1, B2 B3	0.897		0.929
	Catalyst role	B4, B5, B6	0.900		
	Informational role	B7, B8, B9	0.912	B9	
	Interpersonal role	B10, B11, B12	0.895		
<u>Phase 3:</u> Sustaining the change	Catalyst role	C1, C2 C3	0.907	C3	0.908
	Directional role	C4, C5, C6	0.909		
	Informational role	C7, C8, C9	0.930		
	Interpersonal role	C10, C11, C12	0.920		

Table 4.5 shows that all the Cronbach's alpha values are higher than 0.9 for all four roles and over all three change phases for the sample of HR managers. For the line managers, the lowest alpha (0.862) was obtained for the catalyst role during the first phase of change management. This number is still very acceptable compared to the cut-off criterion of 0.7.

In order to ensure the validity of questions and responses from the sample population, the researcher developed three questions for each role. Table 4.6 presents the calculation of the composite scores on each role for both HR and line managers.

4.5 Descriptive Statistics of the Composite Scores

The researcher used descriptive statistics to analyse the information gathered from the respondents. Descriptive statistics are useful for organising, summarising and interpreting sample data to simplify the results; the items representing each role were treated as summative scores. Therefore, within each role, the average score for each individual was calculated. The overall means across all demographic groups were obtained for both the sample of HR managers and line managers.

Table 4.6: Calculation of composite scores across levels of management over the three phases of change

HR MANAGERS	
Planning phase - catalyst role	HR_Ph1_Cat=mean(a1,a2,a3)
Planning phase - designer role	HR_Ph1_Des=mean(a4,a5,a6)
Planning phase - demonstrator role	HR_Ph1_Dem=mean(a7,a8,a9)
Planning phase - facilitator role	HR_Ph1_Fac=mean(a10,a11,a12)
Implementing transition phase - catalyst role	HR_Ph2_Cat=mean(b1,b2,b3)
Implementing transition phase - designer role	HR_Ph2_Des=mean(b10,b11,b12)
Implementing transition phase - demonstrator role	HR_Ph2_Dem=mean(b7,b8,b9)
Implementing transition phase - facilitator role	HR_Ph2_Fac=mean(b4,b5,b6)
Sustaining change phase – catalyst role	HR_Ph3_Cat=mean(c1,c2,c3)
Sustaining change phase - designer role	HR_Ph3_Des=mean(c4,c5,c6)
Sustaining change phase - demonstrator role	HR_Ph3_Dem=mean(c7,c8,c9)
Sustaining change phase - facilitator role	HR_Ph3_Fac=mean(c10,c11,c12)
LINE MANAGERS	
Planning phase - directional role	LM_Ph1_Dir=mean(a1,a2,a3)
Planning phase - informational role	LM_Ph1_Inf=mean(a4,a5,a6)
Planning phase - interpersonal role	LM_Ph1_Int=mean(a7,a8,a9)
Planning phase - catalyst role	LM_Ph1_Cat=mean(a10,a11,a12)
Implementing transition phase - directional role	LM_Ph2_Dir=mean(b1,b2,b3)
Implementing transition phase - informational role	LM_Ph2_Inf=mean(b7,b8,b9)
Implementing transition phase - interpersonal role	LM_Ph2_Int=mean(b10,b11,b12)
Implementing transition phase - catalyst role	LM_Ph2_Cat=mean(b4,b5,b6)
Sustaining change phase - directional role	LM_Ph3_Dir=mean(c4,c5,c6)
Sustaining change phase - informational role	LM_Ph3_Inf=mean(c7,c8,c9)
Sustaining change phase - interpersonal role	LM_Ph3_Int=mean(c10,c11,c12)
Sustaining change phase - catalyst role	LM_Ph3_Cat=mean(c1,c2,c3)

Table 4.6 indicates that the questions for each role for each of the three phases of change for both HR and line managers were combined in order to calculate the composite measure of the role for each individual. The mean of each individual is then argued to reflect the typical view of the role they personally played during the specific phase of change. Gravette and Forzano (2009:423) mention that the calculated mean score is useful to represent the typical score of a respondent.

Descriptive statistics for each group of managers were calculated. The sample mean is a measure of the central tendency of the scores that were calculated for each

individual as indicated in Table 4.6. Table 4.7 presents the mean for each role for both HR and line managers over the three phases of change.

Table 4.7: Descriptive statistics for both HR and line managers over three phases of change

	Human Resource Managers (n=66)	Min	Max	Mean	S. D.
HR_Ph1_Cat	Planning phase - catalyst role	1.00	5.00	3.631	0.987
HR_Ph1_Des	Planning phase - designer role	1.00	5.00	3.480	1.122
HR_Ph1_Dem	Planning phase - demonstrator role	1.00	5.00	3.343	1.119
HR_Ph1_Fac	Planning phase - facilitator role	1.00	5.00	3.475	1.105
HR_Ph2_Cat	Implementing transition phase - catalyst role	1.00	5.00	3.439	1.031
HR_Ph2_Des	Implementing transition phase - designer role	1.00	5.00	3.237	1.050
HR_Ph2_Dem	Implementing transition phase - demonstrator role	1.00	5.00	3.298	1.089
HR_Ph2_Fac	Implementing transition phase - facilitator role	1.00	5.00	3.278	1.063
HR_Ph3_Cat	Sustaining change phase - catalyst role	1.00	5.00	3.384	1.107
HR_Ph3_Des	Sustaining change phase - designer role	1.00	5.00	3.333	1.117
HR_Ph3_Dem	Sustaining change phase - demonstrator role	1.00	5.00	3.308	1.118
HR_Ph3_Fac	Sustaining change phase - facilitator role	1.00	5.00	3.359	1.122
	Line Managers (n=88)	Min	Max	Mean	S. D.
LM_Ph1_Dir	Planning phase - directional role	1.00	5.00	3.636	1.072
LM_Ph1_Inf	Planning phase - informational role	1.00	5.00	3.629	1.177
LM_Ph1_Int	Planning phase - interpersonal role	1.00	5.00	3.367	1.126
LM_Ph1_Cat	Planning phase - catalyst role	1.00	5.00	3.405	1.093
LM_Ph2_Dir	Implementing transition phase - directional role	1.00	5.00	3.436	1.096
LM_Ph2_Inf	Implementing transition phase - informational role	1.00	5.00	3.580	1.101
LM_Ph2_Int	Implementing transition phase - interpersonal role	1.00	5.00	3.379	1.077
LM_Ph2_Cat	Implementing transition phase - catalyst role	1.00	5.00	3.375	1.099
LM_Ph3_Dir	Sustaining change phase - directional role	1.00	5.00	3.553	1.116
LM_Ph3_Inf	Sustaining change phase - informational role	1.00	5.00	3.583	1.109
LM_Ph3_Int	Sustaining change phase - interpersonal role	1.00	5.00	3.549	1.066
LM_Ph3_Cat	Sustaining change phase - catalyst role	1.00	5.00	3.731	1.073

HR Managers:

When the mean scores in Table 4.7 are examined, it is clear that during the planning phase, the catalyst role was most dominant for HR managers, followed by the designer and facilitator roles. During the transition phase, the catalyst role was more important than the demonstrator, designer and facilitator roles in the implementing transition phase of change. Finally, the catalyst and facilitator roles seem to be more dominant than demonstrator and designer roles during the sustaining phase of change for HR managers.

Line Managers:

From the mean scores in Table 4.7, it is clear that on average, for line managers, the informational and directional roles were more prominent than the interpersonal role in the planning phase of change. During the transition phase, the informational role was more dominant than the catalyst, interpersonal and directional roles for line managers. Lastly, during the sustaining change phase, the interpersonal, informational and directional roles were also important in the sustaining phase of change.

The means for HR managers for each phase of change and for each role are summarised in Tables 4.8 and 4.9 and displayed graphically in line graphs in Figure 4.1.

Table 4.8: Means profiles of four HR roles across different phases of change implementation for the entire sample

HR Managers (n=66)	Planning Phase	Implementing Transition	Sustaining Change
Catalyst Role	3.63	3.44	3.38
Designer Role	3.48	3.24	3.33
Demonstrator Role	3.34	3.30	3.31
Facilitator Role	3.47	3.28	3.36

When the mean scores in Table 4.8 are examined, it is clear that on average, the HR managers seem to display more dominant roles during the planning phase of change. However, the prominence of the HR role during the implementing transition phase seems to diminish over all the roles, and in the last phase of change, namely sustaining

change, there is a slightly more important role played by HR managers. Of all the roles, the catalyst role was the most dominant role played.

Figure 4.1 presents the relative importance of the different roles during each change phase, based on the mean scores of the roles of HR managers.

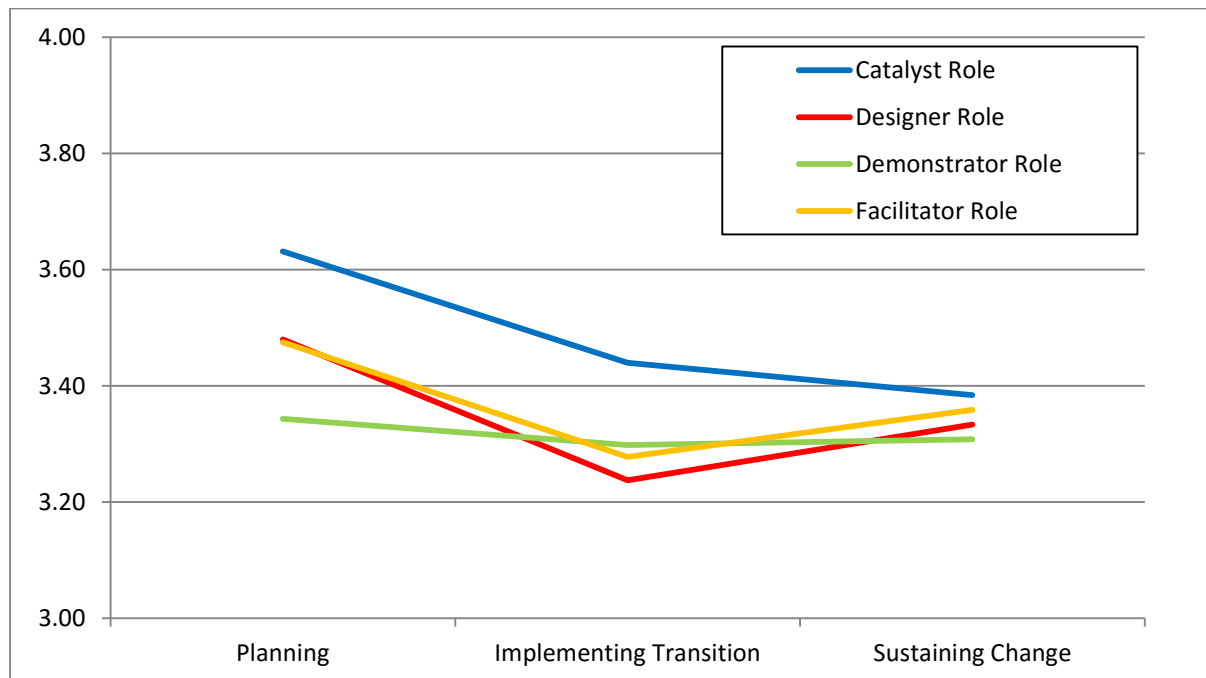


Figure 4.1: Means of the four roles played by HR managers over different phases of change implementation

When the mean scores in Figure 4.1 are examined, it shows that on average, the catalyst role was more prominent when compared to the designer, demonstrator and facilitator roles during the planning phase of change. In the implementing phase of change, all HR roles were less prominent, whilst during the sustaining phase of change, the catalyst role slightly decreased, the demonstrator role remained low and designer and facilitator roles slightly increased in prominence.

Table 4.9: Means of line managers roles across different phases of change

Line Managers (n=88)	Planning Phase	Implementing Transition	Sustaining Change
Directional Role	3.64	3.44	3.55
Informational Role	3.63	3.58	3.58
Interpersonal Role	3.37	3.38	3.55
Catalyst Role	3.41	3.38	3.73

When the mean scores in Table 4.9 are examined, it is clear that on average, the directional and informational roles of the line managers were more prominent during the planning phase of change. However, the importance of all the roles was diminished during the implementing transition phase of change. During the last phase of sustaining change, the catalyst role was dominant, whilst the directional and interpersonal roles were more important when compared to the transition phase of change. These results are clearly shown on Figure 4.2.

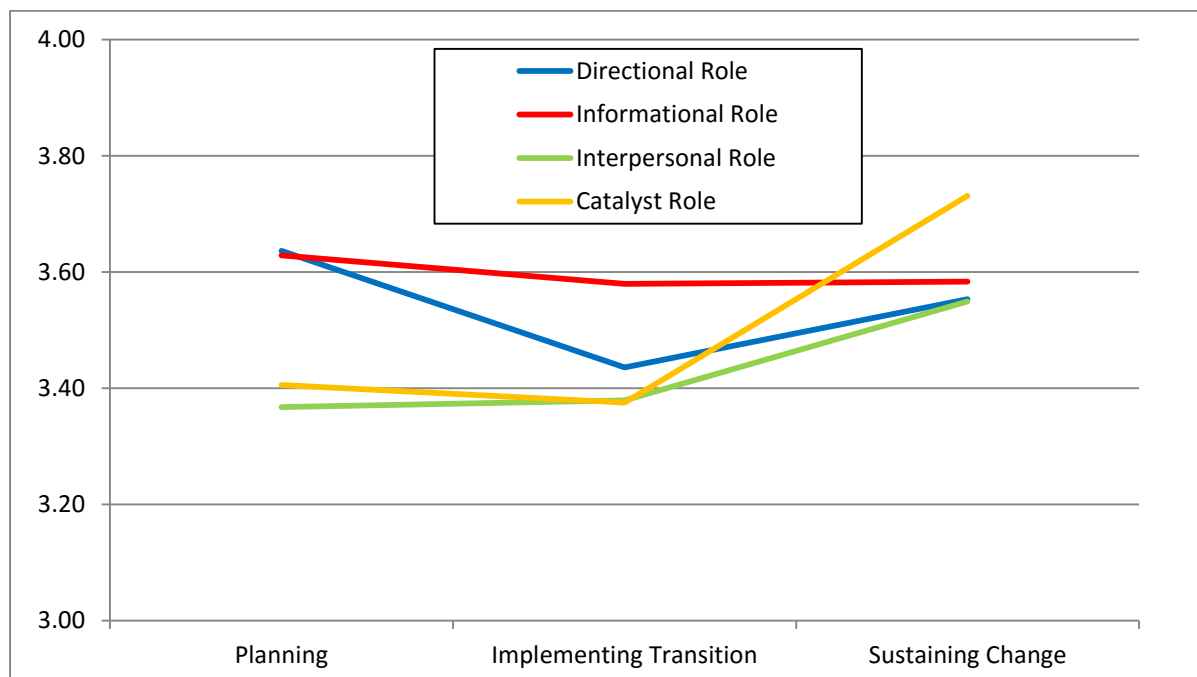


Figure 4.2: Means of line managers roles across different phases of change

4.6 Inferential Statistics

The researcher was interested in conducting a number of exploratory hypotheses in order to compare differences between males and females as well as over different levels of management in terms of the relative importance of the different roles they play over the different phases of change.

Before a parametric test can be conducted, it is required to test whether the variables involved follow a normal distribution. The Shapiro-Wilk test was used to test the null hypothesis that the scores follow the normal distribution against the alternative that the scores are not normal. The results are provided in Table 4.10.

Table 4.10: Normality test for composite scores

	Tests of Normality	Shapiro-Wilk		
	Human Resource Managers	Statistic	df	Sig.
HR_Ph1_Cat	Planning phase: Catalyst role	0.930	66	0.001
HR_Ph1_Des	Planning phase: Designer role	0.941	66	0.004
HR_Ph1_Dem	Planning phase: Demonstrator role	0.947	66	0.007
HR_Ph1_Fac	Planning phase: Facilitator role	0.936	66	0.002
HR_Ph2_Cat	Implementing transition phase: Catalyst role	0.950	66	0.010
HR_Ph2_Des	Implementing transition phase: Designer role	0.951	66	0.011
HR_Ph2_Dem	Implementing transition phase: Demonstrator role	0.931	66	0.001
HR_Ph2_Fac	Implementing transition phase: Facilitator role	0.940	66	0.003
HR_Ph3_Cat	Sustaining change phase: Catalyst role	0.944	66	0.005
HR_Ph3_Des	Sustaining change phase: Designer role	0.921	66	0.000
HR_Ph3_Dem	Sustaining change phase: Demonstrator role	0.938	66	0.003
HR_Ph3_Fac	Sustaining change phase: Facilitator role	0.929	66	0.001
	Line Managers	Statistic	df	Sig.
LM_Ph1_Dir	Planning phase: Directional role	0.898	88	0.000
LM_Ph1_Inf	Planning phase: Informational role	0.888	88	0.000
LM_Ph1_Int	Planning phase: Interpersonal role	0.925	88	0.000
LM_Ph1_Cat	Planning phase: Catalyst role	0.927	88	0.000
LM_Ph2_Dir	Implementing transition phase: Directional role	0.923	88	0.000
LM_Ph2_Inf	Implementing transition phase: Informational role	0.904	88	0.000
LM_Ph2_Int	Implementing transition phase: Interpersonal role	0.947	88	0.001
LM_Ph2_Cat	Implementing transition phase: Catalyst role	0.933	88	0.000
LM_Ph3_Dir	Sustaining change phase: Directional role	0.918	88	0.000
LM_Ph3_Inf	Sustaining change phase: Informational role	0.910	88	0.000
LM_Ph3_Int	Sustaining change phase: Interpersonal role	0.904	88	0.000
LM_Ph3_Cat	Sustaining change phase: Catalyst role	0.888	88	0.000

Table 4.10 presents the Shapiro-Wilk test, which was conducted by comparing the scores in the sample to a normally distributed set of scores with the same mean and standard deviation (Field, 2009:144). If the test is non-significant ($p \geq 0.05$) it can be concluded that the distribution of the sample is not significantly different from a normal distribution (that is, it is probably normal). However, if the sample distribution is significantly different ($p \leq 0.05$) from a normal distribution (that is, it is non-normal) (Field, 2009:144), it can be concluded that the sample values are not normally distributed. The significances in the last column of Table 4.10 are all less than 0.05. Therefore, none of the scores follow the normal distribution. However, the sample size is relatively large, and since the normality tests are generally over-sensitive to mild deviations from normal scores, it is not invalid to conduct parametric tests in addition to non-parametric tests (Field, 2009).

In order to test for differences in the mean scores of groups, the t-test for two groups, and the ANOVA test for more than two groups were used. In order to use and interpret the correct t-test and the correct ANOVA test, it is also required that equality of the variances is tested. Both these tests require that one should test the assumption that the variances in the groups being compared are homogeneous (Field, 2009).

4.6.1 Tests for Differences across Gender Groups

The results of the equality of variances or homogeneity of variances tests are provided in Table 4.10. The null hypothesis in Table 4.10 is $H_0: \sigma^2_{\text{Male}} = \sigma^2_{\text{Female}}$ against $H_1: \sigma^2_{\text{Male}} \neq \sigma^2_{\text{Female}}$. If the p-value (significance) is less than or equal to 0.05, ($p \leq 0.05$), then H_0 is rejected. If the last column of Table 4.10 is inspected, all the significances are more than $p \geq 0.05$. Therefore, the null hypothesis is not rejected and we can assume that the variances of all the scores over males and females are homogeneous, and therefore the t-test assuming equal variances is suitable to use (Field, 2009).

Table 4.11: Test of homogeneity of variances

Code	Test of Homogeneity of Variances	Standard deviation		Levene's Statistic	Sig.
		Male	Female		
		(n=38)	(n=28)		
	Human Resource Managers				
HR_Ph1_Cat	Planning phase - catalyst role	0.968	1.031	0.386	0.536
HR_Ph1_Des	Planning phase - designer role	1.179	1.055	0.871	0.354
HR_Ph1_Dem	Planning phase - demonstrator role	1.165	1.072	1.121	0.294
HR_Ph1_Fac	Planning phase - facilitator role	1.053	1.167	0.002	0.962
HR_Ph2_Cat	Implementing transition phase - catalyst role	1.025	1.056	0.011	0.918
HR_Ph2_Des	Implementing transition phase - designer role	1.048	1.064	0.004	0.952
HR_Ph2_Dem	Implementing transition phase - demonstrator role	1.049	1.160	0.178	0.675
HR_Ph2_Fac	Implementing transition phase - facilitator role	1.048	1.087	0.058	0.811
HR_Ph3_Cat	Sustaining change phase - catalyst role	1.192	0.998	2.494	0.119
HR_Ph3_Des	Sustaining change phase - designer role	1.195	1.022	0.776	0.382
HR_Ph3_Dem	Sustaining change phase - demonstrator role	1.185	1.038	0.521	0.473
HR_Ph3_Fac	Sustaining change phase - facilitator role	1.182	1.040	1.175	0.282
	Line Managers				
		Male	Female	Levene's Statistic	Sig.
		(n=41)	(n=47)		
LM_Ph1_Dir	Planning phase - directional role	1.006	1.136	0.604	0.439
LM_Ph1_Inf	Planning phase - informational role	1.111	1.241	0.285	0.595
LM_Ph1_Int	Planning phase - interpersonal role	1.044	1.203	0.422	0.518
LM_Ph1_Cat	Planning phase - catalyst role	1.043	1.145	0.168	0.683
LM_Ph2_Dir	Implementing transition phase - directional role	1.051	1.144	0.276	0.600
LM_Ph2_Inf	Implementing transition phase - informational role	1.067	1.138	0.005	0.946
LM_Ph2_Int	Implementing transition phase - interpersonal role	1.142	1.030	1.086	0.300
LM_Ph2_Cat	Implementing transition phase - catalyst role	1.170	1.045	0.350	0.556
LM_Ph3_Dir	Sustaining change phase - directional role	1.057	1.176	0.126	0.724
LM_Ph3_Inf	Sustaining change phase - informational role	1.055	1.164	0.399	0.529
LM_Ph3_Int	Sustaining change phase - interpersonal role	1.036	1.101	0.002	0.968
LM_Ph3_Cat	Sustaining change phase - catalyst role	0.986	1.150	0.999	0.320

Since the scores of HR managers and line managers are homogenous, it can be concluded that in terms of gender there were not significant differences in the

variability of the answers provided. It is therefore appropriate to use the t-test that assumes equal variances, to test for significant differences between males and females. Table 4.12 presents the results in which the following hypothesis is tested for each role in each phase for HR and line managers. $H_0: \mu_{\text{Males}} = \mu_{\text{Females}}$ against $H_1: \mu_{\text{Males}} \neq \mu_{\text{Females}}$.

Table 4.12: T-test results by gender

CODE	Human Resource Managers	Mean		Standard Deviation		T-test assuming equal variances		Effect size	
		Male (n=38)	Female (n=28)	Male (n=38)	Female (n=28)	t-test	Sig.	Eta	Eta Squared
HR_Ph1_Cat	Planning phase - catalyst role	3.649	3.607	0.968	1.031	0.169	0.866	0.021	0.000
HR_Ph1_Des	Planning phase - designer role	3.535	3.405	1.179	1.055	0.464	0.644	0.058	0.003
HR_Ph1_Dem	Planning phase - demonstrator role	3.316	3.381	1.165	1.072	-0.232	0.817	0.029	0.001
HR_Ph1_Fac	Planning phase - facilitator role	3.342	3.655	1.053	1.167	-1.139	0.259	0.141	0.020
HR_Ph2_Cat	Implementing transition phase - catalyst role	3.395	3.500	1.025	1.056	-0.407	0.685	0.051	0.003
HR_Ph2_Des	Implementing transition phase - designer role	3.158	3.345	1.048	1.064	-0.713	0.478	0.089	0.008
HR_Ph2_Dem	Implementing transition phase - demonstrator role	3.263	3.345	1.049	1.160	-0.300	0.765	0.038	0.001
HR_Ph2_Fac	Implementing transition phase - facilitator role	3.175	3.417	1.048	1.087	-0.910	0.366	0.113	0.013
HR_Ph3_Cat	Sustaining change phase - catalyst role	3.342	3.440	1.192	0.998	-0.354	0.724	0.044	0.002
HR_Ph3_Des	Sustaining change phase - designer role	3.316	3.357	1.195	1.022	-0.148	0.883	0.018	0.000
HR_Ph3_Dem	Sustaining change phase - demonstrator role	3.272	3.357	1.185	1.038	-0.304	0.762	0.038	0.001
HR_Ph3_Fac	Sustaining change phase - facilitator role	3.254	3.500	1.182	1.040	-0.877	0.384	0.109	0.012
CODE	Line Managers	Male (n=41)	Female (n=47)	Male	Female	F	Sig.	Eta	Eta Squared
LM_Ph1_Dir	Planning phase - directional role	3.667	3.610	1.006	1.136	0.246	0.806	0.027	0.001
LM_Ph1_Inf	Planning phase - informational role	3.569	3.681	1.111	1.241	-0.442	0.659	0.048	0.002
LM_Ph1_Int	Planning phase - interpersonal role	3.398	3.340	1.044	1.203	0.240	0.811	0.026	0.001
LM_Ph1_Cat	Planning phase - catalyst role	3.390	3.418	1.043	1.145	-0.120	0.905	0.013	0.000
LM_Ph2_Dir	Implementing transition phase - directional role	3.390	3.475	1.051	1.144	-0.361	0.719	0.039	0.002
LM_Ph2_Inf	Implementing transition phase - informational role	3.520	3.631	1.067	1.138	-0.469	0.640	0.051	0.003
LM_Ph2_Int	Implementing transition phase - interpersonal role	3.382	3.376	1.142	1.030	0.027	0.979	0.003	0.000
LM_Ph2_Cat	Implementing transition phase - catalyst role	3.407	3.348	1.170	1.045	0.250	0.803	0.027	0.001
LM_Ph3_Dir	Sustaining change phase - directional role	3.512	3.589	1.057	1.176	-0.319	0.751	0.034	0.001
LM_Ph3_Inf	Sustaining change phase - informational role	3.561	3.603	1.055	1.164	-0.716	0.861	0.019	0.000
LM_Ph3_Int	Sustaining change phase - interpersonal role	3.496	3.596	1.036	1.101	-0.436	0.664	0.047	0.002
LM_Ph3_Cat	Sustaining change phase - catalyst role	3.650	3.801	0.986	1.150	-0.656	0.513	0.071	0.005

Table 4.12 presents that gender has no significant effect ($p \geq 0.05$) on any of the perceived roles of catalyst, designer, demonstrator and facilitator roles among the HR managers. This finding is relevant for all three phases, namely the planning phase, the implementing transition and the sustaining change phase of the change process. Similarly, for the line managers in Table 4.12, there are also no significant differences between males and females over all the three phases and across all four roles.

4.6.2 Tests for Differences over Different Levels of Management

As before in the t-test, it is necessary to test the assumption that the variances are equal across the three levels of management in both HR and line management. The relevant null hypothesis is: $H_0: \sigma^2_{\text{Junior}} = \sigma^2_{\text{Middle}} = \sigma^2_{\text{Senior}}$. The alternative hypothesis H_1 is that at least one of the variances is significantly different across the three levels of management. The results are displayed in Table 4.13.

Table 4.13: Test of homogeneity of variances over the level of management

Test of Homogeneity of Variances over Level of Management					
	Human Resource Managers	Levene's Statistic	df1	df2	Sig.
HR_Ph1_Cat	Planning phase - catalyst role	2.879	2	63	0.064
HR_Ph1_Des	Planning phase - designer role	0.371	2	63	0.692
HR_Ph1_Dem	Planning phase - demonstrator role	0.541	2	63	0.585
HR_Ph1_Fac	Planning phase - facilitator role	1.873	2	63	0.162
HR_Ph2_Cat	Implementing transition phase - catalyst role	1.688	2	63	0.193
HR_Ph2_Des	Implementing transition phase - designer role	0.716	2	63	0.493
HR_Ph2_Dem	Implementing transition phase - demonstrator role	1.385	2	63	0.258
HR_Ph2_Fac	Implementing transition phase - facilitator role	0.661	2	63	0.520
HR_Ph3_Cat	Sustaining change phase - catalyst role	0.329	2	63	0.721
HR_Ph3_Des	Sustaining change phase - designer role	1.295	2	63	0.281
HR_Ph3_Dem	Sustaining change phase - demonstrator role	0.412	2	63	0.664
HR_Ph3_Fac	Sustaining change phase - facilitator role	3.388	2	63	0.040
	Line Managers	Levene's Statistic	df1	df2	Sig.
LM_Ph1_Dir	Planning phase - directional role	9.244	2	85	0.000
LM_Ph1_Inf	Planning phase - informational role	12.269	2	85	0.000
LM_Ph1_Int	Planning phase - interpersonal role	8.509	2	85	0.000
LM_Ph1_Cat	Planning phase - catalyst role	16.752	2	85	0.000
LM_Ph2_Dir	Implementing transition phase - directional role	13.390	2	85	0.000
LM_Ph2_Inf	Implementing transition phase - informational role	11.131	2	85	0.000

Test of Homogeneity of Variances over Level of Management					
LM_Ph2_Int	Implementing transition phase - interpersonal role	9.184	2	85	0.000
LM_Ph2_Cat	Implementing transition phase - catalyst role	9.176	2	85	0.000
LM_Ph3_Dir	Sustaining change phase - directional role	4.911	2	85	0.010
LM_Ph3_Inf	Sustaining change phase - informational role	4.510	2	85	0.014
LM_Ph3_Int	Sustaining change phase - interpersonal role	7.852	2	85	0.001
LM_Ph3_Cat	Sustaining change phase - catalyst role	10.058	2	85	0.000

The results in Table 4.13 show that during the planning phase for HR managers, there is a somewhat significant difference in terms of the variability in the catalyst role from the different levels of management ($p=0.064$). Similarly, during the sustaining change phase, there is a significant difference in variability between the different levels of management for the facilitator role ($p=0.040$). For the rest of the scores for HR managers, there were no significant differences between levels of management in terms of the variability of scores. For the HR managers, except for the scores CAT1 and FAC3, it is therefore valid to assume that the variances are homogeneous, and therefore the ANOVA test can be used to test for mean differences.

For the line managers in Table 4.13, all the scores have significant differences in terms of the variability of scores. The significances range between ($p<0.001$ and $p=0.014$). Therefore, for all the line management scores, as well as for the HR managers, the two scores: (1) for the catalyst role in the planning phase, and (2) the facilitator role in the sustaining change phase, the Browne-Forsythe test was used to test for equality of means over different levels of management is appropriate to use.

ANOVA Test for Equal Means

Testing for equal means over three levels of management: The relevant null hypothesis to test for each score is $H_0: \mu_{\text{Junior}} = \mu_{\text{Middle}} = \mu_{\text{Senior}}$; against the alternative hypothesis H_1 : at least one of the means are significantly different. The results of these tests are provided in Table 4.14.

Table 4.14: Results of ANOVA over position as manager

	Human Resource Managers	Mean			Standard Deviation			ANOVA		Effect size	
		Junior (n=35)	Middle (n=21)	Senior (n=10)	Junior (n=35)	Middle (n=21)	Senior (n=10)	F	Sig.	Eta	Eta Squared
HR_Ph1_Cat	Planning phase - catalyst role	3.333	3.873	4.167	1.079	0.840	0.527	5.701*	0.005	0.337	0.114
HR_Ph1_Des	Planning phase - designer role	3.181	3.730	4.000	1.136	1.063	0.956	3.016	0.056	0.296	0.087
HR_Ph1_Dem	Planning phase - demonstrator role	3.133	3.619	3.500	1.167	1.029	1.080	1.368	0.262	0.204	0.042
HR_Ph1_Fac	Planning phase - facilitator role	3.267	3.556	4.033	1.154	1.061	0.867	2.016	0.142	0.245	0.060
HR_Ph2_Cat	Implementing transition phase - catalyst role	3.162	3.635	4.000	1.049	1.005	0.737	3.347	0.042	0.310	0.096
HR_Ph2_Des	Implementing transition phase - designer role	3.133	3.190	3.700	1.103	0.992	0.949	1.168	0.318	0.189	0.036
HR_Ph2_Dem	Implementing transition phase - demonstrator role	3.048	3.397	3.967	1.076	1.083	0.909	3.080	0.053	0.298	0.089
HR_Ph2_Fac	Implementing transition phase - facilitator role	3.133	3.317	3.700	1.088	1.083	0.895	1.131	0.329	0.186	0.035
HR_Ph3_Cat	Sustaining change phase - catalyst role	3.076	3.603	4.000	1.064	1.114	0.956	3.578	0.034	0.319	0.102
HR_Ph3_Des	Sustaining change phase - designer role	3.076	3.556	3.767	1.097	1.199	0.832	2.171	0.123	0.254	0.064
HR_Ph3_Dem	Sustaining change phase - demonstrator role	3.076	3.492	3.733	1.076	1.218	0.927	1.926	0.158	0.233	0.054
HR_Ph3_Fac	Sustaining change phase - facilitator role	3.143	3.444	3.933	1.049	1.297	0.798	2.308*	0.111	0.249	0.062
								Browne-Forsythe*			
	Line Managers	Junior (n=16)	Middle (n=34)	Senior (n=38)	Junior (n=16)	Middle (n=34)	Senior (n=38)	F	Sig.	Eta	Eta Squared
LM_Ph1_Dir	Planning phase - directional role	3.458	3.275	4.035	1.558	1.003	0.722	3.793	0.034	0.332	0.110
LM_Ph1_Inf	Planning phase - informational role	3.542	3.275	3.982	1.712	1.108	0.852	2.564	0.093	0.275	0.076
LM_Ph1_Int	Planning phase - interpersonal role	3.375	3.108	3.596	1.596	1.142	0.817	1.313	0.282	0.197	0.039
LM_Ph1_Cat	Planning phase - catalyst role	3.188	3.098	3.772	1.615	1.046	0.727	2.923	0.069	0.296	0.087
LM_Ph2_Dir	Implementing transition phase - directional role	3.250	3.147	3.772	1.676	0.979	0.791	2.371	0.111	0.271	0.073
LM_Ph2_Inf	Implementing transition phase - informational role	3.563	3.265	3.868	1.595	1.097	0.754	2.083	0.141	0.249	0.062
LM_Ph2_Int	Implementing transition phase - interpersonal role	3.354	3.127	3.614	1.603	0.950	0.875	1.378	0.267	0.205	0.042
LM_Ph2_Cat	Implementing transition phase - catalyst role	3.250	3.196	3.588	1.658	0.918	0.944	0.935	0.404	0.171	0.029
LM_Ph3_Dir	Sustaining change phase - directional role	3.854	3.275	3.675	1.539	1.141	0.826	1.490	0.239	0.207	0.043
LM_Ph3_Inf	Sustaining change phase - informational role	3.792	3.245	3.798	1.495	1.099	0.858	2.122	0.134	0.243	0.059
LM_Ph3_Int	Sustaining change phase - interpersonal role	3.458	3.382	3.737	1.465	1.140	0.760	0.838	0.441	0.156	0.024
LM_Ph3_Cat	Sustaining change phase - catalyst role	3.750	3.471	3.956	1.532	1.113	0.732	1.419	0.256	0.206	0.042

HR Managers

According to the results presented in Table 4.14 for HR managers during the planning phase, there were significant differences between the means for junior, middle and senior managers in terms of the catalyst role ($p=0.005$) and in the designer role ($p=0.056$). In addition, for HR managers, during the transition phase, there were significant differences between levels of management in the catalyst role ($p=0.042$) and in the demonstrator role ($p=0.053$). Lastly, in the sustaining phase of change, there were significant differences in the catalyst role ($p=0.034$) for HR managers. It is interesting to note that the roles were significantly different for different levels of management for the catalyst role over all the phases of change for the HR managers.

The pair-wise test results for the scores where significant differences were found, using the Duncan groupings, are provided in Table 4.15, and the Games-Howell pair-wise comparisons are provided in Table 4.16.

Table 4.15: Homogeneous subsets (Duncan groupings) for ANOVA test for HR managers

Planning phase - Catalyst role			
Position as a HR Manager	N	Subset for alpha = 0.05	
		1	2
Junior Management	35	3.333	
Middle Management	21	3.873	3.873
Senior Management	10		4.167
Sig.		0.100	0.368
Planning phase - Designer role			
Position as a HR Manager	N	Subset for alpha = 0.05	
		1	2
Junior Management	35	3.181	
Middle Management	21	3.730	3.730
Senior Management	10		4.000
Sig.		0.146	0.472
Implementing transition phase - Catalyst role			
Position as a HR Manager	N	Subset for alpha = 0.05	
		1	2
Junior Management	35	3.162	
Middle Management	21	3.635	3.635
Senior Management	10		4.000
Sig.		0.171	0.289
Implementing transition phase - Demonstrator role			
Position as a HR Manager	N	Subset for alpha = 0.05	
		1	2
Junior Management	35	3.048	
Middle Management	21	3.397	3.397
Senior Management	10		3.967
Sig.		0.338	0.120
Sustaining change phase - Catalyst role			
Position as a HR Manager	N	Subset for alpha = 0.05	
		1	2
Junior Management	35	3.076	
Middle Management	21	3.603	3.603
Senior Management	10		4.000
Sig.		0.154	0.281

Table 4.15 shows that consistently, for all the scores where significant differences were found between the levels of management in Table 4.14 over the different levels of management, there were no significant differences between the junior and middle management groups, because they were in the same Duncan grouping. Similarly,

there were no significant differences between the middle and senior management scores, (they fall in the same grouping). However, there were very significant differences between junior and senior levels of management in terms of the prominence of the roles they played.

Since the Games-Howell pair-wise comparison test is more appropriate when the variances are not equal, the results of this test are also provided in Table 4.16. The result again confirms that there is a significant difference between junior and senior management, but not between the junior and middle, and not between middle and senior management.

Table 4.16: Games-Howell pair-wise comparison (assuming unequal variances) for human resource managers

Human Resource Managers Games-Howell pair-wise comparison (assuming unequal variances)			Mean Difference	Std. Error	Sig.
Planning phase Catalyst role	Junior Management	Middle Management	-0.540	0.259	0.103
	Junior Management	Senior Management	-0.833	0.247	0.005
	Middle Management	Senior Management	-0.294	0.248	0.472
	Middle Management	Senior Management			

The means were plotted for each phase of change and for each role by levels of management as shown in Figure 4.15. It should be noted that the vertical axis is displayed from 3 to 4.5. However, scores were measured on the five-point scale and it would technically be more correct to have the axes range between 1 and 5. The disadvantage of using the full range of possible responses is that the differences will be not clearly noticeable.

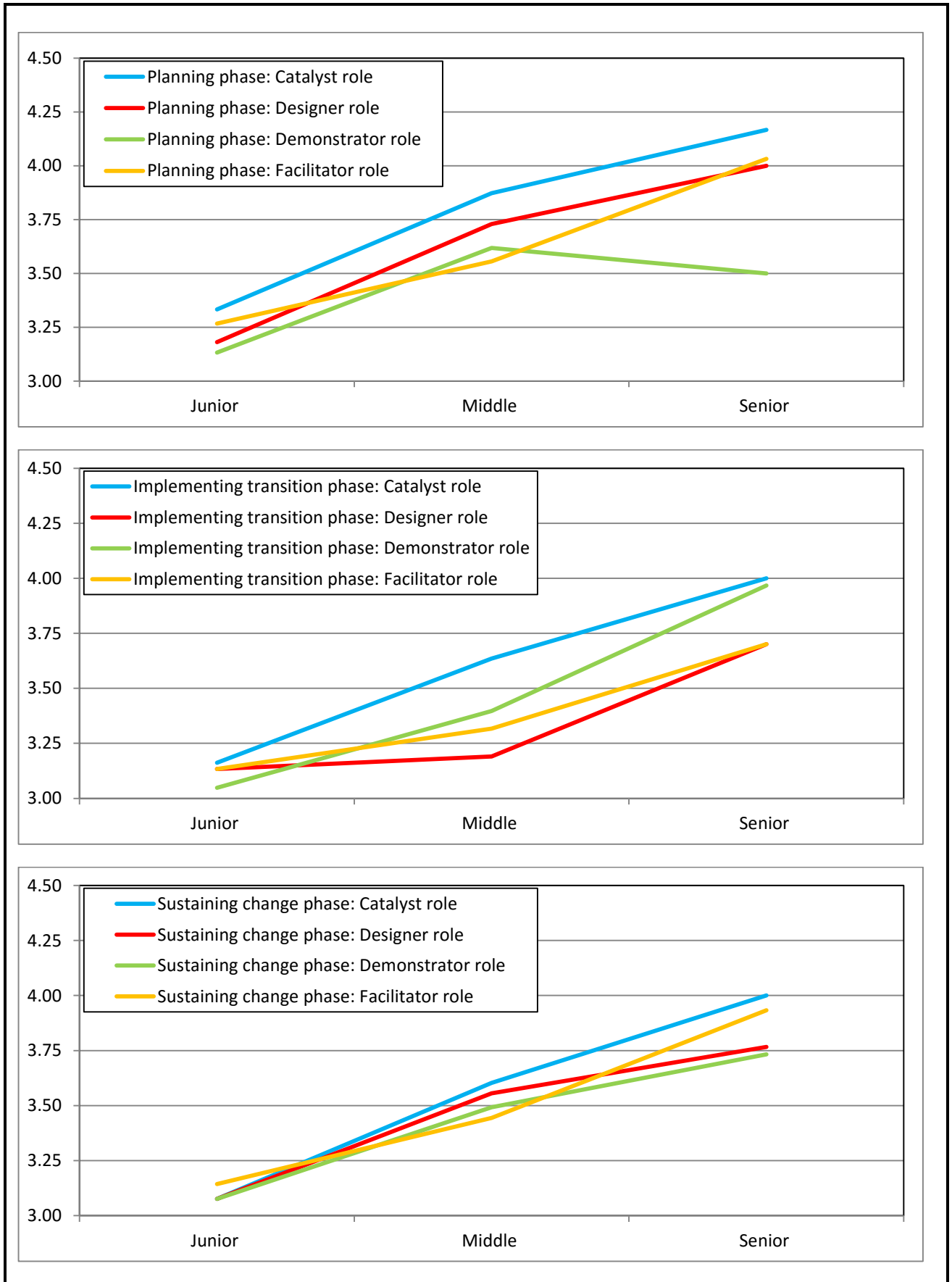


Figure 4.3: Human resource managers: Means plots by level of management

Figure 4.3 illustrates that for each of the three phases of change, there was on average a steady increase in the prominence of each role with increasing levels of seniority in management. The only role that was the exception was during the planning phase: the demonstrator role was lower for senior managers than for middle managers.

Line Managers

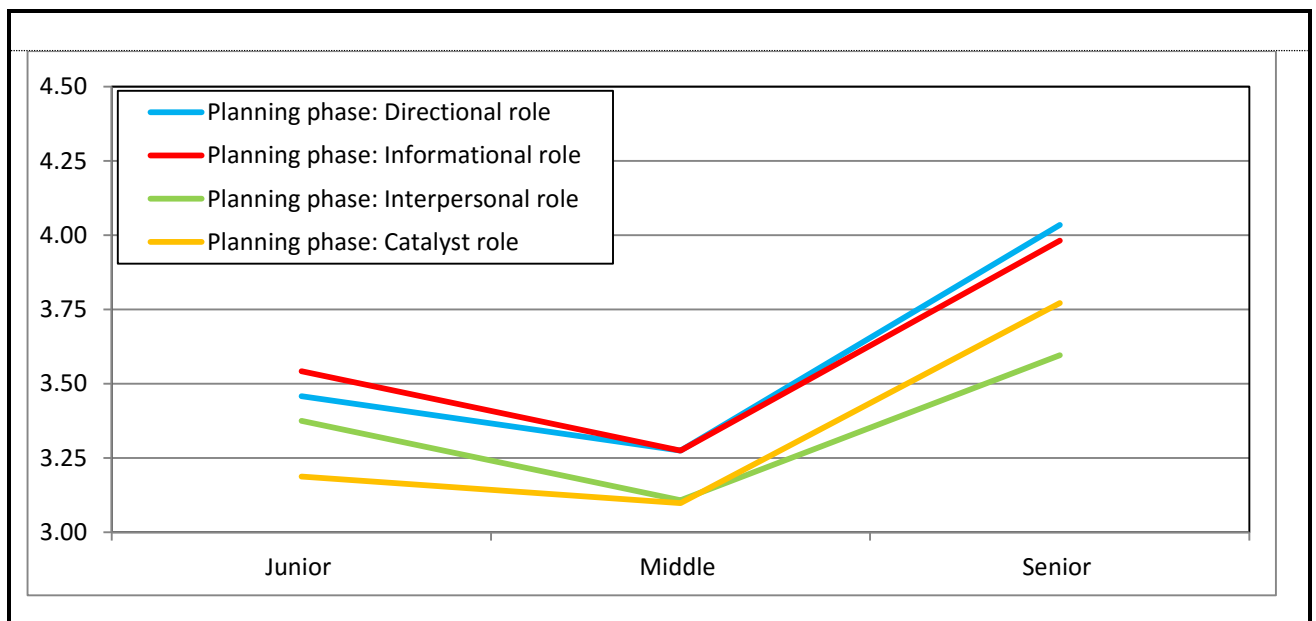
As shown in Table 4.14, during the planning phase of change management, there were significant differences between levels of management in terms of the directional role played ($p=0.034$), the informational role ($p=0.093$), and the catalyst role ($p=0.069$). Among line managers, there were significant differences in roles, but only during the planning phase of change. From an inspection of the mean values, it is evident that on average, senior levels of management played the different roles more prominently compared to lower levels of management. The pair-wise comparisons using the Games-Howell for line managers are provided in Table 4.17.

Table 4.17: Games-Howell pair-wise comparison (assuming unequal variances) for line managers

Line Managers			Mean Difference	Std. Error	Sig.
Games-Howell pair-wise comparison (assuming unequal variances)					
Planning phase Directional role	Junior Management	Middle Management	0.184	0.426	0.903
	Junior Management	Senior Management	-0.577	0.407	0.353
	Middle Management	Senior Management	-0.761	0.208	0.002
Planning phase Informational role	Junior Management	Middle Management	0.267	0.468	0.837
	Junior Management	Senior Management	-0.441	0.450	0.598
	Middle Management	Senior Management	-0.708	0.235	0.010
Planning phase Catalyst role	Junior Management	Middle Management	0.089	0.442	0.978
	Junior Management	Senior Management	-0.584	0.421	0.367
	Middle Management	Senior Management	-0.674	0.215	0.007

From the results in Table 4.17 it is clear that for the line managers, during the planning phase of change, there were significant differences between middle and senior levels of management in the directional role, the informational role and in the catalyst role. There were no significant differences between junior and middle management levels, and no significant differences between junior and senior levels of management. It should be noted that significant differences between middle and senior managers were only prominent during the planning phase of change, with senior management having a significantly more prominent role compared to middle and junior levels of management.

The results in Figure 4.4 suggest that over all phases of change, there is a decrease in the prominence of roles for middle managers for all the roles. Further, the evidence showed that the differences between middle managers and senior managers were significant in the planning phase for all the roles, except for the interpersonal role.



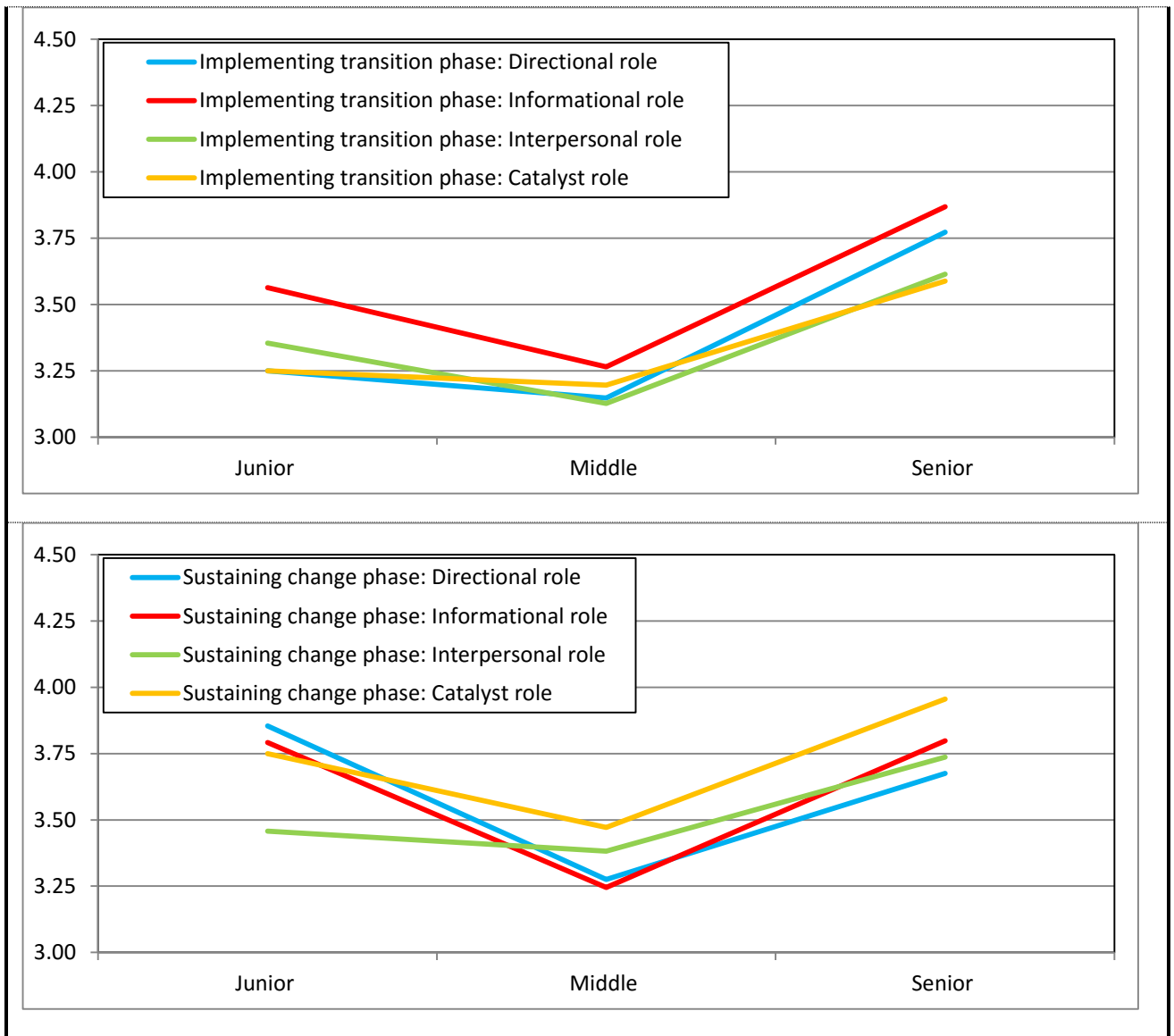


Figure 4.4: Line managers: Means plots by level of management

4.6.3. Non-Parametric Tests for Differences over Levels of Management for Human Resource Managers

As was shown in Table 4.10, the composite scores did not follow the normal distribution. In order for a complete assessment of differences across the levels of management, the researcher conducted the non-parametric equivalent tests of the ANOVA, namely the Kruskal-Wallis t-test. For the Kruskal-Wallis t-test, the null hypothesis is: $H_0: \text{Median}_{\text{junior}} = \text{Median}_{\text{middle}} = \text{Median}_{\text{senior}}$ against the alternative hypothesis H_1 that at least one of the medians is significantly different from the rest.

Field (2013:236) states that the Kruskal-Wallis test is the test that is used when the scores contain independent scores and more than two groups are compared. This test

is used when the groups contain independent scores, so it is used to test for differences between groups of scores when these scores come from different entities.

Indicated in Table 4.18 are the results of the Kruskal-Wallis test, which tested whether the medians were similar across different levels of management for HR managers. The results supported the findings of the ANOVA, showing that there were significant differences ($\alpha=0.05$) in the planning phase ($p=0.036$), in the transition phase ($p=0.042$) and in the sustaining phase ($p=0.034$) for the catalyst role specifically. During the planning phase, there was a slightly significant ($\alpha=0.10$) difference in the designer role ($p=0.051$), and in the transition phase there was a slightly significant difference in the demonstrator role ($p=0.058$).

Table 4.18: Kruskal-Wallis test for HR managers

Kruskal-Wallis Test (N=66, df=2)	Test statistic	Sig.	
Planning phase: Catalyst role	6.675	0.036	Reject the null hypothesis
Planning phase: Designer role	5.945	0.051	Retain the null hypothesis
Planning phase: Demonstrator role	2.981	0.225	Retain the null hypothesis
Planning phase: Facilitator role	3.975	0.137	Retain the null hypothesis
Implementing transition phase: Catalyst role	6.347	0.042	Reject the null hypothesis
Implementing transition phase: Designer role	2.517	0.284	Retain the null hypothesis
Implementing transition phase: Demonstrator role	5.691	0.058	Retain the null hypothesis
Implementing transition phase: Facilitator role	2.339	0.311	Retain the null hypothesis
Sustaining change phase: Catalyst role	6.734	0.034	Reject the null hypothesis
Sustaining change phase: Designer role	4.214	0.122	Retain the null hypothesis
Sustaining change phase: Demonstrator role	4.386	0.112	Retain the null hypothesis
Sustaining change phase: Facilitator role	3.880	0.144	Retain the null hypothesis

The results in Table 4.18 are only fully understood when the pair-wise comparisons of the Kruskal-Wallis test as shown in Table 4.19 are interpreted. From the results it is

again supported that there were significant differences in the catalyst role between junior and senior management across all three phases of change management.

Table 4.19: Kruskal-Wallis pair-wise comparisons for HR managers

Planning phase: Catalyst role		Test statistic	Standard error	Standardised test statistic	Sig.	Adj. Sig.
Sample 1	Sample 2	Sample 1 - Sample 2				
Junior	Middle	-9.738	5.247	-1.856	0.063	0.190
Junior	Senior	-15.379	6.815	-2.256	0.024	0.072
Middle	Senior	-5.640	7.303	-0.772	0.440	1.000
Implementing transition phase: Catalyst role		Test statistic	Standard error	Standardised test statistic	Sig.	Adj. Sig.
Junior	Middle	-9.343	5.255	-1.778	0.075	0.226
Junior	Senior	-15.171	6.827	-2.222	0.026	0.079
Middle	Senior	-5.829	7.315	-0.797	0.426	1.000
Sustaining change phase: Catalyst role		Test statistic	Standard error	Standardised test statistic	Sig.	Adj. Sig.
Junior	Middle	-9.595	5.261	-1.824	0.068	0.205
Junior	Senior	-15.679	6.835	-2.294	0.022	0.065
Middle	Senior	-6.083	7.323	-0.831	0.406	1.000

4.6.4. Non-Parametric Tests for Differences over Levels of Management for Line Managers

In Table 4.20, the Kruskal-Wallis test was also used for line managers. The results showed significant differences between the medians of junior, middle and senior management during the planning phase for the directional role ($p=0.005$), the informational role ($p=0.025$) and the catalyst role ($p=0.072$). During the transitional phase, there were significant differences between managers for the directional role ($p=0.043$), the informational role ($p=0.055$) and the interpersonal role ($p=0.098$). Lastly, in the sustaining change phase, there were significant differences in the directional role ($p=0.042$) and in the informational role ($p=0.023$).

Table 4.20: Kruskal-Wallis test for line managers

Kruskal-Wallis Test (N=88, df=2)	Test statistic	Sig.	
Planning phase: Directional role	10.793	0.005	Reject the null hypothesis
Planning phase: Informational role	7.370	0.025	Reject the null hypothesis
Planning phase: Interpersonal role	3.209	0.201	Retain the null hypothesis
Planning phase: Catalyst role	5.253	0.072	Retain the null hypothesis
Implementing transition phase: Directional role	6.316	0.043	Reject the null hypothesis
Implementing transition phase: Informational role	5.785	0.055	Retain the null hypothesis
Implementing transition phase: Interpersonal role	4.650	0.098	Retain the null hypothesis
Implementing transition phase: Catalyst role	3.223	0.200	Retain the null hypothesis
Sustaining change phase: Directional role	6.330	0.042	Reject the null hypothesis
Sustaining change phase: Informational role	7.518	0.023	Reject the null hypothesis
Sustaining change phase: Interpersonal role	1.622	0.444	Retain the null hypothesis
Sustaining change phase: Catalyst role	4.134	0.127	Retain the null hypothesis

In order to be able to ascertain between which levels of management there were significant differences, the Kruskal-Wallis pair-wise comparison test was used. The results in Table 4.21 show that consistently, the biggest difference was between middle and senior management, supporting the findings of the Games-Howell pair-wise comparisons in Table 4.17. This finding may suggest a middle management void in the PS during the management of change. This finding will be further discussed in Chapter 5.

Table 4.21: Kruskal-Wallis pair-wise comparisons for line managers

Planning phase: Directional role		Test statistic	Standard error	Standardised test statistic	Sig.	Adj. Sig.
Sample 1	Sample 2	Sample 1 - Sample 2				
Middle	Junior	12.765	7.687	1.660	0.097	0.290
Middle	Senior	-19.554	5.986	-3.267	0.001	0.003
Junior	Senior	-6.789	7.557	-0.898	0.369	1.000
Planning phase: Informational role		Test statistic	Standard error	Standardised test statistic	Sig.	Adj. Sig.
Middle	Junior	14.035	7.657	1.833	0.067	0.200
Middle	Senior	-15.375	5.962	-2.599	0.010	0.030
Junior	Senior	-1.340	7.527	-0.178	0.859	1.000
Implementing transition phase: Directional role		Test statistic	Standard error	Standardised test statistic	Sig.	Adj. Sig.
Middle	Junior	10.061	5.981	-1.272	0.203	0.573
Middle	Senior	-14.937	7.681	2.502	0.013	0.038
Junior	Senior	-4.877	7.551	1.537	0.124	1.000

Sustaining change phase: Directional role		Test statistic	Standard error	Standardised test statistic	Sig.	Adj. Sig.
Middle	Senior	-7.608	5.981	-1.272	0.203	0.610
Middle	Junior	19.217	7.681	2.502	0.012	0.037
Senior	Junior	11.609	7.551	1.537	0.124	1.000
Sustaining change phase: Informational role		Test statistic	Standard error	Standardised test statistic	Sig.	Adj. Sig.
Middle	Senior	-12.076	5.964	-2.025	0.043	0.129
Middle	Junior	19.283	7.659	2.518	0.012	0.035
Senior	Junior	7.207	7.529	0.957	0.338	1.000

4.7 Conclusion

The chapter presented the results of the data collected using a stratified sampling method where the results of a total of 154 respondents were analysed. The results were presented using descriptive statistics to describe the demographic information of the sample, where the researcher used frequency distributions to present the sample composition on gender, race, age group, length of service, occupational levels and names of the departments.

The Cronbach's coefficient alpha for each dimension was calculated in order to determine the internal consistency reliability for combining similar questions, such as A1, A2 and A3 by calculating a composite score for the planning phase of the change process, for example. The Cronbach's coefficient alpha of internal consistency had to be 0.70 or higher for a set of items in a particular dimension in order for the researcher to calculate composite scores using the different sets of items. The alpha values were all higher than 0.70, and therefore composite scores were calculated.

Exploratory hypotheses were conducted to determine whether there were significant differences between males and females over the different phases of change, and between the different levels of management. The t-test was used to compare results by gender, and the ANOVA was used to test for differences in the seniority of managers.

The key findings from this chapter are based on the determination of the roles of HR managers and line managers across junior, middle and senior management level, during the planning, implementing transition and sustaining phase of change in the PS. These findings are briefly summarised as follows:

Role of Human Resource Managers:

- The results in Table 4.8 indicated that the HR managers' catalyst role was the most dominant role during the planning, implementing transition and sustaining phase of the change process in the PS. As compared to HR junior, middle and senior managers, the HR senior managers were most prominent in playing the catalyst role during the planning phase of change. This is evident based on Table 4.16, where the Games-Howell pair-wise comparison was applied to test different levels of management on each role during all phases of change in the PS.
- Further, it is implied that during the planning phase of change, HR senior managers were able to take initiatives to identify HR areas of improvement and to participate in reviewing the HR change strategy as well as identify the future state of HR in order to bring about change in the PS. During the implementing transition phase, HR senior managers were more involved in coordinating and providing human resources that serve to enable effective rollout transition through the HR strategy, whereas during the sustaining phase of change, HR senior managers had capacity to empower staff members through HR change strategy with necessary skills to sustain change initiative.
- The findings in Table 4.6 indicate that during the implementing transition phase, the demonstrator, designer and facilitator roles were secondary roles to HR managers in the PS. These results imply that HR managers across all levels of management seem to pay less attention to the demonstrator role, which is a role that serves as an enabler in the implementation of the HR strategic change rollout plan when implementing transition. They further consider the designer role as less important; this is a role that plans transition activities and provides necessary resources that involve the establishment of the change goals in order to enforce commitment. It is also evident that they did not consider the facilitator role as a very important role, yet this is a role that enables them to interact with HR experts to mobilise HR commitment and gain support to participate in the change process in the PS.

- Lastly, during the sustaining change phase, the facilitator role of HR managers seems to be more dominant than the demonstrator and designer roles in the PS. According to Figure 4.5, the facilitator role was significantly performed by HR senior managers; this serves to assist them to interact with staff members, including other managers, regarding the values that should support the new HR change strategy in the PS.

Role of Line Managers:

- The findings in Table 4.7 indicate that the informational and directional roles of the line managers were more prominent than the interpersonal roles during the planning phase of change. Compared to three levels of management, the line senior managers significantly played these roles during this phase of change in the PS. These imply that the senior line managers were able to explain the rationale for strategic change for employees to understand the change vision, and they were able to set a direction to develop the vision for the new strategy, as well as participating in the decision-making process to improve the PS strategic plan.
- During the transition phase, the informational role was more dominant than the catalyst, interpersonal and directional roles for line managers. The informational role during this phase of change was strongly played by line senior managers (more than any other level of management). These findings suggest that the line senior managers managed to communicate the implementation of the strategic change rollout plan when implementing transition in the PS.
- Finally, during the sustaining change phase, the catalyst, interpersonal and informational roles were very important, whilst the directional role in the sustaining phase of change was less important. The catalyst, interpersonal and informational roles were significantly played by junior and senior line managers more than middle managers during this phase of change in the PS. These imply that the junior and senior line managers considered the catalyst role as a very important role, which helps line managers to put necessary mechanisms in place to enhance and reinforce new behaviour and culture to accomplish the new strategy. The interpersonal role has to do with guiding line managers to interact

with staff members in order to reinforce new behaviours during the change processes by enforcing commitment from the members of the organisation who are needed to implement change. The informational role assists line managers to communicate new values as well as share the need to adjust to changes in order to improve the effectiveness of values in the PS.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses firstly on a summary of the theoretical determined roles of human resource (HR) and line managers in the Public Service (PS). Secondly, the researcher compares the empirical findings with the theoretical determined roles of HR and line managers. A discussion follows on new insights gained that contribute to the body of knowledge of the change management process in the context of the PS. Lastly, limitations of the study are noted and recommendations for future research are offered. A summary of the chapter outline of the study is presented in Figure 5.1.

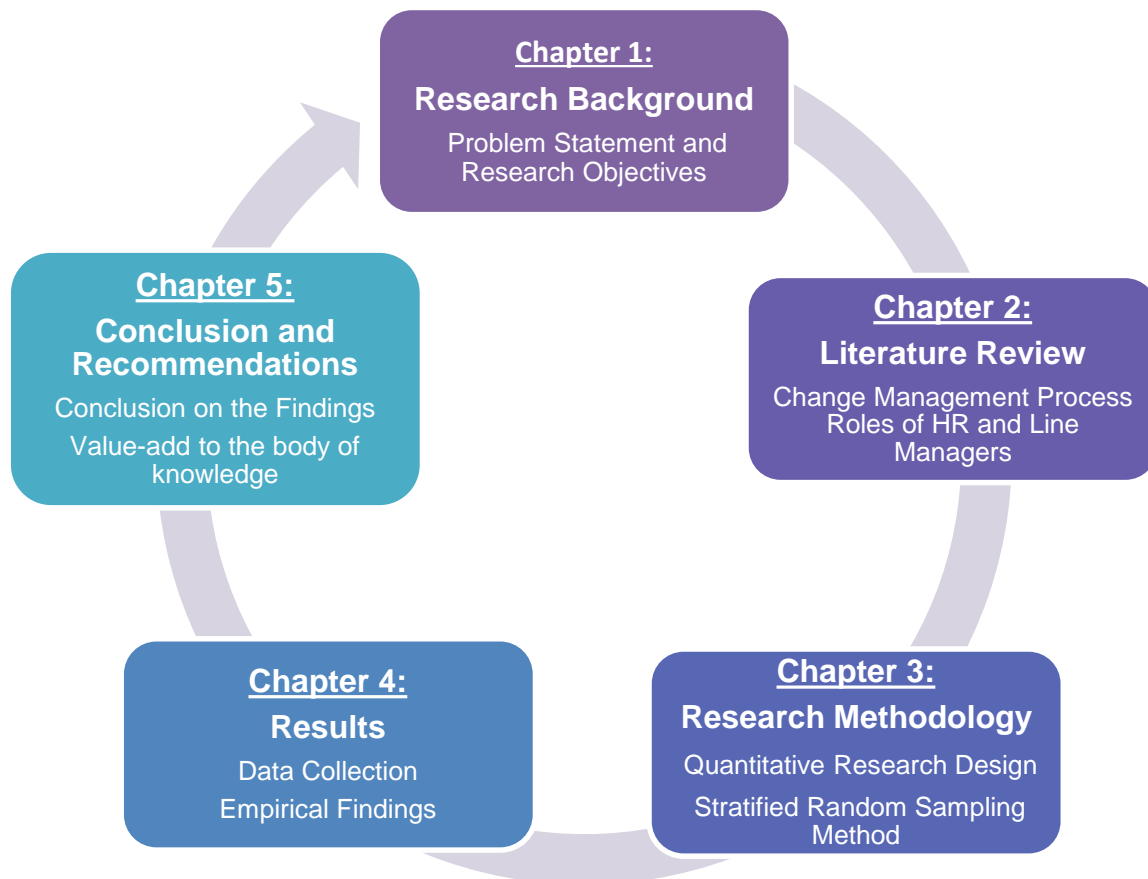


Figure 5.1: Summary of the overall dissertation

In line with Figure 5.1, the overall dissertation is briefly described as follows:

- **Chapter 1** outlined the background of the study, problem statement, purpose statement, research objectives, importance and benefits of the study.
- **Chapter 2** described, contextualised and discussed the concept of change. This included the distinct and different forms of change management, reasons for its existence and the routes through which change emerges. It was argued that change is a multi-dimensional construct. The chapter considered factors that influence change and discussed the roles that line managers and HR managers should play in leading and managing change as suggested by the literature.
- **Chapter 3** explained the research methodology and the strategy to be followed in the study.
- **Chapter 4** presented the results and findings of the research.
- **Chapter 5** concludes by revisiting the research objectives and explaining the contribution of the research from a theoretical, methodological and empirical point of view. Finally, the limitations of the study are noted and recommendations for future research are made.

5.2 Achievement of the Research Objectives and Academic Value

The purpose of this study was to explore the roles of human resource (HR) and line managers in leading and managing strategic change in the public sector. The research objectives were as follows:

- Firstly, to conduct a theoretical determination of the different roles that line managers and HR managers need to play in leading and managing strategic change in the PS; and
- Secondly, to conduct an empirical exploration of the way in which line managers and HR managers actually do apply the theoretically predetermined roles that they have to play in leading and managing strategic change in the PS. The achievement of the research objectives will be discussed.

5.3 Research Objective 1: The theoretical determined roles that line managers and HR managers need to play in leading and managing strategic change in the PS

5.3.1 Theoretical Determination of the HR Role in the PS

Through the literature review, it emerged that HR managers have distinctive roles to play in the organisation during the change process. Ulrich (1997) and Meisinger (2008), support that HR management needs to be involved in the initial phase when major organisational change takes place. The role of HR should be to support employees during the change process by ensuring that the meaning of change is clearly communicated and that it is constant and consistent within the organisation. HR managers also have a role to play in developing and designing effective change management processes, including all stages necessary to ensure that change is effectively realised and managed and that success is sustainable.

It is evident that there are specific roles that HR managers play during the change process, since Ulrich (1997) and Meisinger (2008) state that the catalyst, facilitator, designer and demonstrator roles are designated HR change roles. This view supports the notion that the roles of HR managers in the context of change can be specifically expressed throughout the change management process. The literature review supported the view that HR managers have different roles to play over the different stages of change implementation, thereby contributing to the body of knowledge. Table 5.1 presents a summary of the HR roles in the change management process according to various scholars.

Table 5.1: Theoretical roles for HR managers during change implementation

THEORETICAL DETERMINATION OF HR MANAGERS' ROLES	SOURCE
Catalyst Role	
Supports change at a strategic level in assisting leaders of the organisation to successfully bring about transition.	Society for Human Resource Management (2007:1)
Participates in reviewing HR Strategy to determine HR future outcome as a change vision as well as engaging employees on the reasons, processes and benefits of organisational change.	Meisinger (2008:8)
Facilitates transformation by giving explicit direction in championing the change effort and ensuring that change process is maintained.	Ulrich (1997:185)
Designer Role	
Designing HR systems that assist managers and employees to better understand change initiative and to have a sense of ownership.	Anon. (2007:2)
Developing HR architecture that determines HR outcomes, such as training, in order to manage change effectively.	Martin and Reddington (2010:1553)
Maintain transition through staffing, development, commitment and other systems, from one point to another through the planning process and to provide necessary structures for change in the organisation.	Meisinger (2008:8)
Demonstrator Role	
Integrate HR to become part of change and to experience first-hand lessons during the planning of the change process.	Ulrich (1997:187)
Illustrate through manifesting HR change and serve as an example of effective transformation in the organisation.	Anon. (2007:2)
Demonstrating and modelling the success vision for change and achievement of change to be sustained over a period of time.	Meisinger (2008:8)
Facilitator Role	
Facilitate by leading and building the team to provide support to employees in dealing with their experiences of change in order to create an enabling environment for change.	Ulrich (1997:152)
Facilitate the application of the HR strategy of the organisation when interacting with its business environment during the change process.	Martin and Reddington (2010:1553)
Support the change initiative by ensuring that change programmes are effectively communicated throughout the organisation.	Meisinger (2008:8)

5.3.2 Theoretical Determination of the Line Manager's Role in the PS

According to Burnes (2000:300), "the role of line managers in the change process, is to take responsibility for identifying the need for change and implementing it, as well as adopt appropriate positions towards change". According to several scholars (Burnes, 2000; Santos & Garcia 2006; Kroon, 1990; Hales, 2007; Wagner & Hollenbeck, 2002; McGuire *et al.*, 2008 and Pendlebury, *et al.*, 1999), line managers have different roles to play during a successful change intervention; these are the

directional, catalyst, informational and interpersonal roles. Typical activities of each of the roles are provided in Table 5.2.

Table 5.2: Theoretical roles for line managers during change implementation

THEORETICAL DETERMINATION OF LINE MANAGERS' ROLES	SOURCE
Catalyst Role	
Set up the appropriate mechanisms to support the change process and to set strategies for high level interventions.	Pendlebury <i>et al.</i> (1999:100)
Build an effective team to manage change in the organisation and develop management practices to support the change process.	Cummings and Worley (2009:509)
Provide direction and enhance effective communication within the organisation as well as encourage high levels of commitment and enthusiasm to drive the change process.	Pendlebury <i>et al.</i> (1999:100)
Directional Role	
Develop a vision to improve the organisation including parts of the business that may be affected by change.	Cummings and Worley (2009:53)
Participate in the decision-making processes to enhance the change process in the organisation.	McGuire <i>et al.</i> (2008:73)
Take the decision to embark on a process of change and ultimately institute it through.	Pendlebury <i>et al.</i> (1999:63)
Informational Role	
Conduct environmental scan to bring about change in an organisation.	Wagner and Hollenbeck (2002:24)
Disseminating information to the relevant key stakeholders in the change process.	Burnes (2000:488) and Kroon (1995:22)
Provide feedback sessions to staff members about the intervention's results.	Wagner and Hollenbeck (2002:25)
Interpersonal Role	
Ensure the proper coordination of tasks within business units and the organisation.	Hales (2007:33)
Engage key stakeholders to maintain interpersonal relationships between managers within and outside the organisation to enhance the working environment for the change process.	Wagner and Hollenbeck (2002)
Involve motivation and encouragement of personnel to coordinate the change process.	Kroon (1995:22)

5.4 Research Objective 2: The empirical exploration of the way in which line managers and HR managers apply the theoretically (predetermined) roles in the PS.

5.4.1 The Role of HR Managers across Different Phases of Change and Levels of Management

This section discusses the conclusions and recommendations emanating from the empirical findings on the role of HR managers by applying the theory-based roles across different phases of change and levels of management.

PLANNING PHASE

Catalyst Role

- **Catalyst role during the planning phase:** Based on the findings, HR managers seem to be significantly involved in planning change by reviewing the PS HR strategy in order to determine the future HR outcome as a change vision. HR managers have a role to identify the need for change as the desirable future outcome of change, as well as engaging HR personnel on the reasons, processes and benefits of change in an organisation (Alfes, *et al.*, 2010:113; Ulrich, 1997:185 and Martin & Reddington, 2010:1553). Managers in the PS seem to have been involved in the process of diagnosing and identifying the problem areas in HR and determining the need for change based on the current state of affairs of HR managers. HR managers in the PS seem to be aware of their catalyst role by conducting an organisational diagnosis in relation to HR needs, the culture and climate of the organisation and to identify the need to change and plan for the new HR strategy.
- **Catalyst role across the levels of management:** The results in Table 4.14 indicate that HR senior managers were predominantly involved in identifying areas of HR improvement in order to review the HR strategy to meet the needs of the PS change initiatives. These findings are supported in literature, which states that executives as champions and strategic drivers of change are required to identify HR needs and mobilise resources, including HR, in planning to bring about change in an organisation (Meisinger, 2008:8). Both middle and senior managers seem to have played the catalyst role as one of the essential roles in HR that deals with strategic drivers and change enablers which are HR policies and change management strategies (Martin & Reddington, 2010:1553). The middle and senior managers in the PS exercise the catalyst role during the planning phase of change by being sources of ideas and identifying the need for change to improve the HR of the organisation.

Designer Role

- **Designer role during the planning phase:** It is evident that HR managers were actively participating in designing HR change strategies and processes to meet the needs of the PS. This is consistent with theory, as Ulrich (1997:158) supports that HR managers are responsible for changing the systems and processes in order to integrate the change processes and build change into the organisation's infrastructure. HR managers seem to understand that they play a designer role by creating the HR change vision, based on the outcomes of the organisational diagnosis. These findings imply that managers in the PS undertook the responsibility to develop HR change strategy based on the organisational values for the future personnel growth and development in the PS.
- **Designer role across the levels of management:** From the findings in Table 4.14, it is clear that HR senior managers were actively involved in improving HR strategy as a change enabler for both managers and employees of the PS. Anon (2007:2) mentions that the HR design assists managers and employees to better understand the change initiative and to have a sense of ownership. Findings indicate that HR senior managers held the responsibility of developing the HR change vision to gain wider input and support on HR matters from the PS. The execution of the designer role during the planning phase of change serves as an enabler to HR managers to determine and define the type of vision for HR that is needed in the PS.

Demonstrator Role

- **Demonstrator role of HR managers:** It was found that HR managers were not very involved in demonstrating the implementation of the new HR strategy by integrating HR personnel to become part of change and to experience first-hand lessons during the planning of change in the PS. This is in contrast to the suggestions from literature that the demonstrating role is a very influential role for HR in managing change, since it illustrates the contribution of HR strategy in the organisation as part of the change support mechanism (Martin & Reddington, 2010:1553). If HR managers do not optimally exercise this role during the planning phase, the HR demonstrator role will not have capacity to outline the purpose of the new HR strategy as one of the enablers for change. Managers in

the PS should put the necessary structures, including HR, in place to ensure that change is led and managed effectively, Kotter (2008:10).

- **Demonstrator role across the levels of management:** The results from Figure 4.7 indicate that HR senior managers played this role strongly by outlining the new HR strategy that serves as an enabler in planning change in the PS. Meisinger (2008:8) states that it is important for senior HR executives to be committed to reengineering the HR function, which illustrates HR change strategy when planning change. The demonstrator role played by HR senior managers is critical since leadership requires credibility, communication skills and analytical skills when dealing with change in the PS (Kotter, 2008:10).

Facilitator Role

- **Facilitator role for HR managers:** The empirical evidence in this study showed that HR managers were not strong in facilitating the involvement of HR staff members when planning change in the PS. By not playing this role, they may have compromised the critical role in identifying the need for change, making people so dissatisfied with the status quo that they are not motivated to try new work processes, technologies or ways of behaving (Cummings & Worley, 2009:165). Facilitating the guiding coalition in managing change is one of the HR manager's roles which becomes even more critical when mobilising other key stakeholders to secure acceptance of the change vision, thereby enhancing the participation and involvement of employees from an HR perspective.
- **Facilitator role across the levels of management:** The findings in Figure 4.7 indicate that HR senior managers seem to be most dominant in this role by facilitating the involvement of HR staff members in the strategic planning for change in the PS. Ulrich (1997:152) indicates that HR managers as change facilitators are responsible for facilitating HR involvement by leading and building the team, thus creating a conducive working environment. HR senior managers further facilitate the planning of change by engaging the individuals and groups, departmental managers, staff groups, organised labour and top-level executives in the PS, as stated by Cummings and Worley (2009:175).

IMPLEMENTING TRANSITION

Catalyst Role

- **Catalyst role during the implementing transition phase:** The findings showed that the HR managers seem not to be strong at coordinating the HR involvement in the strategic change rollout plan to enable effective transition in the PS. If HR managers play a minimal role in the catalyst role, they tend to diminish the role of coordinating HR involvement in the strategic change rollout plan to enable effective transition (Ulrich, 1997:148). The catalyst role for HR managers is one of the critical roles, as HR managers should gain approval from top management to ensure that change is cost effective and remains adaptable. (Burnes, 2000: 473). HR managers working in collaboration with top managers in the PS is one of the most critical roles that serves as a catalyst to drive the implementation of the change process in the PS.
- **Catalyst role across the levels of management:** The results from Table 4.14 indicate that HR middle and senior managers seem to be dominant in planning transition in the PS by providing continuous feedback. They further played the catalyst role significantly by gaining approval from top management that serves as a change enabler that enhances effective change transition (Yeo, 2009:116). The execution of the catalyst role by HR managers involves the activity planning of a road map for change citing specific activities and events, such as staff meetings, staff imbizos, minister's staff engagements, branch meetings and other relevant structures that must take place to implement change in the PS (Cummings & Worley, 2009:178).

Facilitator Role

- **Facilitator role during the implementing transition phase:** From Table 4.14 it is clear that the HR managers significantly interacted with HR experts and mobilised HR commitment in order to solicit support during the transition period in the PS. HR managers play critical roles in identifying the key HR experts in order to enforce commitment, gain support and provide support to employees during the transition process (Society for Human Resource Management, 2007:1; Martin & Reddington, 2010:1553 and Van Tonder, 2004:203). The

facilitation of change by HR managers further entails the implementation of the rollout plan for change, which should be driven and outlined by HR managers in the PS, according to Van Tonder (2004:203). Facilitating change through communication tends to reduce the level of confusion and resistance that might exist amongst employees in the PS during the change process (Mento *et al.*, 2002:53). Success in facilitating the rollout of the change plan further depends on the change interventions, where HR managers facilitate psychological interventions (Employee Assistance Programmes) during emotional difficulties that may be experienced by the officials of the PS.

- **Facilitator role across the levels of management:** The results from Table 4.14 indicate that, on average, HR senior managers seem to be involved with mobilising HR commitment to promote and participate in the transition process in the PS. The implementation of transition is supported by management structures that need to be put in place to mobilise resources, to promote change and to provide leadership direction in respect of transition (Cummings & Worley, 2009:179). The facilitating role by HR senior managers also involves consistent sharing of the need for change, which tends to foster personnel buy-in to the change process, thus minimising the chances of resistance to change (Kotter, 2008:10). The role of HR managers in facilitating the involvement of HR experts and other key stakeholders, serves as a guide to eliminate obstacles that may impede the execution of the change process in the PS.

Demonstrator Role

- **Demonstrator role during the implementing transition phase:** The findings indicated that HR managers seem to be highly involved in demonstrating the implementation of the HR strategic change through the rollout plan during the implementing transition phase in the PS. Managing transition involves the implementation of the rollout plan for change, which is preceded by the limited timeframe (Van Tonder, 2004:203). HR managers in the PS seem to be aware of the necessary structures to guide the change process and necessary resources to promote change in the PS. They further seem to be aware that their role is to provide leadership direction in respect of change, to pinpoint change

advocates and to supply interpersonal and political skills to guide the change process, as stated by Cummings and Worley (2009:179).

- **Demonstrator role across the levels of management:** From Table 4.14, it is observed that HR senior managers significantly outlined the HR change by disseminating information to key stakeholders to enforce commitment during the transition process in the PS. HR has a pivotal role to play in demonstrating and it is important for senior HR executives to be committed in the transition period through the HR change function (Meisinger, 2008:8). Demonstrating the implementation of change by HR managers further involves temporal assignment of the project managers to coordinate transition (Cummings & Worley, 2009: 179). This role is critical during transition as it is executed by HR managers through the steering committee, which is the representative structure of the major constituencies that steers change through the change project in the PS.

Designer Role

- **Designer role during the implementing transition phase:** The empirical findings indicated that HR managers are highly involved in planning transition activities that involved the establishment of the change goals in order to enforce commitment in the PS. Van Tonder (2004:203) maintains that the HR manager should design the plan that involves the commitment of key people who are part of the change process in the organisation. It is apparent that HR managers seem to be involved in the formulation of the HR strategy in order to gain support during the change process and to develop a specific plan to identify key stakeholders in the PS (Cummings & Worley, 2009:179). The design of the HR strategy, such as the migration plan, is the designer role for HR managers which serves as one of the enablers for change in the PS.
- **Designer role across the levels of management:** In Table 4.14 it is indicated that on average HR senior managers seem to be dominantly associated with this role by designing the appropriate HR change strategy to support the transition. Meisinger (2008:8) points out that the HR manager is responsible for designing the change initiatives and for providing updates at all stages of the programme. HR should also engage both top management and employees throughout the

transition process. The designer role further entails the designation of the budget for change which should be drawn from the capital and operation budget in the PS (Cummings & Worley, 2009:183). The designer role demands HR managers to consistently report and manage change structures in order to advance transition, provide direction, support the change process and provide necessary resources to enhance the implementation of transition in the PS.

SUSTAINING PHASE

Catalyst Role

- **Catalyst role during the sustaining phase:** From the findings it is concluded that HR managers in the PS seem to be significantly involved in empowering staff members through HR skills development with the necessary skills to sustain the change initiative in the PS. Burnes (2000:474) is of the view that key stakeholders, including HR managers in the organisation, should take responsibility for mastering change and giving staff the skills necessary to undertake the change initiatives. Burnes (2000:474) asserts that HR managers play the catalyst role by developing new competencies, skills, strategies and a new culture which are part of the sustainability of the change process in the PS. For change to be effective, it is critical that the HR manager as a change catalyst provides a critical assessment of skills and competencies that each employee should possess to adapt to the new environment, as suggested by Martin and Reddington (2010:1553). HR managers execute a critical role by conducting the skills audit to identify the skills and competency gap between the previous state of affairs and the achieved state of affairs of the PS.
- **Catalyst role across the levels of management:** The findings in Table 4.14 indicate that that the HR middle and senior managers played prominent roles by putting necessary mechanisms in place to enhance the new behaviour of staff and the culture to accomplish strategic change. Ulrich (1997:185) indicates that in order to help the organisation to facilitate change, HR should give explicit tasks in championing the effort with the responsibility of ensuring that the change agenda remains high. HR managers play the catalyst role by reinforcing new behaviour which is part of sustaining change, since success helps the key

stakeholders to develop a positive attitude towards change and the new state of affairs in the PS, according to Burnes (2000:479). According to Cummings and Worley (2009:183), change champions should be equipped with the necessary tools to enhance commitment to the change initiatives and programmes in the organisation. HR managers should acquire the necessary skills, such as technical and social skills, to enhance commitment and new behaviour that will sustain change over a period of time in the PS.

Facilitator Role

- **Facilitator role during the sustaining phase:** The empirical findings showed that HR managers seem to be very involved in facilitating values that support the new change strategy by communicating with staff members and other managers in the PS. HR managers utilise communication to support the change initiative by ensuring that change programmes are effectively communicated throughout the organisation (Meisinger, 2008:8). This role involves the facilitation of feedback sessions to the members of the organisation, based on the implemented change interventions and their results and furthermore provides information about whether the implemented changes should be modified or suspended (Cummings and Worley, 2009:31).
- **Facilitator role across the levels of management:** From Table 4.14 it is evident that the senior HR managers seem to be more active in facilitating change by interacting with staff to raise awareness about change in order to maintain commitment in the PS. Ulrich (1997:152) states that HR managers as change facilitators are responsible for leading and building the team, thus creating a conducive working environment. The role of HR managers is to actively facilitate and influence values and to create a belief system that should be learned through HR initiatives (Alfes *et al.*, 2010:113). It is the role of HR managers to facilitate the review of HR practices and initiatives in order to align individual skills to meet the needs of the PS.

Designer Role

- **Designer role during the sustaining phase:** HR managers, from the findings, seem not to be deeply involved in designing new HR systems and processes to

develop a new culture and strategy in the PS. HR managers should use HR tools and systems to assist employees to better understand the change initiative and have a sense of ownership of the change and the new culture (Ulrich, 1997:158). It is recommended that HR managers should be capacitated with new HR systems and processes in order to design and facilitate HR change processes and practices. It is further recommended that HR junior and middle managers should always be ready to improve the implemented change plan and to design more effective HR change strategies that will assist the entire workforce of the PS.

- **Designer role across the levels of management:** The results in Table 4.14 indicate that HR senior managers play more dominant roles by instituting HR systems and processes to develop a new culture and strategy for the PS. HR design is based on a specific HR architecture that determines specific HR outcomes, such as training, to manage and sustain change effectively (Martin & Reddington, 2010:1553). HR managers seem to be aware of their role in designing the effective change management programmes that emanate from the assessment and evaluation of the implemented change management programme in the PS (Cummings & Worley, 2009:29). This designing role is based on the exercise comparing the change vision and what has been changed, based on the results of change in the PS. This role further involves the development of the new skills and knowledge, organisational culture and new leadership style for the proposed change in the PS (Burnes, 2000:479).

Demonstrator Role

- **Demonstrator role during the sustaining phase:** From the empirical findings it follows that the HR managers were not strongly involved, for example, in illustrating new values that are in line with the new change strategy of the PS. Creating and outlining a new culture is about holding on to new ways of behaving, and making sure they succeed, until they become a part of the organisational culture and change process (Kotter, 2005:1). It is recommended that HR managers should be empowered in the institutionalisation of successful change programmes through awareness, feedback, incentives and training (Cummings & Worley, 2009:31). According to Burnes (2000:479), demonstrating new

behaviour can be reinforced through monetary and non-monetary reward, such as an increase in remuneration and bonuses for the attainment of a particular change activity in the organisation. To reinforce members' new behaviour, HR managers should demonstrate new values by rewarding employees' behavioural change when they operate and perform according to the new strategy of the PS.

- **Demonstrator role across the levels of management:** Table 4.14 shows that HR middle managers seem to be strongly playing this role, by illustrating new values in line with the new HR strategy for change in the PS. This role involves demonstrating and modelling the success vision for change and the achievement of change to be sustained over a period of time (Martin & Reddington, 2010:1553). Putting in place the supporting mechanisms, such as performance rewards, is one of the HR management roles that seeks to reinforce new values for the new behaviour and culture in the organisation (Cummings & Worley, 2009:24). HR middle managers played a critical role by demonstrating new values that serve as enablers to transform non-performing behaviour to motivate behaviour to improve service delivery in the PS.

Summary of the Roles of HR Managers

The results on the roles of HR managers are summarised in terms of the different levels of management and phases of change in the PS. The results in Figure 4.5 indicate that the catalyst, demonstrator and designer roles were very important and HR senior managers seem to significantly associate with these roles in the planning phase in the PS. The facilitator, designer and demonstrator roles were also very important and HR senior managers seem to significantly associate with these roles in the implementing transition phase of change in the PS. In the sustaining phase of change the catalyst and facilitator roles were very important and HR senior managers seem to significantly associate with these roles in the PS. However, the results indicate that junior and middle line management showed less involvement during the planning,

implementing transition and sustaining phases of change in the PS compared to senior management, who were significantly stronger in all the roles.

5.4.2 The Role of Line Managers across Different Phases of Change and Levels of Management

PLANNING PHASE

Directional Role

- **Directional role during the planning phase:** Based on the empirical findings, it can be concluded that line managers seem to be significantly involved in participating in the decision-making processes to develop the vision of the PS and to improve the strategic plan of the PS. The envisioning and decision-making roles are mostly performed by line managers in an organisation as well as taking the initiative to identify areas of improvement in the strategy of the organisation (Gallos & Jossey-Bass, 2008:27). The organisation needs to encourage key decision-makers to approve and support the proposed change goals, (Burnes, 2000:272). This implies that change agents, including line managers, need to form a guiding coalition to propose and map the change management process. Change vision is a critical role for the line manager, as it provides a valuable direction to design, implement and assess the need for strategic change in the PS.
- **Directional role across the levels of management:** Findings from Figure 4.10 indicate that the senior line managers took the initiative to participate in decision making to improve the strategy of the PS. Line managers are responsible for decision making by setting new standards of performance, identifying trends and setting a pace for the new strategy as well as articulating the vision of the organisation and its strategic objectives (Gallos & Jossey-Bass, 2008:27 and Cummings & Worley, 2009:509). This phase is about the identification of the need for change and taking decisions on how the change management process will unfold across the organisation (Scheer *et al.*, 2003:34). According to Van Tonder (2004:203), the role of line managers is to identify problem areas in the organisation and to take decisions to create the sense of urgency for change to occur. From the outcomes of the environmental scanning and organisational

diagnosis, line managers in the PS are responsible for taking decisions and determining the need for strategic change in the PS.

Informational Role

- **Informational role during the planning phase:** Based on the findings, it can be concluded that line managers seem to be strongly involved in assessing the needs of the PS and communicating the purpose of the new PS to employees. Line managers play their information role by conducting an environmental scan and explaining the need for change in order to bring about change in the organisation (Wagner & Hollenbeck, 2002:24). It is the role of the line manager to collect data: this can be gathered through interviews, observations, survey instruments, archives and minutes of the organisation (Cummings & Worley, 2009:30). The creation of the change vision and strategy should be based on the outcomes of the surveys and used as key measures to determine and develop the strategic change vision in the PS.
- **Informational role across levels of management:** Figure 4.10 indicates that senior line managers were dominant in assessing the business needs of the PS and express a rationale for strategic change based on the new mandate of the PS. Leaders of the organisation establish a need for change through examining the market and competitive realities and by identifying and discussing crises, potential crises or major opportunities that may affect the organisation and explain the rationale for change (Kotter, 1996:21). According to Cummings and Worley (2009:174), senior managers as change agents have a role to play by identifying areas where they need to enhance their sources of information and their sources of power and to control important information. This role is very important to key stakeholders such as individuals, groups, departmental managers, staff members, organised labour and top executives for the purpose implementing strategic change in the PS.

Interpersonal Role

- **Interpersonal role during the planning phase:** Based on the findings, it is concluded that line managers seem to be dominant in identifying the key stakeholders in the PS to serve as mechanisms to achieve strategic change.

Mobilisation of the key stakeholders is a need for powerful line executives who can help create a critical mass of support for change (Mento *et al.*, 2002:52). Line managers seem to understand the interpersonal role which was indicated when they mobilised key stakeholders in the PS to secure the acceptance of the change vision, thereby enhancing the participation and involvement of employees in the change process (Van Tonder, 2004:203). The mobilisation of key stakeholders when planning change is critical as it serves as an enabler for the effective change process in the PS.

- **Interpersonal role across the levels of management:** Results from Figure 4.10 indicate that senior line managers played this role prominently by identifying key stakeholders in the PS who contribute to the strategic change plan. The creation of the vision emanates from the identification of relevant key stakeholders, including leaders to support, gain wider inputs and participate in planning change (Cummings & Worley, 2009:169). The interpersonal role of senior managers in the PS demands charismatic traits from senior managers since they have to inspire devotion and enthusiasm for change from junior employees in the PS (Cummings & Worley, 2009:174). The interpersonal role of senior line managers serves as an enabling role that enhances a synergistic approach amongst key stakeholders and is a means of achieving buy-in from lower level officials to top level officials in the PS.

Catalyst Role

- **Catalyst role during the planning phase:** Emanating from the findings, it can be concluded that line managers seemed to enhance the participation and involvement of employees in planning strategic change in the PS. This supports the view of Cummings and Worley (2009:165) that the catalyst role involves making people dissatisfied with the status quo as a means of exploring the need for change by being motivated to try new work processes, technologies or ways of behaving (Cummings & Worley, 2009:165). Cummings and Worley further state that the role of line managers is to energise commitment to change by providing key stakeholders with a common goal and a compelling rationale outlining why change is necessary and worth the effort in the PS.

- **Catalyst role across levels of management:** Figure 4.10 indicates that senior line managers were dominant in enhancing the involvement of employees in the review of the strategic plan of the PS. According to Pendlebury *et al.*, (1999:100), this is consistent with the role of senior management to involve more personnel in the committee structure to provide more direction when planning change and to enhance effective communication within the organisation. The catalyst role is more appropriate during the planning phase of the change vision, moving from inefficient service delivery towards improved service delivery in the PS. Cummings and Worley (2009:169) affirm that the creation of the change vision is a leadership function and leaders are encouraged to participate in developing the change vision to gain wider inputs and support from the organisation.

IMPLEMENTING TRANSITION PHASE

Directional Role

- **Directional role during the implementing transition phase:** Line managers seem to be very involved in participating in the decision-making process, providing the necessary resources that are required to support the change process in the PS. According to Burnes (2000:4730), management structures and effective reporting are very important in order to provide direction, support and resources when implementing transition in an organisation. Planning is part of the decision-making process during which line managers are involved in setting directions through constructing schedules for the change programme and citing main activities, including change events that must occur so that the change process is successful (Burnes, 2000:473).
- **Directional role across the levels of management:** The results in Figure 4.11 indicate that the senior line managers were dominant in planning the transition activities that involve the establishment of the change goals in order to enforce commitment in the PS. This notion is supported in the literature by McGuire *et al.* (2008:73), who stated that line managers are responsible for the operation of the organisation by engaging people during the transition period and managing day-to-day decision making for the transition process. Planning is an integral part of the transition phase. This involves the design of the road map for change,

including the clarification of the roles of key stakeholders to manage transition effectively in the PS (Cummings and Worley, 2009:178).

Catalyst Role

- **Catalyst role during the implementing transition phase:** From the findings it seemed that line managers were not strongly involved in this role. They were not strong in providing the necessary resources that would serve as enablers during the transition process in the PS. This contrasts with Burnes (2000:478), who recommended that line managers should provide both human and financial resources that serve as enablers during the transition process. Line managers play a catalyst role during the implementation phase in order to gain approval from top management to ensure that change is cost effective and remains adaptable (Burnes, 2000:473). HR managers, working in collaboration with senior managers in the PS, play one of the most critical roles, serving as the catalyst to drive the implementation of the change process in the PS.
- **Catalyst role across the levels of management:** Figure 4.11 indicates that senior line managers were more dominant in formulating the strategy that serves as a catalyst for gaining support during the change process in the PS. Line managers hold the role of coordinating the participation of key stakeholders in the change activities to enhance effective transition (Burnes, 2000:478). The execution of the catalyst role by line managers involves the activity planning of a road map for change, citing specific activities and events that must take place to implement change in the PS (Cummings and Worley, 2009:178).

Informational Role

- **Informational role during the implementing transition phase:** Line managers seem not to be highly involved in sharing the implementation of the strategic change rollout plan when implementing transition in the PS. According to Hales (2007:33), line managers should involve other units within the organisation in order to maintain workflow and coordinate activities as well as providing services that enhance an effective transition process (Hales, 2007:33). According to Van Tonder (2004:218), communication is the line managers' role, since it is a strategic tool that is useful and serves as a vehicle to assist employees to cope

with change in an organisation. It is the role of the line manager to inform the key stakeholders in the PS, to explain the meaning of change and the transition process, thus minimising tension and unintended consequences in the PS.

- **Informational role across the levels of management:** Results from Figure 4.11 indicate that senior line managers were more involved in informing key stakeholders to enforce commitment during the implementation of the change transition in the PS. This is in line with literature, where Hollenbeck (2002:24), Van Tonder (2004:203) and Burnes (2000:488) suggest that line managers are also responsible for disseminating information to key stakeholders to enforce commitment during the transition period. Mento *et al.* (2002:53) outline that communication is a vital tool for line managers when leading change, as it enhances understanding of change and promotes commitment.

Interpersonal Role

- **Interpersonal role during the implementing transition phase:** Results of this study showed that line managers were not strongly involved in identifying key stakeholders in order to gain support during the transition phase in the PS. However, the literature indicates that the commitment to planning activity should involve identifying key people and groups whose commitment and support is needed for change to occur and to decide how to gain their support (Burnes, 2000:474). It is recommended that line managers should further play this role by pinpointing change advocates to supply interpersonal skills to guide the strategic change in the PS, as stated by Cummings and Worley (2009:179). Commitment to a change event and activity should be enforced during the beginning stage of change and relevant key stakeholders within the PS should be informed in time about the upcoming change undertaking. According Burnes (2000:474), that commitment requires support from key people who embark on the planning of activities for change in the organisation.
- **Interpersonal role across the levels of management:** Figure 4.11 indicates that senior line managers were dominant in identifying key stakeholders to participate during the transition period in the PS. The interpersonal role entails a leadership and liaison role which is exercised by line managers by ensuring that

there is proper coordination and interaction with key stakeholders to enforce commitment that enables the transition process within the organisation (Hales, 2007:179). It is crucial that the responsible structures for change in an organisation facilitate the role of communicating change. The sharing of the need for change tends to foster buy-in to the process of change from all relevant stakeholders; it also minimises the chances of resistance to change in the organisation (Kotter, 1996:21).

SUSTAINING CHANGE

Catalyst Role

- **Catalyst role during the sustaining phase:** From the findings, line managers seem to be significantly involved in putting the necessary mechanisms in place to reinforce a new behaviour and culture to accomplish the new strategy in the PS. Line managers seem to be associated with this role to sustain the change initiative, which involves empowering staff members with the necessary skills to deal with change in the PS. According to Burnes (2000:474), line managers also need to monitor and evaluate the efficiency of the change process. One of the line manager's roles is to reinforce new organisational behaviours that can occur through various supporting mechanisms, such as reinforcement of the organisational culture and structures such as organisational transformation committees that seek to enforce new behaviours (Cummings and Worley, 2009:24).
- **Catalyst role across the levels of management:** Figure 4.11 indicates that senior line managers were prominent in playing this role by providing direction, communication and empowering staff members with the necessary skills in order to reinforce new behaviours and culture to sustain the change initiative in the PS. This supports the view that senior managers of the organisation should provide strategy and improve interaction that encourages high levels of commitment and enthusiasm to lead the change process, as argued by Pendlebury *et al.* (1999:100). Change champions should be equipped with the tools necessary to enhance commitment to the change initiatives and programmes in the organisation (Cummings and Worley, 2009:183). Line managers should acquire

the necessary skills, such as technical skills, to enhance commitment and new behaviour that will sustain change over a period of time in the PS.

Directional Role

- **Directional role during the sustaining phase:** The findings of this study indicated that line managers were highly involved in institutionalising new systems and processes to develop a new culture in the PS. This is consistent with Van Tonder (2004:203), who stated that the role of line managers is to institutionalise the new state of affairs by taking the decision to reinforce change gains by celebrating change successes and sustaining change. One of the most critical roles of line managers in the PS is setting the direction to constantly assess the change intervention programme based on the level of effectiveness and institutionalising the successful change programmes.
- **Directional role across the levels of management:** The results from Figure 4.11 indicate that the senior line managers were stronger in institutionalising new organisational behaviour that brings about the new organisational culture in order to sustain change in the PS. According to Pendlebury *et al.* (1999:63), it is the role of line managers to sustain change and maintain the vision of the organisation by initiating new systems and culture as well as taking decisions to embark on a process of change and ultimately to be responsible for seeing it through. Cummings and Worley (2009:24) point out that sustaining change initiatives tends to stabilise the organisation so that it can move towards the desired state of affairs. This role involves the development of new skills that are needed when an organisation carries out new tasks for change in the PS.

Informational Role

- **Informational role during the sustaining phase:** From the results of the study line managers seem to be very involved in communicating new values and feedback about the intervention's results that are in line with the new change strategy of the PS. This finding supports the view of Hales (2007:33) that line managers should serve as spokespersons by communicating new systems and values that sustain change in the organisation. According to Cummings and

Worley (2009:31), the informational role at this stage involves a feedback session on the intervention's results from the line managers to the members of the organisation. This feedback also provides information about whether the changes should be continued or modified.

- **Informational role across the levels of management:** The results from Figure 4.11 indicate that senior line managers seem to be highly involved in communicating new processes, systems and values to staff members to sustain change in the PS. This supports the notion that the role of line managers is to sustain change through change programmes that promote new knowledge, skills and competencies, new leadership styles and staff learning to work as teams, thus becoming innovators and improvers of the change process, as stated by Burnes (2000:479). Information concerning the need to review the change initiative is very important at this stage: this exercise serves as a monitoring and evaluation process for the entire change process in the PS.

Interpersonal Role

- **Interpersonal role during the sustaining phase:** Line managers were highly involved in interacting with staff members to share the values that should support the new change strategy of the PS. This is in line with Burnes (2000:474), who stated that line managers should play the interpersonal role through empowering staff members concerning the new culture and strategy of the organisation in managing change. He further emphasises that employees and key stakeholders in the organisation should take responsibility for mastering change and line managers should take responsibility for empowering staff with the skills necessary to undertake change initiatives in the organisation (Burnes, 2000:474).
- **Interpersonal role across the levels of management:** The results from Figure 4.11 indicate that senior line managers were dominant in interacting with key stakeholders in reinforcing new commitment and enthusiasm towards change in the PS. This supports the view that it is the role of line managers to play a critical role to motivate, skill and re-skill personnel after the restructuring process in the organisation (Kroon, 1999:22). Line managers play an interpersonal role by

establishing new values which should be established and recognised by the members of the organisation; these values subsequently form part of the organisational culture (Kotter, 2005:1). The interpersonal role is critical for line managers to enforce the commitment of junior officials by inculcating new values to form a performance-orientated and productive culture in the PS.

Summary of the Roles of Line Managers

The results on the roles of line managers are summarised in terms of the different levels of management and phases of change in the PS. The results indicated that the catalyst, directional, informational and interpersonal roles were very critical and senior line managers seem to significantly associate with these roles during the planning phase in the PS. However, the catalyst role was the only role that was very important during the implementing transition phase of change in the PS and senior line managers seemed to be significantly associated with this role. The informational, interpersonal, directional and catalyst roles were very important to middle as well as senior line management during the sustaining phase of change in the PS. The results indicated that junior and middle line managers showed less involvement during the planning and implementing phases of change. Only the junior line managers were not strongly involved in the sustaining phase of change.

5.5 Limitations of the Study

The study had the following limitations:

- **Demographic data:** Although the researcher stated the matric as a minimum requirement for the participation in this study, it is realistic that respondents with matric as their highest qualification may have limited knowledge and understanding of certain concepts, particularly in the context of the study. The respondents with matric qualifications are regarded as semi-qualified in terms of the Employment Equity Act No. 55 of 1998. It is therefore recommended that future research of this nature should target graduates with at least the National Diploma qualification and above, as they are perceived to have a more appropriate level of literacy and understanding of concepts as required in a study of this nature.

- **Sample size:** The sample size for the study was sufficient with 154 respondents. The study did not explore the views of all public servants that were positioned at the different levels of management in the PS. It is therefore suggested that in future studies, the researchers should ensure that the sample size should be proportionally represented from each group of managers, such as junior, middle and senior managers, by firstly obtaining the total number of their population. Each level of management should not be over- or under-represented without knowing the overall distribution according to level of management in each department in the PS as the target population.
- **Generalisability:** The degree of variation on responses differed across levels of management, roles and phases of change, yet generalisation may not be applied to other organisations such as in South African local government, namely, local municipal offices, South African Police Service and public and municipal clinics and hospitals. Some are regarded as essential services as outlined by the Essential Services Act and they are service centred at operational level with minimal or no strategic focus. Some do not operate with three levels of management (junior, middle and senior management). They function with the operational mandate from the national and provincial government and are not functioning at a strategic and political leadership level, where change is significant and impactful.
- **Cross-sectional design:** a cross-sectional design was used and therefore it was not possible to control for confounding variables. The level of nonresponse is one concern, but a greater one still is that of biased response, where a person is more likely to respond when they have a particular individual or personal characteristic. This type of bias occurs when the respondents have a particular characteristic, such as senior managers in the catalyst role who may have a more positive response when compared to the catalyst role from the junior managers in dealing with change in the PS. Bias may occur when there are characteristics in question that may be related to the outcome. The difficulty to make causal inference may occur where the results from the question differ based on the situation and prevalence-incidence bias may occur when the results differ with time-frames (Levin, 2006:24-25).

5.6 Suggestions for Future Research

The following knowledge gaps are suggested for future research:

- A study to explore the roles of HR and line managers by applying a qualitative research design to gather facts, opinions and experiences of managers on the change process may be helpful to explain why certain roles are not strongly played. The study should be conducted using different instruments for each level of management, for instance, an instrument for testing HR senior managers should differ from HR middle managers and HR junior managers in the PS. This research suggestion is based on the fact that each level of management has its own unique skills and levels of responsibility that are dependent on the other level. Senior managers should possess **conceptual skills** as they are operating at a strategic level in order to understand the organisation and its business units as well as to coordinate activities (Kroon, 1995:21). Whilst middle managers should execute human skills such as **interpersonal skills** (the capacity to work with people and groups), with the responsibility to understand and motivate them (Kroon, 1995:21). Junior managers, however, operate at an operational level with **technical skills** (the application of techniques, procedures and resources required in specialised areas within the business to enhance production) (Kroon, 1995:21).

5.7 Summary

The purpose of this study was to explore the roles that line managers and HR managers have to play in leading and managing strategic change in the PS. The roles that line and HR managers have to play in leading and managing change in the PS have been theoretically determined and the fulfilment of these roles has been empirically explored. The literature review in Chapter 3 and empirical findings in Chapter 4 explored the roles of HR managers, which are the catalyst, designer, facilitator and demonstrator roles. The roles of the line managers were directional, informational, interpersonal and catalyst roles.

HR managers played the catalyst and designer roles during the planning phase of change, whilst in the implementing transition they played the catalyst role most significantly, whereas in the sustaining phase of change they played the catalyst and

facilitator roles most significantly as compared to other roles. Line managers played the directional, informational, and catalyst roles during the planning phase of change, and in the implementing transition phase they played the catalyst role, whereas in the sustaining phase they played the interpersonal, informational and directional roles most significantly as compared to other roles.

Empirical findings also addressed the purpose of the study that seeks to explore the roles that line managers and HR managers have to play in the change process. This was addressed by an empirical exploration of leading and managing strategic change in the PS through different levels of management, namely, senior managers (senior and top managers) are at corporate level and responsible for the organisational performance. Middle managers are functioning at operational level, and they focusing on the outputs at business level. Junior managers are operating at an implementation level or functional level and they are responsible for the operations at lower level in the PS.

5.8 Conclusion

The study addressed the purpose of the research which was, “to explore the roles of HR and line managers in leading and managing change in the PS sector”. The knowledge gap was based on the fact that “there has been no research that has explored, in any detail, specifically how HR managers go about managing change on a day-to-day basis” (Alfes, Truss & Gill, 2010:110). This study is an attempt to bridge this gap, where the prominence of the different roles of HR and line managers, who are responsible for implementing change in the PS, was explored. This exploration of the roles of HR and line managers was necessitated by the fact that line managers and HR managers are the front liners in attending to the needs of the organisation (McGuire, *et al.*, 2008).

The researcher suggests that certain change roles need to be more strongly played by HR and line managers to address the change management challenge that the PS faces, particularly since the inception of the democratic government in 1994. These roles aim to assist the managers of the PS to better address the change management need. Change in the South African Public Service has been characterised by the fact that over the past number of decades, and especially since the advent of democracy in South Africa, the PS has undergone tremendous change, mainly to adapt its service

delivery machinery to government's broadened mandate to serve all of the people of South Africa.

This mandate exists as result of the political, economic, social, technological and environmental factors that have a major influence on the PS administration where change affects government departments, groups and individuals. The PS is less effective than it could be, due to leaders and managers lacking direction, not presenting a vision of the future and lacking commitment to deal with change requirements. Some inefficiencies can be attributed to an impoverished understanding of the roles of management and leadership during the change process at an organisational level.

Individuals developed resistance, which was largely fuelled by distrust of the changing system, fear of losing job security, a limited understanding of the need for change and a lack of ownership of the change process. In the absence of change management, these influences raise major concerns, as they negatively affect service delivery as well as organisational efficiency in the PS.

Given the resource constraints faced by all governments, but especially the South African Government, it is clear that extraordinary measures would be necessary to stretch the ability of the PS to deliver services. Therefore, one of the necessary measures is the change management solution, where the roles of key stakeholders, HR as well as line managers, are defined and outlined from the planning phase, through the implementing transition phase and finally to the sustaining phase of the change process for the broader South African Public Service.

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APPENDIX A

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and Management Sciences

Department of Human Resource Management

Strategic change in the Public Service: Differential roles of human resource and line managers

Dear Participant

This study is conducted by Mr Sizwe Nkosi, (SVNkosi@tourism.gov.za) for the degree MPhil in the Department of Human Resource Management in the Faculty of Economic and Management Sciences at the University of Pretoria. Ethical clearance was granted by the faculty ethics committee for the study to be conducted, and your Department has given formal consent for the study to be conducted. Your participation in the study is important, and your opinion on each of the questions will be much appreciated.

The purpose of the study is to identify the different roles that **Human Resource managers** play during three phases of strategic change implementation in the Public Sector. The three phases that are covered in the questionnaire are:

1. The planning phase
2. The transition phase
3. The sustaining phase

You will be asked to indicate to what degree you were involved as a role player during the different phases of the change process.

Please note the following:

- This study is an anonymous survey, therefore your name will not be identifiable and your answers will remain confidential. You cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 15 minutes of your time.
- The results of the study will be used for research purposes only, and may be published in an academic journal.

Please contact the study leaders, Dr Chantal Olckers (chantal.olckers@up.ac.za) or Dr Arien Strasheim (arien.strasheim@up.ac.za), if you have any questions or comments regarding the study.

Please think about the **most recent strategic change** initiative that you have been involved in as **HR manager**. Please indicate with an 'X' to what extent you agree or disagree with each of the following statements.

A	The phase of <u>planning</u> the change initiative	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I took the initiative to identify human resource areas of improvement in the departmental strategy.	1	2	3	4	5
2	I participated in reviewing the present state of the departmental human resource (HR) strategy to determine the need for change.	1	2	3	4	5
3	I identified the desirable future HR outcome of change in order to develop the change vision.	1	2	3	4	5
4	I designed the human resource strategy to meet the needs of the departmental strategy.	1	2	3	4	5
5	I took the initiative to identify areas of improvement in the departmental HR Strategy.	1	2	3	4	5
6	I had to set the direction to develop the vision for the new HR strategy.	1	2	3	4	5
7	I demonstrated the implementation of the new human resource strategy to bring about change in the department.	1	2	3	4	5
8	I communicated the purpose of the new HR strategy to the all the employees in the department.	1	2	3	4	5
9	I presented information on the new HR Strategy for change to employees.	1	2	3	4	5

A	The phase of <u>planning</u> the change initiative	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
10	I facilitated the involvement of HR staff members during the change process in the department.	1	2	3	4	5
11	I involved HR experts in the department to share their views in developing the vision for change.	1	2	3	4	5
12	I coordinated the participation of relevant HR staff members from the department to contribute in planning for change.	1	2	3	4	5

B	The phase of <u>implementing</u> the transition	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I coordinated the HR involvement in the strategic change rollout plan to enable effective transition.	1	2	3	4	5
2	I proposed necessary human resources that will serve as enablers during the change process.	1	2	3	4	5
3	I provided human resources that serve as catalyst to enhance the change process.	1	2	3	4	5
4	I facilitated workshops and information sessions to enhance the understanding of the strategic change vision to employees.	1	2	3	4	5
5	I interacted with HR experts to obtain HR commitment to participate in the change process in the department.	1	2	3	4	5
6	I identified key HR experts in order to gain support during the change process.	1	2	3	4	5
7	I interacted with organised labour to participate in the change process in the department.	1	2	3	4	5
8	I shared in the implementation plan of the HR strategic change rollout plan during the implementation of the transition.	1	2	3	4	5
9	I disseminated the HR change information to key stakeholders to enforce commitment during the change process.	1	2	3	4	5
10	I provided the necessary resources to support the requirements during the change process.	1	2	3	4	5

B	The phase of <u>implementing</u> the transition	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
11	I chose an appropriate change strategy to be implemented in the department.	1	2	3	4	5
12	I planned the transition activities that involved the establishment of the change goals.	1	2	3	4	5

C	The phase of <u>sustaining</u> the change	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I empowered staff members through HR development with the necessary skills to sustain the change initiative.	1	2	3	4	5
2	I put the necessary mechanisms in place to reinforce new behaviours to accomplish the new HR strategy.	1	2	3	4	5
3	I monitored and evaluated the efficiency of the HR strategy in the change management process of the department.	1	2	3	4	5
4	I designed new HR systems and processes to develop a new culture in the department.	1	2	3	4	5
5	I initiated capacity building for HR staff members to become innovators of the change process through on-the-job counselling and coaching.	1	2	3	4	5
6	I instituted HR new systems and processes to develop a new culture in the department.	1	2	3	4	5
7	I illustrated new values that are in line with the new change strategy of the department.	1	2	3	4	5
8	I communicated new values that are in line with the new HR strategy of the department.	1	2	3	4	5
9	I provided feedback sessions to HR staff members about the results of the interventions.	1	2	3	4	5
10	I facilitated with staff members and other managers about the values that should support the new change strategy of the department.	1	2	3	4	5

C	The phase of <u>sustaining</u> the change	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
11	I interacted with HR staff members by raising an awareness about the change process in order to sustain the change process.	1	2	3	4	5
12	I reinforced new behaviours during the change processes by enforcing commitment from the human resource employees who were needed to implement the change.	1	2	3	4	5

D: Please indicate your demographic background by marking the appropriate block:

1. Gender

Male	1	
Female	2	

2. Race

African	1	
Coloured	2	
Indian	3	
White	4	

3. Age

21 – 30	1	
31 – 40	2	
41 – 50	3	
51 – 60	4	
61 – 65	5	

4. Length of service in the Public Service

Less than 1 year	1	
1 – 5 years	2	
6 -10 years	3	
11 -20 years and more	4	

5. Position in Human Resource Management

Junior Management (Assistant Director)	1	
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Middle Management (Deputy Director)	2	
Senior Management (Director and Chief Director)	3	
Top Management (Deputy Director General and Director General)	4	

6. Qualifications

Matric	1	
National Diploma	2	
Bachelor's Degree	3	
Postgraduate Degree	4	

7. Department

Basic Education	1	
Cooperative Governance and Traditional Affairs	2	
Energy	3	
Home Affairs	4	

7. Department

Economic Development	5	
Human Settlements	6	
Higher Education and Training	7	
International Relations and Cooperation	8	
Mineral Resources	9	
Performance Monitoring and Evaluation	10	

Public Enterprises	11	
Public Works	12	
Rural Development and Land Reform	13	
The Presidency	14	
Tourism	15	
Women in the Office of Presidency	16	

APPENDIX B

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and Management Sciences

Department of Human Resource Management

Strategic change in the Public Service: Differential roles of HR and line managers

Dear Participant

This study is conducted by Mr Sizwe Nkosi, (SVNkosi@tourism.gov.za) for the degree MPhil in the Department of Human Resource Management in the Faculty of Economic and Management Sciences at the University of Pretoria. Ethical clearance was granted by the faculty ethics committee for the study to be conducted, and your Department has given formal consent for the study to be conducted. Your participation in the study is important, and your opinion on each of the questions will be much appreciated.

The purpose of the study is to identify the different roles that **Human Resource and Line managers** play during three phases of strategic change implementation in the Public Sector. The three phases that are covered in the questionnaire are:

1. The planning phase
2. The transition phase
3. The sustaining phase

You will be asked to indicate to what degree you were involved as a role player during the different phases of the change process.

Please note the following:

- This study is an anonymous survey, therefore your name will not be identifiable and your answers will remain confidential. You cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.

- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 15 minutes of your time.
- The results of the study will be used for research purposes only, and may be published in an academic journal.

Please contact the study leaders, Dr Chantal Olckers (chantal.olckers@up.ac.za) or Dr Arien Strasheim (arien.strasheim@up.ac.za), if you have any questions or comments regarding the study.

Please think about the **most recent strategic change** initiative that you have been involved in as **line manager**. Please indicate with an 'X' to what extent you agree or disagree with each of the following statements.

A	The phase of <u>planning</u> the change initiative	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I participated in the decision making process to improve the departmental strategic plan.	1	2	3	4	5
2	I took the initiative to identify areas of improvement in the departmental strategy.	1	2	3	4	5
3	I set direction to develop the vision for the new strategy.	1	2	3	4	5
4	I communicated the purpose of the new strategy to employees.	1	2	3	4	5
5	I presented information on the new strategy for change to employees.	1	2	3	4	5
6	I explained the rationale for strategic change for employees to understand the change vision.	1	2	3	4	5
7	I identified the key stakeholders in the department to serve as mechanisms to achieve strategic change.	1	2	3	4	5

8	I involved relevant people in the department to share their views in developing a vision for change.	1	2	3	4	5
9	I coordinated the participation of relevant members from the department to contribute in planning for change.	1	2	3	4	5
10	I enhanced the participation and involvement of employees in the strategic change.	1	2	3	4	5
11	I participated in reviewing the present state of the departmental strategy to determine the need for change.	1	2	3	4	5
12	I identified the desirable future outcome of the department in order to develop a change vision.	1	2	3	4	5

B	The phase of <u>implementing the transition</u>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I provided the necessary resources to support the actions that are required during the change process.	1	2	3	4	5
2	I chose an appropriate change strategy to be implemented in the department.	1	2	3	4	5
3	I planned transition activities that involved the establishment of the change goals.	1	2	3	4	5
4	I proposed the necessary resources that served as enablers during the change process.	1	2	3	4	5
5	I coordinated participation of key stakeholders in the change activities to enhance effective transition.	1	2	3	4	5
6	I formulated a change strategy for gaining support during the change process.	1	2	3	4	5
7	I communicated the strategic change process to enhance the implementation of the strategic change.	1	2	3	4	5
8	I shared the implementation of the strategic change rollout plan when implementing transition.	1	2	3	4	5
9	I disseminated information to key stakeholders to enforce commitment during the change process.	1	2	3	4	5
10	I identified key stakeholders in order to gain support during the change process.	1	2	3	4	5

11	I pinpointed change advocates to supply interpersonal skills to guide the strategic change.	1	2	3	4	5
12	I interacted with others to mobilise commitment to participate in the change process in the department.	1	2	3	4	5

C	The phase of <u>sustaining</u> the change	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I put the necessary mechanisms in place to reinforce new behaviour and culture to accomplish the new strategy.	1	2	3	4	5
2	I empowered staff members with the necessary skills to sustain the change initiative.	1	2	3	4	5
3	I monitored and evaluated the efficiency of the change management process in the department.	1	2	3	4	5
4	I instituted new systems and processes to develop a new culture in the department.	1	2	3	4	5
5	I identified the need of new organisational behaviours to maintain the change process.	1	2	3	4	5
6	I initiated capacity building for staff members to become innovators of the change process through on-the-job counselling and coaching.	1	2	3	4	5
7	I communicated new values that are in line with the new change strategy of the department.	1	2	3	4	5
8	I provided feedback sessions to staff members about the results of the intervention.	1	2	3	4	5
9	I shared the need of adjusting the change process to improve its effectiveness.	1	2	3	4	5
10	I interacted with staff members to share the values that should support the new change strategy of the department.	1	2	3	4	5

11	I interacted with staff members by raising an awareness about the change process in order to sustain the change process.	1	2	3	4	5
12	I reinforced new behaviours during the change processes by enforcing commitment from the members of the organisation who are needed to implement change.	1	2	3	4	5

D: Please indicate your demographic background by marking the appropriate block:

1. Gender

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Female	2	

2. Race

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3. Age

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5. Position as a Line Manager

Junior Management (Assistant Director)	1	
Middle Management (Deputy Director)	2	
Senior Management (Director and Chief Director)	3	
Top Management (Deputy Director General and Director General)	4	

6. Qualifications

Matric	1	
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7. Department

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Cooperative Governance and Traditional Affairs	2	
Energy	3	
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8. Department

Economic Development	5		
Human Settlements	6		
Higher Education and Training	7		
International Relations and Cooperation	8		
Mineral Resources	9		
Performance Monitoring and Evaluation	10		
Public Enterprises	11		
Public Works	12		
Rural Development and Land Reform	13		
The Presidency	14		
Tourism	15		
Women in the Office of Presidency	16		