

Exploring the effects of restructuring on staff of the South African labour inspectorate

by

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ABSTRACT

The Department of Labour (DoL) is responsible for regulating the Labour market and plays a significant role in reducing unemployment, poverty and inequality through a set of policies, legislation and programmes developed in consultation with social partners. Compliance with these policies and legislation are enforced by the inspectors of the DoL, which during 1999 identified inspections service as one of the areas of be restructured. This restructuring initiative aimed at providing an integrated inspection service whereby one inspector visited one company to inspect compliance and to perform a range of functions covering several pieces of labour legislation, regardless of field of his or her specialty or expertise.

After the restructuring, the DoL experienced a high turnover of inspectors and most of the skilled and specialist inspectors left the service, leaving behind inspectors with irrelevant or no tertiary qualifications. This in turn caused a decline in the performance of the inspectorate and thus in compliance with labour legislation because of a lack of enforcement.

Between 1999 and 2010 a series of changes and restructuring initiatives were attempted to ensure improved compliance and to retain inspectors with the necessary qualification and expertise. Because of the challenges faced by the inspectorate this research was conducted, to investigating whether a change management model was used to identify the needed. It also sought to determine if the work-related outcomes of Productivity, Job Satisfaction and Intention to Quit, were influenced by the change and how change initiatives over the past years had affected the feelings, behaviour and performance of the inspectors.

A mixed qualitative and quantitative research approach was followed in this study, with data collected from employees using a closed-ended questionnaire and five-point Likert scale. The official company documents were also used for existing information relevant to the study. Exploratory statistics was used to interpret the results, which indicated the existence of significant patterns of variables being studied in the sample.

The study results indicate that two factors or constructs could be extracted from the questions that measure the 10 principles of change management, labelled as *the Purpose of change and the Implementation of integration*. The majority of the respondents indicated that the purpose of the integration process was not properly identified and that the implementation process of the integration initiative not properly followed. The research also

indicated that the purpose and the implementation of the change initiatives were predictors for Job satisfaction, and the purpose and implementation of a change initiative were clearly defined and executed, then employees would be more satisfied with their jobs.

Research also indicated that implementation of change initiatives is a significant predictor of intention to quit, thus if followed correctly the employees would not want to quit. The research also indicated that there were no statistically significant differences between gender and the variables of purpose, Implementations, Productivity, Job Satisfaction or Intention to Quit. However, there were statistically significant differences between the experiences of these variables and the age, province and qualifications of the respondents.

A number of recommendations are made to assist in resolving the problems to improve the effectiveness of the planned future restructuring process, work outcome, productivity, job satisfaction, and intention to quit.

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DEFINITIONS AND ABBREVIATIONS

BCEA	Basic Conditions of Employment Act, Act No. 75 of 1997
COIDA	Compensation for Occupational Injuries and Diseases Act, 1993
DoL	Department of Labour
DPSA	Department of Public Service and Administration
EEA	Employment Equity Act, 1998
IBS	Integrated Beneficiary Services
IIES	Integrated Inspection and Enforcement Services
ILO	International Labour Organisation
LRA	Labour Relation Act, 1995
MSS	Management Support Services
OHS	Occupational Health and Safety
OHS	Occupational Health and Safety Legislation
OHSA	Health and Safety Act, Act No. 85 of 1993
SDA	Skills Development Act, 1998
SDLA	Skills Development Levies Act, 1999
UIA	Unemployment Insurance Act, 2001
UIF	Unemployment Insurance Fund

CHAPTER 1

RESTRUCTURING INITIATIVE OF THE LABOUR INSPECTORATE

1.1 INTRODUCTION

This study was undertaken to assess whether the ten principles of change management (Coetsee, 2002) had been followed during a restructuring initiative of the South African labour inspectorate and to determine the possible impact that organisational restructuring had on the Productivity, Job Satisfaction, Intention to Quit and the performance of labour inspectors of the national Department of Labour. Restructuring an organisation is common and is carried out to ensure that the company is more effective and efficient with minimum resources. Change has become inevitable in all dynamic organisations, but how it is managed will influence whether or not the change will be traumatic.

Over the past several years the Department of Labour (DoL) has been engaged in several projects which dealt with the review of a number of areas, including the Directorate Inspection and Enforcement Services, responsible for operations within provinces, and Occupational Health and Safety. The DoL is responsible for regulating the labour market and plays a significant role in reducing unemployment, poverty and inequality through a set of policies and programmes developed in consultation with social partners. These are aimed at:

- improving economic efficiency and productivity
- developing skills and creating employment
- building sound labour relations
- eliminating inequality and discrimination in the workplace
- alleviating poverty in employment
- enhancing occupational health and safety awareness and compliance in the workplace
- nurturing the culture of acceptance that worker rights are human rights.

The vision of the DoL is to strive for a labour market that is conducive to investment, economic growth, employment creation and decent work. The programmes of the Branches and the Funds are carried out through a network of labour centres (125), visiting points, and one or two mobile units in each province, equating to 152 in total. These labour centres and other contact points within the DoL administer the various statutes and programmes for which it is responsible.

The Inspections and Enforcement Services Business Unit (IES) was set up during the restructuring of the inspections service of the DoL during 1999, with the task of implementing, inspecting and enforcing the following labour legislation:

- Basic Conditions of Employment Act, Act No. 75 of 1997 (BCEA);
- Labour Relation Act, Act No. 66 of 1995 (LRA);
- Employment Equity Act, Act No. 55 of 1998 (EEA);
- Occupational Health and Safety Act, Act No. 85 of 1993 (OHSA);
- Unemployment Insurance Act, Act No. 63 of 2001 (UIA); and
- Compensation for Occupational Injuries and Diseases Act, Act No. 130 of 1993 (COIDA).

The labour inspectors are therefore responsible for:

- ensuring compliance with the legal requirements of the legislation
- enforcement through the issuing of prohibition, contravention and improvement notices
- conducting advocacy information sessions
- inspecting complains from employers
- providing statutory services to the clients as required by legislation.

During 1999, the DoL went through a period of restructuring and the inspection service was one of the areas identified, the purpose being to move towards a service wherein one inspector visited one company and performed a range of functions covering several pieces of labour legislation, rather than several inspectors from the same department visiting at different intervals, one after the other, or at worst all arriving on the same day to conduct inspections.

The DoL then committed itself to being in line with the worldwide trend towards offering stakeholders 'smart' initiatives and programmes to achieve its broader objectives. In order for it to be effective in delivering on its mandate it realised that it would need world-class systems to support management and help ensure that its resources were well positioned. While the aforementioned was taking place in inspection and enforcement services the Occupational Health and Safety chief directorate was engaged in its own review of how it conducted its business, which also commenced with an instruction from Cabinet in 1999 for all health and safety competencies in the different departments to merge. This included the Department of Minerals and Energy as well as the Department of Health. While this 'smart' approach served a broader purpose at the time, it was to prove very restrictive or limiting in its impact on service delivery. For this purpose the strategy was reviewed.

An additional challenge faced by Inspection and Enforcement Services is that of staff loss and retention, and the time taken to train staff up to the required level. The implication of this is far reaching in that the organisation suffers in terms of quality or work being performed. Currently, due to there being no coherence in its national training, either internally or externally, there are varying degrees of knowledge on the entry level staff within the first two to three years within the Inspections and Enforcement Services.

This loss takes place across all levels and places the Inspections and Enforcement Services section under strain as there is no continuity in the services offered, viz. in smaller labour centres one may find an OHS inspector qualified in a particular discipline and trained to a particular level, but who leaves after two years. Another 'OHS person' employed by the DoL may undergo training for three months, if fortunate. This type of dynamic within the organisation is negative because it could take anywhere from three to five years for a person in the field of OHS to start operating in that field effectively. The same applies to EEA as well as the BCEA. The idea of six months induction, while a good one, does not mean that a person becomes a fully operational field operator, and the programmes are not effectively managed.

Mentoring takes place for a short time before the mentee is returned to his or her office with little knowledge base of what is required. This same person is then expected to go out and ensure that the mandate of the DoL is met. Over the years, mentoring of staff has proven to be a serious challenge and to this end the DoL are exploring ways to professionalise the inspection service and put in place the required programs to achieve

this goal, while at the same time rising to the challenge of increasing compliance in an environment that speaks to the needs of all of its clients.

The IES currently have shortcomings in the existing structure both nationally and provincially, so a new strategy, known as 'professionalisation of the inspectorate' will be implemented in the 2012/2013 financial year. The strategy will allow inspectors who are educated and well trained to carry out inspections, audits and investigations only in their field of speciality. Specialists will supply technical information and advice to employers and workers concerning the most effective means of complying with the legal provisions. Inspectors will be able to bring to the notice of the competent authority defects or abuses not specifically covered by existing legal provisions. This will ensure that inspectors are committed to learning and development that is linked to a career path, hopefully leading to improved compliance with labour legislation and focus on the strategic weak links of the enforcement mechanisms, as well as identifying an appropriate intervention plan

1.2 PROBLEM STATEMENT

The study aims to establish whether past organisational restructuring of the DOL Inspectorate had an impact on the Productivity, moral and retention of inspectors and whether current plans to restructure the inspectorate are following proper change management principles. The research will identify whether the past and current restructuring and retention interventions played a role in the deterioration of the inspectorate from the year 2000.

1.3 RESEARCH OBJECTIVES

The primary research objective is to determine whether restructuring initiatives in the inspectorate of the Department of Labour followed a structured change management model and whether they had an impact on the Productivity, Job Satisfaction and intention to quit of the inspectors.

The secondary objective is to determine how change and restructuring initiatives over the decade 2000 to 2010 affected the inspectors' feelings, behaviour and Performance.

1.4 THE SCOPE OF THE STUDY

The field of this study falls within the discipline of change management and organisational development.

The organisation under investigation is the department of labour's inspection and enforcement business unit (IES). The department of has five main braches or business units and it has got its footprint across the nine provinces of South Africa. A detailed description of IES is articulated in Chapter 2.

1.5 RESEARCH METHODOLOGY

The research was based on an initial review of the inspectorate and a literature review in the areas of organisational development and change management. The evaluation of past and current change initiatives were then based on obtaining empirical data from the branch under review.

1.5.1 Phase 1: Literature review

In phase one a complete review will be given on the topic, covering the following:

1. Models and the principles of change management
2. Sources of resistance to change
3. Requirements for change and change management models
4. Restructuring initiatives in the Department of Labour

The available literature was obtained in the form of books, magazines, published articles and the Internet (*Google scholar, e-Books, J-tutor*, and various databases form the University's library such as *Ebsco host* and *Sciences Direct*). The main objective of this review, besides establishing previous research, was to create a theoretical base for the completion of the survey questionnaire.

1.5.2 Phase 2: Empirical study

- The empirical study consisted of establishing the research design, participants, measuring instrument, and statistical analysis. It was performed through analysis of quantitative and qualitative data. A questionnaire comprising both open and closed ended questions was compiled by the researcher in line with the objectives of the research, with care given to the questions' content in terms of non-ambiguity, relevance, general validity and interpretation. Convenience sampling was employed, during which participants were selected at the convenience of the researcher, comprising 895 labour inspectors.

1.5.2.1 *Research Design*

There are three main research approaches, namely quantitative and qualitative and a mixed method approach that combines the two. They refer to how data is collected, analysed and the type of generalisation that might be derived from it¹. The quantitative approach is used for the testing of hypotheses and the qualitative approach measures perceptions and attempts to develop context bound generalisation (McMillan & Schumacher, 1993). During this research a qualitative research methodology was followed because the emphasis was on the perspectives of the individuals being studied and its usefulness for studying a limited number of cases in greater depth (Johnson & Onwuegbuzie, 2004). The approach was therefore suitable for drawing on perceptions of the inspectors about the change management problem, and helped gain an in-depth understanding of the motivations and feelings of these employees as participants (McDaniel & Gates, 2001).

There are two types of data, namely, primary data and secondary, defined by Cooper and Schindler (2003) as, respectively, original raw data collected for the first time without filtering or interpretation by a second party, and that which already exists. Primary data used in this study was collected from inspectors of the DoL, and secondary data from official company documents.

¹ Although 'data' is the Latin plural of datum it is generally treated as an uncountable noun and so takes a singular verb (*Concise Oxford English Dictionary*, 2011, Eds. Stevenson & Waite).

1.5.2.2 Participants

The sample was drawn from all 125 Labour Centres of the DoL, with all nine provinces in South Africa, the population of interest being defined as 1000 inspectors from the department. McDaniel and Gates (2001) have described the population of interest as the total group of people from whom information is needed, in this case the national labour inspectors. Other Inspection and Enforcement Services staff, such as management and support staff were excluded because the majority of the change initiatives in the inspectorate affected the inspectors. The population chosen also has knowledge and experience of prior restructuring initiatives.

Because the population was large, a cluster sample was taken, defined by Coldwell and Herbst (2004) as a set of respondents selected from a group of individual people who are the subject of a study made up of around 1095 respondents. The sample size is important because if it is too small it will not relate reliably to its population (Charlesworth, Lawton, Lewis, Martin & Taylor, 2001), so the larger the sample the greater the likelihood of it being representative of the population being studied.

1.5.2.3 Measuring battery

The data was collected using a questionnaire defined by McDaniel and Gates (2001) as a set of questions designed to generate the data necessary for accomplishing the objectives of the research project. For Wilkinson and McNeil (1996), the advantages of a questionnaire are that data recording is objective, anonymity is easy to accomplish and the method is adaptable to most research situations. The questionnaire contained both closed and open-ended questions. Closed-ended questions are simple to complete and play a role in avoiding differences in interpretation (Bailey, 1987), with participants requested to select one of the listed alternative responses and these then measured on a five-point Likert type scale. The questions required the participants to strongly agree, agree, be neutral, disagree or strongly disagree, the neutrality option allowing effective answering of the questionnaire. However, possible limitations are that it is easy for a respondent who has no opinion to try and guess the appropriate answer, or, as Coldwell and Herbst (2004) argue, the inclusion of neutrality may encourage non-committal.

The official DoL records of past events, written or printed, will also be used in the investigation, as stated above. The advantage of using records of past events is the low cost involved since the data already exists.

1.5.2.4 Statistical Analysis

Statistical analysis was carried out using the SPSS programme (SPSS, 2009), with Cronbach alpha coefficients and inter-item coefficients used to assess the internal consistency of the measuring instrument (Pietersen & Mare, 2009). Descriptive statistics (means and standards deviations) were used to analyse the data. The significance of differences between demographics is established by means of MANOVA and ANOVA tests. A cut-off point of 0.50 representing a medium effect; and 0.80 representing a large effect, is set for practical significance of the results (Cohen, 1988). The level of statistical significance is set at $p < 0.01$. The effect sizes are computed to assess the practical significance of relationships in the study. A stepwise multiple regression analysis was conducted to determine the percentage of the variance in the dependent variable (Productivity, Job Satisfaction and Intention to Quit).

Content analysis was used to analyse and interpret the research data obtained from the open-ended questions in a systematic, objective and quantitative way (Giorgi, 1985). Content analysis is the gathering and analysis of textual content, and refers to messages, e.g., meanings, words, symbols and themes. The most important idea behind content analysis is that the many words of the text are classified into considerably fewer content categories in order to analyse the content of the open-ended questions. The following procedure was followed, in line with the recommendations of Calitz (2004):

- Step one was to universalise the context that needed to be analysed and to define the different categories, e.g., the different questions and the responses.
- Step two was to determine the sub-units of the analysis, namely words and themes. The researcher had to read through all the responses numerous times to understand the context and to determine the different themes. The words used by the respondents formed the analysis. The sub-themes were different words and were combined to determine the themes. The analysis of all the information continued until the repeated themes were identified.
- The third step was data cleansing, to get rid of the information that was not needed and to determine the meaning of the sub-units.
- Step four consisted of converting the respondents' words and concepts into scientific language. The precise words of the respondents were used in support.

The number of objects per category was counted and placed in order of preference.

1.5.2.5 Avoidance of bias

Cooper and Schindler (2003) explain bias as the distortion of responses in a certain direction and describe it as the absence of a balanced presentation of information. For instance, the investigation might have been at risk of response bias if the respondents were aware that there would be financial implications for the newly planned change initiatives of the Inspectorate, and this knowledge might have led to incorrect responses. The researcher is a member of EXCO and the Director in the Inspectorate, and the questionnaire was administered from the office of the Chief Inspector. This might have influenced the behaviour and responses of the respondents. Therefore, relevant information was sourced from company documents, over and above the data gathered through the questionnaire, to enhance validity and accuracy in mitigation of bias.

1.5.2.6 Ethics

Cooper and Schindler (2003) argue that the goal of ethics in research is to ensure that no one suffers adverse consequences, and comprise norms that guide moral choices about behaviour and relationships with others. Ethical research requires personal integrity from the researcher and avoidance of violating non-disclosure agreements, breaking respondent confidentiality, misrepresenting results and deceiving people. During the research project anonymity, privacy and confidentiality were ensured by providing guarantees through the questionnaire format of tick boxes and closed-ended questions. The true purpose of the study was also revealed in a covering letter with the questionnaire. Permission was received from the DoL for the investigation to be conducted and the necessary confidentiality agreements signed. The researcher endeavoured not to disclose findings of the research project that are not consistent with or are not justified by the available data. The conduct of the researcher was ethical and the participants were treated ethically.

1.5.2.7 Reliability

Reliability is defined as the degree of consistency of the results over repeated testing (Wilkinson & McNeil, 1996). Attempts were made to improve reliability through the structure of the questionnaire, which considered the topic, the research objectives as well as the type of respondents.

1.5 DELIMITATIONS AND LIMITATIONS

There were a number of limitations to the investigation, which was carried out nationally on labour inspectors only. It is important to note that the entire Department had undergone various change initiatives, irrespective of the branches. The scope of the study covers the perception of Labour Inspectors, however it was limited to a defined sample from the population of interest nationally. In addition, the findings cannot be generalised to environments outside of the labour inspectorate or beyond the current investigation.

Secondary data collected from official company documents might have been collected for reasons different from those of the current investigation.

1.6 CHAPTER DIVISION

The study followed the following outline:

- **Chapter 1** has provided the organisation's background, the possible problem of mismatch between the organisation and the operating environment, the objectives of the research likely to provide some of the answers to the mismatch in the organisation-environment relationship, and the methodology of the research.
- **Chapter 2** literature provided insight into the underlying factors in the research problem and advances further explanations of the management problem through the use of management theories and representations for extended understanding using business models.
- **Chapter 3** documents the research methodology applied in the investigation and explains the suitability and limitations of the selected approach.
- **Chapter 4** presents the research data, analyses the data and discusses the outcome of the analysis.
- **Chapter 5** records major findings and conclusions from the research results and documents possible answers to the management problem subject to the investigation.

1.7 CHAPTER SUMMARY

Chapter 1 has provided a discussion of the problem statement, research objectives, measuring instrument and the reach method were also explained. This section laid a strong foundation for the rest of the chapters. The chapter supplied an overview of the DoL and the change and restructuring initiatives they have implemented to ensure increased compliance with all the labour legislation. However these initiatives had both positive and negative effects on the labour inspectorate business unit and in particular the inspectors. The biggest problem that the inspectorate faces was high staff turnover. In order to determine that magnitude of the problem this study was commissioned to determine whether the restructuring initiatives followed the elements of a structured change management model and to determine the productivity, job satisfaction and intention to quit levels of the inspectors. Lastly it needed to be established how restructuring initiatives affected the feelings, behaviour and performance of the inspectors.

CHAPTER 2

LITERATURE REVIEW: MANAGEMENT MODELS

2.1 INTRODUCTION

In this chapter, theories and management models are discussed and the forces that drive the need for change highlighted, possible obstacles for change and challenges of change readiness faced by the organisation.

2.2 DEFINITION OF CHANGE MANAGEMENT

Organisations evolve because of global, economic and technological developments and this makes change inevitable in an organisation's lifecycle. Their management bring about change to increase its effectiveness and capability to change itself. Cummings and Worley (2005) define change management as the tools, techniques and processes that determine the scope and resources, and that direct activities to implement a change. Change management is concerned with the transferral of skills, knowledge and capacity to manage change in the future. According to Armstrong and Stephens (2005) and Thompson and Martin (2005) change management is the process of ensuring that an organisation is ready for change as well as the process of managing its implementation.

Swanepoel, Erasmus, Van Wyk and Schenk (2008) conceptualise organisational change as a phenomenon that can be examined from four different perspectives, namely, corporate transformation, modular transformation, incremental adjustment and fine tuning. The scale of change subject to the study is incrementally modified, which Swanepoel et al. (2008) explain as involving distinct changes to strategies, structures, or business processes in response to changes in the external environment. Schermerhorn, Hunt and Osborn (2005) concur, referring to the scale of change as transformational change entailing the organisation undergoing significant shifts in its overall purpose, underlying values, beliefs, supporting strategies and structures. The DoL embarked on various turnaround and change initiatives (see Chapter 1), in the form of incremental adjustments or transformational change to improve the inspectorate and to adapt to changes in the international inspectorate environment.

2.3 FORCES OF CHANGE MANAGEMENT AND ITS INEVITABILITY

According to Kreitner and Kinicki (1995), the need to change can be found by monitoring the forces for change, which originate from both external and internal sources. They listed four external forces for change, namely:

- Demographic characteristics which organisations need to manage diversity effectively
- Technological advancement which might be seen as a means to enhance productivity
- Competitiveness, changes in the market caused by the emergence of a global economy
- Social and political pressures.

According to Kreitner and Kinicki (1995), the forces for change that originates from within the organisations are generally the result of human resource concerns and managerial decisions. The former originate from a mismatch between individual and organisational desires, whereas the latter encourage change as a result of inadequate organisational direction. Kreitner and Kinicki's opinion on external forces are in line with that of Fahey and Narayanan (1986), who regard factors external to the organisation as key drivers of change. The four main factors are sociological, technological, economic and political (Figure 2.1.):

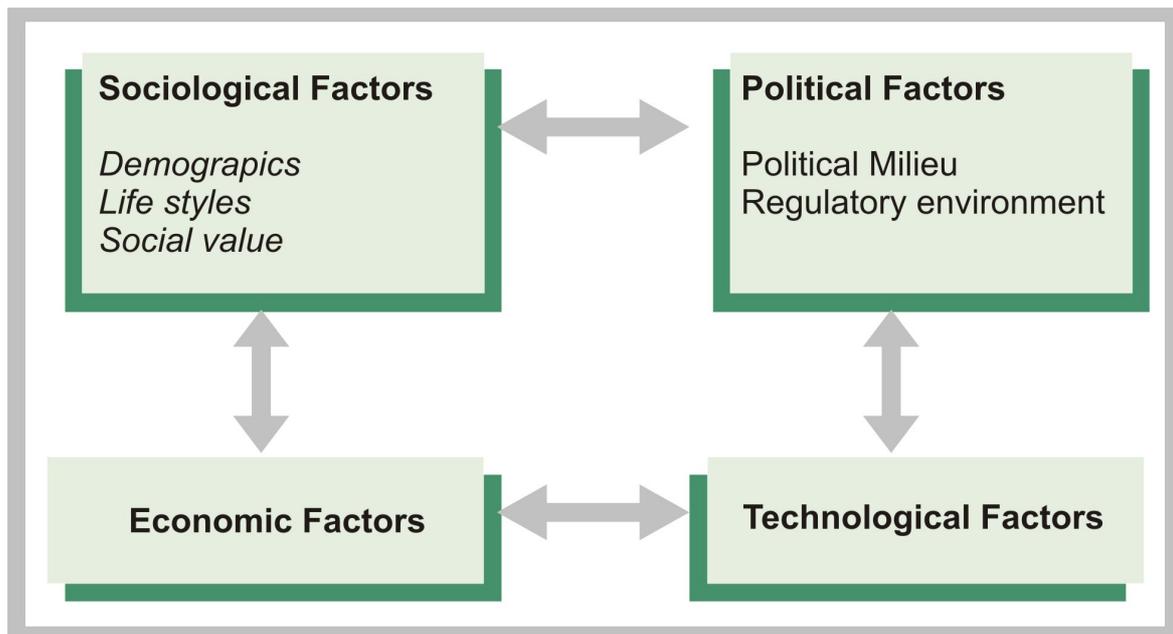


FIGURE 2.1: MODEL OF THE MACRO-ENVIRONMENT (FAHEY & NARAYANAN, 1986)

Kotter (1996) indicates that external macroeconomic forces are the drivers of change, pushing organisations to continue their efforts to reduce costs, improve quality of products and services, locate new opportunities for growth, and increase productivity. This reflects the view of Kreitner and Kinicki (1995), with regard to globalisation being among the factors pushing organisations to make improvements, as well as Swanepoel et al. (2008), that internal forces for change derive from such external forces as political, economic, social, technological factors. Smit and Cronje (2002) argue that forces for change are made up of external variables that represent six uncontrollable environmental factors, namely, technological, economic, social, political, ecological and international variables. This indicates consensus among the specialists that forces external to the organisation are the key drivers for change, albeit pressure for change may also result from internal forces.

2.4 RISKS AND PROBLEMS WITH CHANGE MANAGEMENT INITIATIVES

With the rate of technological growth, the information age, and the global economy, change has become the normal state of business, however organisational change is not

always straightforward, with as many as two-thirds of organisational total quality management efforts failing. Senior sponsors of the change often blame this on employee and middle manager resistance to change, and at times this is true. More often, however, senior leaders and managers overestimate how much change they can force on the organisation, with some not understanding how difficult it is to lead and implement change effectively.

Leading and implementing change requires people skills (Tanner, 2009), and in turn one of the main benefits of effective organisational change initiatives is improved organisational performance. The main risk is that the change can go wrong, and it can upset well-established and effective practices. It can be stimulating and present opportunities, and people can be stimulated to the benefit of the organisation and the employees' own careers, but failed change can create an atmosphere in which people are suspicious of change and unwilling to adopt new ideas. Organisations can also institute 'change for the sake of change,' without sufficiently assessing its value and relevance (Armstrong & Stephens, 2005).

The majority of change initiatives are not able to meet the set goals, and it is estimated that as many as 50% to 80% of the cases fail, for a variety of reasons (Wren & Dulewicz, 2005), with Smith (2003) discovering success rate for technological change at only 28%, for mergers and acquisitions 14%, and for re-engineering and process design, 23%. On the other hand, successful change projects in his research results were characterized by addressing the needs of the employees; rewarding them for change and innovation; visible and sustained sponsorship; and effective project management.

Some negative factors identified with failure had to do with breakdowns in leadership, communication with employees, and project management failures, while the strength of organisational culture was seen as a considerable barrier to change. Rogers., Shannon & Gent (2003) found that when large companies implement major change programmes approximately a third tend to make things worse, about half deliver unsatisfactory results, and less than one in five produce results that are in line with expectations. They further suggest that companies go wrong in translating theory of change into practice, as managers believe that major change is a very complicated enterprise, requiring very complicated processes (Rogers et al., 2003). Also, losing key people causes major disruption to any change programmes as the leaders are considered key to successful change management initiatives (Pettinger, 2004). As there are differences in the change processes so there are differences in how people experience change, and as Swanepoel

et al., (2008) argue, despite the pressure for change from both external and internal factors, the best and most well-intended change might be resisted.

2.5 RESISTANCE TO CHANGE

Thomas (2001) identifies bad planning and bad execution as causing failure, but even when time and effort have been invested in carefully planning and executing the change, the process can be held up. Often the critical element in failure is resistance to change, even when it is clearly to people's benefit, because they do not view the proposed change as an improvement but as a step in the wrong direction. People resist change because they perceive there to be a mismatch between the new environment and their own comfort zone or, as the status quo, where they do not feel threatened either by the work or by the environment. When people are removed from their familiar environment they may do anything to try to protect it, which causes stress and renewed effort to preserve the status quo. The further people are taken from familiarity the greater the stress levels become. Stress is lowered and comfort restored either by simply restoring the status quo or by expanding or shifting the area of comfort to include the new set of conditions, the change (Thomas, 2001).

According to Boonstra (2004), change is often resisted at both the individual or personal and organisational level. Reasons for individual resistance to change within an organisation include

- selective perception
- habits
- established manners, inconvenience or loss of freedom
- economic implications
- security in the past
- a fear of the unknown.

Organisational resistance can arise from:

- organisational culture
- maintaining stability

- investment in resources
- past contracts and agreements
- threats to power or influence.

Resistance to change can take on many different forms, some obvious and easy to recognise, others subtle. Resistance can be either open or hidden, and active or passive, but it is important to be able to recognise the different forms of resistance. The visibility of resistance can be either open where it is obvious for everyone to see, or hidden and below the surface, not easily seen, and more difficult to identify.

The degree of resistance can be either active or passive, with the former destructive to the organisation, as it intends to stop or hinder the change process, and the latter less obvious and more difficult to confront, as people are not actively trying to hinder the change but are just not going along with the efforts, i.e., working slowly or 'forgetting' the change. (Thomas, 2001). The four quadrants are the following:

Struggle	Active, open resistance: when implementing the change, employees openly tell the change is wrong or they will not go along with it. This is good in the sense that employees trust the management and are open about their resistance, which enables management to respond to it.
Submit	Passive, open resistance: people submit to the change, but this should not be mistaken as acceptance. People do what is needed, but will soon lose their energy, enthusiasm and loyalty
Sabotage	Active, hidden resistance: people feel threatened and not trusted, they resist change actively but trying to hide the resistance, sabotaging the efforts of the management who are trying to implement the change. Resistance may be hidden, so it cannot be responded to as in the quadrant, where it is open.
Submerge	Passive, hidden resistance: resistance being passive, it is not as harsh as sabotage but still dangerous. People imply they will do what is needed, but will challenge the change whenever they can. This causes everything to look fine on the surface, but management will face problems and the change process may fail without management knowing the reason or having anyone to blame for the failure

There are different actions that can be followed to ensure that organisational change is executed successfully and that it is sustainable. Johnson et al. (2005), Mullins (2005) and Pettinger (2004) suggests that the following actions can be taken to secure successful and sustainable change:

- Create an Implementation plan that can be understood and followed by everyone
- Create a sense of urgency
- Use managers as change agents: key people driving change; build a guiding team with the credibility, skills and authority to provide change leadership
- Create sensible, clear visions and a sense of common direction; communicate vision and strategy to gain understanding and commitment
- Keep all the stakeholders informed about everything at all times – the key to successful change management is commitment
- Empower action and remove obstacles
- Produce short-term wins that help providing credibility and resources to the overall effort, and stimulate commitment to strategy
- Do not let up but maintain the momentum; consolidate early changes and create wave after wave of change
- Make change stick by nurturing a new culture, and developing group norms of behaviour and shared values; reinforce and institutionalise change as a shared attitude
- Monitor change closely; be flexible to change emphases and tactics within the change programme as it develops
- Seek feedback
- Evaluate the process.

2.6 CHANGE MANAGEMENT APPROACHES AND MODELS

Remedies for organisational change are typically conceived and presented as formulae and recipes. The number and nature of these different steps vary the patterns of action, while the essential ingredients and the underling thinking and assumptions do not differ. Collins (1989) introduced the term "N-step guides" to describe the overly programmatic and structured (step-by-step) character of the vast majority of approaches for dealing with

change found in literature. An impressive array of planned change or change management models can be found, the most outstanding features of which are a number of stages or steps that follow or unfold in a sequential and seemingly linear manner. According to Van Tonder (2004), most of these change management models were subjected to comprehensive analysis and derived from case studies and other empirical research. The selection of models depicted in Table 2.1 (below) provide an indication of both the variability and underlying commonality in the majority of these models.

TABLE 2.1: Planned Change Management Models: Examples from 1992 to 2006

Judson (1991)	Kanter, Stein, and Jick (1992) Ten Commandments	Kotter (1996)	Galpin (1996)	Pendlebury, Grouard, and Meston (1998) Ten keys	Nadler (1998) 12 Action Steps	Taffinder (1998) Nine-Phase change Process Model	Anderson and Anderson (2001) Nine-Phase change process model	Kirkpatrick (2001) Step by Step Change Model	Mento, Jones and Dirndorfer (2002) 12-Step Framework
Analysing and planning the change	Analyse the need for change	Establishing a sense of urgency relating to external environmental realities to real and potential crises and opportunities	Establish the need	Define the vision	Get support of key power groups	Awaken	Prepare to lead Change	Determine the need or desire for change	Highlight the need for change
Communicating the change	Create a shared vision	Focusing on a powerful coalition of individuals who embrace the need for change	Developing and disseminating a vision of the planned change	Mobilise	Get leaders to model change behaviour	Conceive the future	Create organisational vision, commitment and capacity	Prepare tentative plans	Define what is the change
Gaining acceptance of new behaviour	Separate from the past	Creating a vision to accomplish the desired end state	Diagnosis; analysis of current situation	Catalyse	Use symbols and language	Build the agenda of Change	Assess the situation to determine design requirements	Analyse probable reactions	Evaluate the climate for change

Changing the status quo to the desired state	Create a sense of urgency	Communicating the vision	General recommendations	Steer	define areas of stability	deliver big change	Design the desired state	Make a final decision	Develop a change plan
Consideration and institutionalising the new state	Support a strong leader role	Empowering employees to act on the vision	Detailing the recommendations	Deliver	Surface dissatisfaction with present conditions	Master the change	Analyze the impact	Establish a timetable	Find and cultivate a sponsor
	Line up political sponsorship	Planning for and creating short term wins	Pilot testing recommended	Obtain participation	Promote participation in change		Plan and organize for implementation	Communicate the change	Prepare the recipients of change
	Craft an implementation plan	Consolidating improving & changing other structures, systems and others	Preparing recommendations for roll-out	Handle emotions	Rewards behaviour that supports change		Implement the change	Implement the change	Create a cultural fit to make the change
	Develop enabling structures	Institutionalising the new approach by publicizing the connection between the change effort & organisational success	Rolling out	Handle power	Disengage from old		Celebrate and integrate the new state		Choose and develop a change leader

Communicate and involve people	Measuring reinforcing & refining the change	Train and coach	Develop and clearly communicate image of the future	Learn and course correct	Retain motivation by creating small wins
Reinforce and institutionalise change		Actively communicate	Use multiple leverage points		Communicate change constantly and strategically
			Develop transition management arrangements		Measure the change progress
			Create Feedback		Integrate the lessons learned from change

Table 2.2 Planned Change Management Models: Examples from 1992 to 2006 (Continue)

	Cummings and Worley (2001) Action Research	Light (2005) Rand's Six Steps	Leppitt (2006) Integrated Model	Hiatt(2006) ADKAR Model	
1	Choose positive subjects	Problem identification	Create a sense of urgency	Understand the context	Awareness of the need for change
2	Collect positive stories through broad participation	Consultation with behavioural science expert	Remove the barriers to success	Understand the vision and strategy	Desire to support and participate in the change
3	Examine data and develop possibility propositions	Data gathering and preliminary diagnosis	Recruit the champions	Create and communicate the urgency for change	Knowledge of how to change
4	Develop a vision through broad participation	Feedback to key client or group	build internal momentum	build consensus of the change	Ability to implement required skills and behaviours
5	Develop action plans	Joint action planning	Prove that change works	Establish clear leadership	Reinforcement to sustain the change
6	Evaluate	Action	Keep experimenting	Build organisational capacity	
7		Data gathering after action		Plan what resources will be needed	
8				Plan the life cycle of the change	

9	Secure the needed resources
10	Have a clear management delivery Structure
11	Enable quick wins
12	Establish and monitor change Matrics
13	Consolidate and integrate change lessons

A change model assists in explaining any changes implemented in an organisation in a simplified manner. The models illustrate the various factors or variables that have a strong influence on the changes. Because of the complex nature of organisations, a change model needs to be holistic in order to take into account factors such as organisational structures, culture, leadership processes, individuals, knowledge, and capabilities. The selection of a change model to explain organisational changes is crucial because it must adequately represent the changes. There are different change management approaches and they provide multistep models on how to achieve large-scale, transformational change. Table 2.1 gives twelve examples of these models that entail anywhere between 5 and 13 steps on how change should occur or proceed. These and other models differ not just in terms of the number steps but whether all the steps need to be followed, whether they need to be followed in sequence, and whether they need to be adapted to specific settings (Palmer & Hardy, 2000).

Kirkpatrick (2001) portrays his *seven step by step change model* as a systematic approach which should be followed to ensure that the best decisions are made and that the change will be accepted by those involved, whereas Mento, *et al.* (2002) base their model on both theory and practice, suggesting that their 12 steps are not to be regarded only sequentially, but also as an integrated process to enable change. Penblebury *et al.* (1998) are of the view that although their *ten keys model* may be adapted to suit particular change circumstances, omissions of the various keys will likely lead to transformational failure. Most keys need to be implemented simultaneously and continuously during a change process, although some play a greater role in differing change phases than others.

Nadler (1998) maintains, in relation to his *12 Action Steps change management framework* that if it can be adapted and applied by executives and managers at every level of the organisation, providing useful tools for initiating, leading and managing change in every corner of the organisation. Nadler (1998) also depicts discontinuous change as being a continuous cycle rather than a linear process and identifies three core elements that need to be managed during the transformational process:

- The need to manage organisational power, as depicted in steps 1 to 4 (See Table 2.1).
- The need to motivate people to participate in the change, in particular dealing with the anxieties associated with change, as depicted in steps 5 to 8.

- The need to manage the transition itself, as depicted in steps 9 to 12.

While pointing to the importance of all steps, Nadler accepts that some will need to be emphasised more in some change situations than in others and that the order of the steps may vary according to the change situation. Taffinder (1998) makes similar points in relation to his *five transformation trajectories*, which are not linear but multi-dimensional, and their starting points are staggered. Some actions are dependent upon those of others, however, their sequence is context-specific, as is the emphasis placed on each transition line. Anderson and Anderson (2001) echo these sentiments when pointing out that their *change process model* can be tailored for all types of change, as well as any magnitude of change effort. They emphasize that their model should be seen as a way of thinking for change managers, who may be simultaneously operating with up to four change phases at once.

Kanter *et al.* (1992) adopt a reflective position in commenting upon the utility of *their ten commandments*:

1. The way they are practiced and interpreted will vary according to particular change maker groups in question (strategist, implementers, and recipients). For example, while change strategists may view a change as urgent a change recipient might view it quite differently, and in their eyes it may lead to them being laid off.
2. Multiple changes may be in progress so that what constitutes the notion of the past may be difficult to determine.
3. The change commandments need to be tailored to the needs of each organisation; the commandments themselves may even form the source of debate within an organisation in terms of how best to proceed.
4. The need for communication about change is not just about passing on information but about allowing differing voices to be heard in the change process and engaging in dialogue with differing groups affected by it.
5. Underpinning the commandments is an assumption of action, but this course of action assumes a level of control that simply does not exist when large scale change is being implemented. Those who want to embrace change must be as adept at reacting as they are at acting.

6. They point to a paradox underlying the 10 commandments that they help provide change strategists and implementers with the means of controlling chance at the precisely the time that the opposite is required. While the commandments may serve to minimize failure, maximize control and predictability, and define the end state, a transformation may actually require maximizing experimentation and risk-taking, tolerating unknowable consequences, and evolving toward rather than targeting an end-state.

They conclude that although managing change will never be easy, with the right attitude and approach it can be a gratifying adventure.

One of the best known change management models, and one regarded as a classic in the field, is the *eight step model* of John Kotter, which he acknowledges simplifies the change process. Even successful change efforts are messy and full of surprises, but Kotter (1996) maintains that following his eight phases is important for achieving successful change while skipping them creates only the illusion of speed and never produces a satisfying result. He argues that successful change follows a see-feel-change pattern in which problems need to be presented in a compelling way that captures the attention of others, thus awakening in them feelings about a need for change while the change itself reinforces new behaviour. Without dismissing an alternative analysis-think-change pattern he argues that the see-feel-change pattern is more motivating for people to engage change.

The *ADKAR model* is a framework for understanding change at an individual level, extended to show how businesses, government agencies and communities can increase the likelihood that their changes are implemented successfully. The ADKAR model has five elements or objectives, as indicated in Table 2.1. According to Hiatt (2006), all five elements must be in place for change to be realised. Awareness (A) in this model represents a person's understanding of the nature of the change, why it is being made and the risks of not changing. Awareness also includes information about the internal and external drivers that created the change, as well as 'what's in it for me'. Desire (D) represents the willingness to support and engage in a change. Desire is ultimately about personal choice, influenced by the nature of the change, by an individual's personal situation, as well as intrinsic motivators that are unique to each person. Knowledge (K) represents the realisation of execution of the change. Ability (A) is turning knowledge into action, achieved when a person or group has demonstrated capability to implement the change at the required performance levels. Reinforcement (R) represents those internal

and external factors that sustain a change. External reinforcement could include recognition, reward and celebrations that are tied to realisation of the change, while internal reinforcement could be a person's internal satisfaction with his or her achievement or other benefits derived from change on a personal level. The elements of the ADKAR model fall into the natural order of how one person experiences change. The lifecycle from ADKAR begins after a change has been identified. The model provides a framework and sequence for managing the people's side of change. In the workplace, ADKAR provides a solid foundation for change management activities, including readiness assessment, sponsorship, communications, coaching, training, recognition and resistance management.

Most change models can be located between the parameters indicated by the five and seven step models. Change models with more or fewer 'steps' clearly are not qualitatively different from one another, but it is observed that these differences relate to the level of abstraction on which the model is designed and presented. Apart from variation in the naming of stages, the underlying premise for dealing with change remains consistent. Most important, though, is the observation by the corporate leadership council (2001) that most of the profiled companies provided change models to fit their organisational needs. Such customisation will manifest itself in a number of variations, e.g., focused training, and support/coping strategies, but essentially will not detract from the core "change management process." Customisation in these instances tends to occur in areas that were viewed as being on the periphery of the process, which translates into a general and abstract view of change that, purportedly, could apply to all occurrences of change within organisations. In this regard, Hailey and Balogun (2002) note that it is widely recognised that the direct application of change formulae or models that have proved effective in one situation to other contexts is likely to be accompanied by several dangers or risks. Within the context of planned or managed change, it is recognized that change management models are useful insofar as they serve the purpose of providing initial structure and perspective. Change management models offer recipes that effectively reduce the complexity of the change.

2.5.1 The 10 principles of change management model (Coetsee, 2002)

Coetsee (2002) presented a model consisting of ten principles to be considered when contemplating change. However, unlike the models presented above, the application of the 10 principles is not a step-by-step sequential process but an integrative holistic plan and technique to manage change and to convert plans into actions.

Principle 1: The Purpose principle: reasons and the Purpose for the planed change

Change for change's sake is unacceptable, rather the need for it should be identified to ensure that a real need exists. Understanding what results or outcomes (the purpose) a plan or change should eventually achieve, sheds new light on the reasons for change (Principle 1), which then also enables one to determine the specific need for change.

Principle 2: The necessity principle: the need for change

This principle illustrates the need for change and states that during any change initiative all the people affected must be involved, have advance information as to why it is being introduced, and know their respective roles. Certain questions need answers when considering this principle:

Principle 3: Ensure or create leadership and stakeholder involvement:

Change must be both led and managed. Involving all stakeholders and obtaining their commitment to the results (of the change and the change process) are prerequisites for success. Once the purpose of and the need for the change / plan is clear, the focus must shift to creating and ensuring leadership and stakeholder involvement. Leaders (both formal and informal) play a crucial role, not only in their support of and involvement in the change process, but eventually through their commitment to the achievement of the end result. The formula to be applied to achieve leader and stakeholder involvement is:

Involvement = Knowledge X Information X Rewards and Recognition X Empowerment.

Principle 4: Diagnostic Principle:

In most cases, when an organisational diagnosis is made, energy is spent on rectifying problems, but using existing strengths as a positive force of change is mostly neglected. In a change strategy, special attention should also be given to how existing strengths are used to convert plans actions and to solve problems. It is therefore necessary to determine what the present positives are that can be capitalised upon, as well as what the present negatives are which should be managed or eliminated in order to achieve the purpose. The diagnosis also provides criteria to monitor and evaluate the eventual success of the change programme (Principle 10).

Principle 5: The problem polarity principle:

It is necessary to distinguish between problems that can be solved and dilemmas or polarities that cannot but which must be managed to achieve the purpose.

Principle 6: The results orientated / integrated principle:

All processes and interventions must be results-directed, to achieve the change principle. The results-orientated change strategy is directed at bridging the gap between what one wishes to achieve, where one wants to be and where and what one is now.

Principle 7: Align commitment principle:

This principle involves switching leader and stakeholder involvement to leader and stakeholder commitment and to align all enable structures, vision, mission, goals, shared values, skills, efforts, training, communication, rewards, recognitions, and empowerment. It applies the aligned commitment equation: $\text{Aligned commitment} = \text{Involvement} \times \text{Shared vision and shared value system}$. Thus $\text{Involvement} = \text{Knowledge} \times \text{Information} \times \text{Rewards and Recognition} \times \text{Empowerment} \times \text{Shared Vision}$.

Principle 8: Diagnose apathy and resistance to change proactively:

This includes identifying possible sources of resistance the reasons for resistance of these sources, the kinds of resistance and managing these proactively and effectively. The aligned commitment equation is a valuable tool to convert resistance into support then into involvement and eventually into commitment. Proactively managing resistance to change is a prerequisite for successful change.

Principle 9: The learning or new culture creation principle:

Change adeptness is a prerequisite for future survival and growth. For long-term (transformational) change to be effective as a rule requires a change in organisational Culture, at the least with emphasis on and living with new values. Further to the indispensable part of the results-orientated change strategy is creating a change-conducive learning culture, not only to convert the existing plan into action but also to support future planning to action conversions. Entrenching a value system (as part of aligned commitment equation) which is supportive and conducive to the creation and maintenance of a change supporting learning culture, including what is learned from applying all the principles, in particular principle 10, is thus a prerequisite.

Principle 10: The managerial leadership monitoring evaluation and transformational leadership principle.

Managerial leadership is seen to make the team members successful. Monitoring and evaluation of progress are thus seen as valuable inputs to the application of all the other principles, especially to integration, commitment, resistance to change and, particularly, to the creation of a learning culture.

2.6 JOB SATISFACTION, INTENTIONS TO QUIT AND ORGANISATIONAL COMMITMENT

Job Satisfaction has been described as an individual attitude to how well personal expectations at work correspond to outcomes (McKenna, 2000). Whilst definitions can provide a broad understanding of what Job Satisfaction entails, it remains a complex concept illustrated by the multiple variables that have been studied in relation to it. Different theories present differing conceptualisations of Job Satisfaction that can be categorised as ‘content’ or ‘process’ theories (Campbell et al., 1970). Herzberg’s (1966) Motivator–Hygiene theory and Maslow’s (1970) Hierarchy of Needs exemplify content theories, and attempt to identify needs or values to be realised in order for an individual to be satisfied at work. For instance, Herzberg (1966) identified maintenance and motivating factors related to peoples’ attitudes to work: maintenance or ‘dissatisfiers’ such as pay and associated benefits, organisational policies and working environment; and motivating factors, including recognition, achievement and self-satisfaction. Together with definitions, two main themes run through these theories: that Job Satisfaction has an affective component, i.e., a feeling of satisfaction; and a perceptual component which is an evaluation of whether one’s job meets one’s needs (Tovey & Adams, 1999). These are particularly pertinent when appraising the reasons different studies utilise differing measurement approaches, and provide rationale for this occurrence.

Job Satisfaction is considered within empirical studies either as an overall (global) feeling about the job, or as a related set of attitudes about various aspects of it (Spector, 1997). The global approach to measurement is used when the interest is in overall attitude to the job, however, facet approaches can determine which particular aspects of the job are producing satisfaction or dissatisfaction for the individual and are, therefore, important in determining areas for improvement. Facets of Job Satisfaction can involve any aspect of the job and those frequently assessed include pay, co-workers, supervisors,

organisational factors and work environment (Smith et al., 1969; Stamps & Piedmonte, 1986). In this study a global perspective was taken for measuring Job Satisfaction, commitment and intention to quit.

In the international literature (Cavanagh, 1992), Job Satisfaction has been cited as a major contributory factor to intent to stay, but this is a complex phenomenon with many influential components. Its status as an important predictor of intent to stay has the secondary effect of decreasing turnover, with many authors concluding that a decrease in turnover occurs when a workforce is satisfied (Blegen, 1993; Hellman, 1997; Irvine & Evans, 1995; Saleh et al., 1965). According to researchers such as Ajzen and Fishbein (1980) and Igarria and Greenhaus (1992), intentions are the most immediate determinants of actual behaviour, and are of practical value from a research perspective, as once people have actually implemented the behaviour commensurate with quitting, there is little likelihood of gaining access to them to understand their prior situation.

Numerous researchers have attempted to answer the question of what determines people's Intention to Quit by investigating possible antecedents (Kalliath & Beck, 2001; Kramer, McGraw & Schuler, 1997). While actual quitting behaviour is the primary focus of interest to employers and researchers, Intention to Quit is argued to be a strong substitute indicator for such behaviour. The loss of performance and efficiency on the part of the leaver prior to departure is a major consequence of turnover, and high absenteeism is seen as a critical problem in times of high turnover (Cavanagh, 1989). This has the effect of increasing pressure on, and decreasing morale of the remaining staff, resulting in the possibility of further turnover (Gauci-Borda & Norman, 1997). The implications of this 'vicious cycle' serve to focus attention on retention as a means of inhibiting turnover and addressing the burden of shortages.

According to Meyer and Allen (1991), organisational commitment can take three forms, namely affective, normative and continuance. Affective commitment results from a person's affection for or an attachment to an organisation, and it shows a worker's desire to be identified with a specific organisation. It is induced by an emotional attachment to, identification with, and involvement in an organisation for its own sake, because of value congruency and a desire to see the organisation succeed (Hall et al., 1970; Mowday et al., 1979; Porter & Smith, 1970). Secondly, normative commitment reflects an individual's generalised value of loyalty as a result of primary socialisation in a culture which emphasises loyalty to institutions, including an employment organisation (Weiner, 1982). An employee with normative commitment feels obligated to remain with an organisation

despite better employment opportunities elsewhere. Since cultural value systems play a key role in normative commitment, it is more resistant to changes in work organisation, and it may take a long time to change, or may not change at all. As a result, individuals with normative commitment may remain devoted to an organisation for a longer period of time.

Lastly, continuance commitment results from one's choice to remain employed in an organisation because of personal investments (e.g., retirement benefits, seniority) made as a result of years of employment in an organisation. It results also from perceived difficulty in finding a comparable job elsewhere. Continuance commitment is also often found in employees who are committed to the present organisation and are staying in the current job because of the high personal and family cost of moving elsewhere. Because all of these three types of organisational commitment affect work performance and behaviour differently (Meyer et al., 1989), it is important for managers to know how each is affected by an organisational restructuring. Brockner et al. (1992) suggest that an individual's reaction can be predicted by an organisation restructuring, based on prior level of organisational commitment, on prior attitudes from an encounter with the organisation, or the value the individual places on relationships he or she has established in it. Furthermore, Brockner et al. (1992) show that employees with prior feelings of loyalty (strong organisational commitment) are most troubled when they experience unfair treatment by an organisation.

2.7 CHANGE INITIATIVES AT THE DoL

The Department of Labour has a number of change initiatives and this section examines these in detail.

i) The mandate of DoL

The Department of Labour (DoL) is responsible for regulating the labour market and plays a significant role in reducing unemployment, poverty and inequality through a set of policies and programmes developed in consultation with social partners (employers and employees), aimed at:

- improved economic efficiency and Productivity
- skills development and employment creation

- sound labour relations
- eliminating inequality and discrimination in the workplace
- alleviating poverty in employment
- enhancing occupational health and safety awareness and compliance in the workplace
- nurturing the culture of acceptance that worker rights are human rights.

The labour market is regulated by the inspectorate.

ii) **Structure or divisions**

The vision of the DoL is to strive for a labour market which is conducive to investment, economic growth, employment creation and decent work. The programs of the Branches and the Funds are carried out through a network of Labour Centres (125), visiting points, and mobile units – one or two in each Province – equating to 152 altogether. These Labour Centres and other contact points within the Department administer the various statutes and programmes for which the Department is responsible.

The DoL consists of four programmes through which its mandate is fulfilled, summarised as follows:

Programme 1: Administration

The purpose of this branch is to provide overall management, strategic support and advisory services to the Department and the Ministry.

Programme 2: Inspection and enforcement services (IES)

This programme's purpose is to ensure the implementation of and compliance with the DoL's policies and programmes through monitoring, evaluation and inspections.

Programmes 3: Public Employment services (PES)

This programme is responsible for assisting companies and workers to adjust to changing labour market conditions and to regulate private employment agencies.

Programme 4: Labour policy and labour market programmes (LP & LMP)

The purpose of this programme is to ensure the establishment of an equitable and sound labour relations environment and the promotion of South Africans interns in international labour matters through research, analysing and evaluation labour policy. It provides statistical data on the labour market, and support to institutions that promote dialogue.

Prior to the restructuring initiatives of 1999, inspectors with different competencies and qualifications used only to perform inspections on compliance with legislation with which they were conversant, for instance engineers would only perform health and safety inspection and human resources practitioners would perform inspections on basic conditions of service. However, because of international trends, and to streamline inspection, the DoL decided to establish a IES division and to introduce a concept called 'Integration' during its 1999 restructuring. This was aimed at providing an integrated inspection service in which one inspector would visit one company to inspect compliance and to perform a range of functions covering several pieces of labour legislation, regardless of field of speciality or expertise. The DoL then committed itself to ensuring that it was in line with the worldwide trend towards offering stakeholders "smart" initiatives and programmes to achieve its broader objectives. In order for it to be effective in delivering on its mandate, it realised that it would need world class systems to support management and help ensure that its resources were well positioned.

Directly after the restructuring, the DoL experienced a high turnover of inspectors, and most of the skilled and specialist inspectors left the service, leaving behind inspectors with no or irrelevant tertiary qualifications. This in turn caused a decline in the performance of the inspectorate and thus a decline in compliance with labour legislation because of a lack of enforcement by the inspectors with no or irrelevant qualifications. There was and still is an additional challenge faced by Inspection and Enforcement Services, that is the time it takes to train staff up to the required levels when new inspectors are appointed in the vacant positions. The implication of this is that the organisation suffers in terms of quality in the work that is being performed.

iii) Current change initiatives

IES currently has shortcomings in the existing structure both nationally and provincially. DoL inspectors are currently still performing integrated inspections in most of the provinces, with the exception of a few that decided to allow Occupational Health and Safety inspectors in only administering the Occupational Health and Safety Act. During 2009, the DoL decided to upgrade the post levels of all the inspectors because they were extremely low, and the DoL was struggling to attract people to join the inspectorate.

However, this initiative caused much animosity because team leaders supervising inspection teams were not part of the upgrade process. During 2009, the IES introduced a concept known as 'team approach,' by which inspections were to be carried out by a team of three to five inspectors. This was to ensure that a thorough inspection of all the labour legislation was made and to prepare inspectors for the planned restructuring. However, this process had to be put on hold after only a few months of Implementation because it caused a reduction in the number of inspections. Inspectors could not reach their targets, nor were there enough with OHS competencies to have one in each team.

As a result of these structural and competency challenges, a new strategy, known as 'professionalisation of the inspectorate' will be implemented in the 2012/2013 financial year. It will mean that inspectors who are educated and well trained will be allowed only to make inspections, audits and investigations in their field of speciality. Specialists will supply technical information and advice to employers and workers concerning the most effective means of complying with the legal provisions. Inspectors will be able to bring to the notice of the competent authority defects or abuses not specifically covered by existing legal provisions, thus in turn ensuring that inspectors are committed to learning and development that is linked to a career path. This will then hopefully lead to improved compliance with labour legislation, focussing on the strategic weak links of the enforcement mechanisms and identifying the appropriate intervention plan.

2.10 CHAPTER SUMMARY

After defining change and change management and its role in an organisation, this section was followed by a brief discussion on the need to change and the forces which drive it. Kreitner and Kinicki (1995) argued that these forces originate from both external and internal sources. The risks and problems associated with change management initiatives and how to effectively implement change require specific skills and processes. This was followed by a section on why people resist change and what processes can be followed to reduce resistance to change.

Change management models which are remedies for organisational change that are conceived and presented as formulae and recipes were then discussed and their differences and similarities analysed. The model discussed in depth was the 10 principles of change management, which was used to determine if the DoL followed a structured model during their change initiatives. This model consists of the following steps or principles: need principle, necessity principle, Leadership and stakeholder involvement,

diagnostic principle, the problem polarity principle, the results orientated integrated principle, align commitment principle, learning or new culture creation principle, diagnose apathy and resistance to change proactively, the managerial leadership monitoring evaluation and transformational leadership principle. The factors that affect satisfaction, Intention to Quit and organisational commitment was then discussed in depth.

The chapter concluded with information regarding past and current change and restructuring initiatives in the DoL and the inspectorate, and the effect it had on inspectors.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the techniques and research methods used to investigate the dissertation topic. As described in Chapter 1, the aim of the study was to measure the perceptions of labour inspectors of the Department of Labour (DoL) with regards to recent change and restructuring initiatives and to determine whether the ten principles of change management model (Coetzee, 2002) have been followed during one of the largest restructuring initiatives.

3.2 RESEARCH METHODS

The research method used in this study consists of a literature review and an empirical study.

3.2.1 Literature review

The literature review focussed on change management and organisational development, and different change management models. The available literature included books, magazines, published articles and the Internet (Google scholar, *e-Books*, *J-tutor*, and various databases from the NWU e-library such as *Ebsco host* and *Sciences Direct*) regarding the research topics.

3.2.2 Empirical study

The empirical study section discusses the research design, the participants, the measuring battery, and statistical analyses.

3.2.2.1 Research design

A cross-sectional survey design whereby a sample is drawn from a population at one time was used to reach the preferred objectives. Cross-sectional design means that the research is conducted within a brief period, such as one day or a few weeks (Du Plooy, 2001). The design is also used to assess interrelationships among variables within a population and thus helped to achieve the various specific objectives of this research (Struwig & Stead, 2001).

3.2.2.2 Research procedure

Permission to conduct the study was granted after the purpose and benefits of conducting it were explained to Inspection and Enforcement Services (IES) Top Management. The Chief Directors: Provincial Operations that are responsible for the nine provinces were informed of the purpose of the study and requested to nominate coordinators who would be responsible for the distribution and collection of the questionnaires. The operating plan for the distribution and collection of the questionnaires was as follows:

TABLE 3.1: Questionnaire distribution operating plan

ACTION	TIMEFRAME
Request for nominations for nine provincial coordinators	3 August 2011
Initial briefing meeting with provincial coordinators	15 August 2011
Questionnaires based on the number of filled inspector positions supplied to provincial coordinators for distribution	15 August 2011
Coordinators distributed the questionnaires to the Labour Centres and inspectors in their provinces	16 - 19 August 2011
Questionnaires were returned to the coordinators	20 - 24 August 2011
Questionnaires returned to researcher	26 – 29 August 2011
Questionnaires were submitted for data capturing at the NWU statistical services	1 September 2011

During the project meeting with the provincial coordinators the purpose of the study as well as it being of an anonymous and voluntary nature was emphasised. Questionnaires were given to the provincial coordinators and delivered to all 125 Labour Centres of the

DoL nationally. The questionnaires were made available to all inspectors on duty during the sampling week, to be completed and returned in sealed envelopes to the provincial coordinator, and thence to the researcher. A total of 1000 questionnaires were distributed based on the staff establishment information received.

3.2.2.3 Participants

During this study a non-probability sampling approach was used, specifically a “convenience sampling approach,” during which respondents were chosen on the basis of availability and accessibility (McDaniel & Gates, 2001). The study populations consisted of inspectors with different fields of specialty, such as, occupational health and safety, employment equity, basic conditions of service, generalists and team leaders or overseers, available and willing to participate during the week of sampling.

The post levels of the inspectors ranged from level 6 to 8. A category for ‘post level other’ was also included in the questionnaire to accommodate inspectors who might be on different post level due to not being upgraded or being on a salary level higher than 8 but still performing duties of inspectors This sample was taken from all the labour inspectors available during the week of sampling. Of the total population of 1000 inspectors targeted, a response rate of 89.50% (895 questionnaires) was achieved.

TABLE 3.2: Characteristics of the Participants

ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Province	Northern Cape	46	5.1
	Eastern Cape	79	8.8
	Free State	74	8.3
	Gauteng	189	21.1
	KwaZulu-Natal	205	22.9
	Limpopo	106	11.8
	Mpumalanga	67	7.5
	North west	54	6.0
	Western Cape	75	8.4
Gender	Male	529	59.9
	Female	354	40.1

ITEM	CATEGORY	FREQUENCY	PERCENTAGE
Age	21-30 years	164	20.5
	31-40 years	399	49.8
	41-50 years	169	21.1
	51-60 years	65	8.1
	61-65 years	4	0.5
Race	Black	689	81.1
	White	40	4.7
	Coloured	91	10.7
	Indian	24	2.8
	Other/ foreigner	6	0.7
Years of service as an inspector	0-7	512	60.1
	8-14	242	28.4
	15-28	73	8.6
	29-35	16	1.9
	35-42	9	1.1
Academic Qualifications	Lower than Matric	6	0.7
	Matric	363	42.4
	Diploma	328	38.3
	Degree	112	13.1
	Post graduate qualification	48	5.6
Field of specialty	Team leader	127	16.4
	Occupational Health and Safety	89	11.5
	Employment equity	50	6.5
	Basic conditions of service	192	24.8
	Generalist	315	40.8
Post or SR level	6	524	61.4
	7	43	5.0
	8	275	32.2
	Other	12	1.4

The sample ($N = 895$) was taken from all nine provinces, with most of the respondents from KwaZulu-Natal (KZN) (22.9%) and the least from the Northern Cape (5.1%). Most were male (59.9%), black (81.1%), and the majority had 0-7 years' experience as inspectors. The average age was between 31 and 40 years and 42.4% had Matric as a qualification. Only 5.6% had postgraduate qualifications. The greatest portion (61.4%) were on the lowest post level SR6, and 32.2% on the highest level, SR 8

3.2.2.4 Measuring battery

A detailed, structured, unambiguous and self-administered questionnaire was designed for the purpose of this study. The title of this questionnaire is the principles of change management, and it consisted of open-ended as well as multiple-choice questions that were designed to determine the research objectives. Open-ended questions are described by Oppenheim (1992) as free responses in which respondents express their views openly. For the close-ended questions a 5 point Likert type scale was utilised. Closed-ended questions are simple to complete and play a role in avoiding differences in interpretation (Bailey, 1987:118-119). Participants were requested to select one of the listed alternative responses.

The questionnaire consisted of the following sections:

PART 1: Demographic Information

Demographic information was obtained in order to draw correlations between it and the results obtained from the constructs relating to Productivity, Job Satisfaction, Intention to Quit and whether integration process followed the 10 principles of change management model.

PART 2: Open-ended questions

The purpose of this section was to determine how inspectors experienced change and restructuring initiatives and how this initiatives affected their feelings, behaviour and performance.

PART 3: Productivity, Job Satisfaction and Intention to Quit

This portion of the questionnaire assessed the following opinion of the inspectors:

- whether they have been productive over the previous 3 months

- whether they were satisfied with their job
- If they had any intention of quitting their job.

PART 4: Ten principles of change management

This section assesses whether a change management model, namely the 10 principles of change management, had been followed before, during or after one of the major restructuring initiatives, namely integration.

3.2.2.5 Statistical Analysis of the data

The data that was collected during the survey was captured and analyzed by the Statistical Consultation Services of the North West University and supervisor using the following software Statistica (Statsoft, 2009) and SPSS (SPSS, 2009). Descriptive statistics (means, standard deviations) was used to analyse the data. The Cronbach alpha coefficients were used to determine the internal consistency, homogeneity and unidimensionality of the measuring instrument (Clark & Watson 1995). Coefficient alpha contains important information regarding the variance proportion of the items on a scale in terms of total variance explained by that particular scale. Exploratory factor analyses were carried out to determine construct validity of the measuring instruments. Pearson product-moment correlation coefficients were used to specify the relationship between the variables in terms of statistical significance; we set the value at a 95% confidence interval ($p \leq 0.05$). Effect sizes (Steyn, 1999) were used to decide on the practical significance of the findings. Pearson product-moment correlation coefficients were used to specify relationships between the variables. A guideline of 0.30 (medium effect, Cohen, 1988:158) was set for the interpretation of practical significance of correlation coefficient.

A stepwise multiple regression analysis was conducted to determine the percentage of the variance in the dependant variables predicted by the independent variables. The effect size in the case of multiple regressions was given by the following formula: $f = R^2 / 1 - R^2$. The standard deviation was used to indicate the dispersion of the data and the mean used to measure central tendency of the data. The differences in experiences of the variables covered in this study by the different demographics groups was also explored by means of MANOVAs and ANOVAs. The effect size of difference between means of two variables was calculated by means of using Cohen's d-value. Cohen's d value effect size statistic describes the relationship strength between variables in terms of standard

deviation terms (Rubin, 2010:140). The formula for calculating Cohen's d is (Cohen, 1988:25-26): $d = \frac{x^1 - x^2}{S \max}$ where:

- d = effect size
- $x^1 - x^2$ is the difference between means of two groups that are compared; and
- S max is the maximum standard deviation of the two compared groups.

When interpreting Cohen's d, values of 0.2 is considered to be a small effect, d equal to 0.5 is considered to be a medium effect and d=0.8 or larger is considered as a large effect. Therefore, when $d >$ or equal 0.8 the difference is said to be practically significant (Ellis & Steyn, 2003:51-53). The following formula was used to determine the practical significance of means of more than two groups (Steyn, 1999): $d = \frac{Mean_A - Mean_B}{RMSE}$ where:

- $Mean_A$ = Mean of the first group
- $Mean_B$ = mean of the second group
- RMSE = Square root of Mean Square Error.

Content analysis was used to analyse and interpret the research data in a systematic, objective and quantitative way (Giorgi, 1985). Content analysis is the gathering and analysis of textual content, and refers to messages, e.g., meanings, words, symbols and themes. The most important idea behind content analysis is that the many words of the text are classified into considerably fewer content categories in order to analyse the content of the open-ended questions. the following were followed in line with the recommendations of Calitz (2004):

- Step one was to universalise the context that needed to be analysed and to define the different categories, e.g., the different questions and the responses.
- Step two was to determine the sub-units of the analysis, namely words and themes. The researcher had to read through all the responses numerous times to understand the context and to determine the different themes. The words used by the respondents formed the analysis. The sub-themes were different words were combined to determine the themes. The analysis of all the information continued until the repeated themes were identified.

- The third step was to carry out data cleansing in order to get rid of the information that was not needed and to determine the meaning of the sub-units.
- Step four consisted of converting the respondents' words and concepts into scientific language. The precise words of the respondents were used in support.
- The number of objects per category were counted and placed in order of preference.

3.3 CHAPTER SUMMARY

This chapter provided the research design approach that was followed for this study and highlighted the statistical methods used, as well as the validity and reliability of the methods employed.

CHAPTER 4
RESULTS

4.1 INTRODUCTION

This chapter covers a presentation of the analyses of the data namely the descriptive statistics including frequencies and factor analysis; secondly the correlation between the measured constructs, regression analysis, multiple analyses of variance, and lastly the content analyses of the open-ended questions related to the impact of the change initiatives.

4.2 FREQUENCIES, DESCRIPTIVE STATISTICS AND EXPLORATORY FACTOR ANALYSES

Frequencies

One of the objectives of the study was to determine whether participants perceived that the leadership of the Department of Labour adhered to the 10 principles of change (Coetzee, 2009) during the planning and implementation of major change initiatives. Frequencies of responses from participants are summarized in Table 4.1 (below).

TABLE 4.1: Results summary of the structured question

QUESTIONS	1	2	3	4	5	N	M	SD
1. Purpose of integration identified	13.7	14.5	26.2	35.4	10.3	854	3.14	1.20
2. Need for integration clarified before Implementation	18.7	20	25.3	28.3	7.7	860	2.86	1.23
3.1 Labour Centre and provincial Leadership were involvement	18.5	2.4	32.6	20.8	4.2	867	2.68	1.12

QUESTIONS	1	2	3	4	5	N	M	SD
3.2 Stakeholder and inspectors Involvement	5.1	29.6	27.4	14.0	3.9	855	2.42	1.12
4. Diagnose prior to Implementation	21.9	28.0	36.2	11.5	2.4	860	2.45	1.03
5. Problems attended to before Implementation	25.4	35.1	27.8	9.2	2.4	866	2.28	1.02
6. Results Orientated Change Strategy developed	20.8	29.2	37.8	10.2	2.0	862	2.43	0.99
7. Commitment from all stakeholders were secured prior and during the process	21.1	30.8	37.4	8.8	2.0	864	2.40	0.98
8. Resistance to change was proactively managed	18.7	29.6	36.8	12.6	2.3	866	2.50	1.01
9. Learning Culture was promoted during Implementation	22.7	27.6	29.7	15.9	4.2	863	2.51	1.13
10. Progress and Results monitored and evaluated after Implementation	23.6	27.1	33.8	13.2	2.3	817	2.44	1.06
Work-related outcome: Productivity during the last 3 months	4.4	6.7	31.1	38.4	19.7	849	3.62	1.01
Work-related outcome: Job Satisfaction	6.8	12.1	32.4	33.4	15.3	851	3.38	1.09
Work-related outcome: Intention to Quit	29.5	24.5	27.9	10.3	7.7	852	2.42	1.23

Adherence to the ten principles of change management

The 10 principles of change management questions were asked to determine if the DoL's leadership followed these principles during a restructuring initiative called integration (Coetsee, 2002). The frequencies of responses were reported as follows:

Question 1: The Purpose for the change initiative: Respondents were of the opinion that the purpose of the integration processes identified amounted to 45.70 %. Some 28.20% were of the opinion that the purpose was not identified, while 26.1% decided to remain neutral on this matter.

Question 2: The need for change: A total of 38.70% of the respondents were of the opinion that the need for the integration process had not been identified before the process was implemented, whereas 36% agreed that the need was identified 25.30 % of the respondents remained neutral.

Question 3: Labour Centre and provincial leadership involvement: The largest group of respondents, 42.50%, disagreed with the statement that provincial and Labour Centre leadership were involved in the integration process, while 32.6% indicated that they were neutral and 25% agreed that leadership was involved.

Question 4: Stakeholders and inspectors involvement: Most of the respondents, (34.10 %), indicated that not all the stakeholders were involved in the integration process. 27.4% remained neutral on this matter and only 14% agreed that all the stakeholders, including the inspectors, were involved in the process.

Question 5: Diagnoses of strengths and weaknesses: 49.90 % of the respondents disagreed with the statement that prior to the Implementation of integration concept, the strengths and weaknesses of the organisation were diagnosed and change initiatives were diagnosed. 36.2% remained neutral and only 2.4% agreed with the statement.

Question 6: Problems attended to before Implementation: When requested to indicate the extent to which they agreed or disagreed with the statement: Problems with the integration were attended to before Implementation, the majority, 60.50%, disagreed, 27.80% remained neutral, and only 11.60% agreed.

Question 7: Results orientated Change strategy: Half (50%) of the respondents disagreed with the statement that results-orientated strategies were developed prior to Implementation. 37.8% remained neutral and a total of 10.20% agreed with the statement.

Question 8: Commitment from all stakeholders: More than half (51.90%) of the stakeholders disagreed with the statement: Commitment from all stakeholders was secured prior to and during the integration process. 37.80% were neutral and 8.80% agreed with the statement.

Question 9: Resistance to change managed: 48.30% of the respondents disagreed with the statement: resistance to change was proactively managed prior to integration. A total of 36.80% indicated that they were neutral and 14.90% agreed with the statement.

Question 10: Promotion of a learning culture: Respondents were requested to respond to the following statement: A learning culture was promoted during the Implementation of integration, a total of 50.30% disagreed, 29.70% remained neutral only and 20.10% agreed.

Question 11: Monitoring and evaluation: The majority (60.50%) of the respondents disagreed with the statement that the progress and results of the integration were monitored and evaluated after the Implementation. 27.80% indicated that they were neutral and 11.60% agreed with the statement.

Question relating to Productivity: On this item, the responses were overall positive, except for 11.10% of the respondents who disagreed with the statement that they had not been very productive over the previous three months. A total of 58.10% indicated that they agreed with the statement, whilst 31.10% remained neutral.

Question relating to Job Satisfaction: In this item most of the respondents, 48.7%, agreed with the statement that they were satisfied with their job, and a total of 30.9% disagreed with the statement and were thus not satisfied with the job. A large percentage portion of the respondents, 32.4%, remained neutral, neither agreeing nor disagreeing.

Question relating to Intention to Quit: The majority of the respondents, 54%, indicated that they did not intend to quit their job, and only 18% indicated that they did intend quitting their job. Although this percentage is small there is reason for concern because 27.9 % did not indicate whether they would or would not quit.

Factor analyses of the principles of change measure

The results obtained from exploratory factor analyses and inspections of the scree plot indicated that two factors could be extracted from the principles of change measure, which were labelled *the Purpose of change* and *the Implementation of integration*, explaining 92.50%, and 88.60 % of the variance of the factors respectively.

Descriptive statistics and correlations between variables

To ensure that the consistency between the items in the research tool/instrument is assessed, the Cronbach Alpha coefficients were calculated. The Cronbach Alpha coefficient is based on the average correlation of variables within a test (Stuwig & Stead, 2004). The greater the value of Cronbach Alpha coefficient, the higher the internal consistency and the greater the reliability of the scale used in the study. The nearer the Cronbach alpha coefficient is to 1.0 the greater internal consistency of the items within the scale (Stuwig & Stead, 2004). According to Nunnally and Bernstein (1994:265), the Cronbach Alpha coefficient should be equal to or greater than 0.7 to have an acceptable reliability.

TABLE 4.2: Descriptive statistics and correlations between variables

	α	Mean	SD	1	2	3	4
1. Purpose of change	0.83	2.77	0.96				
2. Implementation / change	0.92	2.43	0.85	0.68**			
3. Productivity	-	3.62	1.01	0.12**	0.10**		
4. Satisfaction	-	3.38	1.09	0.24**	0.25**	0.43**	
5. Intention to Quit	-	2.42	1.23	-0.17**	-0.22**	-0.18**	-0.43**

** . Correlation is significant at the 0.01 level (2-tailed).

Inspection of Table 4.2 (above) shows that all the alpha coefficients were higher than the guideline of the alpha coefficient larger than 0.70 (Nunnally & Bernstein, 1994). All the data was normally distributed. Next, the relationship was determined between the different variables focussed on in this study. Results in Table 4.2 indicate that the factors extracted from the research tool used for the study to determine whether the ten principles of change management (Coetzee, 2009) have been followed during the DoL's change initiatives, and have an acceptable reliability since none of the constructs had a Cronbach Alpha coefficient lower than 0.7

The product-moment correlation coefficients between the different constructs used in this research project are reported in Table 4.2, inspection of which revealed that purpose of change management was statistically significantly positively related to the Implementation

(with a large effect), Job Satisfaction was statistically significantly negatively related to Intention to Quit (with a medium effect).

Regression analyses

Another objective of the study was to determine the impact of purpose and Implementation of change on subjective Productivity experiences, Job Satisfaction and intention to quit. The results of the of regression analyses are provided in Table 4.3 (below):

TABLE 4.3: Regressions analyses with Productivity, satisfaction and intention to quit as predictors of purpose and Implementation of change management models as outcomes

	PRODUCTIVITY	JOB SATISFACTION	INTENTION TO QUIT
Purpose of change	0.95*	0.15*	-0.48
Implementation of change	0.03	0.14*	-0.19*
R	0.12	0.27	0.221
R2	0.14	0.07	0.05

* = $P < 0,05$ / ** ≤ 0.01

Table 4.3 summarises regression analyses with subjective experiences of Productivity, Job Satisfaction and Intention to Quit as independent variables and purpose and Implementation dependent variables. Closer inspection of Table 4.3 revealed that purpose and Implementation of change explained 14% (medium effect), 7.% (small effect), and 5% (small effect) Productivity, Job Satisfaction, and Intention to Quit respectively. Purpose of change ($\beta=-0.95$; $t=-2.03$) was the only statistical significant predictor of subjective experience of Productivity. Both purpose ($\beta=0.15$; $t=3.31$) and Implementation ($\beta=0.14$; $t=3.166$) of change were statistically significant predictors of Job Satisfaction, while Implementation ($\beta= -0.19$; $t= -4.05$) of change was the only statistically significant predictor of Intention to Quit.

4.3 DEMOGRAPHIC DIFFERENCES IN THE EXPERIENCES OF THE VARIABLES

For this study, MANOVA and ANOVA were used to determine if different demographic groups experiences the purpose of change, Implementation of change, subjective experiences of Productivity, Job Satisfaction and Intention to Quit differently. Demographic characteristics, such as gender, qualifications, province, age and race were considered for these analyses.

TABLE 4.4: MANOVAs – Differences of Demographic Groups more than 2 variables

VARIABLE	VALUE	F	df	Den DF	p	PARTIAL ETA SQUARED
Gender	0.99	2.14	5	825	0.06	0.01
Age	0.95	1.82	20	2461.89	0.02	0.01
Province	0.89	2.29	40	3585.81	0.00	0.02
Qualifications	0.94	2.60	20	2647.62	0.00	0.02

Table 4.4 (above) indicates that there was a significant effect on most of the independent variables of the combined dependent variables.

- For Gender [(F= 2.14, P > 0.05; Wilks' Lambda =0.99; partial eta squared = 0.01 this was small effect (Cohen, 1988)] - 1% of the variance was explained.
- For age [(F= 1.82, P < 0.05; Wilks' Lambda = 0.95; partial eta squared =0.01. this was a small effect (Cohen, 1988)] - 1% of the variance was explained.
- For province [(F= 2.29, P<0.05; Wilks' Lambda =0.89; partial eta squared =0.02. this was a small effect (Cohen, 1988)] - 2% of the variance was explained.
- For qualifications [(F= 2.60, P<0.05; Wilks' Lambda =0.94; partial eta squared =0.02. this was a small Effect (Cohen, 1988)] - 2% of the variance was explained.

TABLE 4.5: Differences in Mean Scores based on Qualifications

Item	1	2	3	4	5	p	MSE
Purpose of change	2.64	2.67 ^b	2.85	2.99 ^a	2.74	0.02*	0.89
Job Satisfaction	4.00	3.50 ^a	3.21 ^b	3.35	3.51	0.01*	1.18

* Statistically significant differences: $P < 0.05$

Key: 1= Lower than Matric; 2= Matric; 3=Diploma; 4=Degree; 4:=Postgraduate Qualification.

Practically significant differences from divisions (in row) where b (medium effect, $d \geq 0.5$) or c (large effect, $d \geq 0.8$) are indicated.

Table 4.5 indicated a significant effect on all the independent variables (work-related outcomes) on the combined dependent variable *qualification*:

- For purpose there were significant differences between variables Matric and degree ($p = 0.02$) with a medium effect ($d = 0.36$). Participants with degrees with degrees displayed better understanding of the purpose of change than employees with a matric.
- For satisfaction there were significant differences between variables Matric and Diploma ($p=0.01$) with a medium effect ($d=0.25$). Employees with a matric had higher levels of job satisfaction than employees with a diploma

The table indicated that there was no significant effect for the independent variables Implementation Productivity and Intention to Quit and combined dependent variable qualification.

TABLE 4.6: Differences in Mean Scores based on provinces

ITEM	1	2	3	4	5	6	7	8	9	p	MSE
Purpose	2.82	2.74	2.73	2.68 ^d	2.85	2.84	3.12 ^c	2.70	2.56 ^d	0.04*	0.89
Implementation	2.56	2.41	2.35	2.43	2.40	2.53	2.73 ^c	2.20 ^d	2.26 ^d	0.03*	0.72
Productivity	3.58	3.63	3.55	3.67	3.42 ^d	3.88 ^c	3.38 ^c	3.72	3.91 ^c	0.00*	0.99

Satisfaction	3.26	3.67 ^d	3.24	3.48 ^a	3.11 ^{b,c}	3.58 ^d	3.37	3.28	3.52	0.00*	1.16
Intention	2.31	2.40	2.76 ^c	2.50	2.59	2.22	2.35	2.34	2.07 ^d	0.02*	1.49

* Statistically significant differences: $P < 0.05$ / Key for 1= Northern Cape; 2= Eastern cape; 3= Free state; 4= Gauteng; 5= KwaZulu-Natal; 6= Limpopo; 7= Mpumalanga; 8= North West; 9= Western Cape. / a Practically significant differences from divisions (in row) where b (medium effect, $d \geq 0.5$) or c (large effect, $d \geq 0.8$) are indicated

Table 4.6 indicated a significant effect on all the independent variables of the combined dependent variable province and the following:

- For purpose of change there were significant differences between variables Gauteng province and Mpumalanga ($p = 0.05$) with a large effect (0.49) as well as Mpumalanga and Western Cape ($p = 0.02$) large effect (0.63)
- For Implementation there were significant differences between variables Mpumalanga province and North West ($p = 0.03$) large effect (0.74) as well as Mpumalanga and Western Cape ($p = 0.04$) with a large effect (0.65)
- For Productivity there were significant differences between variables Limpopo and Mpumalanga ($p = 0.05$) with a large effect (0.50), as well as Mpumalanga and Western Cape ($p = 0.01$) with a large effect (0.49)
- For satisfaction there were significant differences between variables Eastern Cape and KZN ($p = 0.05$) with a large effect (0.48), KZN and Gauteng ($p = 0.03$) with a medium effect (0.32), KZN and Limpopo ($p = 0.01$) with a effect (0.40) and;
- For intention to quit there were significant differences between variables Free state and Western Cape ($p = 0.03$) with a large effect (0.46).

TABLE 4.7: Differences in mean scores based on age

ITEM	1	2	3	4	5	p	MSE
Purpose	2.88	2.72	2.78	2.89	2.88	0.38	0.91
Implementation	2.60 ^a	2.39 ^b	2.38 ^b	2.40	2.69	0.01	0.73
Productivity	3.77 ^a	3.51 ^{b,c}	3.65 ^{cb}	3.45 ^b	4.75 ^d	0.01	1.02

Satisfaction	3.41	3.22 ^b	3.52 ^a	3.50	4.00	0.02	1.18
Intention	2.31	2.40 ^a	2.76 ^b	2.50	2.59	0.15	1.49

* Statistically significant differences: $P < 0.05$ / Key: 1= 21-30 years; 2= 31-40 years; 3=41-50 years; 4=51-60 years; 5= 61-65 years. / a Practically significant differences from divisions (in row) where b (medium effect, $d \geq 0.5$) or c (large effect, $d \geq 0.8$) are indicated

- For Implementation there were significant differences between variables Age group 21-30 years and 31-40 years ($p = 0.01$) with a medium effect (0.28) as well Age group 21-30 years and 31-50 years ($p = 0.02$) with a medium effect (0.30)
- For Productivity there were significant differences between variables Age group 21-30 years and 41-50 years ($p = 0.01$) with a medium effect (0.31), Age group 21-30 years and 51-60 years ($p = 0.04$) with a medium effect (0.31), Age group 31-40 years and 61-65 years ($p = 0.02$) with a large effect (1.21) Age group 31-40 years and 61-65 years with a large effect (1.21) and age group Age group 41-50 years and 60-65 years
- For satisfaction there were significant differences between variables Age group 31-40 years and 41-50 years (; $p = 0.02$) with a medium effect (0.25)
- For intention to quit there were significant differences between variables Age group 31-40 years and 41-50 years (; $p = 0.02$) with a small effect (0.24)

TABLE 4.8: Differences in mean scores based on race

ITEM	1	2	3	4	5	p	MSE
Purpose	2.85	2.85	2.59	2.40	3.45	0.00	0.89
Implementation	2.48	2.16	2.32	1.90	2.66	0.00	0.71
Productivity	3.60	3.85	3.69	3.21	3.60	0.15	1.02
Satisfaction	3.38	3.42	3.40	3.13	3.80	0.71	1.19
Intension to quit	2.43	2.20	2.43	2.79	3.00	0.34	1.51

* Statistically significant differences: $P < 0.05$ / Key: 1= Black; 2= White; 3= Coloured; 4= Indian; 5= other.

a Practically significant differences from divisions (in row) where b (medium effect, $d \geq 0.5$) or c (large effect, $d \geq 0.8$) are indicated

In Table 4.8 (above) there were significant differences between race and the other variables, purpose, and implementation.

4.4 IMPACT OF CHANGE

Content analyses of the Open questions

This section contained three items that sought to determine how change and restructuring initiatives affected the feelings, behaviour, and performance of the respondents.

4.4.1 Feelings

TABLE 4.9: How change initiatives affected the feelings of the respondents

	THEME	TOTAL	RANKING
1	Positive	397	1
2	Neutral	18	3
3	Negative	296	2

Theme 1: Feelings positively affected

A total of 397 respondents (55.83%) indicated that the change initiatives in the inspectorate affected their feelings positively. Respondents indicated that they experienced the following feelings: *good feelings (194), satisfaction (7), empowered (2), pleased (1), confident (1), focused (1), enthusiastic (1), impressed (2), flexible (1), positive (130), motivated (15) dignified (1), better (18), happy (11), fair (2), great (3), excitement (3), hopeful (5), welcome change (4).*

Theme 2: Neutral

A total of 18 (2.53%) of the respondents indicated that their feelings remained neutral or unaffected by change initiatives. The responses were: *neutral (1), maybe / not sure (2), none / no feeling (4), feelings not affected (4), mixed feelings (3), new employees no opinion (4).*

Theme 3: Feelings negatively affected

Inspectors who felt that their feelings were negatively affected by change initiatives amounted to 296 (41.63%). Inspectors indicated that they experienced the following feelings: *not satisfied (1), fear (6), stressed (2), uncomfortable (2), demotivated (24), sad / upset (5), demoralised (32), discouraged (3), depressed (5), negative (81), disturbing (1), disappointment (3), excluded (1), not well (1), vulnerable (1), not effective (4), confused(17), uncertain(15), negative not seen change (1), uncomfortable (2), worried (1), unhappy(4), bad/not good (23), not enough consultation (5), intimidating (6), puzzled (1), misused (4), not meeting targets (4), sceptical (5), time consuming (9), disorganized and pressurize (4), feel like quitting (1), misleading (2), neglected (1)*

4.4.2 Behaviour

TABLE 4.10: How change initiatives affected the behaviour of the respondents

	THEME	TOTAL	RANKING
1	Positive	496	1
2	Neutral	85	3
3	Negative	218	2

More than half of the respondents (55.42%) indicated that the change initiatives affected their behaviour positively, whereas 24.36% indicated that their behaviour was negatively affected. Only 9.49% had no behaviour change after the change / restructuring initiatives

Theme 1: Behaviour positively affected

496 (55.42%) respondents indicated that the change initiatives in the inspectorate affected their **behaviour positively**. Respondents indicated that they experienced the following: *dedication (6), good (156), adapted (2), responsible (60), encouraging (6),*

calm (1), empowered (1), submissive (1), confident (18), coping (1), neutral (10), committed (2), energetic(1), delighted (1), amused (1), improved skills (2), hardworking (4), learning opportunity (1), positive (201), happy (4), encouraged (5), fine (2), excitement (3), professional (2), okay (4), and enjoy (1).

Theme 2: Neutral

A total of 85 (9.40%) of the respondents indicated that their behaviour remained neutral, they were not affected or were uncertain about change initiatives. The responses were as follows: *Normal (72), No comment (1), Not affected (5), Remained the same (2), No idea (1), Mixed feelings (4), New employees no opinion (4).*

Theme 3: Behaviour negatively affected

Inspectors who felt that their feelings had been negatively affected by change initiatives amounted to 218 (24.36%). Inspectors indicated that they were affected as follows: *negative behaviour (73), reluctance (7), not feeling satisfied (1), fair (2), bad behaviour (5) bitter (9), demoralised (20), demotivated (34), deteriorating behaviour (1), arrogant (1), lost direction (1), disrespect (1), despondent (2), insecure (1), stressed (5), tense (1), angry (1), undermined (1), bored (1), underperforming (12), fear (4), neglecting tasks (2), frustrated (3), disappointed (2), confused (11), uncertain (7), not good (2), time consuming (4), disorganized and pressurized (4).*

4.4.3 Performance

TABLE 4.13: How change initiatives affected the performance of the respondents

	THEME	TOTAL	RANKING
1	Positive	390	1
2	Neutral	194	2
3	Negative	123	3

Theme 1: Performance positively affected

A total of 43.5% (390) of the respondents felt that their performance was positively affected by past change initiatives that they used to describe how their performance was

affected as follow: *good (203), increased (49), ideal (1), fair (6), meet the norm (1), okay (2), up to standard (2), improved expertise (1), satisfactory (1), better (9), exceeding expectations (1), improved (65), dedicated (1), excellent (13), positive (13), well (6), very productive (1), motivating (15).*

Theme 2: Neutral / Average

21.67% (194) of the respondents indicated that their performance remained the same. They described it as follows: constant (2), neutral (5), average, (163), moderate (7), no comment (1), same (7), not affected (5), not applicable (1) and standard (3).

Theme 3: Performance negatively affected

A total of 123 (13.74%) of the respondents indicated that past change initiatives ***affected their performance negatively***. The terms that they used to describe the affect are as follows:

dropped (29), weakened (1), negative (9), low (20), confusing (2), no choice (3), struggle to perform lack of training (3), not consistent (6), performance stressful not good(4), not meeting targets (2), performance disturbed (4), used (2), decreases (3), deterioration(1), suppressed(1), underperformance (5), poor (15), fluctuates (1), unstable (1), not good still learning (new employee) (1), not up to standard (3), and bad (6)

4.5 DISCUSSION

This section provides a discussion of the results obtain from the study.

4.5.1 Literature

Review of the literature indicted how inevitable change is in an organisation. It also emphasised the importance identify the needs for change, implementing change effectively and monitoring the effect of the change during organisational restructuring. The literature supports the constructs, purpose, identification, productivity, job satisfaction and intension to quit. During the review numerous authors indicated that restructuring and organisational change can affect employee's feelings, behaviour and productivity.

Information obtained from departmental document such as strategic plans and annual reports assisted in providing information about past and future change and restructuring

initiatives and the positive and negative affects they had on both the organisation and the employees

4.5.2 Descriptive statistics

10 principles of Change management

The results obtained from exploratory factor analyses and inspections indicated that two factors / constructs could be extracted from the principles of the change measure, which were labelled *the Purpose of change* and *the Implementation of integration*. The construct purpose consisted of five questions that tried to establish whether the purpose and the need for the integration concept had been identified and to determine if all the stakeholders had been involved. Lastly it aimed to determine whether there were any diagnoses of strengths and weakness prior to Implementation of the integration concept.

The construct Implementations consist of six questions which seek to determine whether the following was done during and after the Implementation process:

- Problems identified
- Results Orientated Change Strategy developed
- Commitment from all stakeholders secured prior to and during the process
- Resistance to change proactively managed
- Learning Culture promoted during Implementation
- Progress and Results monitored and evaluated after Implementation.

The majority of the respondents did not agree with the statements and were of the view that the purpose and need of the integration concept was not identified. The majority of the respondents were of the view that the Implementation process of the integration concept had not been properly followed. Respondents did not agree with Intention to Quit but agreed with Productivity and Job Satisfaction.

For the item Productivity, the overall responses were positive, with a mean score of 3.62, only 11.10% of the respondents who disagreed with the statement that they had not been very productive over the last 3 months. The majority of the respondents were satisfied overall with their jobs, with a mean score of 3.38, only 18.90% indicated that they were not satisfied and a large proportion of the respondents (32.4%) remained neutral, neither

agreeing nor disagreeing. The majority of the respondents (54%) indicated that they disagreed with the statement that they intended to quit their job. The mean score for the construct was 2.42 and only 18% indicated that they intended quitting their job. Although this percentage was small there was cause for concern because 27.9% did not indicate whether or not they would quit their job.

Purpose of change management was statistically significantly positively related to the Implementation Productivity and Job Satisfaction, and negatively related to Intention to Quit. Implementation was statistically significantly positively related to Productivity and Job Satisfaction, and negatively related to Intention to Quit, while Job Satisfaction was statistically significantly negatively related to Intention to Quit. This corresponds with the results that indicate that the majority of the respondents did not agree with the statement that they intended to quit the jobs, but agreed that they were productive, and Satisfaction with their Jobs.

4.5.3 Regressions

The results of the regression analysis indicated that the dependant variables purpose with a β of - 0.95 were a significant predictor of Productivity by -95%, thus employees will be more productive if the purpose of the change initiative is identified and all the stakeholders are involved. The results also indicated that both Purpose ($\beta=0.15$) and Implementation ($B=0.14$) of integration are significant predictors of Job Satisfaction by 15% and 14% respectively. Thus if the purpose and need of integration are identified and explained and the Implementation process is properly handled then the employees will be more satisfied with their jobs. According to the results it is also clear that the Implementation ($\beta=-0.19$) construct is a significant predictor with 19% of intention to quit, Thus, if the Implementation of the change initiative is followed currently then employees will not want to quit their job

4.5.4 MANOVA and ANOVA to determine demographic differences in the experience of variables

After close inspection of the results it was evident that there was no significant different between gender and the variables Purpose, Implementation, Productivity, Job Satisfaction and Intention to Quit. However, there where significant differences between the age, province and qualifications and the variables.

Gender: The majority (59.0) of the respondents were male. Gender only explained 1% of the variance and there were no significant differences between gender and the variables.

Qualification: The results indicated that there were significant differences between qualifications and some of the variables. The first significant difference is for the construct Purpose and those respondents with Matric and those that have a Degree. The results indicate that the respondents with a degree are of the opinion that that the construct purpose was clearer than those respondents that only has a Matric. The difference between these two groups of responses will have a medium effect in practice. A significant difference with a medium effect in practice was also observed from the results between the groups with a Matric and a diploma for the variable Job Satisfaction. Thus the respondents with Matric as a qualification are more stratified than those respondents with a diploma as a qualification.

Provinces: The results of the demographic variable Provinces of the respondents indicate that there are practical significant differences for all the constructs. The results indicated that for the construct Purpose there were significant differences with a large effect in practice between the provinces Gauteng and Mpumalanga and Mpumalanga and Western Cape, thus indicating that Mpumalanga province was more positive, and of the view that the purpose of the integration was identified in comparison with Gauteng and Western Cape, that were negative and of the opinion that the purpose was not properly identified.

Analysis of the construct Productivity and provinces indicated that there were significant differences between the provinces Limpopo and Mpumalanga and the provinces Mpumalanga and Western Cape, with a large effect in practice. Thus Limpopo seems to be of the more productive than Mpumalanga and Western Cape more productive than Mpumalanga. From the results for the construct Job Satisfaction and provinces there were significant differences between variables Eastern Cape and KwaZulu-Natal (KZN) with a large effect in practice and the provinces KZN and Gauteng with a medium effect (0.32), and lastly the provinces KZN and Limpopo, with a large effect. Thus the Eastern Cape is significantly more satisfied with their jobs than KZN; and Gauteng is significantly more satisfied with their jobs than KZN. Lastly, Limpopo is also significantly more satisfied with the jobs than KZN. Thus the respondents from KZN seem to be the least satisfied with their job.

For Intention to Quit there were significant differences between variables Free State and Western Cape with a large effect in practice. Therefore Free State respondents have the

least intention of quitting their job, compared with Western Cape respondents who are mostly intent on quitting their job.

Age: The analysis of the results of the demographic variable age of the respondents indicate that there are practical significant differences for the constructs Implementation, Productivity, Job Satisfaction and Intention to Quit. For Implementation of integration there were significant differences between variables Age group 21-30 years and 31-40, as well the Age group 21-30 years and 31-50 years, both with a with a medium effect in practice. Therefore the age groups 21-30 are more positive about the Implementation process of the integration then the respondents between the ages of 31-41. For Productivity there were significant differences between respondents of all the different age groups, with medium to large effects in practice. Respondents in the age groups 31 to 40 years indicated that they the least productive were respondents in the age groups 61-65, who indicted that they were the most productive. For satisfaction there were significant differences between variables Age group 31-40 years and 41-50 years, with a medium effect in practise. The age group 41-50 years was the most satisfied with their jobs and respondents in the age groups 31-40 years were the least satisfied with their jobs. For Intention to Quit there were significant differences between variables Age group 31-40 years and 41-50 years with a small effect.

Race: There were no significant differences between race and the other variables, Purpose, Implementation, Productivity, Job Satisfaction and Intention to Quit.

4.5.5 Impact on feelings, behaviour and Productivity

Feelings: The majority (55.83%) of the respondents indicated that the change initiatives in the inspectorate affected their feelings positively. Most of respondents felt Good feelings (194) and Positive felling, (130) Positive about the change and restructuring initiatives.

2,53% of the respondents indicated that their feelings remained neutral or were not affected by change initiatives. They indicated that they either had no feelings (4) or their feelings were not affected (4) and 4 employees were new at the time of the study and therefore has no opinion. Respondents who felt that their feelings were negatively affected by change initiatives amounted to 41.63%. Most indicated that they felt negative (81) and demotivated (24).

Behaviour: More than half of the respondents 55.42% indicated that the change initiatives affected their behaviour positively, whereas 24.36 % indicated that their behaviour was negatively affected. Only 9.49% had no behaviour change after the change/ restructuring initiatives. Most of the respondents described the effect on their behaviour as Good (156), Positive (201), and those respondents who experienced negative feelings described it as Negative behaviour (73), Demotivated (34), whereas the ones who remained neutral described it mostly as Normal (72),and Not affected (5).

Performance: A total of 43.5% of the respondents felt that their performance was positively affected and 21.67% indicated that their performance remained and a total of 13.74% were negatively affected by past change initiatives. Most of the respondents mostly used the words Good (203), Improved (65), Average (163), Moderate (7), Same (7), Dropped (29), Low (20), to describe how their performance was affected.

4.6 CHAPTER SUMMARY

This chapter provided the results of the study and tested the validity of the questionnaire that was used. A reflection on the analysis of the results supports the view that the data is sufficient to substantiate the position regarding the problem statement. Conclusions, Recommendations and limitations are reflected in the following chapter

CHAPTER 5

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

This chapter draws conclusions regarding the literature review and the empirical study, followed by the limitations of the research. Lastly, recommendations to solve research problems for future research are presented.

5.1. CONCLUSIONS

The general aim of this study was to investigate if change and restructuring initiatives followed a change management model, namely the 10 principles of change management, also to establish the levels of Productivity, Job Satisfaction and Intention to Quit and lastly to determine how these change and restructuring initiatives affected the feelings, behaviour and performance of the labour inspectors. Organisational change is inevitable because a successful organisation will continue to grow, and will provide employment opportunities for many years to come. The research indicated that change and restructuring initiatives affected the feelings, behaviour and performance of employees both positively and negatively. During this research, indications were that if the purpose of change management is clearly defined then it will have a positive impact on the Implementation process of the change initiative, as well as Productivity, Job Satisfaction and Intention to Quit.

The research also indicated that if the purpose and the Implementation of the change initiatives are predictors for Job Satisfaction, therefore the Purpose and Implementation of a change initiative are clearly defined and executed, and employees will be more satisfied with their jobs. Research also indicated that Implementation of change initiatives is a significant predictor of intention to quit, thus if the Implementation of the change initiative are followed correctly, then employees will not want to quit their job. The research also indicated that there are no statistically significant differences between gender and the variables purpose, Implementations, Productivity Job Satisfaction and Intention to Quit. However, there were statistically significant differences between these variables and the

age, province and qualifications of the respondents. The impact of these statistical differences vary between medium and large effects in the workplace.

5.2. RECOMMENDATIONS

Recommendations for the management of the organisation and for future research are made in this section

5.2.1. Recommendations for the organisation

The Department of Labour's inspection and enforcement services branch must ensure that for any current and future change and restructuring initiatives, a proper change management system or model is followed. They must also ensure that the purpose and need for these initiatives are clearly defined and communicated to all the stakeholders before it is implemented. They must also ensure a clear change strategy is developed before that the Implementation process. A clear Implementation process with clear guidelines should be followed and the progress of these changes and restructuring results should be monitored and evaluated after implementation.

The following recommendations can be followed to insure that employees are involved in future change initiatives:

- Assist employees to ensure that they understand the need and purpose for change and the urgency around changing the current state of the organisation
- Communicate the vision and provide clarity around the future state of the origination and the human resources strategy that will be executed during the implementation of the change initiatives
- Ensure that the employees can envisage the end state of the change initiatives
- Working groups, which include employees, can be formed to ensure the commitment of all the stakeholders, that all give input into the change initiatives and that all contribute to identifying strengths and weaknesses as well as threats and opportunities.
- Involve employees through active leadership to ensure that resistance to change is proactively managed

- Employees must be involved in the process if the change initiatives will affect their jobs or cause downsizing
- The demographic variables such as qualifications and age should must always be considered during restructuring because people with different demographic variables react differently to change

Managers and change agents of the organisation must ensure that sufficient planning goes into change communication strategy before it takes place and that this strategy includes all the different provinces this will assist with avoiding rumours that might ruin the positive intention of the change management., Certain provinces undergo the change initiatives process better the others.

To increase Job Satisfaction and Productivity and performance further the following can be done:

Leaders can improve employee motivation and satisfaction by following doing the following:

- Provide a positive working environment
- Reward and recognition
- Involve and increase employee engagement
- Develop the skills and potential of your workforce
- Evaluate and measure job satisfaction

The following can also be done to contribute to people's enjoyment of a job and to be more satisfied:

- Increasing the number of skills that individuals use while performing work.
- Enabling people to perform a job from start to finish.
- Providing work that has a direct impact on the organisation or its stakeholders.
- Increasing the degree of decision making, and the freedom to choose how and when work is done.
- Increasing the amount of recognition for doing a job well, and communicating the results of people's work.

5.2.2. Recommendations for future research

Similar studies needs to be replicated through the rest of the Inspection and Enforcement Services branch and even the whole Department of Labour, because all the different branches have undergone restructuring over the past few years.

In the inspectorate this current research could be expanded to determine how their work characteristics affect the following:

- Physical Health
- Psychological Health
- Satisfaction with Life

5.3. LIMITATIONS

The survey research was conducted following restructuring and a large proportion of the study population were not in the Department when the process was implemented in the year 2001. Thus the responses to questions on integration tend to be subjective. The gender and race issues also represented a limitation because the majority of the population are male and black. Because the questionnaire was only distributed in English, some of the respondents did not understand the questions correctly and some did not understand the difference between feelings and behaviour, based on their responses.

5.4. CHAPTER SUMMARY

This chapter concluded the findings of the research study and provided recommendations for both the organisation and for future research. There were also limitations to this study and they were noted in this chapter.

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APPENDIX 1:
QUESTIONNAIRE

Change management questionnaire

The purpose of this questionnaire is to obtain an accurate picture of how you personally evaluate specific change management aspects of your work and work environment. Please read each statement carefully and decide how you feel. Please do not skip any questions.

Demographic Information

	Special code	Your month of birth: _____				
		The first two letters of you mother's name: _____				
		Your mother's date of birth: _____				
		The last letter of your name: _____				
	Province					
	Gender	Male			Female	
	Age	Years			Months	
	Race	B	W	C	I	Other
	Years of service as an Inspector					
	Qualifications	Lower than matric	Matric	Diploma	Degree	Post Graduate qualification
	Specify Qualification					
	Field of specialty	Team leader	OHS	EE	BCEA	Generalist
	Sr Level	6	7	8	Other: _____	
	How do you feel about the following change initiatives :					

How did the Integration of different competencies to do 1 inspection, Upgrade of Sr 5 to 7, Team Approach to inspections and any other IES related change initiatives affect the following :

Your feelings:

Your Behaviour:

Your performance:

I have been very productive during the last 3 months?	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
I am satisfied with my job?	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
I intended to quit my job	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree

Instruction: Please rate the extent to which you agree/disagree with the following statements by making an “X’ over the appropriate number on the 1 to 5 point scale next to the statement.

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
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	STATEMENT	SCALE				
1	The purpose for integration of the inspectorate was identified	1	2	3	4	5
2	The need for integration of different competencies to do one inspection was clarified before Implementation	1	2	3	4	5
3	Labour Centre and Provincial Leadership were strongly involved in the process of integration	1	2	3	4	5
4	All the Stakeholders including inspectors were involved in the integration process	1	2	3	4	5
5	Prior to the Implementation of the integration concept, the strengths and weaknesses of the organisation were diagnosed and the change initiatives were diagnosed	1	2	3	4	5
5	Problems with the integration were attended to before Implementation	1	2	3	4	5
6	Results Orientated Change Strategy were developed prior to Implementation of integration	1	2	3	4	5
7	Commitment from all stakeholders were secured prior and during the process	1	2	3	4	5
8	Resistance to change was proactively managed prior to integration	1	2	3	4	5
9	A Learning Culture was promoted during Implementation of integration	1	2	3	4	5
10	Progress and Results were monitored and evaluated after the Implementation	1	2	3	4	5

Any further remarks:

Thank you – your input and contribution it is highly appreciated!

July 2011