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MANAGING THE IMPLEMENTATION OF MANAGEMENT STRUCTURE CHANGES AT THE EASTERN CAPE DEPARTMENT OF EDUCATION

By

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Submitted in partial fulfilment of the requirements for the degree of **Masters in Business Administration** at the Nelson Mandela Metropolitan University

November 2010

Promoter: **DR. R. GERBER**

DECLARATION

I declare that this treatise is my own work and that it has not previously been submitted for assessment to another university or for another qualification.

……

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PORT ELIZABETH

30 November 2010

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- My family for its support and understanding.

ABSTRACT

The Eastern Cape Department of Education has been in the forefront of the media – mostly for the wrong reasons. The major problems that have been reported range from the mismanagement of the feeding schemes, unpaid service providers, lack of adequate infrastructure, corruption committed by the officials, unfilled posts, poor service delivery and the second lowest matriculation pass rate in the country. Although there are many problems, as stated, this study research is focused on the management of change and its implementation in the organisational structure.

Change and its implementation is a complicated process. This needs to be approached in a serious manner. If change is implemented in the wrong way, it can cause more harm to the organisation than if it were not implemented at all. It is therefore important to determine if the problem in the organisation is caused by the structure, and also if it can only be solved by changing the structure. Consequently, it is important to develop a business case before embarking on the change process.

Different models of change have been presented in this research study. These models have prescribed the steps to be taken to evaluate the process followed in the past in the Eastern Cape Department of Education. These models range from Carter's Lewin model, Curzon's model, Uys's model, Kotter's model and the Department of Personnel Services and Administration (DPSA) Guidelines.

After conducting a thorough literature review and document analysis, the empirical study was conducted through interviews with Head Office top-management officials of the Eastern Cape Department of Education. An interview was also held with the union representative, as the most important stakeholder affected by the changes in the structure. A questionnaire was also sent to the Districts to determine the involvement of Districts in the process of

change. Although the main purpose for structural change was to align the structure to the strategic plan, the empirical study also indicated that politicians have played a major role in driving the process of change in the structure – and the administrators have largely only implemented the planned changes.

The problems experienced during the implementation of changes were also discussed. These are problems, such as resistance to change when employees perceive that change might adversely affect them – rather than bringing any benefit. The empirical study's findings confirm the issues exposed in the literature reviewed concerning the resistance by some employees to change and its implementation.

By means of interviews, the empirical study discovered that the greatest cause of the instability of the structure is the constant changes in the appointment and the firing of the Members of Executive Council (MECs) and the Superintendent Generals (SG). The instability in the structure is created when the new MEC comes with his own mandate that demands change in the structure.

The answers to the problem question and its sub-focuses are presented, as well as recommendations and areas for further research studies.

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TO WHOM IT MAY CONCERN

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