

# MANAGEMENT OF CHANGE IN INFORMATION SERVICES

by

**MARJORIE MANDU MOLAUDI**

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The logo of the University of Johannesburg, featuring a stylized orange and yellow emblem above the text "UNIVERSITY OF JOHANNESBURG".

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**RAND AFRIKAANS UNIVERSITY**

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Study leader: Prof A.S.A du Toit

## **DEDICATION**

This dissertation is dedicated to the memory of Dimakatso Maggy Mahapa, who was my dear friend and colleague. When the spear has fallen, there will certainly be someone to pick it up and continue with the battle.



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## **SUMMARY**

As an instrument of society, information services have always been influenced by changes in the host environment. This being the case, information services are compelled to change, posing the challenge to managers who have to see to it that the challenges are properly dealt with. The strategies and techniques for managing change in academic information services have been explored thus providing guidance for managers in this regard. This was done by using an extensive literature survey. The empirical survey investigated the extent to which change is being managed in academic information services in South Africa, which was done by using pre-structured questionnaires. The study also provides recommendations on how information services can successfully manage change in order to survive in a competitive environment. Lastly, the areas for future investigation on this subject have been outlined.

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# **CHAPTER 1 : THE PROBLEM STATEMENT AND CONTEXTUALIZATION OF THE STUDY.**

## **1.1 Background factors to the problem**

Most, if not all, enterprises inevitably face the need for change (Smit and Cronje, 1992:237). Change could reflect as a result of the impact of environmental circumstances, which may range from technological factors, political factors, economic factors, educational factors, sociological factors, and international influences. Pivotal to all aspects of the process of change is the management thereof and the recognition of the need for top management to be committed to the process of change if it is to be successful.

Organizational change refers to any alterations of activities in an enterprise. In practice, the alteration of activities can involve virtually any aspect of an enterprise including innovative technological developments, overall organizational restructuring which could impact on the span of management, the basis for departmentalization, and the compilation and execution of work schedules, all of which affect the people employed by the enterprise (Smit and Cronje, 1992:238).

According to Sadler (1996:9), change takes on many forms and comes from many directions. Today, any one enterprise probably faces several such changes simultaneously. Rather late in the day we are learning that to survive, let alone build future prosperity, we have to become as skilled in the management of change as in the management of ongoing operations. In many instances management does not consider the background factors causing specific problems, which dictate the necessity for change.

In order to manage change effectively, there are strategies and techniques to follow in the process of change management. Being unnecessarily sensitive to change may lead the enterprise to a crisis instead of achievement.

Resistance is another problem which may come about with change, thus leading the enterprise to fall into disarray. It must always be borne in mind that change triggers rational and irrational emotional behaviour because of the uncertainty involved...(Smit and Cronje, 1992:252).

There are various reasons for resistance. One reason may be that people are reluctant to depart from the traditional way of doing things and desire to maintain the status quo. Resistance to change can take place in both management and employees in an enterprise but merely prolongs the time it takes for change to be accepted. Since resistance is only a human response it can be successfully dealt with to overcome it. This will be outlined later in the content of this study.

Bounds et al (1995:6) state that enterprises need to provide a means of achieving a sound continuity. This should be the responsibility of a body consisting of individuals in the enterprise. This body must see to it that proper procedures are followed to ensure that the aims of the organization are realised since the success of the organization in achieving this depends on how well it is managed.

## **1.2 The problem statement**

Although change is a difficult exercise to accept the fact is that it is inevitable. It is a challenge that an enterprise has to face because the aim in the implementation of change is to improve or alter the performance of the enterprise. The main question of this study is the following:

## **Why should the managers of information services be sensitive to the management of change?**

Serious repercussions may occur if proper measures are not taken to manage change effectively.

### **1.3 Sub-problems**

The following sub-problems will also be answered in this study:

- How does the external (macro) environment influence change in enterprises?
- Into which types can change be classified?
- What steps are involved in the process of change for its implementation to be successful?
- How can academic information services successfully manage change?

### **1.4 Delimitation of the study field**



Management of change is quite a broad field of study. This study will focus on change management in the information environment and particularly of academic information services in South Africa. In academic institutions change is the area of focus especially in historically disadvantaged institutions such as the University of the North (UNIN). Change is generally applied in many aspects of the institution such as the mission, structure, curriculum, standards and policies.

At first, the study will focus on management of change in information services in general, which will bring about the information services of academic institutions in the context of change and the management thereof. The empirical survey will help in

the identification of the problems and/or progress in the case of the academic information services with regard to change as well.

The University of the North has been engaged in the process of transformation since 1992. This has been stated in the Convocation's proposal on the status of the BTC (Broad Transformation Committee) as follows, "the political climate existing in the country has created an opening for the transformation of tertiary institutions into people's institutions, which poses a challenge to all democratic forces engaged in the struggle for transformation" (BTC, 1992:40).

### **1.5 Definition of concepts**

In literature there is no definition of the concepts "management of change" , "managing change" or "change management". "Management" and "change" are defined separately. At first, the two concepts will be defined separately as per existing literature, and they will thereafter be combined to make a definition of the concept "management of change".



#### **1.5.1 Management**

Management refers to the organization that embraces the decisions and actions involved in bringing people and other resources together to achieve some purpose (Bounds et al, 1995:6).

Smit and Cronje (1992:6) define management as a process or series of activities that gives the necessary direction to an enterprise's resources so that its objectives can be achieved as productively as possible in the environment in which it functions.

According to Schermerhorn (1996:4) management is the process of planning, organizing, leading, and controlling the use of resources to accomplish performance goals.

To summarize, management is a way of achieving sound continuity in an enterprise. It is a process of seeing to it that organizational goals are acquired, by using properly the resources of the enterprise.

### **1.5.2 Change**

If there is one constant to life, it is change. The world around us is constantly changing and so are we as part of that world. Our success as individuals often is directly related to our ability to adapt to changes in the world we are part of. This fact is stated in different words by the following authors:

Fossum (1989:3) mentions that change in an organization essentially means a modification of the way things get done in the system.

In another definition by Smit and Cronje (1992:236), change refers to any alterations of activities in an organization.

Change is an ever-present feature of organizational life. (Burnes, 1996:171).

Change is undeniably a life-long reality of any enterprise. It is a way of life which we cannot do without and which can affect any aspect of an organization. Since change involves altering the way things are done, it is a way of doing things in a different manner.

### **1.5.3 Management of change**

For the purpose of this study management of change means the managing of alterations of activities in an enterprise. This involves seeing to it that the adopted way of doing things is done properly.

Change can be managed in various activities in an enterprise, e.g. technology, structure and processes in the enterprise. Change management thus forms an essential part of creativity and innovation in an enterprise.

#### **1.5.4 Transformation**

The Oxford Concise Dictionary defines “transformation” as the act of making a thorough or dramatic change in the aspects such as form, outward appearance and character of something.

The BTC Task Team document (1992:55) defines transformation as referring to a change that is fundamental; not superficial, trivial or ‘cosmetic’. It does not only refer to alteration of things out there, but also includes changing of the “inherent constitution of the person”.



For the purpose of this study, transformation is the process of changing the status quo completely from a common or usual way of doing things to a new way.

## **2. Current state of research regarding this problem/area**

Management of change as one of the principles of general management is of crucial importance in the study of management. It studies both the advantages and disadvantages of change, and how well it can be managed in enterprises, including information services. The Human Sciences Research Council, on its database of current and completed research shows that some research has been done in change management, but the emphasis in this study is on information technology.

The research paper is entitled “Management of change with reference to the management of information technology in academic information services”, by M Swanepoel.

Much research needs to be done in this field, particularly in an academic setting such as the historically disadvantaged institution like UNIN, so that the question of change can be reviewed in its context and environment. Currently, everybody is preaching change at UNIN. Management, employees and students all claim to be involved in this endeavour. This phenomenon should thus be thoroughly investigated.

### **3. Research methodology**

The data will be collected in two ways, i.e. by using literature survey and an empirical survey. The literature survey will be used to investigate the problem as it has manifested itself. At first, the focus will be on organizational change in general, with emphasis on the information environment, to assist in the investigation of the impact of external forces on change.

The literature survey will also help in outlining the various types of change because change does not always take place in the same pattern. The change that is to take place depends on the “seriousness” of the situation at hand, hence, the types of change needed. As such the change process with the steps involved in the process will also be outlined. The literature survey will also include strategies for managing change successfully in the information environment, particularly in academic information services.

An empirical survey will be conducted by means of questionnaires, which will give an outline of the situation pertaining to change in the information environment of

academic institutions in South Africa and how people or management deals with it. This will be done in the later chapters of the study.

Throughout the study, a literature survey, combined with an empirical survey will be used to collect and analyse data. In addition, the researcher's general knowledge of the situation will be utilised to support the methods of research already mentioned, as the researcher happens to be employed in an information environment.

The University of the North (UNIN) has been used as an example to illustrate the prevailing situation in historically disadvantaged institutions with regard to change.

#### **4. Planning of chapters**

Following is an outline of the different chapters and their arrangement to create a systematic, comprehensive and complete research report.

Chapter two focuses on the influence of the external environment on change in enterprises. It examines the area from which change stems. Pressures from the enterprise's external environment are triggers for change such as the political environment, the economic environment, the technological environment, the social environment, the international environment, and the educational environment.

In chapter three, emphasis is on the types of change. There are various types of change which occur as a result of the important differences in the magnitude of the change which takes place as well as differences in the time-frame over which organizational change is spread. Four types of change are explored, namely proactive, reactive, transformational, and incremental.

Chapter four explores the change process and the steps involved in the process. These steps need to be well understood by management, to enhance the probability of such change being successful.

Smit and Cronje (1992:240) hold that the management of change can be depicted as a systematic process that can be broken down into sub-processes or steps. The steps will be highlighted in detail in this chapter.

Chapter five deals with the strategies and techniques for managing change in an enterprise. It also looks at how academic information services successfully manage change by examining the ways of mobilizing energy as well as commitment to change in the absence of a serious crisis. In doing this other aspects which constitute the enterprise are considered, for instance, the vision and mission of the enterprise. These strategies are very crucial to the effectiveness of change management.

Chapter six outlines the empirical survey.



Chapter seven concludes the research with the summary and recommendations.

## **CHAPTER 2 : THE INFLUENCE OF THE EXTERNAL ENVIRONMENT ON CHANGE IN ENTERPRISES**

### **2.1 Introduction**

It is a fact that change must be managed. Change that is out of control or mismanaged can be destructive to any enterprise. Managers cannot take up change haphazardly but must firstly be able to determine the reasons for change. Smit and Cronje (1992:43) states that apart from the market environment, which has a more direct effect on the fortunes of the enterprise, an enterprise is also active in a larger macro-environment containing variables with a direct and indirect influence on the environment and its market environment. These variables represent the uncontrollable environmental forces also referred to as “megatrends”.

This is the case from the point of view of the business environment, where the question of the market, the supplier and the competitor are taken into consideration. This chapter addresses the following sub-problem: “how does the external environment influence change in enterprises?” and it deals with the assessment of the factors that precipitate change in both the business and the information environments.

According to Sadler (1996:13 ), in response to the question “why change”, most enterprises can point to one or two particularly obvious and immediate causal factors. These are the triggers, the precipitating factors, but for most enterprises the

strongest forces for change are those stemming from immense and rapid changes to several aspects of their business environment.

Curzon (1989:13) holds that the information profession has witnessed significant change in the last forty years. The variety of services and formats provided, the professionalism of the profession and the automation of many processes are some of the modern developments that affect the daily lives of information service managers.

The world is changing rapidly. In order to survive and grow, enterprises must learn to adapt faster and faster or be weeded out in the economic evolutionary process (Schein, 1993:85).



## **2.2 Changes in the macro-environment**

The word “turbulent” has increasingly been used to describe an environment characterised both by several changes occurring rapidly and simultaneously and by a situation in which only the most optimistic see the possibility of a return to a more stable environment in the foreseeable future.

For some time the world economy has been characterised by a high degree of turbulence (Nasser and Vivier, 1995:2). It is nevertheless certain that turbulence will continue unabatedly for the foreseeable future, albeit in a different guise or intensity. However, without the sound management and leadership principles exhibited, the impasse is likely to continue.

According to Sadler (1996:21), the impact of this change on the once invulnerable giant corporation, IBM, is well known - financial losses on a massive scale, downsizing and reduction of its position as one of America's most admired companies in the annual Fortune survey. IBM fought back and faced the need for continuous and fundamental change to recover its previous pre-eminence in its field.

Strategic leaders need to be aware that the modern environments in which they work comprise powerful forces for change - forces which offer opportunity but also pose a threat to the enterprise's continued survival (Richardson, 1995).

Change is brought about as a result of the influence of the environment. There are a number of environmental factors that influence management and thus precipitate change. According to Smit and Cronje (1992:41), contemporary literature on management divides the macro-environment into six variables, namely the technological, economic, social, physical, institutional or political and international variables or sub-environments which the enterprise has to monitor and react to.

In the study of the macro-environment the emphasis is on the changes caused by the uncontrollable macro-variables and their implications for management (Smit and Cronje, 1992:41).

### **2.2.1 The technological environment**

Every new technological development or innovation creates opportunities and threats to the environment. Television, for instance was a threat to films and newspapers, but at the same time, provided opportunities for satellite communication and the advertising industry. The opportunities created by the computer for banking, manufacturing, transport, and practically every industry are

virtually immeasurable. The most outstanding characteristic of technological innovation is probably the fact that it constantly accelerates the rate of change.

Sadler (1996:17) mentions that technology can be divided into three basic kinds, namely new processes for manufacturing goods or delivering services, new products and significantly improved products resulting from advances in technology and/or science, and developments in the technology for processing and transmitting information. Examples include new forms of hardware such as automation equipment in the factory, compact discs, mobile phones, personal computers, and new methods of telecommunications. Peters (1991:9) highlights the following technologically inspired changes:

- Manufacturing - the technology of miniaturization is reducing optimal factory size dramatically, allowing factories of all sizes to turn out a huge variety of products, with greatly reduced set-up times.
- Design - such innovations as computer-aided engineering are slashing the length of design-to-manufacture cycles.
- Distribution - order-to-delivery times are being reduced dramatically, customers are being connected to the enterprise for immediate contact, globe-wide partnerships are being spawned with the help of computer-based communication technology, and smaller independent enterprises are being renewed by the impact of computer-based business aids such as optical scanners and accounting information programmes.
- Product definition - “software services” and “intelligence-added” product features are blurring service/product distinctions.

In the information environment, improvements in world-wide communication and publishing, as well as the development of large databases, have evoked international interest in the gathering and dissemination of information (Curzon,

1989:13). The amount, diversity and speed of information available through state-of-the-art technology has surrounded information service managers with a continual flow of new directions and opportunities. Today, the manager of even the smallest information service faces what may seem an insurmountable task of managing constant change in the information environment.

The question that now arises is how technological innovation affects the enterprise and the implications of this for management. The fundamental implications are clear - the most basic effect of technology is probably higher productivity.

Information technology can certainly help improve how managers communicate and work. For example, electronic mail can send a message instantaneously to the entire staff, or to one individual, while teleconferencing can bring people together from various sections of the company or country to share information and exchange ideas.

Information technology should not take the place of face-to-face meetings but should rather augment or enhance the communication process. So far computer users still use the new technology only to do faster what they have always done before (Drucker, 1991:4). According to Bearman (1985:372) information technology does not simply enable people to work faster, but enables them to work "smarter". This means that information technology makes work easier. Processes are speeded up, while communication is done easier than before.

Technological progress therefore affects the enterprise as a whole, including its products life-cycle, supply of materials, production processes, and even its approach to management. These influences all require management to keep abreast of technological change. In addition, a knowledgeable approach to the

management of change enables information workers to retain the long-range vision of their enterprise, to make choices about costly technological investments and to secure a permanent place as one of the society's information providers.

## **2.2.2 The economic environment**

After technology, which is primarily responsible for change in the environment, Smit and Cronje (1992:42) mention that there is the economy, which is influenced by technology, politics and the social and international environment. These cross-influences constantly cause changes in the economic growth rate, levels of employment, consumer income, rate of inflation, and the general state of the economy.

B Inf. Hons. Study guide 1 (1999:1) states that a global trend occurring simultaneously with the rise of the information society is the movement away from an industrial economy to an information economy. An information economy cannot exist without an efficient and functional information infrastructure which in turn forms an integral part of a country's general infrastructure and exists for the purpose of making information available to decision-makers.

The economic forces ultimately have specific implications for an enterprise and its management. The main interfaces between the economic environment and an enterprise are the economic growth rate, consumer income, inflation, monetary and fiscal policy and fluctuations in these magnitudes (Smit and Cronje, 1992:43).

Most information services, particularly universities, depend on the government for funding. If the government minimises the funds in a particular year, it means less funding for the information services for the year and vice versa.

### **2.2.3 The social environment**

The environmental variable that is probably most exposed to cross-influences by the other variables, especially technology and the economy, is social change.

It is precisely so because it indirectly affects management through man as a consumer and as an employee since the strategy of an enterprise cannot be carried out without the involvement of the employees (Pasmore, 1994:7). The employees are a valuable resource in an enterprise - the human resource. This is because they make possible the objectives of the enterprise.

Richardson (1995) states that consumers are changing too. Competitive markets have increased awareness of and demand for quality. Today's marketplace requires extreme responsiveness to the needs of consumers. An abundance of competitive offers, in most markets, makes this a necessity. In addition women in the workforce and two-wage families have created new markets for convenience foods and other products and services related to the changing ways of life. Changes in the number and types of jobs available are producing a societal polarization into the "haves" demanding greater quality and variety and the "have-nots" demanding more basic goods.

According to Sadler (1996:19), social changes assume various forms. One aspect of social change consists of changes in people's attitudes, values and beliefs. Long-term changes in Western countries over the past two or three decades include much greater emphasis on health and safety, a steadily growing concern for the environment, a growing demand, backed by legislation, on the part of women and members of ethnic minorities, for equality of treatment and equality of opportunity, e.g. affirmative action.

Another aspect of social change is in the field of social institutions. In most societies the most fundamental social institution is the family and it is at the level of family life that some of the most important social changes have been taking place.

The increase in the divorce rate, the decline of parental authority, the growth in the number of single parent families, and the separation of older people from their families have created enormous challenges for the public sector, particularly education and social services (Pasmore, 1994:8).

Moreover, the culture of South Africa is heterogeneous. There are numerous subcultures, based on nationality, religion, population group or geographical area, each of which entails change in the environment and has further implications for management. An enterprise is at the centre of social change, as it contributes to social change, on the one hand, and should always keep up with the major influences of social trends on the business, on the other.

In South Africa the community and political parties exert pressure on business enterprises to be socially responsible, that is to act responsibly in the environment in which a business functions, by continually considering the consequences of its decisions and actions. These social trends have numerous implications for the

enterprise's products and markets, and for management itself. Pasmore (1994:8) adds that this is obviously a major consideration in long-term planning while having drastic implications for the social responsibility of the enterprise as well. If management fails to meet these social demands, the government will intervene because of political pressure and these demands will probably be enforced in any event, with the consequent loss of entrepreneurial freedom.

Many business enterprises abide by the government's demand for social responsibility by participating in community activities. This can be seen in instances where businesses are responsible for sponsoring community projects and activities. Most of these activities are covered on national television, with the companies paying for the coverage as well. To mention a few, Vodacom contributes to sporting activities such as rugby; Standard Bank to cricket; ABSA Bank to athletics; SAB to soccer, both nationally and internationally; and Old Mutual to community development projects such as the Community builder of the year competition.

Sadler (1996:14) states that it is important to distinguish between short term or cyclical economic change and long-term structural or fundamental economic change. This is because although short-term changes may well call for related changes on the part of enterprises, they will not normally require radical shifts in strategic direction. The long-term changes, however, will almost certainly result in the need to revise the enterprise's strategic thinking and consequently call for more fundamental changes in the enterprise's policies and practices.

The University of the North is situated in a rural environment, surrounded by villages. As a responsibility measure, the University strives to support the surrounding communities by providing informational assistance free of charge. The University, for instance, has a legal aid clinic available for legal advice and service to the people who cannot afford the legal costs of lawyers. In addition, other academic

departments carry out their practical (field) work in the surrounding villages. For example, final year social work students as well as education students do their fieldwork in these villages.

#### **2.2.4 The physical environment**

The physical environment involves the limited resources from which a business obtains its raw materials as well as the environment into which the business discharges its waste, consisting of various forms of pollution.

Since the sixties, there has been growing awareness of our natural environment which is characterised by a shortage of resources, protests against all forms of pollution and the destruction of the environment by opencast mining, the building of roads and dams, and the speculation that the theories of Malthus and others on overpopulation of the earth could be a reality. Enterprises are likewise becoming increasingly aware of the physical environment because this can affect businesses in various ways. In particular, interfaces that present opportunities as well as threats to enterprises are discernible. These include a shortage of resources, the cost of energy, the cost of pollution, as well as damage to the country's natural resources. In reaction to this, management should take timely steps to as far as possible limit any detrimental effects on the environment in order to prevent unfavourable attitudes to the enterprise (Fossum, 1989 :38).

#### **2.2.5 The politico-governmental environment**

Management's decisions are continually affected by the course of a country's politics, especially political pressures exerted by the ruling administration or the government and its institutions in the business environment. As a component of the macro-environment, the state primarily influences the business environment and the enterprise as a regulating force. By promulgating and enforcing acts it creates order by applying measures that are usually politically directed, thus steering agricultural development and economic policy in a certain direction. The policy of the South African government is aimed at maintaining the benefits of a free market economy derived from free enterprise, private ownership, freedom of vocation, and respect for the market mechanism, but also intervention where monopolistic or other conditions impede the functioning of the market. Hence the government intervenes on a large scale and influences the total environment by means of the annual budget, taxes, import control, or lack of it, promotion of exports, import tariffs to protect certain industries against excessive foreign intervention, price control in respect of certain products and services, the marketing of agricultural products, health regulations, and incentives and other measures to force development in a certain direction (Nasser & Vivier, 1995:27).

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According to Sadler (1996:18), political changes are occurring at every level - global, regional, national, and at the level of local communities. Furthermore, the government influences the enterprise's market both internally and externally - internally through government expenditure, and externally through its political policy which may mean acceptance or otherwise for South African products on international markets. When the government acts as a producer, say, in the case of numerous government organizations such as Eskom and Armscor, it competes with the private sector for labour, raw materials and capital. To an increasing extent it remains the task of management to study the numerous and often complex activities, legislation and measures of the government as well as political currents in

order to timeously determine their influence on the profitable survival of the enterprise.

### **2.2.6 The international environment**

While each of the preceding environmental factors to a greater or lesser extent influences the business environment of each specific enterprise, the business environment grows in complexity with more opportunities and threats if an international dimension is added to each of the environmental factors (Smit and Cronje, 1992:45). Similarly, businesses that operate internationally find themselves in a far more complex environment because each country has unique environmental factors with its unique technology, economic culture, laws, politics, markets, and competition, which differ from those of other countries. International and multinational enterprises in particular are affected by international currents.

Richardson (1995) states that global financing is also changing the landscape. On the one hand, financial markets are opening up rapidly and everyone is increasingly connected to everyone else. High speed computers and communications technology make possible the arrangement of the most exotic financing in a dozen currencies in a matter of days, which facilitates such developments in manufacturing as “global sourcing”, wherein firms shop freely among several nations. In this financial context, huge loans to third-world countries exist - many of which are provided by the developed world’s private banks. Trends on the world’s stock and money markets are reflected by changes in the world’s commodity markets.

Clearly, the many aspects of internationalism working in the context of modern communication technologies make for more complex, dynamic and potentially dangerous business situations.

Sadler (1996:20) extends his argument by saying that the new economic order that is taking shape in Europe, namely the disappearance of trade barriers between the 12 nations of Europe so that one consumer market with 320 million consumers can be established, presents opportunities and threats for marketing management. With 320 million consumers, almost overnight, Europe will become the richest consumer market in the whole world. Some 300 regulations which restrict inter-European trade are being abolished. The anticipated results of a single market in Europe is an economic growth rate of 7%, a decrease of 6% in consumer prices and the creation of 5 million job opportunities. At the same time it will improve Europe's global market. South African marketers who are traditionally involved with European markets and are therefore experienced in this regard, should be able to reap the benefits offered by the creation of a single market.

### **2.3 Conclusion**



Peters (1991:11) maintains that more important than any of these sets of uncertainties - financial, technological, international, social, and political, is the interaction among them. For instance the drive for more product variety is abetted by the technology which can meet such needs, the explosion of international competitors (producers of both end products and sub-components) with a piece of the action, and the similar, finance-driven explosion of start-up domestic firms vying for a part of the more specialised action too.

To summarize, change comes about as a result of a turbulent environment, in other words, an environment where several changes occur rapidly and simultaneously, thereby becoming very challenging to management and sometimes very difficult for management to cope with. Since the impact of the turbulence affects management in numerous ways, strategic leaders have to be aware that the changing environments in which they operate comprise powerful forces for change.

The following chapter will outline the different types of change inherent in the information environment.

## **CHAPTER 3 : TYPES OF CHANGE**

### **3.1 Introduction**

Just as there are various forces driving change, so there are widely different types of change. Sadler (1996:55) states that when one examines case histories of organizational change it is evident that there are important differences in the magnitude of the change which takes place as well as differences in the time-scale over which organizational change is spread.

This chapter outlines the different types of change which are inherent in the information environment. The second sub-problem will also be addressed, namely “in which types can change be classified”? The types of change are outlined as follows:

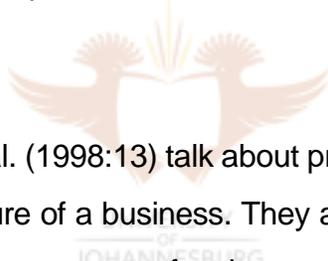
### **3.2 Planned/proactive change**

Planned change reflects a proactive planning mode. It is designed and implemented in an orderly and timely fashion in anticipation of future events. It is often used when change in the enterprise is to be extensive and lengthy. As such, it

requires a greater commitment of time and resources as well as additional expertise in formulating and implementing the change (Smit and Cronje, 1992:238).

Sadler (1996:58) adds that proactive change involves anticipation of the need to change which results from a high degree of sensitivity to changes in the environment or the ability to pick up early warning signals of problems looming on the horizon. However, proactive change does not happen often for the following two reasons:

- Enterprises rarely have information systems which help them tell where they are heading as distinct from logging where they have been.
- When things appear to be going well and enterprises are profitable it is extremely difficult to get people excited about change, since they cannot see the reason for it.



In this regard Pendlebury et al. (1998:13) talk about profound changes - those which completely transform the nature of a business. They add that profound changes are also necessary but must not happen too often because they are costly. Not only can they require direct investment such as new machinery, new premises and the acquisition of patents or companies, but they also demand the expenditure of vast amounts of energy. Profound changes therefore affect mainly the strategy, organizational structure and culture of a business.

Stewart (1996:21) suggests that in planned change we must be able to measure and/or observe the difference between a present, future or past state. Therefore, planned change concerns factors that are measurable or observable, without which planned organization change is inconceivable. The kind of factors at the organizational level that we are interested in are therefore things such as size, performance, structure, policies, procedures, culture and management style. Some

of these are easier to observe or measure than others, for example size and performance, as opposed to culture, and management style. However, if we are to deal seriously with managing organization change we must know what the present state is, what we want it to be, how progress will be monitored, and how we will know when change has been achieved.

Planned change is always preferable to unplanned change. Planned change can also be very effective when only modest change in organizational activities is required.

The key to effective planned change is that managers must be able to anticipate the type of change that will be necessary. If an enterprise experiences difficulties, it will often be obliged to make profound changes, even though it may not wish to. Similarly, some of the forces for change such as technological innovation, necessitate profound reactions.

In its quest to offer maximum information service to the academic community, the University of the North Library engaged in a strategic planning exercise in 1995. After looking at the present state of affairs, it was realised that the library was not used effectively by both students and staff, in spite of the user education programs that were conducted on an annual basis. This simply showed that there was a problem, and the problem was that the whole exercise of user education proved to be ineffective. This gave rise to the question of determining the most effective method of offering user education to its clients. The following additions were made to the program:

- students were given the latitude to evaluate each presenter after each lesson.
- students were given blurbs and handouts about each section of the library.
- students were, at the end of the orientation process, given certificates to act as incentives.

Another factor that was to be looked into was, of course, technological innovations. There had to be quicker methods of searching for library materials, so that the clients need not go to other information services to look for materials. This meant making available modern tools of information retrieval, which would also be user-friendly. New CD-ROM networks and electronic databases were resultantly installed, thus allowing clients access to modern information networks.

### **3.3 Unplanned/reactive change**

Pendlebury et al. (1998:12) refer to unplanned change as superficial change. According to them, superficial changes, which play an essential role in business, must never be regarded as secondary changes or changes of lesser importance. These changes might affect any aspect of the business - strategy, structure, culture, management style and usually concern systems are the perfect solution for businesses which need to develop continuously in order to respond to a fluid environment.



In addition, increasing globalization of markets exposes businesses to more and more frequent competition. In this respect, Pendlebury et al. (1998:12) adds that a business which is not a clear leader in its market must continually respond to its competitors' assaults by developing its products, improving its logistics, reducing delivery times or revising prices. This is a characteristic of the profit-making business environment.

Although only superficial but requiring great effort to achieve, these changes must be accommodated since they are essential for the survival of the enterprise. One advantage of superficial changes is that the decision to implement them is usually easily taken, because the consequences are not serious and the costs not high

should they fail. There may in fact be so many superficial changes that collectively they end up making a profound change to the business. They are an essential weapon in business strategy.

Siegal et al (1996) states that rapid change is a pervasive part of our lives as human beings. Therefore it is not surprising that change is a fact of life within human systems as well. Recent developments in the global economy have catapulted this fact to the forefront of management concerns too well.

Catalysed by technological breakthroughs in distribution, information and communication systems, we are rapidly moving towards a world in which the geopolitical boundaries that have been the hallmarks of our history are fading. Contemporary enterprises are immersed in a virtual cyclone of change as they strive to adapt to the ever increasing demands of their domestic and global markets. These aspects have been discussed in detail in Chapter two.

### **3.4 Incremental/evolutionary change**

Incremental or evolutionary change consists of an ongoing process of moderate but linked steps, none of which is particularly significant in itself, but which taken together, result in sufficient adaptation to changed business conditions or modifications to strategy to enable the enterprise to remain effective (Sadler, 1996:55).

The starting point of such an approach usually involves a combination of satisfaction with past success and a realization that the world is changing and that only by a continuous process of change in enterprises can future success be assured. This process is thus seen as one which has no time limits - it will go on as long as the enterprise exists but, provided nothing happens to create a big sense of crisis, it need never be traumatic.

According to Roach and Bednar (1997:672) long periods of small incremental change are often interrupted by brief periods of discontinuous, radical change. The occasional dramatic revolutions or punctuations overcome organizational inertia, which alters the enterprise's frame. The metacontext, which Gersick (1991:16) refers to as "the design of the playing field and rules of the game" persists and limits change during stages of equilibrium but the metacontext changes during metamorphosis.

Enterprises are more inertial and adaptable as they evolve through stages of convergence, in which only incremental change takes place than reorientation, during which fundamental change occurs.

### **3.5 Transformational/radical change**

Transformational or radical change, by contrast, is extremely traumatic. It is seen as necessary either in response to a severe crisis in the enterprise's affairs or a fundamental change in purpose or strategy and involves challenging all the assumptions underlying existing organization arrangements. It results in changes so profound that after the event the enterprise is scarcely recognisable compared with its previous condition (Sadler, 1996:56).

Sadler (1996:57) continues by mentioning that such a transformation takes years to work through - at least three and perhaps as many as seven and cannot take place without significant and painful changes in organizational culture. It is, however, limited in time. Once the transformation is complete the enterprise can either revert to a process of continuous incremental change or, exhausted by the turmoil of radical change, it may sink into a period of inertia and stagnation which in the end will necessitate a further bout of transformation.

Newman (1998) in turn points out that top management plays a critical role in radical organizational change. Radical change cannot occur without the enterprise's having sufficient understanding of the new conceptual destination, its having the skills and competencies required to function in that new destination, and its having the ability to manage how to get to that destination.

A crisis situation has been prevailing at the University of the North during the past few years as there has been a severe droppage in student numbers.

Management had to realise that a change in strategy would be a possible solution to the crisis to prevent the university from closure. The following strategies were adopted by management as a way of attracting prospective students to the university:

- 
- The Public Relations Division engaged in a deliberate recruitment exercise by going out to secondary schools in most areas around the province to inform students about the courses that the university offers.
  - The acceptance of school leaving certificates was to be taken into consideration. Students with these qualifications are now being given screening tests to qualify them for acceptance.
  - Management had to see to it that short duration courses were introduced.
  - A reduction of registration fees was implemented, and with pressure from the student leadership, returning students with financial problems were to be registered provisionally i.e. being registered without paying registration fees, and undertaking to settle the debt to be settled in the course of the year.
  - The university also paid attention to changing top management.

According to theories of organizational change, new top management facilitates radical change, especially if new managers are from outside the firm (Romanelli

and Tushman, 1994). Top managers generally are more exposed to and aware of changes in their business environment than existing employees. Such new managers may therefore perceive the need for change more readily and may perceive opportunities and threats in the environment differently from old managers and thus bring new competencies and mind sets to bear (Ancona, 1996).

Smit and Cronje (1992:257) substantiate this idea by stating that for complex and lengthy change programs it is often desirable that an outside agent manage the process, since specialised expertise and skills may be required, while the prestige of being an outsider can be helpful. Indeed, outsiders with no vested interests in the enterprise are more likely to be confided in, listened to and are able to form objective judgements.

This means that new leaders may have invested less in the existing power structure, may be less committed to existing core values, and may be less constrained by the alliances and obligations inherent in the existing social structure of the enterprise. In essence, new leadership, especially from outside the enterprise tends to be less tightly linked to the status quo and may thus see the external world differently from internal managers. This objectivity results in a greater propensity to initiate and oversee radical change.

### **3.6 Conclusion**

This chapter has illustrated the fact that organizational change is bound to occur, given the variety of forces for change that exist both within and outside the

enterprise (Smit and Cronje, 1992:256). Four types of change have been explored in this chapter, namely planned, unplanned, incremental, and radical change.

Planned change is the most organised type of change if compared with the others because it is anticipated in the enterprise. With this type of change, all the required resources are available for its facilitation. It gives an enterprise a new dimension of management.

Unplanned change is employed in enterprises which are “trapped” in a constant state of competition, and need to move with the times and respond to the ever increasing demands of their markets. The positive aspect of unplanned change is that it is not very costly when carried out.

Incremental change involves a series of processes of change that are linked to form a completely changed business strategy. This is an on-going process with no time limits.



Transformational change is said to be a traumatic type of change and is mostly applicable in severe crisis situations. Transformational change, which impacts on the culture of an enterprise, takes time to be implemented as it is lengthy. To be properly facilitated it requires a new management because such managers are insensitive to the “politics” of the enterprise, and thus, objective in their judgements.

In the next chapter, focus will be on the change process and the steps involved in the process.

## **CHAPTER 4 : THE CHANGE PROCESS**

### **4.1 Introduction**

Change demands direct attention to detail, otherwise it causes tension, confusion, and ultimately, counter-productivity. You cannot expect any organizational change to be successful unless you plan it proficiently, implement it strategically, and evaluate it fully (Chang, 1997:1).



Whether managers are engaged in planned or reactive change, understanding the steps in the change process will enhance the probability of such change being successful. In this chapter, the third sub-problem will be addressed, being: “What steps are involved in the change process for its implementation to be successful?”

The management of change can be depicted as a systematic process that can be broken down into sub-processes or steps (Smit and Cronje, 1992:240). Forces for change that continually act upon the enterprise, reflect the dynamic character of the modern world. The following steps are distinguished in the change management process:

## 4.2 Recognizing the need for change

Chang (1997:17) states that the first step in managing a successful change is to clarify the need for change i.e. to discover all the answers you can provide to the question “why change?”. If your only answer to that question is “because upper management said so”, you need to re-examine the issue.

Antrim (1998:106) adds that the first step in the change process is to define a compelling need to change. It is as simple as this: most people need a reason to change what they do, abandon old, comfortable ways of doing their jobs and to learn new ways. For the changes to be significant, the reasons must be compelling. The management of Morgan & Cheves, an agency in Virginia, gave its employees a very compelling reason when they embarked on major change initiatives in 1995. They said the agency had to continue to be profitable as commissions continued to drop and as competition continued to increase, or the jobs it was providing would not be secure (Antrim, 1998:106).

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According to Simpson (1995), an analysis of the current situation is the point of departure for any change that is being planned or contemplated. It is important that senior management is very clear on the present status of the enterprise. Many enterprises have developed more or less haphazardly over time. Their original purpose of being in business may resultantly have become blurred, while the values, mission and core business may no longer be clear. It is therefore a useful exercise for management to review the “raison d’être” of their enterprises to ensure currency and validity before any change is undertaken.

Keuning (1998:350) refers to this step as “breaking the quasi-balance”, i.e. the need for change. The quasi-balance is broken when the impulse has such an

intensity that it cannot be ignored. Now the first phase of a conscious and planned change process starts up, namely, the experience of the impulses and the consideration of what has to be done next since it has become obvious that change has to start taking place.

The academic information service of the University of the North has been annually appointing student assistants to help staff with their daily duties and to perform other time-consuming and routine duties such as shelving and shelf-reading of library materials.

These students have been remunerated on a monthly basis for the hours that they work, apart from the invaluable experience they gain. This has been an ongoing practice over the years. However, with the current financial crisis at the university, the practice was to be amended. Student assistants had to work without payment, which they accepted, with the hope that there would be attempts by the university to generate funds for them. This went on until the beginning of the second quarter of 2000 when students met and made a decision that they could not continue their service under these circumstances.



This being the situation, staff had to continue working without them. In the process it became clear that things were not going well in the library. This had a great effect on two sections in the library, i.e. the bookshelves and service areas. At the bookshelves, users were unable to locate materials with ease, as books were lying all over the area with numerous returned ones unshelved and others misshelved. This situation forcefully brought home the realization of the need to change. With management faced with the challenge, they had to call middle managers and the student assistants committee to a meeting to present solutions for addressing this problem. The parties decided that staff from all sections of the library should be engaged in shelving and shelf reading for the first hour every morning.

Another problem was the shortage of staff for information service at the public areas after hours. The large number of library users made it difficult for staff in the information service areas to cope, i.e. the circulation and reserve areas to fill up the gaps left by student assistants. This problem was solved by the decision that staff members from materials processing sections should assist with information service after hours. A schedule was then drawn up where staff were allocated working times and service areas in this regard.

### **4.3 Defining the change vision**

Antrim (1998:107) refers to this step as “defining a change vision”. The change vision is the objective(s) of the change process, in other words it is what the enterprise will be when it has changed. The vision defines where the change is headed. As such is a destination, a target.

The change vision may thus be regarded as the initial vision that both prompts and justifies change. This vision will therefore continue to guide and act as a reference point throughout the change process. It is not concerned with the details of the process, which will be dealt with in due course, but touches on every aspect of change: its causes, the ultimate objective and the broad outline of the action to be taken (Pendlebury et al, 1998:42).

Vision is what propels and directs change and provides its justification. The purpose of a vision is to ensure that everyone is pulling in the same direction, while still allowing room for manoeuvre. However it is not intended to inhibit initiative and must never be allowed to do so. The vision is what defines the ultimate objective of change, specifies which parts or elements of the business will be affected by it and establishes the main features of the process of change (Pendlebury et al, 1998:53).

Along with an explanation of the reasons for change, it is important that management articulate a vision for the future. A picture of what the company will look like in the post-change period will help employees to better understand the purpose of the inevitable disruption to their working lives and to minimize resistance (Simpson, 1995).

Defining the change vision is a force to reckon with when engaging in the process of change. Vision provides direction and focus for the activities necessary to accomplish the change and should always be regarded as the reference point throughout the process as it clarifies the objective of change and shows what the enterprise will ultimately look like.

#### **4.4 Recognizing limiting conditions**



During this phase, the necessary changes are carried through and the proposed plan is being realized. This is a phase of discovering and learning new organizational behaviour. Resistance will be noticeable and perceptible. For the individual this is a phase of personal experience of the change, and a new role must be learnt (Keuning, 1998:351).

According to Siegal et al (1996), this step is called changing or cognitive restructuring. This is the process of helping people to see things differently and react differently in the future. Changing can be accomplished by identification with the new role model, mentor, boss or consultant, which enables one to see things from another's viewpoint, or by scanning the environment for new and relevant information (Siegal et al, 1996).

According to Simpson (1995), any change will impact to a lesser or greater degree on everyone. Management must be totally honest in its assessment of how a proposed change will affect all members of the workforce. Change gives rise to uncertainties and fears, while the rumour mill goes into overdrive. To gather support for the change and to reduce the volume of misinformation, thorough and frequent meetings should be held where the impact of the proposed changes on employees is discussed.

At the University of the North, a situation such as this is currently prevailing. In the past few years there has been rumours going around that a major retrenchment of staff members was to be effected which has indeed been happening over the last couple of months. Management issued statistics on student enrollment from 1994 to the present. The statistics are really shocking as the number has been decreasing year after year. Student numbers dropped by about 50% between 1994 and 2000. This shocking revelation has clearly revealed the necessity for drastic restructuring at the University of the North.

Management has frequently held various meetings in an endeavour to find a strategy to implement drastic changes to rectify this situation. Different stakeholders, including students, often meet to try and help management by giving their inputs regarding downsizing. This exercise is still in process and although management has not been very open about this issue, it is said that certain announcements will be made in the near future.

Smit and Cronje (1992:247) state that allied to the role of a positive leadership style as a catalyst in the change process is the need to work on ensuring that the enterprise's culture is compatible with the proposed change as well. Organizational culture reflects group norms, beliefs, values, and informal activities all of which impact on the micro-environment of the enterprise in one way or another.

In this regard, Simpson (1995) adds that it is also useful for management to undertake an assessment of the probable success of planned change efforts. The results of a well designed survey or diagnostic tool can provide management with unfiltered information about their enterprise's culture, characteristics and staff attitudes. These elements are directly related to the receptivity and ability of the enterprise to implement change successfully.

The information gathered will pinpoint obstacles to planned change and thus allow management to adapt their implementation strategy to avoid or minimize the impact of these barriers.

In addition to maintaining the focus people need to accomplish change initiatives while change leaders should constantly strive to keep their people motivated. This begins with understanding that change is accomplished a step at a time. Without frequent recognition of small gains and accomplishments, individuals and teams can get discouraged and lose their motivation. They need a sense that progress is being made and a feeling that their efforts are appreciated (Antrim, 1998:107).

Managers and change agents should therefore not be disappointed if the magnitude of change accomplished falls short of their expectations due to a reluctance to redress deficiencies in the areas of leadership style and organizational culture and, for that matter, rigidities in the existing formal organizational structure. All these factors could militate against successful change.

Indeed, if those responsible for implementing change attempt to do so without considering the limitations imposed by prevailing conditions, the original problem underlying the change process may only get worse.

According to Andrews (1994), management must maintain high expectations when facilitating change. They must not let periods of rapid change lower their expectations. The bar of excellence must be kept high. He adds that management must believe in their associates and expect them to achieve greatness and be specific when they explain the standards they expect their associates to adhere to. No room for confusion regarding what good performance looks like, must be left. Management must reconnect people to the enterprise and get everyone involved.

#### **4.5 Selecting a method for change**

It is noteworthy that, in all instances, both the timing and scope of the proposed change are important. Timing is knowing when to make the change while scope refers to knowing how much of a change to make. The matter of timing is strategic. It depends on the enterprise's operating cycle and the groundwork that preceded the change. Consequently, a change of considerable magnitude should not compete with ordinary operations. Such a change could be implemented during a slack period. However, if the change is critical to the survival of the enterprise, immediate implementation would be appropriate. The scope of the change depends upon the particular change strategy and the extent of the change to be effected (Smit and Cronje, 1992:251).

Most importantly, nevertheless, is that the selection of an appropriate strategy for implementing change has consequences for the final outcome of the change process. Three approaches to the implementation of change are considered: the unilateral approach, the shared approach and the delegated approach.

##### **4.5.1 The unilateral approach**

A unilateral approach to change takes the form of an edict from top management describing the change and the responsibilities of subordinates in implementing such change (Smit and Cronje, 1992:249). In this type of approach, Andrews (1994) states that it is management's responsibility to be decisive. Managers are called upon to make numerous decisions. During periods of rapid innovation, the error rate is high since honest mistakes will happen.

Here, the key is to recover quickly and not dwell on past mistakes. Management must continue to move forward and continue to make decisions that will bring them closer to their enterprise's vision.

#### **4.5.2 The shared approach**

A shared approach to the implementation of change involves lower-level subordinates in the process of either:

- defining the problem(s) and alternative solution(s); or
- defining solutions, but only after higher-level management has defined the problem(s).

For change to be successful, it must be supported by all employees. To obtain the support and active co-operation of everyone, employees must understand the rationale for change. At the outset a very thorough explanation of the reason for the change as well as the projected results is essential (Simpson, 1995). In relation to the shared approach, Andrews (1994) talks about supporting the enterprise and continues by saying that it is easy for people to become disconnected from the enterprise during periods of rapid change. This should be a time for unity, and it is important that managers demonstrate by their actions that they support the decisions and direction of their enterprise.

In brief, since changing times are difficult in themselves, they are times in which everyone has to be working together for a common goal, and not creating a we/they atmosphere. An agency philosophy must be developed that shows support and respect for everyone connected to the enterprise.

### **4.5.3 The delegated approach**

In the case of a delegated approach, subordinates are given complete authority for the analysis of the problem(s) and the proposed solution(s). According to Andrews (1994) if any of the conditions that limit effective participation are present, the use of the delegated approach must be viewed with caution. Moreover, the nature of the problem may also affect the choice of strategy. If, for example, the problem is one requiring immediate action, a unilateral approach may be the only means since alternative approaches are time-consuming.

### **4.6 Implementing and evaluating selected change strategies**

As already observed, the implementation of a proposed change depends on two conditions: timing and scope. Timing is the selection of the appropriate time to initiate the change whereas scope is the selection of the appropriate scale of the change. Consequently, the change may either be implemented throughout the enterprise and become established in a short space of time or it may be phased in level by level or department by department. The strategy of successful changes invariably makes use of a phased approach which limits the scope but provides feedback for each subsequent implementation (Smit and Cronje, 1992:251).

According to Siegal et al (1996), this step is referred to as “refreezing”. It involves integrating the change process through personal refreezing, which involves taking the new, changed way of doing things and fitting it comfortably into one’s total self-concept, and relational refreezing which involves successfully integrating the new behaviour in interactions with significant others.

The last phase in the change process is the consolidation phase, a phase that is sometimes called integration. This is once more the period of rest, a time when the new is not so new anymore and has even started to become routine. Emotionally the people have acquiesced in the new situation and think that the new situation has advantages over and/or works better than the old situation. There is adjustment to the new situation (Keuning, 1998:350).

Smit and Cronje (1992:252) regard evaluation as an important, but often overlooked step in organizational change programs. Essentially, evaluation should be made by comparing the benefits with the objectives of the organizational change program. Although it is difficult to evaluate the effectiveness of most change efforts, it is critical to know what has resulted in terms of attitudes, productivity and behaviour.

#### **4.7 Conclusion**

The process of change can be summed up by classifying change into three phases - the present state; the transition state; and the desired state. The present state is the status quo i.e. an established equilibrium that continues indefinitely until a force disrupts it. The transition state is the phase during which we disengage from the status quo. During this period we develop new attitudes and behaviours that lead to

the desired state. To attain what we want (the desired state), we must pass through the uncertain, uncomfortable phase of the transition state (Conner, 1998:88).

In selecting a method for change, three types of approach have been mentioned, namely the unilateral, the shared and the delegated approach. Of the three approaches, consensus suggests that the more successful instances of organizational change are those that tend towards a shared approach.

The reason for this success lies in the reality of resistance to change, which the shared approach seems to be able to minimize by maximizing co-operation and support through participative management. Indeed, the manner in which the entire change process is managed is a key determinant of how subordinates are likely to react to the proposed changes.

Managing the challenge of change is a heavy responsibility. It is neither easy nor inexpensive. However, failing to recognize the need to change and not working to create commitment to the change is far more costly. Making the investment of time, energy and money will benefit everyone - the employee, the management, and the enterprise. Agents of change will enhance its implementation while employees will return management's investment in them by showing increased productivity and personal growth.

In the following chapter, focus will be on strategies and techniques for managing change. This will spell out how academic information services could successfully manage change.

## **CHAPTER 5 : STRATEGIES AND TECHNIQUES FOR MANAGING CHANGE**

### **5.1 Introduction**

Formulating strategy is becoming increasingly pragmatic than it was in the heady days of ivory tower corporate planning departments. As one cynic says: “Whatever you hit you call your strategy” (Clarke, 1994:30).

Strategic leaders, above all, need to be aware that the modern environments in which they work comprise powerful forces for change - forces which offer opportunity but also pose a threat to the enterprise’s continued survival (Richardson, 1995).

Coping with the effects of change is a constant challenge as enterprises strive to remain competitive in a fast-paced global environment. When the implementation of new human resources business processes and systems is added to the mix, the resulting effects upon employees can make any enterprise ask “What is the best way to manage this change?” Management is often at the forefront of initiating change within an enterprise. As management is driven to provide strategic

information to support enterprise-wide decision making, it becomes the proving ground for new technologies, processes and systems (Hirschfield, 1999).

For change to be successfully implemented, a positive thirst for change must be created. There is a world of difference between the attitude of mind which involves passive or grudging acceptance of the need for change, and that which is fired with enthusiasm and sees change as offering both new opportunities and fresh horizons for the individual as well as timely renewal for the enterprise. Very high standards of leadership are, however, called for if such attitudes are to be fostered throughout the enterprise.

The processes involved are usually referred to as the creation of a shared vision and of a sense of mission (Cummings and Worley, 1997).

This chapter addresses the fourth sub-problem of the research, which is entitled “How can academic information services successfully manage change?” Here, we look at the various functions in the enterprise and how they can apply appropriate strategies to successfully effect change in the functions.

To achieve success in change management demands careful planning and preparation coupled with highly professional standards of presentation of the envisaged change. The manager should thus personally explain the vision to all staff members. Details about the vision have already been discussed in the previous chapter.

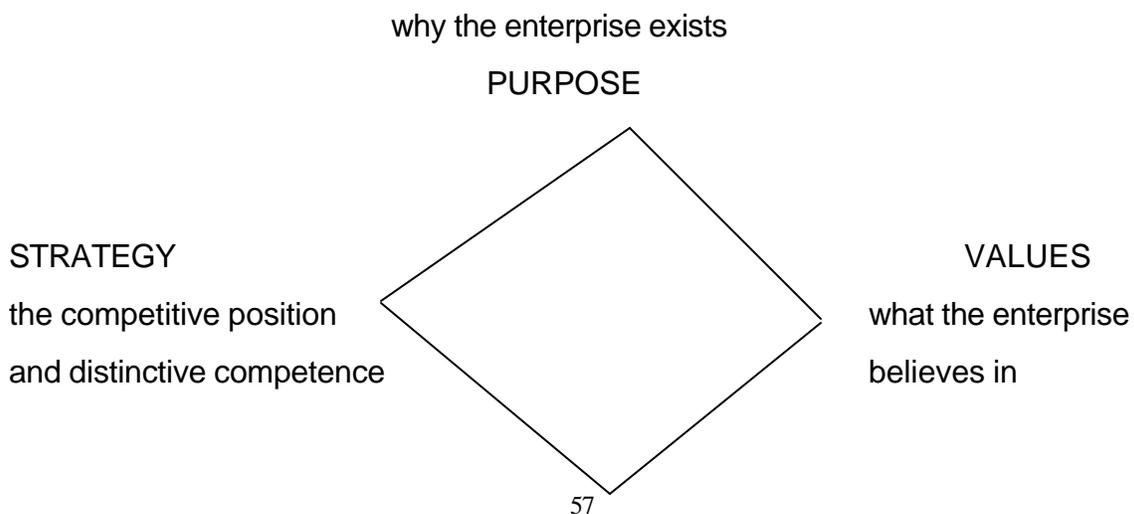
## **5.2 Creating a sense of mission**

According to Sadler (1996:90), many managers do not understand the nature and importance of mission while others fail to give any thought to it whatsoever. Part of the problem is that there is no generally accepted definition of what the term means.

In this respect two schools of thought are distinguished. The one regards mission as a statement about business strategy while the other views mission as a matter of philosophy, values or even ethics. In the first approach mission defines a company's commercial rationale, identifying the markets it serves and its goals in that context. It provides answers to questions such as: "What business are we in?" and "What business should we be in, in X years' time?"

Currently it is common for enterprises to spell out their definition of their business in annual reports and promotional literature. The second school of thought, on the other hand, sees mission as a statement of the underlying values and beliefs which bind people together in a common purpose. Campbell and Young (1990:43) uses the term "cultural glue" to express this idea.

The contribution of Campbell and his colleagues lies chiefly in the way they have brought these two approaches together. They argue that mission ideally should appeal to both the minds (strategy) and the hearts (cultural values) of the members of the enterprise. Mission involves four elements, viz. purpose, strategy, behaviour standards, and values of the enterprise. The four elements are combined into what has become known as the Ashridge Mission Model (Figure 5.2). The diamond shape of this model serves to remind us that a strong sense of mission exists when the four elements of mission reinforce one another.



## BEHAVIOUR STANDARDS

the policies and behaviour patterns that underpin the distinctive competence and value system

### **Figure 5.2 Ashridge Mission Model (Campbell and Young, 1990:44)**

A mission is usually more precise than vision because the former defines the general 'rule' in which the organizational unit will operate. The mission is also the unique purpose that sets the organizational unit apart from others of its type. A mission statement reflects the organizational character, as well as the contribution it intends to make. Participative leadership is required in developing a mission because all team members should feel that they have an active role in structuring the team.

In relation to question of the mission, as described above, the academic information service of the University of the North has the following as its mission: "To innovatively provide effective and efficient information services to facilitate and support academic excellence in teaching, learning, research and community services". The idea in this mission could be common in most academic information services.

### **5.3 Structure as a lever for change**

To most people, organizational structure means organizational chart: a pattern of boxes and lines reflecting a traditional, functional, hierarchical organization with the boss at the top, small spans of control, various levels of hierarchy, clearly defined

jobs and a poor old “me” at the bottom of the pile (Clarke, 1994:32). The mythology associated with this kind of thinking is based on the misleading assumption that the organization chart has an absolute reality. It leads us into the temptation of believing that changing organization means changing structure and that changing structure is as easy as pinning up a new organization chart with new boxes and dotted lines.

Thornhill et al (2000:32) view organizational structure as one of the human resources domains. It affects the way in which people at work are organized and their work co-ordinated, the nature of the relationships they develop, their feelings about these aspects and the way in which they carry out their work. Thornhill et al (2000:36) add that organizational structure may either act to facilitate or inhibit the fulfilment of the goals of the enterprise.

Structure is the most important and powerful influence there is within the enterprise. If the question of structure is not dealt with, management will not be able to change the enterprise fundamentally. With an understanding of the structural principles management can redesign their enterprises so that change will finally succeed. Where an enterprise's structure proves to be deficient, this may act to impair the intended outcomes of change as well as the overall goals of the enterprise.

Structure is much more than an organization chart. Organization charts indicate the formal reporting relationships, but they do not show how things actually work, who is influential, where the power lies or how the politics can be used to make change happen (Clarke, 1994:32).

Drucker (1996:202) holds that a relationship exists between organizational structure and the ability of an enterprise to produce results and to grow - structure follows strategy and growth demands the right structure. He continues by saying that the

right structure does not guarantee results, but the wrong structure aborts results and smothers even the best-directed efforts. Above all, structure has to be such that it highlights the results that are truly meaningful, i.e. the results that are relevant to the idea of the business, its excellence, its priorities and its opportunities.

There has been a setback with regard to the structure of the academic information service of the University of the North since the structure has for a long time not allowed for growth in the various sections. Staff members have as a result been confined to the same posts for too long, reaching the top of the scale and staying there for quite a number of years. This has largely been due to the stifled structure, and has as a result impeded job satisfaction. This being the situation, senior management, together with middle management, had to engage in the process of effecting change to the structure. Although a new structure was proposed and sent to the University management for approval, the response is still pending.

Reorganizations can be a powerful lever for change in putting the resource where you need it, for example, restructuring into business centres which are closely aligned with particular customer groups. Reorganizations also send out strong signals to both customers and employees that things are changing (Clarke, 1994:33).

#### **5.4 Specialization, diversification and integration**

In attempting to resolve the problems involving structure, Thornhill et al (2000:40) comes up with the so called contingency approach to organizational structure. They identify a number of contingency variables which include the growth, size, and diversity of an enterprise, the nature and impact of the environmental factors that act upon it, and the level of complexity of the technology that it uses. Contingency theorists believe that where an organization's structure has not been designed to

take account of the demands created by the environment and the characteristics of the enterprise this will adversely affect its effectiveness and performance. Where this approach is applied in practice, it may lead to a wide range of structural solutions.

Drucker (1996:195) adds that every business needs a core - an area where it leads. Every business must therefore specialize as well as try to obtain the most from its specialization by diversifying. The balance between these two determines the scope of a business. By contrast, specialization and diversification in isolation from each other are seldom productive. The business that is only a specialty is rarely much more than the practice of an individual professional or designer which as a rule cannot grow and is likely to die with the one man. By contrast, business that is diversified without specialization or specific excellence may become unmanageable and eventually unmanaged.

The issue of specialization and diversification at the information service of the University of the North has long been in practice. There are six areas of specialization and diversification in the services that the library offers. The Law library offers collections intended for study and research work in law at both undergraduate and postgraduate level. The Africana library houses a special collection of old, rare and unique materials on or about Africa. The Government Documents section collects government publications that cover areas such as the economy, government activities, policy, and research. The Management Sciences collection includes materials for Economics, Public administration, Industrial psychology, Management, Business management, and Accounting. The Theology library houses collections on Religious studies. There is also the Main library with collections on Mathematics, Chemistry, Physical Science, Computer Science, Health Sciences, and Agriculture housed separately from Philosophical Sciences, Social Sciences, Languages, and Education,

The University of the North usually sends staff to various institutions, both nationally and internationally, to pursue studies in their areas of operation for specialization purposes. This exercise proves to be extremely beneficial to staff as they turn out to be experts in their fields. Recently, the Health Sciences librarian has been sent to the University of Boston in Massachusetts to study a specialization course in Medical Librarianship.

A business needs a central resource. In other words it should integrate its activities into one knowledge or one market while it needs one area in terms of which business decisions can be meaningfully made. If it lacks such a core, people in the business soon cease to speak a common language while management itself loses its touch, does not know what is relevant and cannot make the proper decisions. On the other hand, a business needs diversification of result areas to give it the flexibility needed in a world of rapidly changing markets and technologies (Drucker, 1996:196).

In its endeavour to integrate some of its activities into one knowledge, the University of the North has merged some academic departments. This was necessitated by the uncompromisingly small number of students registered in the departments. For example, the Department of Classical Languages was merged with the Department of African Languages.

An enterprise should either be diversified in products, markets and end-users as well as highly concentrated in basic knowledge area; or it should be diversified in its knowledge areas and highly concentrated in its products, markets and end-users. Anything in-between is likely to be unsatisfactory. The balance between specialization and diversification largely determines the productivity of an enterprise's resources. An imbalance between major resources always means a

wrong relationship between specialization and diversification which should be solved by a change in which a business either diversifies into additional activities that feed off a common core of concentration and knowledge, or redefines the specialization needed. This is the solution, for instance, for the small manufacturer who, in order to utilize his highly trained sales force, is compelled to redefine his business as distribution and shift his centre of specialization from the plant and the process to marketing and selling (Heller, 1998:35).

In an attempt to diversify its services, the University of the North keeps on introducing new degree, diploma and certificate courses to attract as many students as possible. The Faculty of Humanities has introduced a post-graduate degree in Media Studies, offered by the School of Languages and Communication Studies while the Faculty of Sciences Health and Agriculture introduced a B.Sc. Degree in Water and Sanitation. In addition, new disciplines are being introduced from time to time.

Coulter (1998:243) adds that the scope of a business also has to be redefined when there is a major change in knowledge. Any change, finally, in the idea of business and its excellence calls for a redesign of the balance of specialization and integration. Integration is often used as a means to diversify or to concentrate. Forward integration - that is, extension of the business scope towards the market typically adds diversification. Backward integration - that is, integration from the market to manufacturing or from manufacturing into the raw materials is often a way to concentrate. An additional reason for integration, whether forward or backward, is a disparity between the costs and rewards of certain stages of the economy.

Specialization, diversification and integration are strategies of high impact but also of high risk. They should be subject to tests - the test of economic results and the test of economic risks. The configuration and scope chosen should make the

business capable of so much greater performance that it may change the characteristics of the business altogether, and the risk incurred if anything changes in market and knowledge, products or process, should be such that the business can afford to take it (Drucker, 1996:198).

## **5.5 Human resources and culture change**

If 'structure' is the skeleton of the enterprise and 'process' represents the nervous system or infrastructure of the enterprise, then 'people' are the blood and guts. Without understanding and mobilizing the energies and teams of individuals, no change, however brilliant, will be sustainable. Understanding people, both as a source of inertia and a source of leverage for change, means understanding what your enterprise has and needs in the way of skills-mix. The people resource you need to achieve your strategy for change can unfortunately not be put in place overnight. Whatever management does - retraining, declaring redundant, re-skilling or recruitment, will take time, and therefore needs to be built into early the critical path for change at an early stage (Clarke, 1994:40).

The motivation for change usually stems from some sort of pain. People are often not motivated to take action until it becomes painfully obvious that something is not working. The pain can come in many forms, and might include continued negative feedback from customers or clients on service levels, reduced profitability, threats of acquisition, or other market pressures. An astute human resource manager will translate this pain into a compelling motivation for change (Hirschfield, 1999).

Clarke (1994:41) views organizational culture as an important point to consider when implementing change. In the business of making change, corporate culture is a two-edged sword. Culture is the organizational equivalent of the fingerprint, the unique identification of every business in terms of its history, assumptions, values,

and behaviours. Without a good understanding of the traditions which underlie a particular business it is all too easy to propose changes which go completely against the grain and will therefore be rejected by the body of the enterprise. On the other hand a large number of enterprises are quite consciously using culture change as a positive weapon for change. A strong culture can be regarded as the internal branding, which stamps the same value on the staff as the enterprise promotes in its public relations to the external marketplace.

Building a culture which is appropriate to a dynamic and changing marketplace is one of the new challenges facing an enterprise. In enterprises that have a strong culture, “the way we do things around here”, is clearly articulated, passionately communicated and understood by even the newest recruit. After all, culture is what people do when and where there is nobody to check on them! Enterprises are being transformed out of all recognition. Part of this transformation lies in trying to realign internal behaviours with external requirements.

For changes to be sustained, the organizational culture must change. Workers' attitudes and values have to alter if the spirit of innovation is to keep smouldering. An even more penetrating shift in attitude is that people must learn to question whether the work they are performing really makes a contribution to the enterprise as a whole.

Currently even the small business increasingly consists of people who apply knowledge, rather than manual skill and muscle, to their work. Every knowledge worker makes economic decisions - whether being a research engineer deciding to continue or drop a project, an accountant deciding what cost definitions are appropriate to the business, a sales manager deciding where to put his strongest salesmen, or a market researcher defining the market in which a product competes.

To make the right decision the knowledge worker must know what performance and results are needed (Drucker, 1996:208).

It is critical to foster a sense of involvement and ownership in all those affected by change. The more people feel involved in shaping their future, the less likely they are to sabotage the process or criticize the outcome. Levels of participation can vary, but those most affected by the proposed change should be among those most involved in bringing it about (Hirschfield, 1999).

Thornhill et al (2000:154) state that human resource development (HRD) has been identified as the vital component of human resource management (HRM). It could also be argued that HRD lies at the very heart of managing change through people because the consequence of any change process is that people will need to think and/or behave differently. This will apply whether the change is operational, for example adjustments to working practices or the introduction of new policies and procedures such as performance appraisal, or strategic planning, where change will be more dramatic and pervasive, as with a culture change programme.

### **5.5.1 How HRD may contribute to organizational change**

HRD refers to those processes directed towards equipping employees with the skills, knowledge and attitudes necessary to achieve organizational objectives both now and in the future. These processes can be targeted at or initiated by the individual employee, groups/units, or the enterprise and therefore, embrace self development as well as top-down interventions.

In much the same way as the emergence of HRM was followed shortly afterwards by its strategic derivative SHRM, so HRD has become increasingly linked with strategy formulation, implementation and change. This strategic derivation (SHRD) involves

the alignment of HRD activities with the enterprise's vision, mission and strategic goals whereby continuous organizational as well as individual growth is achieved through enhancing the knowledge, learning ability, motivation, and skills of employees at all levels.

From this perspective the essence of SHRD can be interpreted as a change strategy. For our purposes this construction of strategic intervention provides a useful starting point. Here SHRD is geared to facilitating the achievement of organizational goals and with its reference to continuous organizational and individual growth provides the potential for SHRD to influence strategy formulation.

Enterprises should also invest in training. By so doing, an enterprise can encourage participation and demonstrate its commitment to its employees and to the success of the project.



The University of the North Broad Transformation Committee (BTC) held a Strategic Planning Workshop in August 1994. Following this workshop the library had its own workshop in September. This was attended by Library Committee members, some student leaders, Information Studies graduate students, and library staff. At this workshop, the following key strategic areas were identified and sub-committees were constituted to devise action plans: User Education Program, Optimal Use of Information Technology and Library Human Resources Planning.

The Library Committee holds regular meetings to ensure progress and to monitor the library strategic planning process. It has organized and held several workshops as a way of co-ordinating the process. In addition, library staff members have been sensitized about the purpose and nature of strategic planning at the university and they have also been given a global perspective of the transformative processes at the university in general.

### **5.5.2 Effective communication**

One of the biggest barriers to change is internal resistance caused by uncertainty and inadequate information. If employees do not understand what is happening resistance can be expected (Simpson, 1995).

Communication is an essential ingredient in managing change. No amount of communication is too much, the more the better. It is important to understand the various groups affected by the proposed change in order to customize and determine the communication method.

Newsletters, focus groups, bulletin boards, intranet pages and lunch-time seminars - are all effective ways of communicating to different groups in an enterprise. Managers should know how information flows through the enterprise and which communication methods will be most effective (Coulter, 1998:11). Since everyone needs to know the facts and how the planned change will affect one, an active, thorough and on-going communication plan is essential to dispel rumours and to minimize uncertainty. A comprehensive communication plan should include matters such as:

- responsibilities of individuals to effect change
- means to be used to disseminate information
- frequency and methods of status reports
- what methods of communication will be used for each audience, i.e. senior management, middle management, employees, clients, and suppliers (Simpson, 1995).

The most important elements are communicating a clear vision of the change and to keep all employees fully informed of any progress. This is critical - any gaps in the communication process will be filled by the employees through the grapevine. In examining connection between poor communication, widespread uncertainty and the prevalence of rumours, DiFonzo and Bordia (1998) state that rampant rumours are associated with unsuccessful change communication efforts which have such a large impact on culture, climate and timing that organizations need to recognize the importance of grapevine information and to monitor it. Rumours are especially generated under conditions of uncertainty and/or lack of information about things affecting employees as organizational transformation often gives warning of unpredictable future events and/or is accompanied by unexplained present occurrences.

Organizational rumours create stress, thus lowering productivity because employees may feel powerless and confused about how their jobs will be modified, and perhaps, worst of all, valuable people, anticipating that they might be downsized, begin a job search.



In addition, management fulfils a moral obligation by providing adequate explanations and articulating clearly the reasons for its actions. Providing explanations to employees in a sensitive and complete manner proves to call for a positive perception of the intended change.

### **5.5.3 Dealing with resistance**

It is characteristic of human nature to resist change. As creatures of habit, we prefer the security of familiar surroundings and often do not react well to changes in our environment, even when the changes are positive. This holds true for our workplaces and the security and identity that a familiar job provides. Changes in the

work environment trigger fears and apprehensions that are deeply rooted in the human psyche. Insufficient information about the impetus for change and its sought after benefits is thus likely to cause considerable distress among those affected by the change (Hirschfield, 1999).

Heller (1998:38) holds that change will always meet with some resistance. Management can, however, to a large extent pre-empt resistance by anticipating and understanding people's reservations, taking steps to accommodate some objections in their plan, and gather evidence to counter others.

To make change less painful, management must try to see change from the employees points of view and anticipate their fears.

Resistance to changes follows some definable patterns. One typical reaction is denial, which protects the individual from having to deal with the change. If the change will not occur, there is no need to deal with it. Passive resistance, another common reaction, often takes the form of anxiety and subtle efforts to slow the pace of change. An individual exhibiting passive resistance will agree on the surface with the need to change, but be unsupportive of it behind the scenes. Active resistance, on the other hand, can show itself as open disagreement with the proposed change. In these cases, people actively lobby against the project and encourage others to do the same (Hirschfield, 1999).

Folger and Skarlicki (1999) refer to active resistance as resentment-based resistance. This involves reactions by disgruntled employees regarding the perceived unfairness of the intended changes. When employees experience external change, they frequently feel as though it has been "done to them". Resentment-based resistance behaviours, which can range from subtle acts of noncooperation to industrial sabotage are often seen by the perpetrators as

subjectively justifiable - a way to “get even” for perceived mistreatment and a way for employees to exercise their power to restore perceived injustice.

Resistance can undermine the implementation of a system if it is not properly countered with responses that acknowledge and validate the feelings that drive it. By adopting proactive change management strategies throughout the various stages of a project, managers can implement change, reducing resistance to it while simultaneously promoting communication and involvement at the same time (Hirschfield, 1999).

Employee resistance can be a significant deterrent to effective organizational change (Cummings and Worley, 1997) because the latter can generate scepticism and resistance in employees, making it sometimes difficult or even impossible to implement organizational improvements.

It is thus important to bear in mind that the way in which people are treated and how the change is implemented can have considerable influence on employees' resistance to change (Folger and Skarlicki, 1999).

Before change is implemented, managers involved must first explain to employees what is going to happen. It is important to explain in advance that changes may be radical and painful at times since knowing about changes in advance can help a person prepare, thus lessening the shock. Management must also recognize that many people will find a way to resist change and must prepare themselves for this challenge as well.

Any change to the status quo promotes fear and is likely to be resisted while change tends to promote cynicism when not well managed. If failure occurs and the announced change is not successfully implemented, management loses credibility

within the enterprise and in the eyes of customers and suppliers. The next time a change is announced, support for it will thus often be less than before, making it much more difficult to put the intended change into effect (Simpson, 1995).

## 5.6 Conclusion

A strategic way of gaining acceptance for change is to inspire people with uplifting statements about the enterprise's future and its present purposes. Once a driving reason to change has been identified, it is necessary to create a "picture" around that change. This is a picture of what the change will entail, how the enterprise will get there and what the enterprise will look like when the change has been implemented. Subsequently, management needs to communicate this change openly, drawing people into it and discussing with them how much better the future will be afterwards.



Aspects such as "What is the purpose of the enterprise?"; "For whose benefit is the effort being put in?"; "What strategies could be used to achieve the purpose?"; "Which standards of performance are required to ensure success?"; and "What does the enterprise believe in?" should be carefully considered before implementing the change project.

A number of structural changes are likely to become necessary as enterprises grow and employ greater numbers of staff. Small enterprises are likely to be characterised by a simple structure within which there is functional flexibility and a high level of direction and control from the manager whereas large enterprises have traditionally developed their structures to incorporate functional specialization, delegation of authority as well as procedural standardization and formalization, creating a situation of greater internal complexity (Thornhill et al, 2000:40).

For change to be successful, it requires that all staff commit themselves to the whole exercise of change. It is thus vital that management should convince employees of the need for change while all the aspects relating to resistance must be properly addressed. By doing this management will be highlighting the importance of the envisaged change.

The next chapter will outline the empirical survey on how change is managed at the academic information services of all the universities and technikons in South Africa. This will be done by means of a questionnaire. Information will be gathered from Directors of academic information services mentioned above.

## **CHAPTER 6 : EMPIRICAL SURVEY**

### **6.1 Introduction**

The previous chapters reviewed the relevant literature on managing change in information services. This empirical survey will serve to assess the extent to which change is being managed in academic information services in South Africa. In the work environment, various situations necessitate change. These situations have been explored in this chapter, as well as the manner in which managers of academic information services deal with them.

### **6.2 Methodology**

This study was conducted by using the survey method in the form of a questionnaire compiled by the researcher (see Appendix B). Thirty six questionnaires were mailed to 21 universities and 15 technikons in South Africa. Out of these, a total of 21 questionnaires was returned, yielding a response rate of 60%. Although the face-to-face interviewing method could have yielded better results, it posed a problem with the distribution of respondents, which made it quite impossible for the researcher to

travel to their locations. A cover letter (see Appendix A) accompanied the questionnaire to highlight the purpose of the study and serve as proof that the researcher was indeed a registered student doing research in the area of change management in academic information services. The responses from the 21 questionnaires were coded and processed by Statistical Consultation Services of Rand Afrikaans University.

### 6.3 Analysis of results

The results of the study are represented with descriptive statistics in the form of tables. The interpretation, discussion and findings of the questionnaire are presented under each section as well.

#### 6.3.1 Background information



**Table 6.1 Name of Province**

	Count	%
Northern Province	2	9.5%
Gauteng	8	38.1%
North West	1	4.8%
Free State	1	4.8%
Kwa-Zulu Natal	4	19.0%
Eastern Cape	3	14.3%
Western Cape	2	9.5%

According to the survey conducted, Gauteng Province has the highest number of respondents. This clearly implies that it has the highest number of academic institutions when compared to the rest of the provinces. There are eight (8) respondents, constituting a 38.1% response. This brings us to the conclusion that the majority of tertiary institutions are concentrated in metropolitan areas.

### 6.3.2 Number of permanent staff

**Table 6.2 Number of permanent staff**

	Count	%
11 – 20	1	4.8%
21 – 30	2	9.5%
31 – 40	3	14.3%
41 – 50	4	19.0%
51 – 60	4	19.0%
60+	7	33.3%

The above table indicates that 7 (33.3%) tertiary institutions in South Africa have more than 60 permanent staff members in their academic information services. This could be attributed to a number of reasons including among others, large student numbers enrolled at the institutions, diverse services that the institutions offer (e.g. the diversity of courses offered), viable financial resources, as well as the availability of modern sophisticated technology. On the other hand the table shows that 8 (38%) of the respondents have a permanent staff ranging between 41 and 60.

### 6.3.3 Number of temporary staff

**Table 6.3 Number of temporary staff**

	Count	%
0	6	31.6%
1 – 10	9	47.4%
11 – 20	2	10.5%
20+	2	10.5%

In the above table, 9 (47.4%) respondents indicated that they have between 1 and 10 temporary staff members employed in their academic information services. This could be as a result of a lack of financial resources to employ more permanent staff. The other reason may be that the institutions do not have sufficient personnel to accommodate the number of students. On the other hand 6 (31.6%) of the respondents indicated that they have no temporary staff employed at their information services. This could be attributed to the fact that they lack sufficient financial resources to employ temporary staff. However, these academic information services may have readily accessible technological resources to augment their manual systems. Some of the institutions have employed student assistants to help them carry out daily routine duties. The table also indicates that 4 (21%) of academic information services have more than 11 temporary staff members, with some exceeding 20. In most cases these institutions have multiple libraries serving the diversified needs of their students, considering their large numbers.

### 6.3.4 Number of student assistants

**Table 6.4 Number of student assistants**

	Count	%
0	2	11.1%
1 – 10	8	44.4%
11 – 20	5	27.8%
21 – 30	1	5.6%
30+	2	11.1%

Table 6.4 indicates that 8 (44%) of the respondents have between 1 and 10 student assistants employed at their information services. This could be the result of insufficient financial resources to employ permanent staff.

Some academic information services have an even larger number of student assistants. In most cases these information services employ students who are doing information related studies to provide them with experience in the field and to expose the relationship between theory and practice. It cannot be contested that modern information professionals find doing routine duties quite monotonous and unchallenging, hence they employ students to perform these duties such as book labeling and typing out issue cards.



### 6.3.5 Size of student population

**Table 6.5 Size of student population**

	Count	%
3001 – 4000	1	4.8%
4001 – 5000	1	4.8%
5001 – 6000	3	14.3%
6001 – 7000	3	14.3%
9001 – 10000	2	9.6%
10000+	11	52.4%

Table 6.5 displays the size of the student population in academic institutions. Two (9.6%) of the respondents indicated that they have less than 5000 students registered at their institutions. From the survey, these are historically black institutions which are facing daunting problems which are leading to these increasingly low numbers. One reason may be that these institutions fail to market themselves nationally and internationally to attract a variety of students. Research has also proven that the programs offered at these institutions are not really innovative in comparison to their historically white counterparts. There may also be a shortage of suitably qualified academic personnel to carry out distinctive teaching and research as most people are not interested in these institutions.

There are other reasons why students are not attracted to historically black institutions as well. Currently a large number of academic are mushrooming at an alarming rate of which most are private, and able to develop a variety of new educational programs. Research also shows that there is continued loss of interest in historically black institutions.

The above table also indicates that more than 50% of the respondents have more than 10 000 registered students. This could be attributed to the fact that the programs they offer are market orientated, thus attracting a large number of students from diverse backgrounds. Another reason why a large number of students are attracted to historically white academic institutions is that the post apartheid education system has opened the doors of these institutions to people of all races.

### 6.3.6 The extent to which technological innovation has taken place in academic information services

**Table 6.6 Technological innovation in academic information services**

		To no extent	To a small extent	To some extent	To a large extent	To a very large extent
Is technological innovation viewed as creating opportunities in your library?	Count %			2 9.5%	8 38.1%	11 52.4%
Is technological innovation viewed as a threat at your library?	Count %	15 71.4%	3 14.3%	2 9.5%	1 4.8%	
Has IT improved the way managers at your library communicate?	Count %			3 14.3%	12 57.1%	6 28.6%
Has IT improved the way managers at your library work?	Count %			3 14.3%	10 47.6%	8 38.1%
Have improvements in world wide communication evoked interest in the gathering and dissemination of information?	Count %			1 5.0%	7 35.0%	12 60.0%
Does management at your library deal with the cost aspect of technology?	Count %			2 9.5%	9 42.9%	10 47.6%
Does your library play a role in social responsibility?	Count %	1 5.0%	2 10.0%	11 55.0%	4 20.0%	2 10.0%

Has the advent of electronic resources improved library usage by students?	Count %	1 4.8%	7 33.3%	11 52.4%	2 9.5%
Has the advent of electronic resources improved library usage by staff?	Count %	1 4.8%	7 33.3%	9 42.9%	4 19.0%

The above table reveals that out of the 21 respondents, 11 (52.4%) indicated that technological innovation creates opportunities to a very large extent while 8 (38.1%) indicated that it creates opportunities to a large extent. The creation of opportunities by technological innovation has been highlighted in Chapter two by showing that information technology does not simply enable people to work “faster”, but enables them to work “smarter”, as processes are speeded up and communication is done easier. This fact has been further elaborated on by arguing that in the information environment, improvements in world-wide communication and publishing, as well as the development of large databases, have evoked international interest in the gathering and dissemination of information (see Chapter two).

Although many modern business enterprises view technology as posing a threat, academic information services do not view technology as such. This is attested by the fact that the amount, diversity and speed of information available through state-of-the-art technology has surrounded information service managers with a continual flow of new directions and opportunities (see Chapter two).

**6.3.7 The extent to which planned change has taken place in strategic areas in academic information services**

**Table 6.7 Planned change in strategic areas in academic information services.**

		To no extent	To a small extent	To some extent	To a large extent	To a very large extent
Technology	Count			2	9	10
	%			9.5%	42.9%	47.6%
Performance	Count		2	8	8	3
	%		9.5%	38.1%	38.1%	14.3%
Structure	Count		1	8	7	4
	%		5.0%	40.0%	35.0%	20.0%
Culture	Count	1	1	10	4	4
	%	5.0%	5.0%	50.0%	20.0%	20.0%
Policies	Count		3	11	6	1
	%		14.3%	52.4%	28.6%	4.8%
Management style	Count		1	8	6	6
	%		4.8%	38.1%	28.6%	28.6%
Other	Count					2
	%					9.5%

Table 6.7 indicates that 10 (47.6%) respondents agree in principle that technological improvements in their information services have taken place to a very large extent. This could be attributed to the fact that technology permeates every sphere of the enterprise and thus completely transforms the nature of a business. On the other hand 9 (42.9%) of the respondents indicate that technological changes have taken place to a large extent at their information services.

From the respondents views it is clear that changes concerning management style could be attributed to the incessant changing needs of the customers, hence 6 (28.6%) indicated that change in management style has taken place to a very large extent. Change in management style comes about with the purpose of trying to meet the diversified needs of customers.

Although organizational culture could directly affect the change process, 10 (50%) of the respondents, held that change in organizational culture has taken place to some extent, whereas 4 (20%) of them stated that it has taken place to a very large extent.

### 6.3.8 The reasons why planned change has taken place

**Table 6.8 Reasons for planned change**

		Yes	No
Poor library usage	Count	3	18
	%	14.3%	85.7%
As a way of marketing the library	Count	7	14
	%	33.3%	66.7%
A need for future change	Count	16	5
	%	76.2%	23.8%
Other	Count	5	16
	%	23.8%	76.2%

According to Table 6.8, 18 (85.7%) respondents indicated that they did not engage in planned change because of poor library usage by students and staff while 14 (66.7%) of the respondents alluded to engaging in strategic planning as a way of marketing the library. The majority of respondents i.e. 16 (76.2%) agree strongly that they were engaged in strategic planning because of the need for future planning. Other academic information services engage in strategic planning for the following reasons:

- As a way of meeting the changing or diversified needs of customers.
- As a way of enhancing innovativeness in an enterprise.
- As a way of implementing strategies that will yield the desired goals in an enterprise.
- As a way of maintaining competitiveness especially against the mushrooming academic institutions.

### 6.3.9 The extent to which subordinates at academic information services are able to propose changes

**Table 6.9 The ability of subordinates to propose changes**

To what extent:		To no extent	To a small extent	To some extent	To a large extent	To a very large extent
Are subordinates able to propose changes?	Count		5		11	5
	%		23.8%		52.4%	23.8%
Are proposals by subordinates being implemented?	Count		4		13	4
	%		19.0%		61.9%	19.0%

According to the table above, 11 (52.4%) respondents indicated that they use subordinates to propose changes in the information services to a large extent, whereas 5 (23.8%) indicated that they use subordinates to propose changes to a very large extent. This clearly shows that in academic information services

subordinates are largely involved in the change process and thus form part of the decision-making process. Management uses the shared approach of decision-making as described in Chapter four.

It is however indicated by 5 (23.8%) respondents that they use subordinates in the change process to some extent. In most cases where subordinates are not actively involved in the change process, their reasons may vary from a general lack of interest in the change issues to a lack of interest by management to involve subordinates in the change process as they may be considered as not adding not much value to management decision-making. It can also be deduced from the above table that 13 (61.9%) indicated that proposals by subordinates have been implemented to a large extent. The shared approach of decision-making is thus being used by management in this regard. It is however noted that 4 (19%) of the respondents have stated that proposals by subordinates have been implemented to some extent. Here the unilateral approach as described in Chapter four is being used in decision-making by management.

### 6.3.10 The extent to which management motivates staff to accept change

**Table 6.10 The extent to which management motivates staff to accept change**

		To no extent	To a small extent	To some extent	To a large extent	To a very large extent
Convincing them of the need for change	Count %			6 30.0%	9 45.0%	5 25.0%
Creating awareness that change is accomplished one step at a time	Count %			8 40.0%	8 40.0%	4 20.0%
Involving them in the process of change	Count %				12 60.0%	8 40.0%
Encourage their inputs and ideas	Count %				14 70.0%	6 30.0%
Other					1 25.0%	3 15.8%

Table 6.10 shows the indication by 9 (45.0%) respondents that managers of academic information services convince subordinates of the need for change to a large extent, while 5 (25%) indicated that this is being done to a very large extent. This is to keep up with the ever-changing turbulent environment that information services operate within, with the view to continue to offer the best services for client satisfaction. It can also be seen from the above table that 12 (60%) of the respondents involve subordinates in the change process to a large extent, whereas 8 (40%) involve them to a very large extent. This highlights the issue of transparency on the part of managers in academic information services. This was also reiterated by 14 (70%) of the respondents who indicated that they encourage the subordinates' inputs and ideas to a large extent, with 6 (30%) indicating that they do so to a very large extent.



**6.3.11 The extent to which the vision, structure, staff development, communication, and resistance are dealt with in managing change**

**Table 6.11 The extent to which the vision, structure, staff development, communication, and resistance are dealt with in managing change**

To what extent...		To no extent	To a small extent	To some extent	To a large extent	To a very large extent
Does management define the change vision when managing change?	Count %		1 5.3%	5 26.3%	10 52.6%	3 15.8%
Does the vision help employees to understand the inevitable change?	Count %			8 42.1%	6 31.6%	5 26.3%
Is there a relationship between organizational structure and productivity at your library?	Count %			10 52.6%	6 31.6%	3 15.8%
Are you satisfied with your current organizational structure?	Count %	1 5.3%	7 36.8%	6 31.6%	3 15.8%	2 10.5%
Does your library invest in staff training?	Count %	1 5.3%	2 10.5%	2 10.5%	8 42.1%	6 31.6%
Is communication essential in managing change?	Count %				1 5.6%	17 94.4%
Do people most affected by the proposed change be among the those involved in bringing it about?	Count %		2 10.5%	1 5.3%	10 52.6%	6 31.6%
Does vision help employees to minimize resistance to change?	Count %		3 15.8%	3 15.8%	8 42.1%	5 26.3%

From Table 6.11, it is evident that 10 (52.6%) of the respondents felt that management define the change vision in their enterprises when managing change. This is beneficial in the sense that it clarifies the future course of action of an enterprise, thus giving subordinates a sense of direction. It makes subordinates aware of the present state and encourages development of strategies for change and renewal as well. The table also shows that 8 (42.1%) of the respondents indicated that the vision help employees to understand the purpose of the inevitable change to some extent. This could be attributed to the fact that the vision does not come out very clearly to the subordinates. On the contrary, 6 (31.6%) and 5 (26.3%) experienced that the vision help employees to understand the purpose of the inevitable change to a large extent and to a very large extent respectively. As to the question of organizational structure and productivity, 10 (52.6%) mentioned that the relationship among the two is minimal, with 7 (36.8%) stating that they are not satisfied with the present structure at their workplaces. This happens where the present structure fails to encourage and/or even exclude subordinates to participate in the whole exercise.

Respondents were asked if their institutions invested in staff training. Here 8 (42.1%) of the respondents indicated that they invested in staff training to a large extent, whereas 6 (31.6%) said they invested in staff training to a very large extent. This is the result as many academic institutions encourage their employees to improve their qualifications as far as possible. They even go to an extent of paying tuition fees for staff members who want to study. The other category of staff development could be seen from the training courses that employees are being sent to attend, e.g. European Union interventions, workshops, meetings, conferences, etc.

Finally, respondents were asked if they regarded communication as essential in managing change. Seventeen (94.4%) indicated that communication is essential in managing change to a very large extent. Managerial communication has its

advantages. The quality of communication can be improved by being open, honest, and accessible to employees. Communication illustrates transparency, encouragement and openness.

## 6.4 Conclusion

In concluding this chapter, the major findings are as follows:

- Gauteng Province has the highest number of academic information services when compared to other provinces, given the number of academic institutions in the province.
- Most academic institutions in South Africa have more than 60 permanent staff employed in their information services.
- The majority of academic information services have less than 10 temporary staff employed.
- Fewer than 20 student assistants are employed in most academic information services.
- The majority of academic institutions, which are largely in Gauteng have more than 10 000 students enrolled at their institutions.
- In academic information services, technological innovation is seen as creating opportunities to maintain competitive advantage.
- Strategic planning has taken place in most academic information services with the focus on technology, performance, structure, culture, policies, and management style as key strategic areas.

- There are various reasons why planned change has taken place, viz., marketing of services, planning for the future and meeting the changing diversified needs of customers.
- The subordinates in academic information services are largely involved in the change process, thus forming part of the decision-making process.
- Managers in academic information services motivate staff to accept change by using various techniques, e.g. convincing them of the need for change, involving them in the process, and encouraging their inputs and ideas.
- Managers in academic information services define the change vision when initiating the change process, which clarifies the future course of action, and encourages the development of strategies for change and renewal.
- Academic information services invest in staff training to develop the employees and to improve the services that they offer.
- Communication is generally regarded as the most effective tool to utilize when managing change.

The next chapter will provide a summary of the research. The chapter will also attempt to highlight possible recommendations that can assist managers in academic information services in South Africa to effectively manage change.

## **CHAPTER 7 : SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

### **7.1 Introduction**

This chapter provides a summary of the study and conclusions derived from the findings of the research. The recommendations regarding possible implementation of the findings and their implications for further research are also presented.

### **7.2 Summary**

In general, the aim of this study was to determine the extent to which managers in academic information services manage change.

Chapter one contextualized the study by providing the background factors to the problem, the problem statement, delimitation of the study field, definition of concepts, the current state of research regarding the problem, research methodology, as well as the planning of chapters.

Chapter two focused on the influence of the external environment on change in enterprises. Major emphasis was on the areas from which change stems. It stated that there are pressures from the enterprise's external environment, which are

triggers for change. The external environment includes the technological, political, economic, social, international, and educational environments.

Chapter three explored the types of change. There are various types of change which come as a result of the important differences in the magnitude of the change which takes place as well as differences in the time frame over which organizational change is spread. Four types of change were looked at, viz. proactive change, reactive change, transformational change, and incremental change.

Chapter four outlined the change process and the steps involved in the process. The management of change can be depicted as a systematic process that can be broken down into sub-processes or steps. The steps have been identified as recognizing the need for change, defining the change vision, recognizing limiting conditions, selecting a method for change, as well as implementing and evaluating selected change strategies.

Chapter five dealt with the strategies and techniques for managing change in an enterprise, by focusing on academic information services. It looked at ways in which to mobilize energy and commitment for change in the absence of serious crisis. Aspects which constitute the enterprise were considered, such as the vision and mission of the enterprise. These strategies are very crucial to the effectiveness of change management.

Chapter six aimed at determining the extent to which change is being managed in academic information services in South Africa. There are various situations which necessitate change in the work environment, as well as the manner in which managers deal with them. This was achieved by administering pre-structured questionnaires to universities and technikons in South Africa. The results of the findings obtained from the questionnaires are clearly outlined in this chapter.

In the light of the above summary, it remains a constant and continual challenge for managers in academic information services to successfully manage change by:

- Keeping up with technological innovations, as technology creates innumerable opportunities for the gathering and dissemination of information.
- Engaging in strategic planning for future planning, which will enable them to meet the changing and diversified needs of customers, implement strategies that will yield the desired goals in the enterprise, and maintaining the competitiveness of the enterprise.
- Investing in staff training to develop staff, thus improving the services offered.

### **7.3 Recommendations**

The findings of this study have important implications for management in academic information services as well as other enterprises operating in the business of information service.



The recommendations which arise from the research findings are as follows:

- The study established that historically black academic institutions experience a dwindling number of students enrolling in their institutions. This is because these institutions fail to market themselves nationally and internationally as the programs that they offer are not as diverse as those of their white counterparts. Thus it is recommended that historically black institutions improve in this regard, by introducing market orientated programs to attract students from diverse backgrounds, nationally and internationally.

- The study showed that technological innovation is seen as creating opportunities for information services. Although this is a positive response, managers in academic information services should not sit on their laurels and conclude that they are technologically sound. They should continue to invest in technology to remain competitive, more so because technology advances with time.
- Strategic planning largely involves planning for the future. It should resultantly be regarded as a continuous process in order for academic information services to keep up with the changing trends in customer needs, thus improving customer satisfaction.
- Subordinates in academic information services are involved in the change process. To reinforce their involvement, management should empower subordinates by sometimes giving them projects to run on their own, without involvement from management. As part of participative management this could be an attempt to make subordinates to add value, as they will be empowered to independently participate in organizational decision-making.
- In addition to the factor of empowerment as mentioned above, allocating projects to subordinates to manage also forms part of motivation. Subordinates will be motivated to accept change as they are wholly involved in bringing it about.
- Although academic information services invest in staff training, the implementation of the lessons learned during training is still a problem. The problem could be attributed to a lack of time to carry out implementation. It is therefore recommended that implementation take place as soon as the trainee(s) come back from training, so as to keep up with developments.

- Communication is regarded as the indispensable tool to utilize when managing change. Not only should communication be among top management as is usually the case but should flow from top management down to employees in the lowest rank. Meetings should consistently be held with staff to inform and update them when developments arise.
- Managers must explain and reinforce to employees why the change is supposed to happen, discuss the business reasons for the change by highlighting priority for the business, as well as the costs or risks of not changing.

#### **7.4 Areas of future research**

Change happens all the time and in all spheres of life. As a result, it needs to be properly managed. This study was limited to managing change in academic information services. It is therefore vital that research be extended to information services in other sectors such as the private sector (e.g. special libraries), the public sector (e.g. public libraries), the state (e.g. national libraries), and the educational sector (e.g. school libraries).

In addition, change management must also be investigated in other information-based industries such as consulting companies in various fields.

The study did not provide any model for change management. It is therefore vital that further research be undertaken towards developing a model for managing change in information services.

The study briefly addressed the employees' perceptions towards change. As this aspect was not dealt with in detail, an investigation could be made to highlight the attitudes of employees towards change in enterprises.

Recently, there has been alterations in the organizational structure in most academic information services. This also requires some investigation regarding the ways in which it affects the performance in the information services.

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**APPENDIX B:**

**QUESTIONNAIRE**

UNIVERSITY  
OF  
JOHANNESBURG

**Please answer each of the following questions by ticking the appropriate block**

**Background information**

**1. Name of Province**

Northern Province	
Gauteng	
North West	
Mpumalanga	
Free State	
Kwa-Zulu Natal	
Northern Cape	

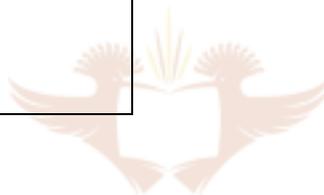
Eastern Cape	
Western Cape	

**2. Please state name of University/Technikon**

--

**3. Number of permanent staff in library**

11-20	
21-30	
31-40	
41-50	
51-60	
Other (please specify)	



**4. Number of temporary staff in library**

0	
1-10	
11-20	
Other (please specify)	

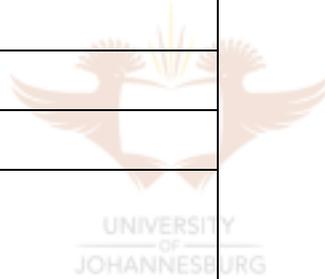
**5. Number of student assistants in library**

0	
1-10	
11-20	
21-30	

Other (please specify)	
------------------------	--

**6. Size of student population**

100-500	
501-1000	
1001-2000	
2001-3000	
3001-4000	
4001-5000	
5001-6000	
6001-7000	
7001-8000	
8001-9000	
9001-10000	
Other(pleasespecify)	



**7. The following questions refer to technological innovation**

To what extent...	1	2	3	4	5
Is new technological innovation viewed as creating opportunities in your library?					
Is technological innovation viewed as a threat in your library?					
Has IT improved the way managers at your library communicate?					
Has IT improved the way managers at your library work ?					

Have improvements in world-wide communication evoked interest in t gathering and dissemination of information at your library?					
Does management at your library deal with the cost aspects technology?					
Does your library play a role in social responsibility?					
Has the advent of electronic resources improved library usage students?					
Has the advent of electronic resources improved library usage by staff?					

**1 = To no extent    2 = To a small extent    3 = To some extent    4 = To a large  
extent**

**5 = To a very large extent**



UNIVERSITY  
JOHANNESBURG

**8. The following questions deal with planned change at your library.**

**To what extent do you believe planned change has taken place at your library  
considering the following areas?**

	To no extent 1	To a small extent 2	To some extent 3	To a large extent 4	To a very large extent 5
Technology					
Performance					
Structure					
Culture					
Policies					
Management style					
Other (please specify)					

--	--	--	--	--	--

**9. Which of the following reasons best describes why planned change has taken place?**

Poor library usage	
As a way of marketing the library	
A need for future planning	
Other (please specify)	

**10. To what extent are subordinates at your library able to propose changes?**

To no extent 1	To a small extent 2	To some extent 3	To a large extent 4	To a very large extent 5



**11. To what extent have proposals by subordinates been implemented?**

To no extent 1	To a small extent 2	To some extent 3	To a large extent 4	To a very large extent 5

**12. To what extent do you use each of the following to motivate staff into accepting change?**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
--	----------	----------	----------	----------	----------

Convincing them of the need for change					
Creating an awareness that change accomplished one step at a time					
Involving them in the process of change					
Encouraging their inputs and ideas					
Other(pleasespecify)					

**1 = To no extent 2 = To a small extent 3 = To some extent 4 = To a large extent 5 = To a very large extent**



**13. To what extent...**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Does management define the change vision when managing change?					
Does the vision help employees to understand the purpose of the inevitable change?					

Is there a relationship between organizational structure and productivity at your library?					
Are you satisfied with your current organizational structure?					
Does your library invest in staff training regarding change?					
Is communication essential in managing change?					
Do people most affected by the proposed change be among those involved in bringing it about?					
Does vision help employees to minimize resistance?					

**1 = To no extent 2 = To a small extent 3 = To some extent 4 = To a large extent 5 = To a very large extent**

**Thank you very much for your kind cooperation**



