

# Impact of change management on employee engagement

**By**

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## DECLARATION

“I, **Boitshoko Moche**, hereby declare that:

- the work contained in this treatise is my own original work, except as indicated in the acknowledgements, the text and the complete reference list;
- this work is submitted in partial fulfilment of the Masters in Business Administration at the Nelson Mandela University Business School; and
- this dissertation has not been previously submitted in full or partial fulfilment of the requirements for an equivalent or higher qualification at any other recognised education institution.”

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## **ABSTRACT**

Change is inevitable and change is necessary; in order for organisations to remain competitive they have to keep on evolving, ensuring that the organisational vision and strategy are aligned to the organisation's vision, importantly, that the employees have a fulfilling work experience in order to do their best and live up to the organisation's values.

In the high-pressured, agile work environment, it is necessary for the organisations to move their processes with the times, providing information on digital platforms while upskilling the employees and saving time. Employee engagement is defined as the force that drives the organisational success and when achieved it eventually leads to high morale, employee retention, employee trust and loyalty to the organisation and organisational performance

The aim of the study was to investigate the impact of change management process on the employee engagement in the workplace. The three identified main factors were readiness for change, process of change and leadership involvement. Change initiatives have been reported to fail by 70% if not implemented effectively and can have a negative impact on how the employees receive the change.

The mixed method study approach was used, starting with interviews with the four key players in the organisation to establish how they perceive change and gather new information. It was followed by a quantitative e-survey to departments which have had technological change in the past year.

The empirical results showed that there is a relationship between the factors of change and employee engagement. Importance of readiness for change was highlighted, supporting the need for an organisational analysis followed by a detailed change plan aligned to the organisational vision. Process of change had a positive significance for employee engagement while lack of leadership involvement showed the negative relationship to employee engagement. The findings show how change leadership should work in sync with organisational leadership at all times and should incorporate change management into the organisational DNA.

## TABLE OF CONTENTS

DECLARATION .....	iii
ACKNOWLEDGEMENTS .....	iv
ABSTRACT .....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES .....	x
LIST OF FIGURES.....	xi
LIST OF APPENDIXES .....	xiii
KEYWORDS .....	xiii
CHAPTER ONE: INTRODUCTION TO THE STUDY .....	1
1.1 BACKGROUND .....	1
1.2 PROBLEM STATEMENT .....	1
1.3 RESEARCH OBJECTIVES .....	3
1.3.1 Primary Objective.....	3
1.3.2 Secondary objectives .....	4
1.4 RESEARCH QUESTIONS .....	4
1.5 RESEARCH METHODOLOGY .....	5
1.5.1 Research paradigm .....	5
1.5.2 Research approach .....	6
1.6 SCOPE OF THE STUDY .....	6
1.7 LIMITATIONS OF THE STUDY .....	7
1.8 ETHICS CONSIDERATION .....	8
1.9 OUTLINE OF THE STUDY .....	8
1.10 SUMMARY.....	9
CHAPTER TWO: LITERATURE REVIEW.....	10
2.1 INTRODUCTION.....	10
2.2 ORGANISATIONAL CHANGE .....	10

2.2.1 Overview .....	10
2.2.2 Types of change .....	10
2.2.3 Why do organisations go through change? .....	12
2.2.4 Technological change.....	14
<b>2.3 CHANGE MANAGEMENT .....</b>	<b>16</b>
2.3.1 Overview .....	16
2.3.2 Change Management Models .....	16
2.3.2.1 ADKAR Model .....	17
2.3.2.2 Lewin Model.....	17
2.3.2.3 Kotter’s change model.....	19
<b>2.4 CHANGE MANAGEMENT THEORIES .....</b>	<b>21</b>
2.4.1 Systems theory.....	22
2.4.2 Complexity theory .....	22
2.4.3 Organisational development theory .....	23
2.4.4 Social worlds theory .....	23
<b>2.5 FACTORS OF CHANGE .....</b>	<b>24</b>
<b>2.6 LEADERSHIP .....</b>	<b>26</b>
2.6.1 Senior management .....	26
2.6.2 Supervisor support .....	27
<b>2.7 READINESS FOR CHANGE .....</b>	<b>29</b>
2.7.1 Individual readiness.....	29
2.7.2 Organisational readiness .....	29
2.7.3 Resistance to change .....	30
<b>2.8 PROCESS OF CHANGE .....</b>	<b>31</b>
2.8.1 Communication .....	31
2.8.2 Training .....	31
<b>2.9 EMPLOYEE AND WORK ENGAGEMENT .....</b>	<b>32</b>
2.9.1 Employee engagement factors .....	32
2.9.2 Work engagement .....	33

2.9.3 Burnout .....	34
2.9.4 Employee experience.....	34
2.10 RESEARCH HYPOTHESES.....	36
2.11 SUMMARY.....	38
CHAPTER THREE: RESEARCH METHODOLOGY .....	39
3.1 INTRODUCTION.....	39
3.2 RESEARCH APPROACHES AND PARADIGM.....	39
3.3 POPULATION.....	42
3.4 SAMPLING DESIGN.....	43
3.4.1 Sampling method .....	43
3.4.2 Sampling size .....	44
3.5.1 Qualitative study: face to face interviews .....	45
3.5 MEASURING INSTRUMENT .....	Error! Bookmark not defined.
3.5.2 Quantitative study: e-survey .....	47
3.6.1 Qualitative study .....	48
3.6.2 Quantitative study .....	49
3.7 DATA ANALYSIS .....	49
3.7.1 Qualitative data.....	49
3.7.2 Quantitative data .....	50
3.8 SUMMARY.....	51
CHAPTER FOUR: QUALITATIVE INTERVIEWS RESULTS.....	52
4.1 INTRODUCTION.....	52
4.2 DEMOGRAPHIC DETAILS OF RESPONDENTS.....	53
4.3 RESPONSES TO THE RESEARCH QUESTIONS.....	53
4.4 VALIDITY .....	57
4.5 RELIABILITY .....	57
4.6 SUMMARY.....	58
CHAPTER FIVE: QUANTITATIVE STUDY RESULTS.....	59
5.1 OVERVIEW.....	59

<b>5.2 VALIDITY .....</b>	<b>59</b>
<b>5.3 RELIABILITY .....</b>	<b>60</b>
<b>5.4 DEMOGRAPHIC SUMMARY OF THE SURVEY RESPONDENTS.....</b>	<b>61</b>
<b>5.5 T-TESTS .....</b>	<b>72</b>
<b>5.6 ANOVA .....</b>	<b>72</b>
<b>5.6.1 ANOVA of age.....</b>	<b>73</b>
<b>5.6.2 ANOVA on roles in organisation.....</b>	<b>73</b>
<b>5.7 THE EMPIRICAL RESULTS.....</b>	<b>75</b>
<b>5.7.1 Multiple regression analysis .....</b>	<b>75</b>
<b>5.7.2 CORRELATION OF CONSTRUCTS .....</b>	<b>77</b>
<b>5.8 SUMMARY.....</b>	<b>78</b>
<b>CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>79</b>
<b>6.1 INTRODUCTION.....</b>	<b>79</b>
<b>6.2 OVERVIEW OF THE STUDY.....</b>	<b>79</b>
<b>6.3 MAIN CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>80</b>
<b>6.3.1 Readiness for change .....</b>	<b>81</b>
<b>6.3.2 Process of change .....</b>	<b>82</b>
<b>6.3.3 Leadership involvement .....</b>	<b>82</b>
<b>6.3.4 Employee engagement .....</b>	<b>83</b>
<b>6.3.5 Recommendations for management .....</b>	<b>83</b>
<b>6.4 LIMITATIONS OF THE STUDY .....</b>	<b>84</b>
<b>6.5 FUTURE AREAS OF STUDY .....</b>	<b>85</b>
<b>6.6 SUMMARY.....</b>	<b>85</b>
<b>REFERENCES.....</b>	<b>87</b>
<b>LIST OF APPENDIXES .....</b>	<b>96</b>



## **LIST OF TABLES**

TABLE 2.1: Organisational Change Theories: Differences and Similarities

TABLE 2.2: The Utrecht Work Engagement Scale (U) Instrument

TABLE 3.1: Response Rate

TABLE 4.1: Demographic Summary of the Interviewees

TABLE 5.1: Cronbach's Alpha Coefficients for Factors

TABLE 5.2: Demographic Summary for Gender

TABLE 5.3: Demographic Summary for Age

TABLE 5.4: Demographic Summary for Race

TABLE 5.5: Demographic Summary for Years of Employment

TABLE 5.6: Demographic Composition for Location

TABLE 5.7: Demographic Composition for Role in Organisation

TABLE 5.8: Frequency Distribution for Readiness for Change

TABLE 5.9: Frequency Distribution for Process of Change

TABLE 5.10: Frequency Distribution for Leadership Involvement

TABLE 5.11: Frequency Distribution for Employee Engagement

TABLE 5.12: T-Test for Location and Employee Engagement

TABLE 5.13 ANOVA on Age

TABLE 5.14: ANOVA on Roles in Organisation

TABLE 5.15 Scheffe Test for Roles In Organisation on Readiness for Change

## **LIST OF FIGURES**

FIGURE 2.1: Importance outstrips readiness for all ten trends

FIGURE 2.2: The Hypothesised Method to increase employee engagement

FIGURE 2.3: Proposed hypothesised model: The impact of change factors being readiness for change, leadership involvement and process of change

FIGURE 3.1: Fundamental differences between quantitative and qualitative research strategies

FIGURE 5.1: Data Analysis Presentation

FIGURE 5.2: Response Rate by Gender

FIGURE 5.3: Response Rate by Age

FIGURE 5.4: Response Rate by Race

FIGURE 5.5: Response Rate by Race

FIGURE 5.6: Response Rate by Race

FIGURE 5.7: Response Rate by Race

FIGURE 5.8: Response Rate by Race

## **LIST OF ABBREVIATIONS**

ANOVA: Analysis of variance

APA: American Psychological Association

CMS: Council of Medical Schemes

CT: Cape Town

EFA: Exploratory Factor Analysis

GROW Coaching method: Goal, Reality, Opportunities and  
Way forward.

ISR: International Survey Research

JHB: Johannesburg

OCM: Organisation change  
measurement

MCO: Managed Care Organisation

NMU: Nelson Mandela University

PMBOK : Project Management Book of Knowledge

PMI: Project Management Institute

SLII®: Situational Leadership II

UWES: Utrecht Work Engagement Scale

## **LIST OF APPENDIXES**

Appendix A: Request for permission to collect data

Appendix B: Invitation to participate in the study: Interviews

Appendix C: Invitation to participate in the study: e-survey

Appendix D: Change management survey

Appendix E: Editors Proofread notice

## **KEYWORDS**

Change management, employee engagement, work engagement, readiness for change, process of change, leadership involvement, managed care organisation, supervisor support, communication, training, resistance to change, organisational change.

## **CHAPTER ONE: INTRODUCTION TO THE STUDY**

### **1.1 BACKGROUND**

Change is inevitable, whether it is big or small. The proactive organisation should ideally have a planned change process to seamlessly introduce any type of change. Burnes (2017) states that for the organisation to effectively achieve its goal it is dependent on internal factors such as process, people and an organisation's culture.

According to Rossouw (2019), organisations are going through rapid changes where it is no longer sufficient to steadily manage change; it is an urgent matter driven by a combination of forces, including strategic direction, operational needs, advancing technology, meeting customer demands and the competition.

Technological change is necessary in order to meet the growing company and client demands and as with any change, the employees should be efficiently made ready for the change (Schmid & Auburger, 2019). A change that involves the entire organisation is usually decided at executive level and when it is not implemented effectively it will lead to employee resistance and disengagement. Accelerating changes in the workplace technologies creates pressure on the management to offer better solutions and improve the motivation for the employees to remain in their positions (Schmid & Auburger, 2019).

### **1.2 PROBLEM STATEMENT**

According to Burnes (2017) the failure rate of change initiatives has been previously reported as 70%. It is noted that some of the changes are more difficult than others and that some organisations are able to successfully implement the desired change. Burnes (2017) further advises that managing change is a challenge in most organisations and it requires preparation.

Rossouw (2019) poses a question that even though there are many reasons for a high failure rate of 70%, what are the factors that make 30% the other change efforts a success? Most change initiatives sometimes do not succeed due to the communication

gaps, lack of engagement and employees behaviour that reinforce such failure (Barratt-Pugh, Bahn & Gakere., 2013)

Readiness to change is necessary for a successful change implementation. When there is readiness it is highly likely that the organisation will embrace the change and there will be minimal resistance and the opposite is true, change will fail where there is no readiness (Matthysen & Harris, 2018). Moreover, Matthysen and Harris (2018) state that work engagement is a practice that aims to align the employees to the organisation's goals and values; motivate them to partake in organisation's success and have opportunities to develop themselves further. Mangundjaya (2011) believes that positive work engagement is linked to change readiness and engaged employees will be more involved in their work and have a greater eagerness for achievement.

An engaged employee will result in efficient operations and increased productivity, as well as being more prone to be innovative and contributing towards the overall success of the organisation (Burnes, 2017). When there is effective change management, the organisation is able to transform into a learning organisation, creating a conducive environment for the employees to be innovative and achieve optimal operational efficiency and productivity, therefore growing the organisation more profitably (Rossouw, 2019). Leadership engaging the employees becomes the foundation of the learning organisation. Owing to the complexity of technology, the capital invested in the development of the system may be high and it will be a waste for the organisation where there is minimal employee engagement (Schmid & Auburger, 2019).

The problem where the change is not smoothly streamlined and adopted is due to reasons including the following, as adapted from Quain (2019):

- Failure to communicate: updating the employees with progress on the projects is necessary. Lack of communication will cause uncertainty and disrupt work.
- Lack of proper planning: without knowing the plan as to which changes, when they will happen and how they will happen, complicates the transition. Furthermore, not allocating sufficient employees to be accountable for the steps in the process hinders the process of change management.

- Adopting the new technology: updating on the technology is important in order for the business to stay relevant. Introduction of the new technology should be communicated; with the employees being the end user, it is important that they know how the system will work and how it will make their lives better.
- Lack of consensus at management level: everyone at management level, from top to low level management, should be involved. The decision for the changes should come from top-level, ensuring that all management levels are on board and are able to deal with the changes and able to support the employees fully.
- Low staff morale: this can become a barrier to the organisational change and the staff will most likely resist the change. The resistance will most likely have an impact on operational productivity and efficiency.
- Fear of the unknown: employees who are not adequately prepared lose confidence; this is also due to the lack of a reward system which should be a motivating factor to elaborate on how the change will benefit the organisation and reinforce job security.
- Changing mindset, attitude, skills and knowledge: assumption that there will be more responsibilities for the managers and employees is important.

There has been extensive research on change management process and employee engagement; however, the gap exists comparing how the various employee levels respond to technological change and the factors which impact on various levels. The study intends to investigate the impact that change factors have on employee engagement during technological change.

## **1.3 RESEARCH OBJECTIVES**

### **1.3.1 Primary Objective**

The primary objective of the study is to improve the change management process during implementation of a technological change by investigating how the change

process impacts on employees' engagement during that time. The human component is important in achieving the success of a change initiative.

There is minimal research done on the impact that the change described above has on the employees (managerial and non-managerial) indicating that the leadership in organisations does not effectively prioritise managing and supporting the people involved in change management (Mdletye, Coetzee & Kupere, 2014).

### **1.3.2 Secondary objectives**

In order to achieve the main objective mentioned above, the secondary research objectives will investigate:

- The relationship between readiness for change and employee engagement
- The relationship between the process of change and employee engagement
- How the leadership involvement during change impacts on employee engagement.

## **1.4 RESEARCH QUESTIONS**

Change management is a well-researched area; however, every environment requires a unique change management model which will fit. As not all changes are the same and there are also varying factors which are specific to an internal environment, different change models would have to be applied by management to the situation or change at hand.

Galli (2018) supports the statement above that the change management tool should be specific to a situation. A general process of change management would include five steps:

- Identifying the change
- Giving details of the specific change
- Stating the approach
- Implementing the change and
- Monitoring the change.



A study was done by Lipinski and Jamro (2017) which reviewed the following change management models Project Management Body of Knowledge, PMBOK (PMI, 2006); Information Technology Infrastructure Library, ITIL (TSO, 2007); The Open Group Architecture Framework, Situational Leadership II, SLII (Blanchard, 2010); and Kotter 8 steps (Kotter, 1996), the authors suggested that none one of the models address different functional areas on different levels. The information flow model draws on the leading change management models and the interviews done with the professionals within the change management allow space to create the models with the following characteristics

- Process and knowledge dimensions which are adapted from the PMBOK model;
- The flexibility and the agility of the change process based on the GROW model which introduces the coaching element in success;
- Includes attitudes and motivations of key stakeholders, organisational culture based on SLII.

For this study, the main change factors identified and that were to be investigated are readiness for change, process of change and leadership involvement during the change, to establish the relationship that these factors have with employee engagement. The study intends to investigate and answer the following main questions:

- Is there a significant relationship between readiness for change and employment engagement?
- Is there a significant relationship between the process of change and employee engagement?
- Does leadership involvement during change impact employee engagement?

## **1.5 RESEARCH METHODOLOGY**

### **1.5.1 Research paradigm**

A multiphase mixed method that is exploratory and sequential in nature was employed. It is applicable in the study as the initial step was the qualitative research phase and

exploring the views of interviewees followed by analysis of data and extracting the information which was incorporated in to the quantitative phase (Creswell, 2014).

The information gathered from the qualitative phase was incorporated into the tool for the quantitative phase, by identifying factors or specific variables which can be included in the quantitative phase (Creswell, 2014).

It was mixed method research, initially doing an inductive qualitative phase, allowing the researcher to define the concepts clearly to determine the significances, as well as to refine the final research approach (Cooper & Schindler, 2014).

### **1.5.2 Research approach**

Initially the approach used was open-ended questions through one-on-one interviews with four (4) key role players including managers and technical specialists involved in the technological change (Cresswell, 2014).

The questionnaire was then created with employee engagement as a dependent variable and readiness for change, process of change and leadership involvement as independent variables. The questionnaire was extended to the employees in the departments which have adopted technological change in the past year.

### **1.6 SCOPE OF THE STUDY**

The study will be done in the private health care sector specifically in managed care organisations (hereafter referred to as MCO) based in Cape Town and in Johannesburg.

Managed care organisations are contracted with a medical scheme to provide managed health care. According to CMS (2011) managed care, within the South African context, refers to a diverse range of solutions aimed to facilitate cost-effectiveness, improved accessibility while ensuring that high quality level of care is provided to medical scheme members, this is achieved through the use of rules based and clinical managed based programmes. The rules and the clinical guidelines change regularly within the managed care industry, it is essential for the employees of the MCO to be fully knowledgeable on

the rules when interacting with the clients which could be the medical scheme member and/or health care providers through the call centre environment.

The MCOs have launched the e-learning programme and an information repository within the past year to minimise the time spent in the training rooms, as well as to align with the technological changes in the industry. The transition from the classroom to the e-learning is intended to be able to deliver the learning and training material to the employees as the changes in the industry and the organisation, ensuring that all the employees gets similar training appropriate at their level at the same time and be on the same page at all times. The study will gather the employee perceptions to assess whether the change management at the time of technological implementation had impacted on employee engagement.

### **1.7 LIMITATIONS OF THE STUDY**

The study was done in one sector in the managed health care organisations which affiliate to the same mother company; the cultures may be similar.

There might also be geographical bias as the qualitative interviews were conducted from one South African geographical area due to time and logistical restraints. As the qualitative research was done in interviews, the subjective nature can be affected by both the interviewer's, as well as the interviewee's bias (Zikmund, Babin, Carr & Griffin, 2013). The interview may have been biased in the manner in which it was done and be influenced by the researcher's expectation on the information collected in the interviews. The interviewees were encouraged to speak freely, assuring that the research is about the processes and not about the individual or companies.

Also due to time and logistical restraints, the numbers of responses from the quantitative survey may be limited, as well as influencing the statistical analysis possible on the data.

## **1.8 ETHICS CONSIDERATION**

In research, the aim of ethics is to safeguard that there is no harm to the respondents or that they do not suffer from hostility resulting from the research processes (Cooper & Schindler, 2014).

Furthermore, to ensure that there would be confidentiality and that the respondents would remain anonymous, the respondents were assured that no personal information or contact details would be collected on the form and that their responses would be kept anonymous. The questionnaires were identified with the specific number once received.

For each questionnaire, there was a consent letter detailing the study objectives, the research approach applied and the researcher's contact details, as well as those of the supervisor, and the ethical standards of the study were assessed to comply with the full ethics clearance process of the Nelson Mandela University.

## **1.9 OUTLINE OF THE STUDY**

This study consists of five chapters covering the following content:

Chapter One provides the background of the study, explaining the scope and the rationale of the study; the chapter also includes the problem statement, objectives of the study, research methodology, scope, limitations, ethical considerations and chapter outline of the study.

Chapter Two involves a detailed literature review on the concept of change management and its factors, employee engagement and technological change. It also reflects on the relationship between change management factors and employee engagement.

Chapter Three details the research approach and the methodology used in the study; this includes the population identified, sampling design, measuring instrument, data collection methods, data analysis and summary of the chapter.

Chapter Four provides details of the results collected from the qualitative portion of the study, which include the demographic details, data collection method, data analysis and

detailing the responses, as well as the validity and the reliability of this portion of the study.

Chapter Five provides details of the results obtained from the quantitative data, including the measuring instrument creation, the validity and reliability of the study. Furthermore, the chapter includes the data collection method used and the data analysis in detail, including descriptive statistics, inferential as well as empirical results of the study.

Chapter Six details the overview of what the study entailed and interprets the results of the study, detailing the managerial implications. The chapter expresses the main findings of the study; the recommendations derived from the study; the contribution to literature and the limitations of the study, as well as identifying the potential future areas of research.

## **1.10 SUMMARY**

The chapter outlines the background of the study with the importance of doing the study in the problem statement; the study aims to investigate the possible impact on change management process on the organisations' employee engagement. The chapter also detailed the research methodology of the study which is the mixed-method approach, the scope in which the study is done, which is in the managed care organisations (MCO) based in Cape Town and in Johannesburg, possible limitations in the study including that the MCO are affiliated to one mother company with the similar cultures as well as the ethical considerations affecting the study.

In addition, the brief literature on what has previously been done following the multiple change management processes to guide the research objectives which will be followed in the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter focuses on the literature review on the concepts relating to the study, being change management, technological change, factors of change and employee engagement. The study is on the impact of change management on the employee engagement in the work place during technological change; the intention is to investigate how the specific change factors, being readiness for change, leadership involvement and process of change, impact on employee engagement.

The chapter will start by introducing the concept of organisational change, the types of change, why organisations experience change and technological change. Furthermore, the chapter will detail change management models, change management theories, factors of change and finally the employee engagement, work engagement and employee experience theories found in the literature.

### **2.2 ORGANISATIONAL CHANGE**

#### **2.2.1 Overview**

In order for the organisations to survive and flourish, it is necessary for them to undergo organisational change; moreover, these changes include strategic, tactical, operational, or a combination thereof (Joshi & Jha, 2017). Rossouw (2019) concurs that organisations are going through rapid changes, it is no longer sufficient to steadily manage change but it is an urgent matter driven by a combination of forces including strategic direction, operational needs, advancing technology, meeting customer demands and the competition. Nkomo and Kriek (2011) state that change involves shifting the organisation's strategy as well as its operations, and searching for innovative tools and methods to assist the organisation to prepare and adapt to the new change.

#### **2.2.2 Types of change**

According to Franklin and Aguenza (2016), the three most prevalent organisational changes are developmental, transitional and transformational changes, and every type

needs a suitable management style and approach. The management style and approach are influenced by complexity of the change, the costs involved and the readiness that the organisation requires to implement the change (Franklin & Aguenza, 2016)

Development change can best be implemented through sharing of information, and providing with reasons as to why the performance requirements have to be raised. To succeed the employees should be provided with the resources to support the development (Anderson & Ackerman Anderson, 2001). The authors further mention that there are two assumptions for developmental change, that people have the potential to improve and that they can improve if given the right reasons, material and training. (Anderson & Ackerman Anderson, 2001) can best initiate developmental change through sharing information.

Transitional change is slightly more complex than developmental change; it involves shifting from old state to the new and desired state which can be hard to manage (Anderson & Ackerman Anderson, 2001). Franklin and Aguenza (2016) concur that to implement transition to the desired future state, the organisation must make modifications to the current state of an organisation's policies, structure and workplace practice. To successfully achieve this and implement transitional change, there should be leadership and organisational commitment (Anderson & Ackerman Anderson, 2001). Transitional change requires unfreezing of the existing organisational state, introducing the change then refreezing once the new state has been achieved; both the organisational culture and employees must change to acclimatise to the new, changed state (Anderson & Ackerman Anderson, 2001).

Transformational and transitional changes are closely related; transitional change deals with simple, unpredictable changes, while transformational change deals with complicated and unpredictable changes (Anderson & Ackerman Anderson, 2001). According to Burnes (2017) a major change requires a major radical modification in the organisation's strategy, culture, and processes, as well as continuous transformational change in order to meet with the changing external and internal environment.

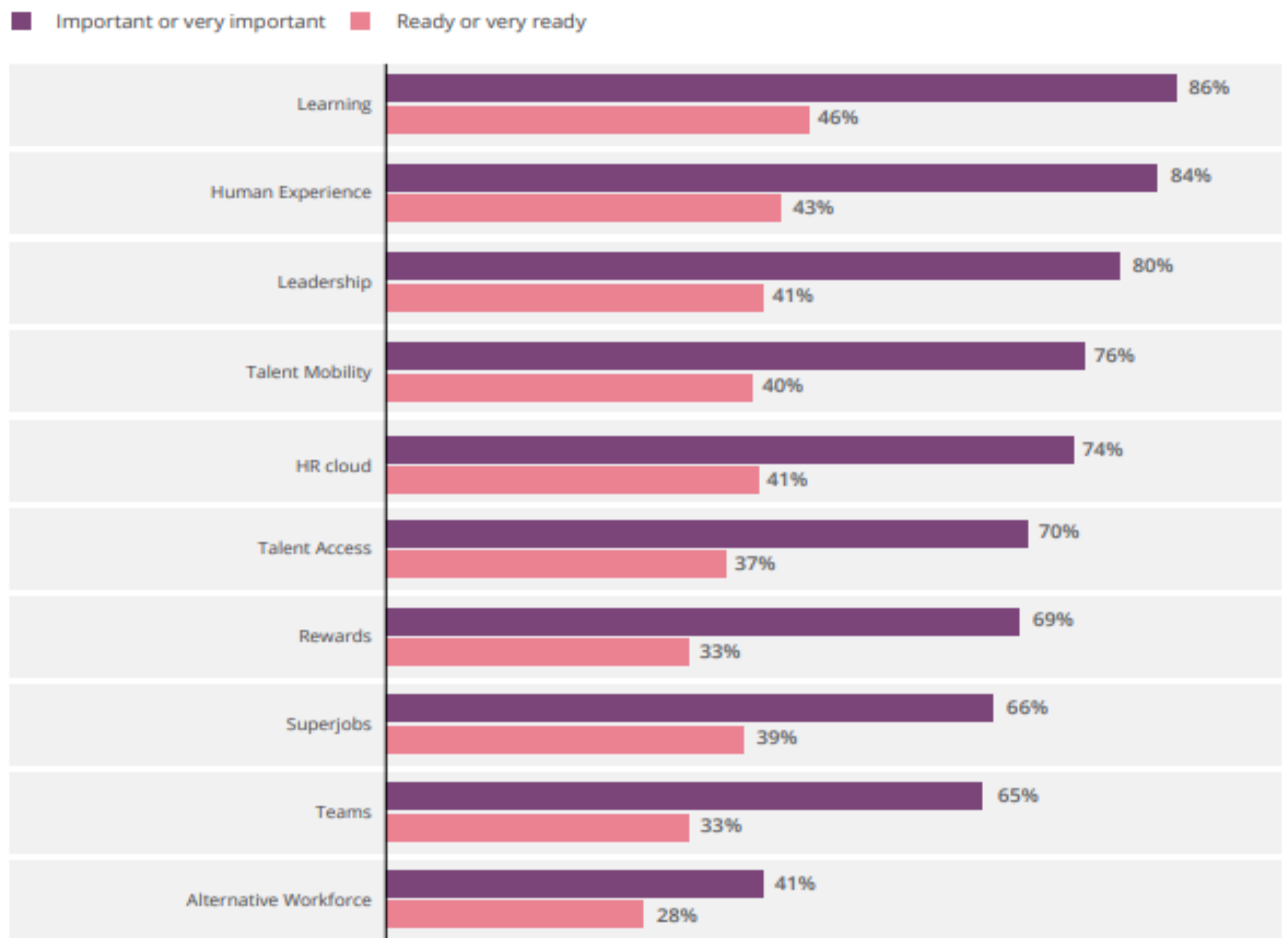
### **2.2.3 Why do organisations go through change?**

The world is increasingly fast-paced resulting in organisations continuously implementing changes reacting to the environmental stimuli being external or internal, in order to remain competitive (Walsh, 2019). Burnes (2017) concurs that the changes may be done to strategy, organisational culture, structure, business process or technology. According to Deloitte (2018) a social enterprise is an organisation which combines profit making and revenue growth with respect and supports its stakeholder network and environment it operates in. Moreover, it upholds its responsibility to have good standing inside and outside the organisation and promoting a high level of collaboration at every level of the organisation. Such an organisation has the capacity to implement transition changes more effectively as it is in touch with the environment it operates in.

According to Deloitte (2018), organisations nowadays are rated on the basis of their relationship with their workers, the clients, the communities and the contribution they make on the society at large. Most organisations are transforming in social enterprises. South Africa has a diverse, multicultural population which contributes to cultural and employee experiences across the provinces and teams. The organisational leaders must be cognisant of the differences which may complicate an organisational change (Deloitte, 2019). The following figure is adapted from Deloitte Global Human Capital Trends Survey done in 2019:



## Importance outstrips readiness for all ten trends (global scores)



Source: Deloitte Global Human Capital Trends Survey, 2019

Figure 2.1 Importance outstrips readiness for all ten trends

The Deloitte (2019) survey has also identified the top 10 areas ( see Figure 2.1 above) in the South African workplace which requires immediate attention for change by reinvention and also establishes that many organisations are not ready to address these changes. Furthermore, Deloitte (2019) recommends that depending on the organisations' readiness for the change, reinvention can happen in one the following three approaches:

- 1) Refresh by updating and improving the way things happen now;
- 2) Rewire by creating new connections that change the strategic direction or alternatively;
- 3) Recode by starting over and designing from scratch.

Regardless of the approach, reinvention involves technology in some way and it must be robust enough to handle the organisations' challenges (Deloitte, 2019).

The South Africans who participated in the survey done by Deloitte in 2019, showed that 22 percent are not satisfied with the tools and technologies in the workplace and only 36 percent are satisfied with access to relevant data and information. This indicates that there is lot of work which needs to be done to improve the job design, the workflow and the technologies in the South African workplaces (Deloitte, 2019).

Segone (2019) mentions that management of organisational change is an important management skill that is crucial whenever there is technological advance and a diverse, learning community.

#### **2.2.4 Technological change**

Segone (2019) mentions that to stay relevant and to compete globally, organisations must constantly review how the business gets done and adjust to the changing requirements of their clients. Rossouw (2019) concurs that sustaining competitiveness involves businesses making changes continuously in technology and organisational processes. Furthermore, Segone (2019) advises that prior to implementing any change, the motivation for the change should be precise, clear and aligned to improving overall company objectives such as revenue generation and enhancing operations.

Deloitte's (2018) human capital survey revealed that 67% of the South African workforce is ready for the workplace communication tools which incorporate work and personal communications. Deloitte (2018) also recommended that South African organisations should extend the reach of technology and upskill employees through digital training platform programmes which will ensure that the employees are familiar with technology and are able to improve their knowledge, productivity and connectedness. Where necessary, the organisations should explore platforms that serve the low level of literacy to encourage participation.

Furthermore, Deloitte (2018) recommends that the organisations should implement new digital platforms and tools, including a communication channel as a priority. An appropriate digital platform should be researched and sourced which aligns to the

organisational needs and vision and which will encourage high connectivity, collaboration and productivity (Rossouw, 2019). According to Mohamed, Hussin & Hussein (2006) the new technology being implemented mostly involves organisational change, and the complicated interaction that humans have with IT systems makes it hard to establish if the challenge is linked to technology itself or how the technology is being used by humans.

It is therefore important that the organisations understand all the complexities linked to the introduction and use of the technology, as well as the change factors which enable the success thereof (Mohamed et al., 2006).

According to Willie (1989), there are internal forces that influence the organisational change in South Africa, including the multicultural and diverse workforces and the strong presence of the unions which may trigger the need for customised change management. The change leader should be aware that the workforce may comprise the unskilled and semi-skilled workers and this should be addressed in resolving the organisational change issues when improving the human potential. Willie (1989) states that the organisations in South Africa should review their business strategies and operations continually and be mindful of the timing when the change is implemented as the internal and external forces will have a significant impact on the change

Segone (2019) concurs that every change, be it process or technology, presents some challenges. When planning for technological integration, organisations should be mindful to identify the challenges what the employees, who are impacted by change, may experience as they adopt the change into their environment. Segone (2019) furthermore mentions that the organisations should understand why they are integrating the new technology to understand better need to identify challenges that those impacted by the change may experience, as they adjust and adopt the change.

According to Segone (2019), without a detailed effective digital transformation strategy which details the “What”, the “Why”, the “When” and the “How” of technological integration can be frustrating to those who are impacted by the change. The strategy should include all the benefits of change and the anticipated impact on the organisation, as well as the potential impact on daily operations - the employees as well as the customers (Segone, 2019).

A compelling vision should be created clearly outlining the technology and its purpose; the employees should be informed on how the new technology aims at improving their lives, as well as how the normal routine will be disrupted positively (Segone, 2019; Burnes, 2017).

## **2.3 CHANGE MANAGEMENT**

### **2.3.1 Overview**

This section provides with the available literature on change management an overview and change management models. According to Asnan, Nordin and Othman (2015), the change management process includes the plan, management and the reinforcement of the change, with the intention of guaranteeing that the change is accepted. Moreover the author advises that the success of change depends on the training, the communication and the coaching. Kemp and Louw (2008) state that change management should focus on crafting an environment where the change can be implemented.

Van de Ven and Poole (2005) argues that there isn't sufficient attention given to the change management subject based on the fact that plenty of the change initiatives done by the organisations tend to fail. He further mentions that in South Africa the concept of transformation has an influence on organisational change. Coker (2000) explains the change dimension with an iceberg model, describing that 10-15% is visible, being the formal system comprising tangibles such as the physical system, the policies and the procedure, while the rest is not visible or exposed, being the informal systems which are below the "water surface", giving examples such as perceptions, feelings, attitudes, behaviours, norms and values.

### **2.3.2 Change Management Models**

As mentioned above, change management is a process of managing organisational changes which may include, but are not limited to, transitions, shifts and transformations. Change management process should be systematic in order to be effective; each type of change should be aligned to the correct change model and the organisational environment (Mohamed et al., 2006). The change management models

have been intensively studied and below will provide in detail the three popular models in no particular order.

### **2.3.2.1 ADKAR Model**

ADKAR is a well-known change management framework which was created by Jeff Hiatt (2013). It is an acronym which stands for:

- Awareness of the change and its need
- Desire to participate in the change
- Knowledge on the change
- Ability to learn the change skills and adjust the behaviour
- Reinforcement that will make the change permanent

It supports the bottom-up approach, focusing initially on the individual employee change and concludes with organisational change; individual employees must change their behaviour towards the change for the success of an organisational change (Smith, 2004). ADKAR creates a powerful communication tool for change and provides the leaders with a framework to assist employees to embrace and implement changes (Smith, 2004).

According to Haitt's (2013) interpretation of the model, initially the organisation awareness makes the employees aware of the need for change with the primary matter being determining the level of change for a specific project. Once the employees have been made aware, it should trigger the desire from the employees to participate in the change along with the ability to perform necessary changes (Haitt, 2013).

The employees will then need the knowledge of the change detail and how to apply it; gaining the ability, which is the skills that is required to implement change on the daily basis (Haitt, 2013). Reinforcement is the last step which is needed to cement and sustain the change in the organisation (Smith, 2004).

### **2.3.2.2 Lewin Model**

Lewin's change model consists of three steps: the behavioural thaw (unfreezing), the change (transition) and the recrystallisation of behaviours (refreezing) (Galli, 2018).

The model mainly focuses on minimising the resistance to change in the organisation; it makes reference to the two forces as being driving forces, which are the reasons that the employees are motivated to change, and secondly restraining forces, which represent the employees who are resistant to change (Calder, 2013).

Lewin proposes that the organisations should take time to reflect on the proposed change and do an organisational analysis before unfreezing (Galli, 2018). Lewin has made a few assumptions on the effective changes that there have to be the need or motivation for change; that employees are the heart of the change in the organisation; the affected employees should adjust their behaviour to the proposed change and discard the old practice and lastly that even with good and clear intentions, there will be some resistance to change (Galli, 2015). The three stages are explained in detail below.

- Unfreezing: This stage reduces the restraining forces; it intends to break down the resistance to change (Galli, 2018). This is achieved by constructing the readiness for change by building trust and clearly communicating the need for change, as well as sharing information on how the behaviour will change (Asnan et al., 2015).
- Transition: at this stage the resistance from the employee and hiccups start to emerge as the employees are not accustomed to the new change (Galli, 2018). The information about the change, as well as access to the well-informed and trusted change agents, should be readily available to guide and support the employees impacted by the change (Galli, 2018; Asnan et al., 2015). There is also an emergence of the positive, new behaviours, attitudes and values in support of the change (Galli, 2018).
- Refreezing: with supporting structures, there will be reinforcement of the new organisational stage having adjusted to the new behaviour; the old practice and behaviours will re-emerge if the new practice and behaviours are not cemented through organisational policies and procedures (Galli, 2018)

Levasseur (2001) states that this framework needs change agents to actively be available for the employees when transitioning to the new technological change.

### **2.3.2.3 Kotter's change model**

John Kotter is a well-known leadership and change management expert; he created the change model to deal with the eight factors he had identified for a successful organisational change (Kotter, 1996). The model focuses on *leading* change rather than managing it and he believed that "Leadership must create and sustain the kind of changes needed for successful organisations to compete in the current competitive world" (Kotter, 1996).

Kotter's change model is an add-on to the model created by Lewin which involves unfreezing the current state, applying the change and refreezing at the desired state, enforcing the new culture (Galli, 2018). The eight steps of leading change are:

- Establishing a sense of urgency by communicating the need for the change and the opportunities the change will bring to the organisation. The step can also be used to highlight the possible crises which is fast tracking the need for change (Calder, 2013);
- Creating a directorial coalition by assembling a strong team to guide the change, bringing in the people from different departments with various skills required for the change (Kotter, 1996);
- Developing strategy and a vision by giving direction to achieve the vision of a change initiative. As well as developing a detailed strategy with the why, where, what when and how being created, allowing each change team member to contribute (Segone, 2019);
- Communicating the change vision: communicate as extensively as possible with the entire possible communication tool. The employees need to see the reason for the change and how it will impact on them positively (Galli, 2018). It is at this stage that resistance from those who don't buy in starts emerging (Segone, 2019);
- Employing a well-rounded action by changing the culture and preparing the environment in order to facilitate the vision. Kotter advises that the employees should be allowed to give their input on how to eliminate the obstacles from the vision (Kotter, 1996);

- Generating small wins by allowing the change management team to test the change in real life environments and making change adjustments where necessary, as well as recognising and rewarding the responsible people (Kotter, 1996);
- Consolidating the wins and build on the change by continuing to reward progressive wins as the change cascades and eliminating any possible negative energy, as well as building on the organisation processes that support the change (Kotter, 1996);
- Anchoring the new change into the organisational culture. Some employees can revert to the old practice at this stage; improved leadership is required to enforce the change and behaviour (Kotter, 1996).

In 2012, Kotter reviewed and expanded on the original eight steps method that was done in 1996 and called the new strategy system as the accelerators. With the new system Kotter (2012) proposes that the dual is a change management process for the agile world where the changes are happening at all times. Kotter (2012) proposes a dual operating system: where the hierarchy of management takes care of the business and the network that will manage the change on the operating systems. The network employs the eight accelerators in order to lead the change and it operates concurrently with the hierarchy of traditional management (Kotter, 2012).

Furthermore, Kotter (2012) proposes that the management and the network should happen at the same time and the three main differences between the accelerators and the eight steps method are:

- The steps are often used as a rigid, stepwise approach while the accelerators are concurrent and always at work (Kotter, 2012).
- The steps are driven by a small specific task team while the accelerators are driven by the “volunteer army” involving as many people as possible from the organisation.
- Steps function within a traditional hierarchy while the accelerators work in a flexible and agile network (Kotter, 2012).

According to Galli (2018), Kotter’s accelerator strategy system incorporates change management into the daily running of the business where the traditional management



hierarchy is working in sync with the network doing the day to day tasks. Top management creates a system with many change drivers, where once the process starts it doesn't end (Kotter, 2012).

Kotter (2014) introduces the concept of the big opportunity, which is the bigger picture portrayed to the employees and it helps to attract the "volunteer army" from the employees who are motivated to make a difference and understand the sense of urgency to accomplish the vision; furthermore, Kotter (2014) states that the big opportunity should be rational, memorable and exciting in order to attract the volunteers.

In comparison with the three commonly used change management models, there are overlaps in the stages of the change models (Calder, 2013). All the models emphasise effectively communicating the need for change to prepare the organisation to be ready for the change (Calder, 2013), the importance of leadership involvement in the process and upskilling the employees, and lastly managing the lasting effects of the change; the change should be reinforced and merged into the organisational culture, policies and procedures (Calder, 2013; Galli, 2018). Segone (2019) concurs and mentions that for the successful technological change in the organisation the specific need for change should be identified and communicated clearly with leadership for buy-in, then the change champions manage resistance and continuously evaluate the environment and make adjustments where necessary.

Below is the review of the organisational change management theories which also support that for successful change management, leadership involvement, readiness for change and process of implementing change are important. These are the main change factors which will be focused on for this study.

## **2.4 CHANGE MANAGEMENT THEORIES**

According to Rhydderch, Elwyn, Marshall and Groi (2004), there are four (4) theories which are applicable to organisational change, being the systems theory, the complexity theory, the organisational development theory and the social world theory. Rhydderch et al. (2014) did the review of the four theories against the six dimensions to show the similarities and when each can be applied. The six dimensions used were:

- metaphor of organisation
- analytical framework
- trigger for change
- the change process
- the role of leadership
- resistance to change

Below is a brief description of the different change management theories

### **2.4.1 Systems theory**

Amagoh (2008) states that a system is made up of two or more elements and the behaviour of an element within the system impacts on the behaviour of the entire system. A system comprises sub-systems of an organisation which are interrelated and they are inter-dependent to create equilibrium of the system; where there is a change on one system it will impact on the entire system (Rhydderch et al., 2004). The organisational aspects include technology and resources, and are equally important; furthermore, system theory involves leadership in setting the goals, measuring the performance and creating feedback circles (Amagoh, 2008).

Burnes (2017) states that systems theory doesn't see the organisation in isolation; however, it is inter-connected to the internal and external environment and there is interconnection among the organisational subsystems.

### **2.4.2 Complexity theory**

Complexity theory is the extent of diversity within factors affecting an organisation, being the internal and external factors such as politics, technology and environmental, and how these factors can influence behaviour at a micro-level (Amagoh, 2008). The more complex the system, the more it leads to changes which can complicate the ability to understand effective use of information and make the ability to predict outcomes challenging (Rhydderch et al., 2004).

The individuals in the system will buy into the change when the leaders recognise the thought processes linked to the change. In this theory, resistance is a necessary step

for a sense making process, instigating the reasons as to why the change is happening (Rhydderch et al., 2004).

### **2.4.3 Organisational development theory**

According to Burnes (2017), organisational development is a planned change applying the behavioural disciplines and it emphasises on the human processes within the organisation. In order for organisational change to succeed, there has to be an agreement between the individual and the organisational goals. The theory applies the Lewin's three step model of unfreezing, transitioning and refreezing, which has been discussed in detail earlier (Rhydderch et al., 2014). The leader should encourage the individual to participate in the planned change, ensuring that there is a successful overlap between the organisational and the individual goal. The resistance as per the theory will develop where there isn't an overlap of the individual and the organisational goals (Burnes, 2017).

### **2.4.4 Social worlds theory**

The Social Worlds theory advises that change happens after the two social distinct social worlds have negotiated and renegotiated and furthermore suggests that resistance occurs naturally as part of the conflict process (Rhydderch et al., 2004). Below is the table as adapted from Rhydderch et al. (2004) showing differences and similarities across the six dimensions mentioned earlier.

Table 2.1: Organisational change theories: Differences and similarities

**Table 1** Organisational change theories: differences and similarities across six dimensions

	Systems Goals	Organisational development People	Complexity Evolution	Social worlds Conflict
Metaphor of organisation <sup>19</sup>	General practices are inertial and change is infrequent, discontinuous and intentional		General practices are emergent and self organising, and change is constant, evolving and cumulative	
Analytical framework <sup>19</sup>	Change takes place at the level of a single organisation		Change takes place where the organisation interacts with another organisation or with its environment	
Trigger for change <sup>18</sup>	Clear goals, measurement and feedback loops	Overlap between individual and organisational goals	Desire to try multiple approaches and let direction arise gradually over time	Difference of opinion
Change process <sup>18 19</sup>	Change as goal achievement	Change as a Lewinian process	Change is Confucian, already under way, without end	Change as conflict followed by synthesis into new order
Role of leader	To establish a measurement and feedback process	To encourage participation	To interpret emerging change with team	To take a strategic view of multiple agendas
Resistance to change	Due to data poverty and lack of clear goals	When individual and organisational goals differ	As one stage in the sense making process	As a natural part of a conflict process

Source: Rhydderch et al., 2004

From reviewing the theories above, the same factors emerge that are important in the change management which are communicating the reasons for change, an effective process of change and the importance of the role of the leader. In reviewing the above theories, it has been mentioned that each organisational environment, values and the culture, directly impact on the change process. The theories cannot be simply applied as framework but the environmental circumstance should be taken into consideration. The next section will review the change factors in detail as per the literature.

## 2.5 FACTORS OF CHANGE

According to Burnes (2017), technological change is one of the challenging changes and where the change is planned or anticipated, the challenges will be handled better during the transition process. During the change process, there are challenges that occur at various levels, affecting different roles. It is essential that the organisation is able to cope with the agile business environment and be able to reinvent, redesign and keep abreast with the changes.

In planning for a successful change, it is essential that the change enablers are employed effectively. These include a stated vision and aim of the change; the role of employees in the change is clearly defined; there is leadership commitment and involvement and the employees are upskilled, as well as ensuring that the effective tools to measure and evaluate performance are in place (Al-Haddad & Kotnour (2015).

According to Al-Haddad and Kotnour (2015), organisational readiness for change is the commitment to change and the self-sufficiency of the organisational people to implement the change, and furthermore state, that the employees' perception of the organisational readiness can have an impact on the change success. According to Anderson and Ackerman Anderson (2001), a comprehensive change strategy should have three main factors: content, people and process. The authors refer to content as the systems, the technology employed as well as work practices, and work practices where technology drives change, enables the change and incorporates it into the organisational culture; people refers to the humans involved in the change; it is the personal dimension of change (Anderson & Ackerman Anderson, 2001). To enhance the likelihood of the change success, employees (humans) should get more attention and the process that has actions and procedures to implement the change should be emphasised (Anderson & Ackerman Anderson, 2001). Burnes (2017) agrees that to achieve successful change there must be an alignment across people, process and system. According to Alhadad and Koltour (2015), a study was done which revealed the results that factors affecting successful change are: "visible and sustained sponsorship, addressing the needs of employees, and having strong resources dedicated for the change."

The three key challenges associated with the change process are leadership, which involves running an organisation from a controlling nature to a more nurturing nature that motivates employees to over exceed their performance; focus, which involves making business decisions and aligning them with the organisation's goals, and finally creation of commitments to the future changes in the change process (Galli, 2018; Burnes, 2017). Ketzer (2019) concurs that each challenge in the change process is interrelated and to be fully effective, all three challenges should be dealt with.

The three challenges and the sub-topics will be reviewed in detail below and how they relate to the study.

## **2.6 LEADERSHIP**

Wulandari, Mangundjayab and Utoyo (2015) described leadership during change process as being able to create a vision for the change, communicate the change and the need thereof; empower the change leaders, then the employees, while monitoring and being supportive to ensure adaptation. Successful change demands leadership; both change leadership and change management are required to drive the change initiative (Asnan et al., 2015). According to Sharif and Scandura (2014), ethical leadership is pivotal as the subordinates need to trust the leader; ethical leadership provides stability and reassurance during change and leaders' attitude and behaviour have a direct effect on how the change is accepted by the subordinates (Burnes, 2017).

### **2.6.1 Senior management**

The command and control structure in the traditional approach was effective to change management during the traditional era because the main goals of change were resources and capacity; the modern leadership style involves empowerment (Kotter, 2014). Gallup (2018) asserted that employees need to feel valued and trusted so that they can immensely contribute in the organisation.

The senior management in the change process is responsible for leveraging the best out of the employees; therefore the leadership style used by the leaders should be nurturing and innovative, leveraging the skills of the workforce to aid in achieving the overall goal of the organization (Kotter, 2014).

Botha (2019) mentions that the most important role of a leader is to positively influence the behaviour of people and the dictionary definition of influence means to "bring about change without any direct or apparent effort". The leaders influence by the way they handle themselves, behaving in line with the organisational goals and values (Botha, 2019). It is believed that top management has the responsibility to create a culture and climate in the organisation in which organisational change is effectively implemented

and sustained (Burnes, 2017). The attitude of top management toward change involves them taking a standpoint with regard to change (Bouckenooghe, 2009).

Change management can be applied into the organisations as a system. Rossouw (2019) recommends that the organisations should reach change management maturity by creating a fully functional change management office which is responsible for managing change more effectively and efficiently and for delivering continuous improvement of its change management practices. Kotter (2014) agrees with this approach with his proposal of the dual system where the hierarchy of management and the voluntary army are co-existing and ready for any change with minimal disruption. Once this is achieved, the organisations will be able to maintain agility regardless of the type of frequency of the change (Rossouw, 2019).

The leaders can transform their organisations by entrenching change management competencies as part of its DNA, foster the change culture, and develop the change management competency framework, making every individual accountable for change management. According to Botha (2019), one way of anchoring a culture of change into an organisation's fibre is by linking the values and behaviours that drive the culture of change to organisational goals. These values and behaviours are a golden thread for the individual, the team and the organisational performance. Botha (2019) further suggests that the pre-defined change metrics can be measured and rewarded on achievement.

### **2.6.2 Supervisor support**

Support by supervisors is the extent to which employees feel supported and understood by their immediate supervisors and specifically the ability to lead the employees through the change process (Bouckenooghe, 2009). Supervisors are the first level of management; they are responsible for ensuring that the employees reporting to them achieve the objectives through policies and procedure as approved by middle or senior management and they should be the change agents in delivering the change programmes (Burnes, 2017).

The supervisors should be able to sacrifice their own self-interest for the organisational goal and aim at gaining the trust and emotional commitment of their followers by

appealing to higher moral and ethical values. This leader will be able to influence the subordinates into achieving the organisational goals (Burnes, 2017). According to Engelbrecht, Hein and Mahembe (2017), employees classify leadership integrity based on the level of trust they have towards the manager, honesty and consistency, as well as the manager's moral behaviour. Xiong, Lin, Li and Wang (2016) agree that employees' perception of trust in their immediate supervisor is based upon characteristics such as integrity, accountability, transparency, openness, predictability and consistency. Without these qualities, the leader may be seen by employees as untrustworthy, which would subsequently lower the employees' level of organisational commitment. Employees' perceptions of the manager's behavioural integrity have a significant influence on work attitudes and behaviours (Xiong et al., 2016).

Behavioural integrity is defined by Swain, Cao and Gardner (2018) as the degree to which the leaders are perceived to do what they say. According to Swain et al. (2018) when an employee observes that a manager has a tendency not to be truthful, he or she is most likely to trust the manager less; therefore, the behavioural integrity of a manager impacts on essential characteristics in an employee such as employee retention and performance. In addition, an employee's perception of the manager's integrity is purely based on trust (Xiong et al., 2016).

Employees perceive manager integrity based on the acceptance of responsibility, the non-manipulation of employees, awareness of how they personally think, as well as an awareness of their behaviour (Oh, Cho & Hun Lim, 2018). Managers with integrity positively influence the employees' core values; they rely on internal values and standards, as opposed to blindly complying with external demands and pressures (Swain et al., 2018). Engelbrecht et al. (2017) suggest organisations to take full responsibility for ensuring that ethical leaders drive management practices, and that trust in leaders is developed in order to strengthen the relationship between manager and employee



## **2.7 READINESS FOR CHANGE**

One of the basic reasons for the failure of change interventions is related to negative employee attitudes toward change (Clegg & Walsh, 2004).

Organisational readiness is an essential, initial stage of change events, which is created through awareness and providing with knowledge to minimise the change resistance (Asnan et al., 2005). Burnes (2017) and Rossouw (2019) mention that change failure in the organisations is mainly attributed to the readiness for change with the main factors that have an important role in creating readiness being: effective leadership; a detailed change strategy communicated with the reason for change (Segone, 2019); resources available to implement the necessary change; committed change agents; a high employee engagement and participation and lack of contingency plan (Rossouw, 2019). According to Berneth (2004), contingency plan is the first step for achieving the desired outcome at the end of the change process; therefore it is important for organisations to focus on it and create positive energy needed for successful change.

### **2.7.1 Individual readiness**

Individual change readiness elements encompass motivation, competence and personality attributes (Burnes, 2017). An individual's personal beliefs and behaviours play a vital role in organisational change, requiring an understanding of the cognitive and emotional processes that occur during the change (Matthysen & Harris, 2018). Furthermore, these beliefs and behaviours must also be effectively aligned and supported by the organisational structure, climate and culture to implement a successful change (Burnes, 2017).

### **2.7.2 Organisational readiness**

Organisational readiness is determined by the change climate in the organisation. Change climate is the perception of the circumstances under which change occurs, the process of change and the employees (Bouckenooghe, 2009). The change climate determines whether the conditions and sources are present that warrant a successful implementation of change (Bouckenooghe, 2009).

### **2.7.3 Resistance to change**

Resistance to change occurs naturally in any organisational change and it should be expected, planned for and managed (Galli, 2018). The resistance during the change initiative is linked to fear: fear of failure, fear of the unknown, not trusting that the change will not be beneficial to the organisation and also fear of losing the power post the change (Asnan et al., 2015).

According to Kotter and Schlesinger (2008), change resistance is common during any change initiative and the individuals and organisations prepare for it and react adequately. Moreover, one of the authors' reasons of being resistant is closed-minded self-interest of individuals; there are people in the organisation who are interested in the changes that would benefit them personally and how they would influence their own interest (Kotter & Schlesinger, 2008).

Resistance to change is usually regarded as the problem during the change. However, it could be regarded as an alarm bell that attention should be paid to the change process (Burnes, 2017). Through embracing and effectively managing the resistance to change, it can yield positive results to the change process (Galli, 2018). When the resistance surfaces, it provides the leadership team with an opportunity to investigate the real reasons and factors causing resistance and should be addressed effectively instead of simply overcoming the resistance (Rossouw, 2019).

According to Kotter (2014), there are various reasons that may lead to resistance towards the change initiative; senior leadership should work towards addressing the concerns of managers in order to gain buy in and commitment in working towards eliminating the resistance. The organisational leadership team can be a hurdle to achieving change initiatives successfully by not fully committing and sufficiently supporting the change (Botha, 2019).

According to Asnan et al. (2015), managers can also develop resistance to change and this is influenced by their level of involvement in the change initiative, as well as how the change was communicated to them. The resistance may also stem from the uncertainty

of the future; changing roles in the organisation and whether change will result in additional workload, as well as the process of change involved (Rossouw, 2019).

## **2.8 PROCESS OF CHANGE**

### **2.8.1 Communication**

Communication is also a pivotal factor for effective change. Effective communication during a change process contributes to the employees' understanding of the change, establishes employees' commitment and helps to overcome resistance caused by confusion and uncertainty (Matthysen & Harris, 2018). Burnes (2017) concurs that openness of communication is an important factor for change.

According to Segone (2019), in order to increase early and rapid adoption of change, it is valuable to make everyone aware of the forthcoming integration. The organisations should demonstrate the new offerings and the economic and rational benefits for the organisation, as well as for the individuals impacted (Segone, 2019). Mohamed et al., (2006) concur that organisations should demonstrate clearly how the technology will have a positive impact on their daily functioning and the communication should be done at the level and language that the employees will understand in order for them to feel included.

The communication should be engaging as a two-way system promoting the input from the employees; at every point during the change the employees should have the psychological safety to be able to raise their input and concerns and also feel supported (Rossouw, 2019).

### **2.8.2 Training**

Training is an important stage during implementation of change. It is vital for the organisation to identify, manage, train and upskill those impacted by the new technological change (Segone, 2019). The change leaders should be aware of their environment and be able to include the employees who are not tech-savvy. Segone (2019) advises that the pilots on the training to be run in order to gather feedback to assess the intensity of the training required and tweak where necessary.

Instability: Before any new technology can be integrated or implemented, those in charge must first spend time researching and identifying possible risks that might result in instability and ineffectiveness of the new technology (Segone, 2019). According to Burnes (2017), training should not be treated as a technical exercise of showing employees how to use the new system; rather it should be viewed as a process of behavioural change that convinces users to use the new system.

Rossouw (2019) suggests that project management should be incorporated into change management as they are complementary; each tool provides focus, process and tool of transitioning into the desired, future state. Project management provides technical solutions addressing how the opportunity or change should be designed, developed and delivered while change management provides people-focused solutions on how the opportunity should be embraced, adopted and used by those impacted (Rossouw, 2019; Barratt-Pugh, Bahn & Gakere, 2013).

## **2.9 EMPLOYEE AND WORK ENGAGEMENT**

Organisations require employees who are energetic, dedicated and engaged with their work (Bakker, Schaufeli, Leiter & Taris, 2008). Employees' work engagement is described as affirmative, rewarding work related to state of mind and characterised by dedication and absorption (Schaufeli et al., 2002 as cited in Oh, Cho & Hun Lim., 2018). Furthermore, Rao (2017) defines employee engagement as understanding one's role within an organisation supported by the organisation's ability to create the conditions in which employees offer more of their capability and potential.

### **2.9.1 Employee engagement factors**

Oh et al (2018) advise that employee engagement is the driving force behind an organisation's success that ultimately increases morale, employee retention, loyalty and employee and organisation's performance. Employee engagement is primarily based on trust, integrity and two-way commitment, as well as communication between an organisation and its employees (Rao, 2017). According to Engelbrecht, Hein and Mahembe (2017) when employees trust their manager, they assume the manager will make decisions with the employees' best interest in mind; in turn employees will be more willing to engage in their work.

Bakker et al. (2008) acknowledge the challenge to engage employees since they have different expectations and aspirations. Bakker et al. (2008) furthermore state that lack of inspired leadership, a toxic organisational environment, lack of a value system within the organisation, bad bosses and a huge gap between employee expectations and reality, are some of the causes of employee disengagement. When employees perceive that their expectations are not being met by the organisation, they withdraw from the organisation, which then results in a breach of the psychological contract (Bakker et al., 2008). Consequently, dispirited, unmotivated, unappreciated employees are unable to compete in a highly competitive working environment (Engelbrecht et al., 2017).

### **2.9.2 Work engagement**

Work engagement is a key business driver for organisational success, where high levels of engagement promote retention of talent, foster customer loyalty and improve organisational performance and stakeholder value (Lockwood, 2007). Lockwood (2007) explains that engaged employees remain enthusiastic about their organisation and choose to remain in the organisation furthermore these employees also feel valued for the contributions they make to the organisation and not only for the salary they receive.

Work engagement is seen as a positive employee attitude towards the organisation and its values; moreover, work engagement is a positive work-related psychological state which reflects the willingness to contribute focused effort towards attainment of organisational goals (Robinson, Perryman & Hayday, 2004). Work engagement is influenced by many factors, ranging from workplace culture or climate, organisational communication, trust of leadership, respect, and leadership styles to company reputation (Lockwood, 2007). Work engagement overlaps with employee commitment, motivation and satisfaction, but differs from these factors in that it can either be a result of organisational efforts or the employee's choice of engagement with the organisation (Bakker et al., 2004). Engaging employees understand the business drivers and are open to organisational transitions and changes necessary in the business (Lockwood, 2007). Maslach, Schaufeli and Leiter (2001) established a model to explain the factors that lead to burnout and work engagement involving an awareness of the business context. The model included factors such as workload, control, rewards and recognition, community and social support, perceived fairness and values. They further described

work engagement as a two-way relationship between employer and employees (Maslach et al., 2001).

### **2.9.3 Burnout**

Burnout involves a prolonged response to stressors in the workplace and it is a psychological syndrome that affects individuals who deliver service to others (Maslach et al., 2001). Schaufeli and Bakker (2003) did a study which revealed that on the job demand factors, being workload and emotional demands, were positively related to burnout, but not to work engagement, and provided job resources such as social support, supervisor coaching and feedback, were linked positively to work engagement and negatively related to burnout.

### **2.9.4 Employee experience**

Employee experience in the work place is defined by IBM (2018) as a set of perceptions that employees have about their experiences at work on response to the interactions within the organisation. According to IBM (2018), employee experience is an extension of employee engagement and it is measured by a guiding framework developed by IBM; it measures the following five dimensions:

- Belonging – feeling part of a team, group or organisation
- Purpose – understanding why one’s work matters
- Achievement – a sense of accomplishment in the work that is done
- Happiness – the pleasant feeling arising in and around work
- Vigour – the presence of energy, enthusiasm and excitement at work.

According to IBM (2018), the five dimensions have a direct relationship with the workplace practices and the leadership involvement. The identified workplace practices which have an impact on the employee experience; employee and work engagement, are organisational trust, relationship with the co-workers, meaningful work, recognition and growth, as well as work-life balance, as detailed below (IBM, 2018).

The employees trust that the organisations will be responsible and act with integrity when dealing with all stakeholders including the employees; furthermore, having supportive co-workers is an important factor for the employees experience at work (IBM, 2018).

Employees who receive and are acknowledged for a job well done have a positive employee experience and as per Gallup (2018) the employees who are rewarded for demonstrating the organisation's core values engage more. The employees engage better when they feel that their skills and talents are fully utilised and furthermore the work that they do is aligned to the core values, as well as offering personal development and growth (Gallup, 2018). Work-life balance is also a factor for employee engagement as employees feel that the environment is supportive of their personal values and where the organisations give them the opportunity to contribute to how the work should be structured, the employees have a voice in work matters and can pursue non-work activities and recharge (IBM, 2018).

Gallup (2018) state that inclusiveness is related to the environment of trust and involvement; employees who feel included will most likely be more engaged. They furthermore state that organisations can also use diversity to their competitive advantage. Gallup (2018) found that employees will most likely stay longer in an organisation if the organisation shares diverse values. Employee strength development contributes to a sense of belonging as the employees become aware of their strengths and are more confident about the valuable input they can make within the team (Schaufeli & Bakker, 2003).

According to International Survey Research (ISR), engagement is measured by three (3) components: the affective component, which is how employees perceive the firm, its leadership, the work environment, loyalty and co-workers; the cognitive component which is how feelings influence the employees thinking and the behavioural component, which is the employee's intention to stay and give the more effort to the organisation (Poisat, 2006). See illustration below:

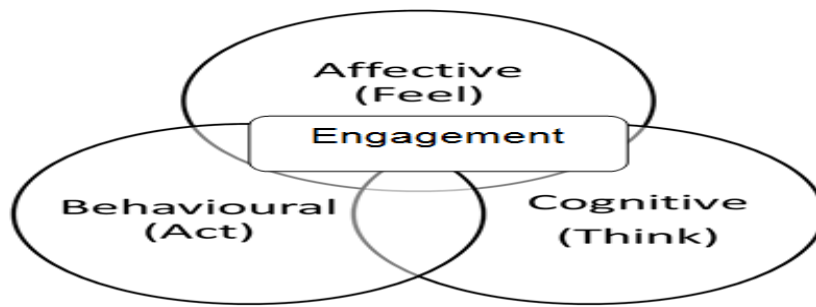


Figure 2.2 The Hypothesised Method to increase employee engagement

Work employment can also be measured using the Utrecht Work Engagement Scale, which measures the concepts of vigour, dedication and absorption. The instrument contains nine statements formulated around those concepts as in the table below (Schaufeli & Bakker, 2003) with the variable that it measures.

TABLE 2.2: The Utrecht Work Engagement Scale (UWES) Instrument

NO.	ELEMENTS
1	At my work, I feel that I am bursting with energy (vigour)
2	At my job, I feel strong and vigorous (vigour)
3	I am enthusiastic about my job (dedication)
4	My job inspires me (dedication)
5	When I get up in the morning, I feel like going to work (vigour)
6	I feel happy when I am working intensely (absorption)
7	I am proud of the work I do (dedication)
8	I am immersed in my work (absorption)
9	I get carried away when I am working (absorption)

Adapted from Schaufeli and Bakker (2003)

## 2.10 RESEARCH HYPOTHESES

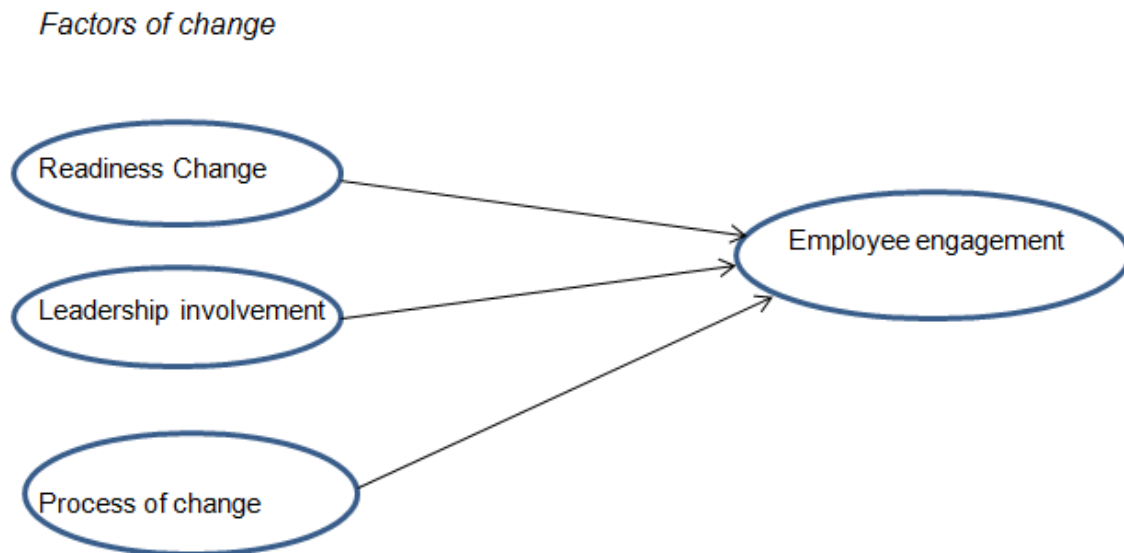
As mentioned previously, the aim of the study is to establish the relationship that the change factors, readiness for change, process of change and leadership involvement with employee engagement, as well as the impact they have on the technological change in the work place.

The study will contribute towards the knowledge of change management and how the organisations can improve on the change management practices. The study will also establish whether the employees in different locations and different roles in the



organisations are impacted on differently. It is intended that with the objectives set out the MCOs will be able to benefit with the future initiatives.

From the information on the change factors gathered from the literature, the following proposed hypotheses on Figure 2.3 have been created by the researcher and the study will aim to answer the relationships created in the hypotheses.



*Figure 2.3: Proposed hypothesised model: The impact of change factors being readiness for change, leadership involvement and process of change. Source: Self-generated by researcher.*

The hypothesis has been created based on the Gallup Q12 employment engagement survey, which is the global best practice survey for employee engagement, and the organisation change questionnaire, climate change, process of change and readiness, combined with the Utrecht Work Engagement Scale (UWES) which measures vigour, dedication and absorption. The leadership involvement will be derived from the climate change part. The questionnaire aims at answering the following hypotheses:

H1: There is a significant relationship between readiness for change and employment engagement;

H2: There is a significant relationship between leadership involvement and employee engagement;

H3: There is a significant relationship between the process of change and employee engagement.

H4: There is a significant difference in employee engagement between the employees in the Johannesburg and the Cape Town office.

H5: There is a significant difference among age groups with regard to employee engagement.

H6: There is significant difference among age groups with regard to readiness for change.

H7: There is a significant difference among roles in the organisations with regard to employee engagement.

H8: There is a significant difference among roles in the organisations with regard to readiness for change.

## **2.11 SUMMARY**

The chapter provided background on the concept on employee engagement, emphasising on the important influence that the workplace practices have on employee engagement. An engaged employee is highly likely to be supportive of the change initiative that is implemented in the organisation, an engaged employee values the organisational culture and lives by its values. The literature review revealed the importance of the change factors that the study intends to investigate, highlighting the preparation of the organisation's climate to be ready for the change by creating a vision, efficiently communicating the need and the reason for the change. Leadership involvement and the supervisor's being involved as well as being knowledgeable of the change were highlighted; finally the process of change including training and communication also shown to have an impact on the process of change. A hypothesis has been created to establish the impact of the change factors on employee engagement; the next chapter details the process of the research approach in depth

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

Business research is the use of scientific methods to investigate the truth about the phenomenon (Zikmund., et al 2012). Furthermore Bauman, Cross and Walker (2013) state that research is the process of acquiring knowledge, interpreting results and conveying an applicable way forward. Kumar (2008) defines research as a focused source of information with the intention of acquiring awareness and understanding on a social or a physical phenomenon.

This chapter will introduce and define research paradigms, being quantitative (positivistic) and qualitative (interpretivist) as well as giving the reasons for the chosen paradigm for this study. It will also detail the methodology applied and the measuring instruments used in the study. It will be followed by data collection methodologies and finally the summary of the chapter will be constructed.

### **3.2 RESEARCH APPROACHES AND PARADIGM**

Research approaches are plans and the procedures used in research to direct it from wide assumptions to structured data collection methods, data analysis, and interpretation (Cresswell, 2014). The research approach comprises several decisions which influence the selection of a research approach to use on a study. It is also based on the nature of the research problem and the population to be studied, as well as the experience of the researcher (Cresswell, 2014).

According to Cresswell (2014), there are three research approaches which he advances: quantitative, qualitative and mixed methods. The qualitative and quantitative approaches have elements of each other and they are not rigid and distinct categories; a study tends to have more elements of a quantitative approach than the qualitative and vice versa. The mixed method intentionally incorporates the elements of both the qualitative and quantitative approaches.

Bryman (2017) argues that on face value it appears that there are no distinct differences between qualitative and quantitative research approaches except in the data measuring tool used in the quantitative approach and not in the qualitative approach; however, the differences are deeper. Bryman (2017) adds that the research strategy, which is the orientation of the study, differs between the quantitative and quantitative research approaches.

Research paradigm is the belief system that directs and provides guidance on how the research should be done in terms of methodology, epistemology and ontology assumptions (Mdletye, Coetzee & Ukpere, 2014). Ontology is defined as the theory of reality; epistemology is concerned with the theory of knowledge, including the nature of knowledge, the scope, the method and the validity of the knowledge and finally methodology involves the process of research and how it relates to theory (Mdletye et al., 2014)

The figure below adapted from Bryman (2012) shows the three sections that the research approaches are most different.

Fundamental differences between quantitative and qualitative research strategies		
	Quantitative	Qualitative
Principal orientation to the role of theory in relation to research	Deductive; testing of theory	Inductive; generation of theory
Epistemological orientation	Natural science model, in particular positivism	Interpretivism
Ontological orientation	Objectivism	Constructionism

Figure 3.1: Fundamental differences between quantitative and qualitative research strategies. Source: Bryman, A (2012). *Social research methods* (4<sup>th</sup> ed). New York: Oxford University Press.

The quantitative research approach is mostly focused on the quantification of data and analysis. It has the deductive approach, testing the theory to establish whether there is a relationship between theory and research (Bryman, 2012). It is of positivism epistemological orientation; it uses a large sample of the population to collect data, using a structured data measurement tool, and derives results and conclusions from it (Van Wyk, 2018; Cresswell, 2014). It tests the relationship among variables by analysing the collected numbered data using statistical procedures; applying this, it is

able to test the theory and determine whether the findings can be generalised to a specific setting or population at large (Van Wyk, 2018). Furthermore, according to Mdletye et al. (2014), from the epistemological perspective data is gathered from the measurable and observable phenomena; the researcher is external from the study and cannot influence the study.

The qualitative research approach emphasises an inductive approach to the relationship between theory and research establishing theories from the research (Bryman, 2012). It explores and aims at understanding the perception or interpretation of the population to a social issue making it positivistic in nature (Cresswell, 2014). According to Bryman (2012) it embodies social reality view and it is flexible based on the individual's creation. Cresswell (2014) furthermore states that the research approach involves evolving questions and procedures and collecting data from respondents' environment followed by data analysis then finally the interpretation of the meaning of data. The research style has to be of an inductive nature, flexible and focusing on the importance of the complexity of the scenario being researched (Creswell, 2014). It is associated with interpretivism and it is exploratory in nature (Zikmund et al., 2006) allowing researchers to understand the individuals perceptions however the knowledge can be subjective based on the involvement of the participant (Zikmund et al., 2006)

According to Bryman (2012) mixed methods research is an approach that involves collecting both quantitative and qualitative data, it should be able to integrate, link and connect the strands of the two approaches. Bryman (2012) furthermore states that specific designs for each approach should be used which may include theoretical frameworks. It combines qualitative and quantitative approaches providing a comprehensive understanding of a research problem rather than either approach alone. Integration may be achieved by associating, contrasting, building on, or entrenching one type of conclusion with the other (Bryman, 2012).

The mixed method approach was adopted for this study, initially to gather the information from the department managers who identified the need to adopt the transformational change in the organisation and the technical specialist who assisted with delivering it to the employees. The qualitative approach was done in the form of voice-recorded interviews using the standardised questions with open-ended questions,

this assisted in being able to gather their views and perception on the role of the change management processes during the technological change. The questionnaire for the interview was built on the existing literature and the theoretical frameworks focusing on the elements of transformational change such as personal impact of change on the individual, perceptions of change management, leadership involvement, and readiness for change and experiences to the change.

In order to achieve the objective of comparing how the different levels within the organisations perceived the change; the quantitative approach was the appropriate method. It allowed for the collection of data from different departments which have diverse backgrounds culturally and academically.

### **3.3 POPULATION**

The population is a specifically defined group of people or objects considered for statistical purposes (Collis & Hussey, 2009). Saunders and Lewis (2012) agree and describe population as the generalised group of people who are potential respondents from which a sample is derived. The population for this study was the employees of departments in the MCOs who have been through a technological change initiative within the last year. The past year was the timeframe chosen; with the hope that the change management process would be remembered by the respondents.

The target population was the employees working in two departments that do clinical and disease risk management. For the qualitative study, the department managers and the technical specialists who were key role players in implementing the technological change were selected and for the quantitative portion, it was the employees for whom the change was implemented.

The employees were selected from the office in Cape Town and another in Johannesburg to evaluate whether the location has an influence on the change process.

## **3.4 SAMPLING DESIGN**

### **3.4.1 Sampling method**

A sample is part of the complete set of objects, people or events that the researcher has interest in. According to Zikmund et al. (2012), sampling simplifies research because as it has the characteristics of the population and it is expensive and time consuming to investigate the entire population. By sampling, the researchers are able to generalise the conclusions for the population as the sample has the characteristics of the population (Van Wyk, 2018).

Sampling consists of two main sampling approaches, namely probability (objective) and non-probability (subjective) sampling (Bryman, 2012). With probability sampling which is also known as random sampling, the entire number of respondents from where the sample will be drawn is known (Zikmund et al., 2012) and it reduces the sampling error and bias as the chance of each participant to be chosen can be calculated. Non-probability sampling is dependent on the researcher's convenience and personal judgement and it is usually used when there is a time and cost limitation (Bryman, 2012). Non-probability sampling methods include quota sampling, maximum variation sampling, convenience sampling, snowball sampling and purposive sampling.

In this study purposive sampling was used for both the qualitative and the quantitative portions of the study. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable the respondents to answer the research questions; it is applicable in the mixed method study where more than one type of purpose sampling methods can be applied (Bryman, 2012). Critical case sampling is used for the qualitative study, it involves choosing persons who were pivotal in implementing a process (Maree, 2016); in this study it was the department managers and technical specialists in the managed care organisation in Cape Town. Maree (2016) advises that critical case sampling is valuable as it highlights attention to particular features of the process making their contribution valuable.

Criterion sampling was applied to identify the quantitative study population (Marlow, 2010). The criteria applied were that employees must be currently employed by the

MCOs identified based in Cape Town and Johannesburg, and must be in the departments that implemented technological change in the past year.

To gain an understanding of the importance of change management for the technological system change success project, the concept should be reviewed from multiple angles. In this study all levels of employees are involved from technical specialists, department management, line management and floor employees.

### **3.4.2 Sampling size**

The sample size is the total number of population elements included in a research study (Zikmund et al., 2012). To ensure valid and reliable conclusions, the sample size has to be large enough to reduce eliminate errors.

Bryman (2012) highlights the following factors affecting a sample size:

- The specific circumstances in which the research is carried out;
- The expected or desirable level of accuracy and precision;
- The scope and limitations of the research;
- The time utilised for conducting the research;
- The characteristic features of the population (whether homogeneous or heterogeneous).

For this study the sample consisted of 350 employees in the MCOs. The number considered the research methodology used, as well as the statistical techniques to be used. For the quantitative part of the study, survey methodology was used and according to Collis and Hussey (2009) a relatively large sample is required.

According to Hair, Black, Babin and Anderson (2014), for factor analysis a sample of at least 100 should be used applying the rule of thumb based on simulations, and saying that there should be an absolute minimum of five subjects per variables. In this study there are 20 variables being investigated; the factors of change tested 15 variables in total while employee engagement has five variables. In order to achieve the factor analysis a minimum of 80 respondents were required and including these dimensions it would require a sample size of at least 100.



A response rate comprises the number of individuals who participate in a research project compared to those who declined or did not return questionnaires and suggests that a 40% response rate is generally acceptable in surveys (Mertens, 2014). In this study, the e-surveys were distributed to 350 participants of which 185 responded to the survey, achieving an effective response rate of 53% which is acceptable. For the qualitative portion of the study four invitations were extended to two department managers and two technical specialists and they all accepted to participate.

Table 3.1: Response rate

Measure	Responses
Invitations to interviews	4
Invitations accepted and done	4 (100%)
e-survey sample population	350
e-survey started	191
e-survey completed	185
e-survey drop out	6
Effective response rate (e-survey)	53%

### 3.5 MEASURING INSTRUMENT

#### 3.5.1 Qualitative study: face to face interviews

For the qualitative portion, a questionnaire was compiled as a research instrument for the face to face interviews. The questionnaire was composed of structured,

demographically-oriented questions, open questions and sub-questions (Saunders & Lewis, 2012). Sub-questions were only asked to gain further information if the initial response did not provide sufficient information. The interviews were voice recorded once consent had been granted and would solely be used for the content validity for the study.

The questions were designed to ensure that the data obtained addressed the research questions and meet the objectives of the research project, i.e. content validity was achieved. Construct validity was achieved by ensuring that the questions provided enough data about what they intended to measure. Open-ended questions were asked to get more detailed answers, as this research was exploratory and inductive in nature (Zikmund et al., 2012). The data analysed was made up of handwritten notes were taken during the interviews as well as the transcribed recordings; this helped with the reliability and the validity of the research process (Saunders & Lewis, 2012).

Owing to limited time-constraints, cross-sectional approach was employed and the data was collected at one point in time (Saunders & Lewis, 2012)

The structure of the questionnaire for interview was as below:

- Gather the demographic information of the interviewee
- Q1: In your view, how did the organisation/department prepare for the change?
  - *Were you aware of the reasons for the change?*
  - *Was the change aligned to the vision of the organisation?*
  - *Were the employees given sufficient communication on the change?*
- Q2: in your view, does the leadership involvement have an impact on the change?
  - *Was the leadership receptive of input from the employees?*
  - *Is the leadership well equipped to assist the employees?*
- Q3: in addition to the above, are there any factors that you think enhanced employee engagement at the time of change?

### **3.5.2 Quantitative study: e-survey**

A 5 point Likert-scale survey questionnaire with closed-ended questions ranging from 1 as strongly disagree and 5 as strongly agree was compiled. An email with the consent form attached as well the link to the e-survey was distributed to the targeted population (Creswell, 2014).

The questions were derived from the hypothesis used in the study which are Gallup Q12 employee engagement survey (Brownrigg et al, 2008) combined with Utrecht Work Engagement Scale (UWES) which measure vigour, dedication and absorption (Schaufeli & Bakker, 2003), as well as the Organisation Change questionnaire, change climate, process of change and readiness, derived from the literature review, as well as the interviews done, see survey template as Appendix D. An e-survey is an appropriate method for this study approach.

No personal information being full name and the organisation was required on the form to protect the identity of the respondents. The details of the employees were obtained from the Human Resources Department in order to identify the specific departments.

Section A of the measuring instrument requested individual demographic information of the respondents including gender, age, ethnicity, role in the organisation and years of employment in the organisation. Section B of the questionnaire comprised 15 statements measuring the factors of change including the readiness for change, process of change and the leadership involvement at the time of change while Section C of the measuring tool comprised of five statements measuring employee engagement.

### **3.6 DATA COLLECTION**

The necessary permission was obtained from the senior management of the company as well as the department managers before the study could take place. They were provided with the document outlining and explaining the importance of the study and permission to do the study, see attached Appendix A, for which the permission was granted. The study also received a full ethics clearance by the NMU ethics committee and the ethics clearance number is H19-BES-BUS-072.

According to Hox and Boeije (2005) primary data of the study can be collected for a specific research problem at hand, using procedures that suit the research problem best and furthermore highlight the two forms of primary data collection methods. Quantitative data collection may be done through experiments, interview surveys, mail surveys, structured diary and web survey while qualitative data collection is done through open-ended interviews, focus groups and unstructured diaries and this is known as the qualitative method ( Hox & Boeije, 2005).

In qualitative research data collection is associated with interpretive approach. The data deriving from a qualitative study is usually interpreted in the context of the study. It generally has high levels of validity, but low reliability and generalisability while quantitative study generally has high reliability and generalisability, but low validity (Collis & Hussey, 2009:143). This study employs mixed method approach, the two data collection processes used for the quantitative and the qualitative approaches will be detailed below.

### **3.6.1 Qualitative study**

Cooper and Schindler (2014) theorise that, in qualitative research, interviews are the main data collection method, and can be done with individual respondents or in groups. The interview questions are open-ended and unstructured in order to go into greater depths of the concept and the environment being studied, collecting data from the respondents using the questions posed. They can be done face-to-face, telephonically or in focus groups (Creswell, 2014). The goal of this data collection method is to lobby responses to serve as input data to the research questions constructed from the literature (Collis & Hussey, 2009:194). Face to face interviews was the chosen method of the study as the key players were accessible and to be able to capture the body language of the interviewee on the concepts.

The four key players were identified and were emailed an invitation to participate in the study, see appendix B. Once the date of the interview has been confirmed, a copy of the questionnaire will be emailed prior to the interview to allow preparation. The questionnaire with open ended questions allowed capturing the respondents own views from the experience.

A pilot interview was conducted with one of the key players to assess the understanding of the questions, to tests that the interview questions provided with the data required as well as to test the interview technique and the interview skills of the researcher (Saunders & Lewis, 2012). A few changes were made to the interview guide and a follow-up pilot interview to assess the clarity of the questions (Saunders & Lewis, 2012).The interviews were voice recorded and were content analysed for research purposes only.

### **3.6.2 Quantitative study**

For the quantitative part of the study, a pilot study was also done to ensure that the link to the questionnaire could be opened and to ensure that the respondents understood the questions in the survey prior to extending it to entire targeted sample. The link was tested and the respondents in the study confirmed that they could access the link and understand the questions being asked.

The email distribution lists for the targeted samples was provided by the Human Resources department, the researcher distributed the emails (Creswell, 2014). The link was incorporated into the email explaining the purpose of the study which aligned with the APA's Ethics code stating that the respondents should be informed of the purpose of the study (Bryman, 2012); the email is attached as Appendix C.

## **3.7 DATA ANALYSIS**

Data analysis is a process which seeks to manage the data collected into usable information and various steps which include using statistical methods to convert data into information, use statistical methods to identify patterns, assemble the data and structured it into a research report (Cooper & Schindler, 2014). **3.7.1 Qualitative data**

Qualitative data analysis is non-linear process and therefore the data collection, analysis, reporting on the findings and making recommendations doesn't follow a sequential approach as with the quantitative data analysis. Due to its interpretive and inductive nature, it requires constant revisiting of the data and sometimes the respondents in order to obtain clarity. According to Maree (2016) qualitative approach allows the research findings and conclusions to be derived from the themes identified.

Content analysis was used to analyse the data in this study. Maree (2016) states that the content analysis is a valuable method for extracting and recounting the actions, the environment, the individual and groups of people, and events being studied.

Collis and Hussey (2009) mentions that content analysis is a method used to itemize qualitative data. The aim of qualitative content analysis is to provide contextualised and all-inclusive understandings of the concept under study for possible transferability of the finding to the readers. This requires describing the data and assigning theme to the original context of data (Vaismoradi, Turunen & Bondas, 2013). Content analysis is also associated with the quantitative approach however it is widely used for qualitative studies when analysing and making sense of the open-ended questions (Collis & Hussey, 2009)

Open-coding was used to analyse the qualitative data, the audios was transcribed into text, coded to identify the important themes and it was categorised then broken into sub-categories to make the data more manageable. The coding process involved reading through every sentence of transcripts to gather the meaning of text, allocating the related information into the generated codes and consolidate it to generate themes. Bryman (2012) describes qualitative content analysis as a strategy of looking for themes in data lies at the heart of the coding approaches.

Great care was taken to ensure consistency in the preparation of the interview audios for transcripts to ensure the reliability and validity of the analysed data. Each interview audio was transcribed into text and were anonymised by removing both the respondents names, saved it as interview 1, interview 2 and so on.

An inductive approach used also allowed for the themes to be identified, the research aim is to establish that the following change factors being readiness for change, leadership involvement and process of change has an impact on employee engagement during the process of technological change.

### **3.7.2 Quantitative data**

STATISTICA computer software program was used to analyse the quantitative data received. The data was analysed for validity, reliability, descriptive statistics and multiple

regression to derive the hypothesis between the dependent variable and the independent variables.

Content validity was done to determine whether the instrument measured what it had intended to do. A reliability analysis was also done on the measuring instruments by calculating a reliability coefficient (Cronbach Alpha) as well as inferential statistics in order to measure the existence of relationships between variables (Mdletye et al., 2014).

### **3.8 SUMMARY**

The chapter detailed the research methodology used in the study being the mixed method approach; for the qualitative portion, the face to face interviews were chosen as the data collection; the chapter also detailed the validity and reliability of the measuring tool and the method that was used to analyse the data, which was content analysis that aimed to reveal the themes through creation of codes and sub-codes from the data. The four key players were selected and interviewed to gather more information on the concept of how the organisations prepared for the change and incorporated factors that emerged from the interviews into the e-survey questionnaire.

The chapter also detailed the population for the quantitative study from which the target population was chosen. The e-survey was initially piloted then extended to 350 employees of whom 185 responded to the survey. The convenience and the relevance of the measuring tool data collection method, as well as the validity and reliability of the measuring tool, were detailed. The different data analysis approaches that were used to analyse the data were detailed with the intention of being able to answer the research questions. The detailed analysis and the results will be detailed in the next chapters, starting with interviews of the key players followed by the e-survey.

## **CHAPTER FOUR: QUALITATIVE INTERVIEWS RESULTS**

### **4.1 INTRODUCTION**

The chapter provides the results based on the content analysis of the qualitative interviews. The chapter starts by detailing the creation of the open-ended questions, followed by the data analysis method, the demographics of the interviewees, their responses to the research questions during the interview and the conclusion that were drawn from the interviews done. The questions for the interviews were derived from the Organisation Change Measurement (OCM) which is based on Rohrbaugh's Competing Values Model with specific focus on the Open system quadrant which emphasises on the change readiness (Bouckennooghe, 2009).

The Open systems quadrant, which is dynamic by nature aims at testing for the positive attitude of the employees towards an organisational change (Patterson et al., 2005; Bouckennooghe, 2009). The OCM is a global multidimensional tool which can be used to measure organisational climate; moreover, the reliability of the tool is acceptable and it is proven to measure concurrent and predictive validity (Patterson et al., 2005).

The interviews were conducted in an inductive manner with the aim of answering the research questions. Semi-structured, in-depth interviews, which lasted for an average of fifteen minutes, were conducted with four key players, two department managers and two technical specialists. The interviews were captured with an audio recorder while the notes were also taken during the interview to capture the highlights made (Saunders & Lewis, 2012)

Post the interviews, the recordings were transcribed into word documents which enabled the analysis of the text data to gather the substance of the interviews. Both the topic and the descriptive coding methods were used to generate the codes, which were then summarised to extract the themes that emerged. Even though the inductive approach was used for the interviews, some elements of deductive approach were employed based on prior assumptions, applying both approaches in the study (Saunders & Lewis, 2012).



## 4.2 DEMOGRAPHIC DETAILS OF RESPONDENTS

This section provides the summary of the demographic information of the respondents including the age, gender, race, level of education, role in organisation and the years of employment in the organisation. The four key players who were interviewed are based on Cape Town while the survey respondents were from Johannesburg and Cape Town

Table 4.1: Demographic Summary of the Interviewees

Interviewee	Age	Gender	Role	Race	Years in organisation	Education
1	40-49	Male	Manager	Coloured	>10 years	Bachelor's Degree
2	40-49	Female	Manager	White	3- 5 years	Doctorate degree
3	40-49	Female	Specialist	Coloured	3-5 years	Matric
4	30-39	Male	Specialist	White	>10 years	Matric

As critical case sampling was employed for this portion of the study, the demographics represent the two specialists, one who is a white male and aged between 30-39 years, while the other specialist is a female, coloured, and aged between 40 to 49 years. As expected, the specialists are industry trained and only have up to matric qualification. They are both aged between 40 to 49 years and one is white and female while the other is male and coloured.

The sample was selected from two different departments; those with the number of years between three to five years were from the department that has existed only for the past four years and the ones who have been longer in the organisation. Their department has existed for longer. This indicated to me that the employee experience may have contributed to the length of stay.

## 4.3 RESPONSES TO THE RESEARCH QUESTIONS

Below are the responses of the research questions and the responses of the key players. The themes and sub-codes are highlighted in bold. The questions were given a

ranking from 1 being strongly agree to 5 being strongly disagree and each respondent was given an opportunity to expand where necessary

The limitation to the study is that the qualitative portion was done on a sample of four key players; however, it did give an idea of the impact of change management in the MCOs.

Q1: In your view, please advise on how the organisation **prepared** for the change?

- *Were you **aware** of the reasons for the change?*
- *Was it **aligned to the vision** of the organisation?*
- *Were the employees given **sufficient communication** on the change?*

The question measured the readiness for change of the organisations, as the intention was to gather their perspective on how the organisations prepare for the change; the sub-codes intended to show that. The respondents were given the option to answer on Likert-scale of strongly agree to strongly disagree. Two respondents strongly agreed while the other two disagreed. Below are the answers in detail to assess the content appropriateness:

*Respondent 1: "I strongly agree that the organisation prepares for the change, I was made aware of the change and also asked to contribute to the change. It was aligned to the vision as with the change to the e-learning system it allowed all the employees the same learning opportunities. The new system allowed for the employees to connect anywhere where there is internet connectivity, this allowed the flexibility when doing the assessments."*

*Respondent 2: "I strongly agree that the employees was given sufficient information, there were multiple in person employees sessions which allowed them the opportunity to engage in person which was followed by numerous communication leading to the effective date/"*

The respondents agreed that there was sufficient drive from the reasons for the change and it was linked to the vision of the company; however, two respondents mentioned that there wasn't sufficient time to address the individual resistance within the teams

which created pockets of resistance, which is slowly being eliminated. More time for the preparation was the important feedback to incorporate into the quantitative survey.

Q2: in your view, does the leadership involvement have an impact on the change?

- *Was the leadership receptive of input from the employees?*
- *Is the leadership well equipped to assist the employees?*

This question was to assess the content appropriateness of the question and specifically the respondent's perception of the leadership involvement in the change initiative. All four respondents agreed that the leadership involvement has a strong impact on the success of the change and how the entire department will respond to the change. From the respondents, it was also noted that the supervisors were being well equipped for the change and their attitudes had an impact on how the subordinates would receive the change.

The managers felt that they had created an environment where the employees could approach them and give input or gather more information; therefore, they had to be well informed of the change while the technical specialist thought that there was need for more leadership involvement especially from the supervisors.

*Respondent 3: "in our department we had more sessions with the team leaders and the managers; in fact they were the change champions. They understood that the success of the change was also dependent on their commitment to the change.*

*Respondent 2:"the team leaders can cause an unstable environment if they don't fully buy-in to the concept and if they are not interested then the employees will also pull back."*

Q3: in addition to the above, are there any factors that you think enhanced employee engagement at the time of change?

This was an open-ended question which allowed the respondents the opportunity to highlight any other issues. The intention was to assess whether the respondents linked the readiness for change to employee engagement.

The main factors that came out were the involvement of all the leadership showing unity towards the change and that there were effective communication strategies in both departments at the time of change.

*Respondent 4: "An online discussion forum and related marketing initiative could have resulted in increased participation during implementation of the change, but these types of resources are usually reserved for larger 'group-wide' initiatives. L&D ensured that a functional support structure was in place to deal with employee questions or concerns related to the change."*

*Respondent 1: "the constant interaction with the employees on how they feel about the initiative, the positive energy rubbed off to those who were still skeptical."*

*Respondent 2: "we had a competition which tested the knowledge of the employees on the e-learning system; this created a buzz in the department as everyone was aiming for the prize."*

*Respondent 3: "the enthusiasm from the co-workers played a role in the participation from the staff as well as knowing that they can do the assessment in their own time even at home brought some excitement to the staff."*

From the responses received, it showed that as per the literature reviewed effective communication which is aligned to the organisational culture will contribute positively to the employee engagement. The relationship with the fellow employees contributed to the engagement of the employees, as well as knowing that there is support from their supervisors as and from the management team at large. The theme on time also surfaced from all four respondents indicating that better project management during change management is essential.

The questions regarding the relationship with the co-worker, if sufficient time was allowed to familiarise with the system, as well as the knowledge of the system by the supervisor, were added to the quantitative questionnaire.

#### 4.4 VALIDITY

Validity is described as the extent to which the measuring instrument is able to measure what it was designed to measure and it strives to ascertain whether there is integrity in the conclusions drawn from the research (Bryman, 2012). A measure can have internal and external validity. *Internal validity* is used to measure the appropriateness of causal reasoning and the procedure of measurement which is the instrument's ability to measure what it was intended while *external validity* measures whether the research findings can be applied to a wider, general population (Bryman, 2012; Zikmund et al, 2014). There are different types of validity that exist, namely, content validity, criterion validity and construct validity (Zikmund et al., 2014).

*Content validity* refers to whether a scale reflects the concept measured as intended (Zikmund et al., 2014). Bryman (2012) advises that *criterion validity* measures the instrument's ability to forecast results. It seeks to create an association between instrument scores and an external criterion. *Criterion validity* is concerned with the capacity of a measure to comprehensively cover the area of interest and once a criterion is formulated, validity can be easily estimated (Zikmund *et al.*, 2014).

*Construct validity* aims at determining whether the measuring instrument measures what it is intended to measure; in other words, whether the measuring instrument changes in the same manner as other similar measures (Saunders & Lewis, 2012). *Construct validity* ensures that a test properly measures a certain construct (Bryman, 2012). The qualitative portion of the study applies to the content validity based on the vast information available on the factors of change and their impact on employee engagement during change.

#### 4.5 RELIABILITY

According to Bryman (2012), reliability of a research can be achieved by planning the interview and outlining the follow-up questions in advance. In this study, the interviewees who agreed to do the interview were contacted in advance to schedule the interview at the best time that suits them; each one was emailed the copy of the questionnaire which included the sub-questions to the main topic. This ensured that there was understanding of what the question is asking.

The questionnaire was also piloted and updated to ensure that it gathered the reliable content. The data to be analysed was made up of the interview transcription and together with the additional notes made in the interview, this contributed to ensuring reliability of the study (Saunders & Lewis, 2012).

#### **4.6 SUMMARY**

The chapter provided with the analysis of the qualitative data collected through the interviews, started by explaining the data analysis approach used of content analysis to derive the theme from the data. The chapter also detailed the demographic summary of the four key players including the age, education, race, gender, role and the years of employment in the organisation. The key players were identified by critical case based on their role and importance in the study. The questions in the interview aimed to get the key players perception on how the organisations prepared for the change, if they viewed that the changed was linked to the organisation's vision and whether the reasons for the change were known to them. The interviewees all agreed that the organisations do prepare for the change, interestingly the managers strongly agreed that change was made aware to the employees while the technical specialist felt that more time with getting the employees prepare and accustomed to the change was needed.

Additional important factors that were highlighted included the need for supervisor support and their knowledge of the change; these factors were incorporated into the quantitative survey. The next chapter will provide in detail the data collection process and the data analysis of the quantitative study.

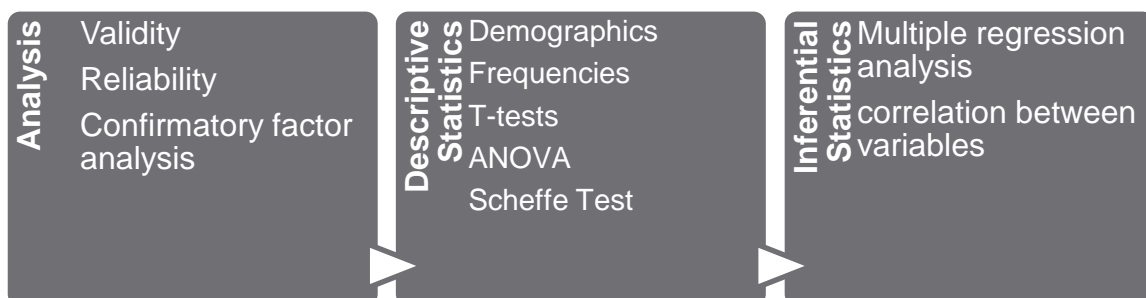
## CHAPTER FIVE: QUANTITATIVE STUDY RESULTS

### 5.1 OVERVIEW

This chapter will detail the results of the quantitative study portion. The chapter will start with the background of the questionnaire creation followed by the analysis as per Figure 5.1 below.

The questions for the interviews were derived from the hypothesis used in the study which is the Gallup Q12 employee engagement survey (Brownrigg et al., 2008), combined with the Utrecht Work Engagement Scale (UWES) which measures vigour, dedication and absorption (Schaufeli & Bakker, 2003) as well as the Organisation change questionnaire, change climate, process of change and readiness. Additional questions were added into the quantitative survey derived from the information gathered from the interviews done.

Data analysis plan and presentation of the results will be constructed as such:



*FIGURE 5.1: Data analysis presentation*

### 5.2 VALIDITY

As defined earlier, validity is the extent to which the measuring instrument is able to quantify what it was intended to measure (Bryman, 2012). External validity is described as being able to use the data and generalise the findings to a wider population, while internal validity is described as being able to use the instrument and measure what it was designed to measure (Zikmund et al. (2014). Hair et al., (2006) suggest that the sample with 100 to 200 responses is a medium size and moreover, the sample should have at least 300 responses in order to produce reliable results in terms of factors.

The sample size of the study is classified as medium; as a result the exploratory analysis was not done and the study was therefore based on content validity, which is internal validity.

### 5.3 RELIABILITY

Bryman (2012) describes reliability as an extent to which a measurement tool can be trusted to deliver the same results each time it is used. Reliability in this study was tested using Cronbach’s alpha, and STATISTICA was used to correlate factors from the questionnaire which measure independent and dependent variables. Below in Table 5.1, are the results of the Cronbach’s Alpha which summarise the reliability coefficients of employee engagement, readiness for change, process of change and leadership involvement.

Table 5.1: Cronbach's Alpha Coefficients for the factors

Factor	Cronbach Alpha
IV1: Readiness for change	0.80
IV2: Process of change	0.75
IV3: Leadership involvement	0.82
DV: Employee Engagement	0.77

Table 5.1 illustrates that the Cronbach’s alpha scores for all variables are above 0.70 which is good reliability, according to Nunnally (1978). Furthermore, Bryman (2012) mentions that 0.80 is used as a rule of thumb to signify an acceptable level of internal reliability. The two factors of readiness for change and leadership involvement have excellent internal reliability; while process of change and employment engagement have good internal reliability.



## 5.4 DEMOGRAPHIC SUMMARY OF THE SURVEY RESPONDENTS

This section will show the summary per variable of the respondents. The e-survey was distributed to 300 potential respondents and 185 were returned completed, giving a response rate of 53%.

TABLE 5.2 Demographic composition for: gender

Gender	Number of responses	Percentage of responses
Male	25	13.51
Female	160	86.48
Total	185	100

Of the 185 respondents, 25 were males and 160 were females and the response rate was 13.51% of males and 86.48% females which shows that there are more females employed in the departments surveyed. Below is Figure 5.2 showing the response rate graphically.

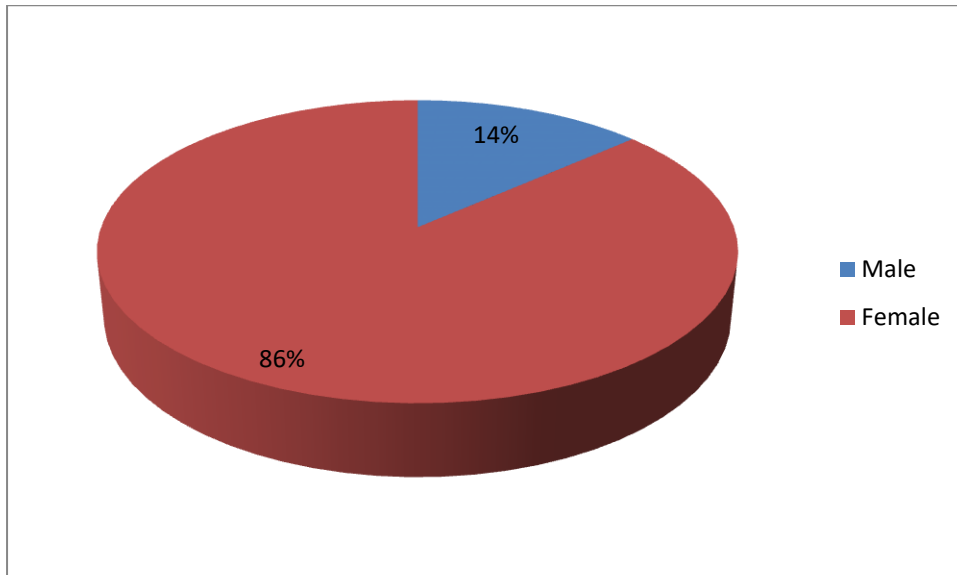


Figure 5.2: Response rate by gender

The table below depicts the age ranges of the respondents; 21 respondents are aged between 18 to 29 years, 57 respondents are aged between 30 to 39, 67 respondents are aged between 40-49, 36 respondents are aged between 50-59 years while four (4) of the respondents are aged above 60 years.

TABLE 5.3 Demographic composition for age

Age (Years)	Number Of Responses	Percentage Of Responses
18-29	21	11
30 -39	57	31
40 – 49	67	36
50 -59	36	19
>60	4	2
	185	100

The Figure 5.3 below shows the response rate across the age ranges of the respondents.

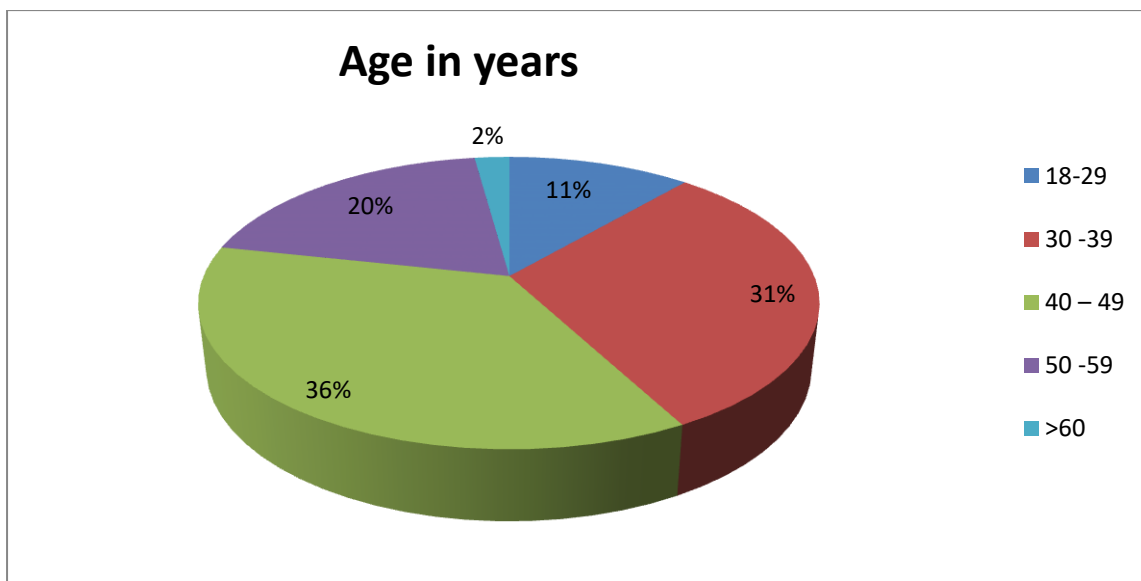


Figure 5.3: Response rate by age

The table below illustrates the races of the respondents. Of the 185 respondents, 69 were black African, 89 were coloured, 22 were white people, one Indian person and four classified. The coloured group, being the majority race, represents the Cape Town demographics where the majority of the respondents were from.

TABLE 5.4 Demographic composition for: race

Race	Number of responses	Percentage of responses
Black African	69	37.30
Coloured	89	48.11
Indian	1	0.54
White	22	11.89
Other	4	2.16
	185	100

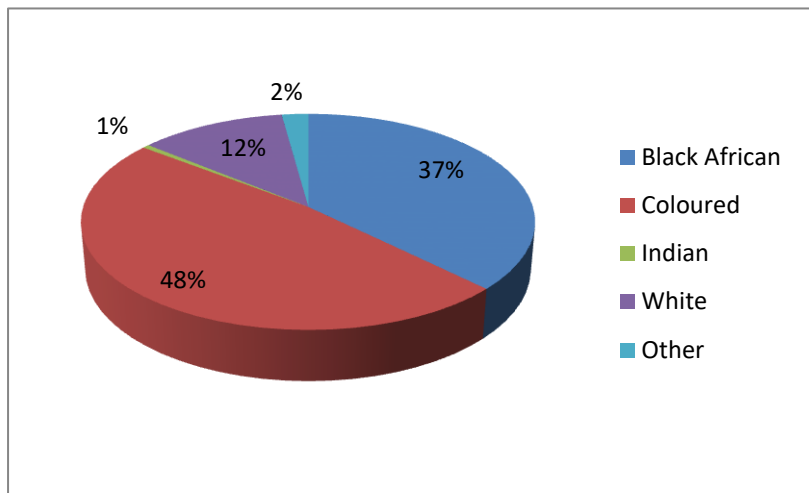


Figure 5.4: Response rate by race

The figure above depicts the response rate of the respondents per race. 48% of the respondents are black African, followed by 37% of respondents being coloured, 12% of the respondents were white and 1% was Indian and classified as other for race.

Of the 185 respondents, 59 of the respondents have been in the organisation between one to three years, which is the highest age range in years of employment; there were 55 respondents with the employment years ranging between one to three; 50 respondents have been employed for six to ten years; 21 respondents have been in the

organisation for less than one year and there was no respondent who has been in the organisation for longer than 10 years.

TABLE 5.5: Demographic composition for: years of employment

Years of employment	Number of responses	Percentage of responses
<1	21	11
1 – 3	55	30
3 - 5	59	32
6.-10	50	27
>10	0	0
	185	100

The figure below depicts the response rate of the sample based on the years of employment in the organisation; 11% of the respondents have less than one year employed in the organisation; 30% of the respondents have been employed between one to three years; 32% of the respondents have been in the organisation between three to five years; 27% of the respondents have been employed between six to ten years and none of the respondents have been in the organisation for longer than 10 years.

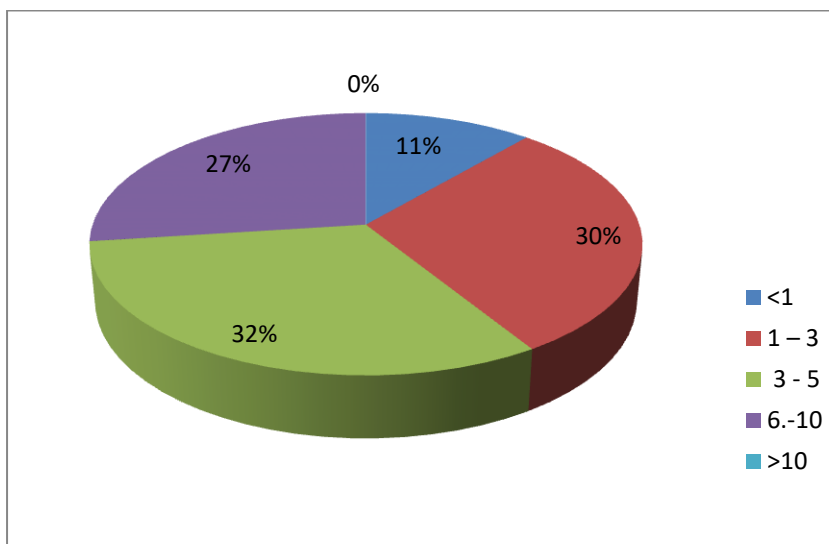


Figure 5.5: Response rate by years of employment

The majority of the respondents, 153, are based in the Cape Town offices and 31 respondents were from the Johannesburg office, while one respondent didn't indicate location.

TABLE 5.6: Demographic composition of the sample: Location

Location	Number of responses	Percentage of responses
Johannesburg	31	17
Cape Town	153	83
No response	1	1
	185	100

The figure below depicts the response rate graphically; 82.70% of the respondents were from Cape Town; 16.76% of respondents were from Johannesburg and 0.54 was unassigned to location.

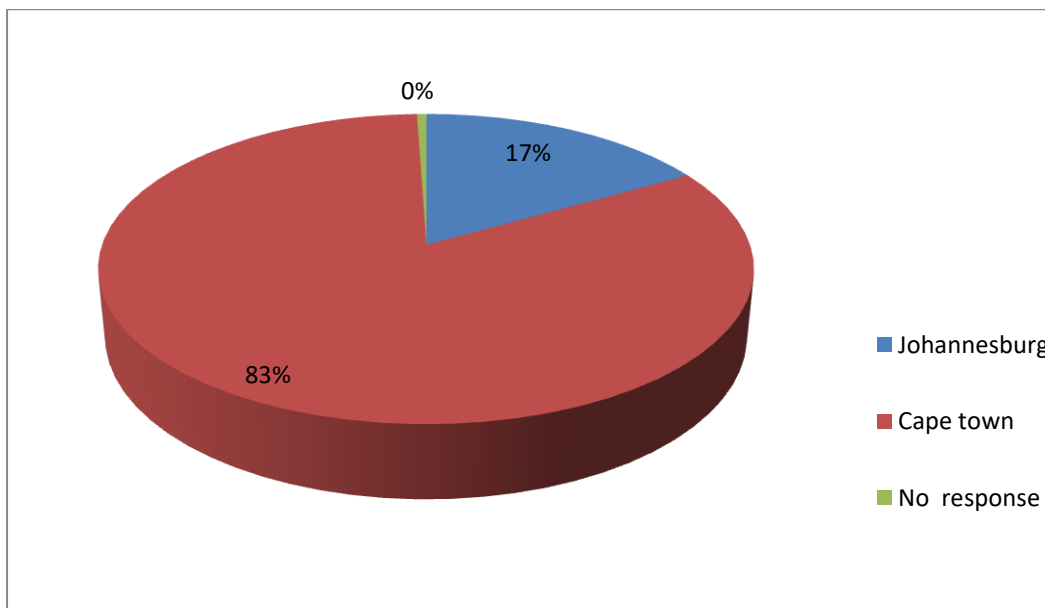


Figure 5.6: Response rate by location

TABLE 5.7: Demographic composition of the sample: Role In organisation

Role	Number of responses	Percentage of responses
Administrative	67	36
Clinical Role	62	34
Specialist	18	10
Team leader	12	6
Manager	24	13
Senior manager	2	1

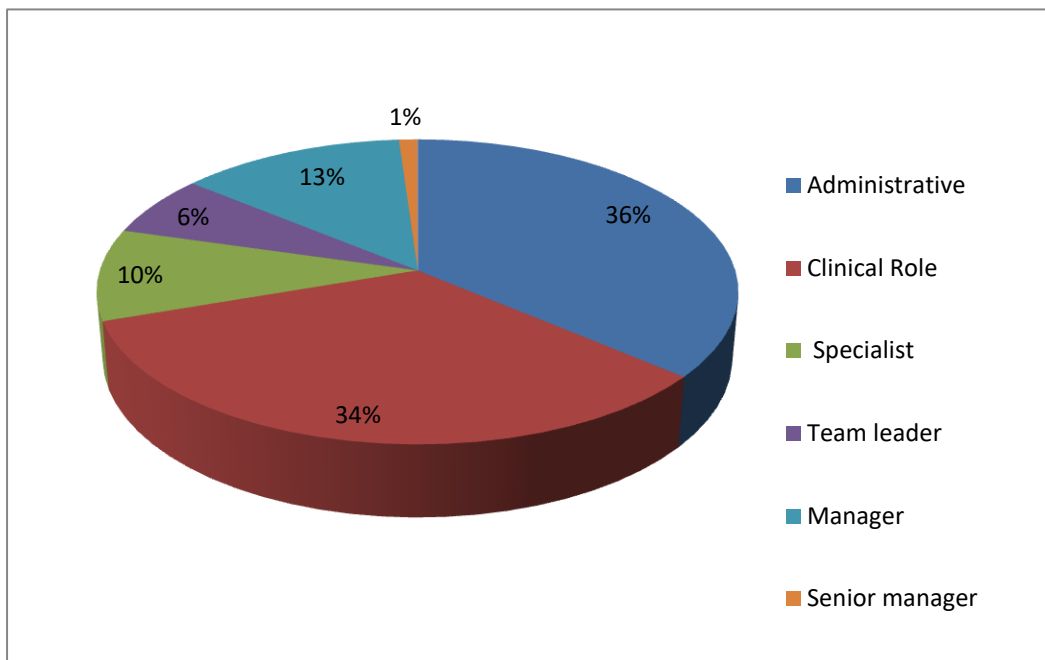


Figure 5.7: Response rate by role in the organisation

36% of the respondents were employees in the administrative roles which were the majority of the respondents, with 67 responses, followed by 62 respondents making up 34%; it is interesting that 34 of the respondents identified as managers.

## 5.5 DESCRIPTIVE STATISTICS ON THE QUESTIONNAIRE RESULTS

This section analyses and interprets the descriptive statistics with regard to the individual questions that were asked of the respondents as per Section B of the questionnaire. The data that will be presented will include frequency distributions of the responses, the mean and standard deviation.

The response rate to the questions is captured as per the Likert-scale used from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).

TABLE 5.8: Frequency distribution on readiness for change (in percentages). This section measures the respondent's readiness for change.

Code	Statement	SA	A	N	D	SD	Mean	Std Dev.
RFC1	I am aware of the reasons why the learning programme was implemented	23.78	52.97	18.92	2.70	1.62	2.05	0.83
RFC2	I understand how it is intended to have an impact on my work	23.78	56.76	16.76	1.08	1.62	2.00	0.77
RFC3	I believe that the learning programme will benefit the organisation if utilised optimally	23.78	55.14	16.22	3.24	1.62	2.04	0.82
RFC4	I am excited about the learning programme	15.14	51.35	25.95	4.86	2.70	2.29	0.88
RFC5	My colleagues are supportive and ready for the change	9.73	43.24	35.68	6.49	4.86	2.54	0.93
	Average mean						2.18	0.69

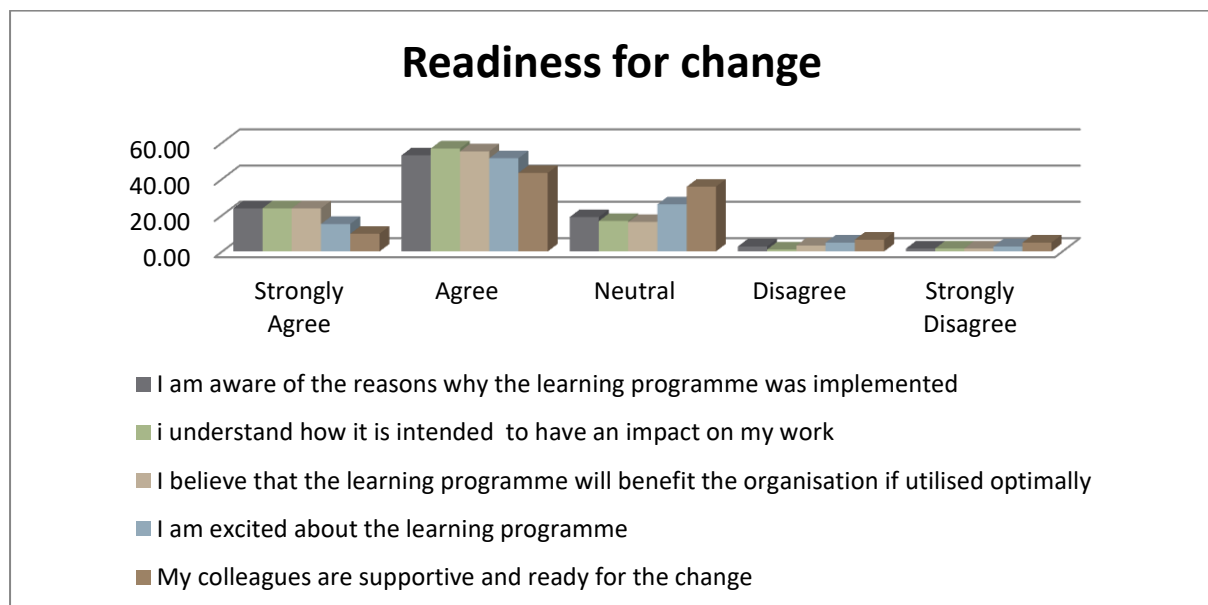


Figure 5.8: Frequency distribution on readiness for change

Table 5.8 and Figure 5.8 above show that for the four (4) statements the responses have the tendency towards agreeing with the response rate above 50%, and the last statement also had a tendency to agree with 43% response rate. The statement, I know how the change will impact on my work had the highest response rate with 56.14%

agreeing, while 23.78% strongly agreed. The rest of the statements showed a similar trend except for the last statement: my colleagues are supportive and ready for the change; this statement measured how the respondents perceived their co-workers readiness. 43.24% agreed while 35.68% chose to be neutral; this shows that a positive change environment is important for encouraging the colleagues.

The results indicate that the respondents were prepared for the change. As with every change resistance is expected; however, in this study more than half of the respondents agreed that they were ready for the change.

TABLE 5.9: Frequency distribution for process of change (in percentages). This section measures the respondents' perceptions on the training and communication during and after the change.

Code	Statement	SA	A	N	D	SD	Mean	Std Dev.
POC1	There was sufficient communication provided on the learning programme	22.16	55.68	16.22	3.78	2.16	2.08	0.85
POC2	I was given training and resources on the learning programme	21.62	53.51	17.84	4.86	2.16	2.12	0.88
POC3	I was allowed the opportunity to give input and it was taken into consideration	18.92	44.86	25.41	6.49	4.32	2.32	1.00
POC4	I am comfortable navigating the mycourse (system)	13.51	42.70	31.89	9.73	2.16	2.44	0.92
POC5	my team was ready and excited about the learning programme	11.35	47.03	29.73	7.57	4.32	2.46	0.94
	Average mean						2.29	

The table above shows that 55.68% of the respondents agreed with statement POC1 that there was sufficient communication on the learning programme, while 53.51% of the respondents agreed that they were given training and resources on the learning programme. For both statements, respondents strongly agreed with the response rate of 22.16% and 21.62% respectively, making the responses to both statements positive.

44.86% of the respondents agreed that they were allowed an opportunity to give input which was taken into consideration, while 25.41% indicated neutral, which may mean that they were unsure about what the question means or they didn't feel that they were allowed that opportunity. 31.89% had the tendency to be neutral with regard to being able to navigate the system, which could mean that they were not fully comfortable with



the system or the time allowed to practise on the system. The figure below graphically shows the results.

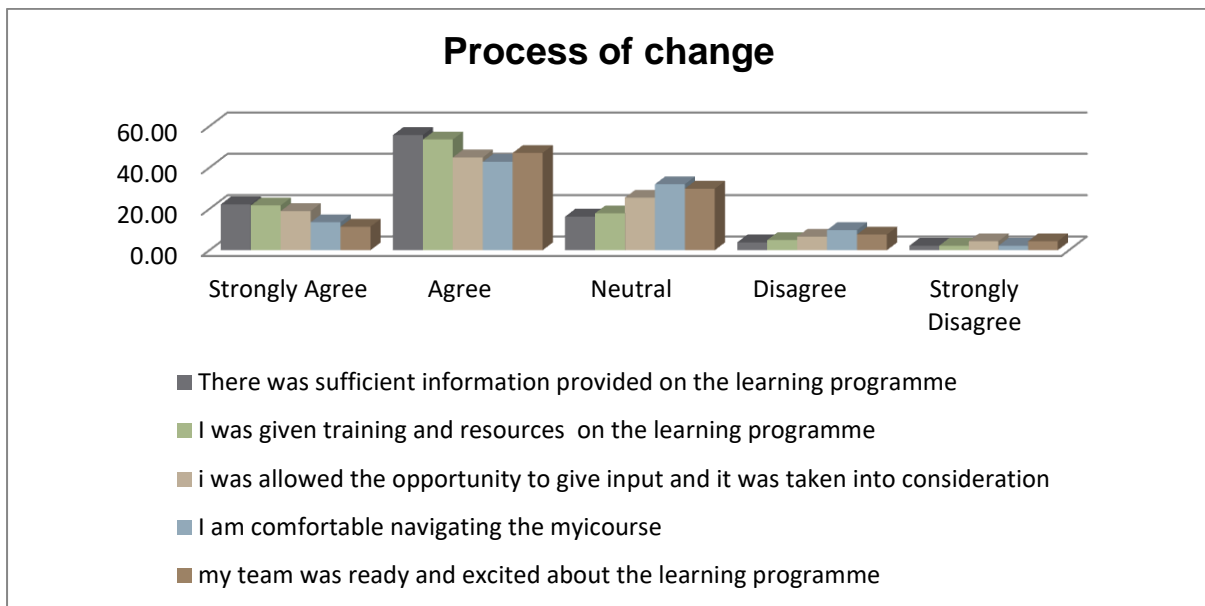
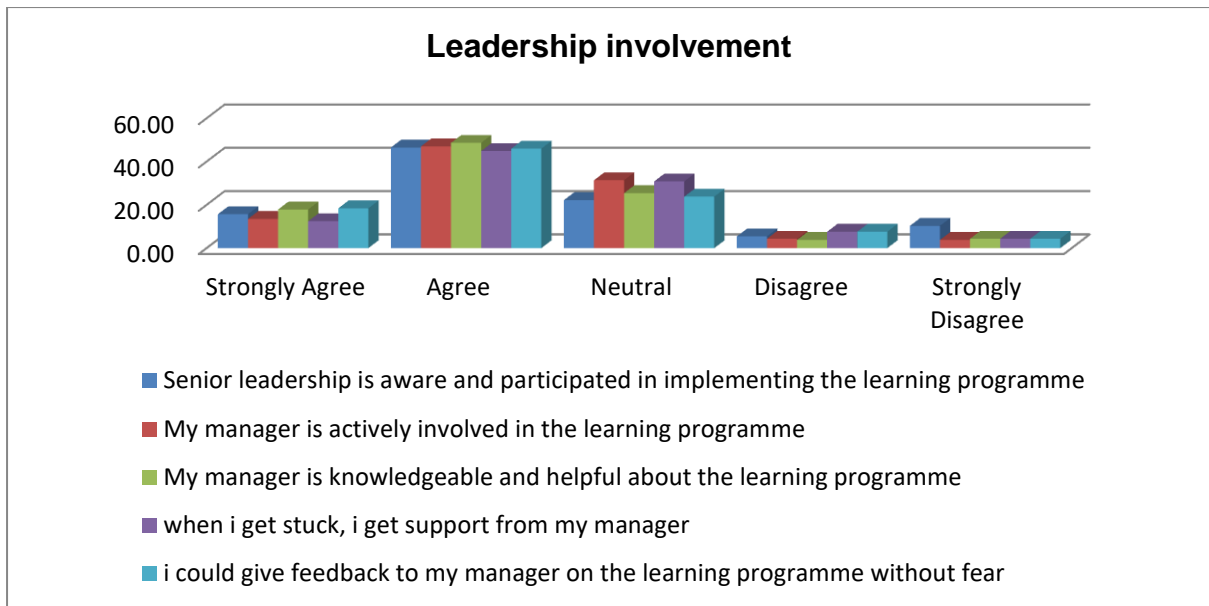


Figure 5.9: Frequency distribution for process of change

TABLE 5.10: Frequency distribution for leadership involvement (in percentages). This section measures the respondents’ perceptions on the leadership and managers involvement during and after the change.

Code	Statement	SA	A	N	D	SD	Mean	Std Dev.
LIT1	Senior leadership is aware and participated in implementing the learning programme	15.68	46.49	22.16	5.41	10.27	2.48	1.14
LIT2	My manager is actively involved in the learning programme	13.51	47.03	31.35	4.32	3.78	2.38	0.91
LIT3	My manager is knowledgeable and helpful about the learning programme	17.84	48.65	25.41	3.78	4.32	2.28	0.95
LIT4	When I get stuck, I get support from my manager	12.43	44.86	30.81	7.57	4.32	2.46	0.96
LIT5	I could give feedback to my manager on the learning programme without fear	18.38	45.95	23.78	7.57	4.32	2.34	1.00
	Average Mean						2.39	



*Figure 5.10: Frequency distribution for leadership involvement (in percentages)*

Interpreting from the Table 5.10 and Figure 5.10 above, it shows that the average mean for the leadership involvement construct is 2.89 which is leaning more to the neutral side compared to the previous factors discussed. The statement LIT1 on the senior management involvement has 10.8% of the respondents with the tendency to strongly disagree. This shows the importance of senior management to be available and visible during the change initiatives as the employees do observe and form perceptions. 31.35% of the respondents had the tendency to be neutral for statement LIT2 that the manager is involved in the process of change and 30.31% of the respondents also chose neutral for LIT4, which could imply that the respondents are uncertain that their managers are able to assist them when they are stuck. In contrast a positive 45.95% agreed that they can give feedback to their manager without fear.

TABLE 5.11: Frequency distribution for employee engagement (in percentages). This section measures how engaged the respondents are at work.

Code	Statement	SA	A	N	D	SD	Mean	Std Dev.
EEN1	I know what is expected of me at work	41.62	51.35	5.95	0.00	1.08	1.68	0.69
EEN2	I am committed to doing quality work	65.92	31.84	0.56	0.00	1.68	1.40	0.67
EEN3	I believe that the learning programme will provide me with the information to upskill me	24.32	52.97	18.92	2.16	1.62	2.04	0.82
EEN4	My manager provides me with the support and care that I need	18.92	49.73	23.78	4.32	3.24	2.23	0.92
EEN5	I enjoy working and learning with my colleagues	32.43	52.43	12.97	1.08	1.08	1.86	0.76
	Mean						1.84	

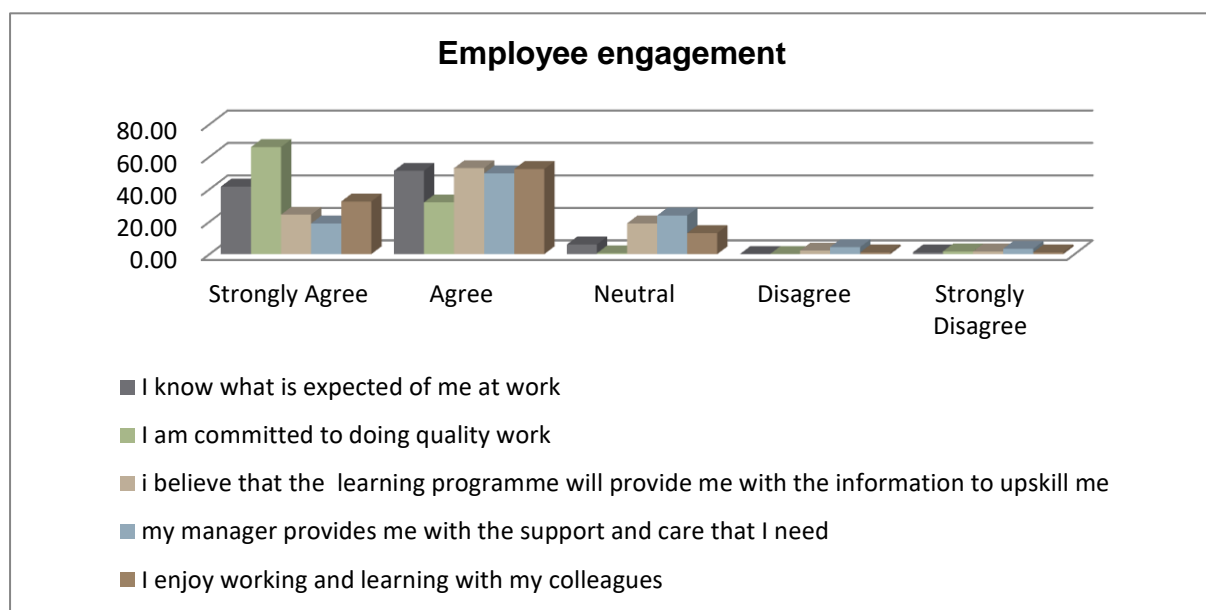


Figure 5.11: Frequency distribution for employee engagement

The Table 5.11 and Figure 5.11 above illustrate the engagement of the employees at work at the point of the survey. The respondents indicated that 32.43% had the tendency to strongly agree that they enjoyed working and learning with their colleagues and the 52.43% respondents agreed with the same statement. This shows the importance of creating a working environment where colleagues can learn from each other and contribute towards their employee experience. The standard deviations for both statements are 0.69 and 0.68 respectively which is narrow and indicates that the respondents are in agreement on those statements. 65.92% of the respondents strongly agreed that they were committed to doing quality work and 41.32% respondents

strongly agreed that they knew what was expected of them at work. This shows the display of having a sense of purpose in line with the workplace practices

## 5.5 T-TESTS

According to Urdan (2005), T-tests are used to compare two mean scores and to establish whether significant differences exist between them. In the present study, T-tests were undertaken to compare and determine whether there were significant differences between two locations, Johannesburg and Cape Town, in terms of employee engagement and they address the following hypothesis:

*H4: There is a significant difference in employee engagement between the employees in the Johannesburg and the Cape Town offices.*

TABLE 5.12: T-Test for location and employee engagement

Variable	Location						
	Mean (CT)	Mean (JHB)	t-value	df	p	Valid N (CT)	Valid N (JHB)
Employee Engagement	1.792484	2.098387	-2.82265	182	0.005293	153	31

The above results show that CT had 153 respondents and JHB had only 31 respondents. The negative t-value of -2.82 is linked to the small JHB sample being compared to the larger CT sample. The mean for CT is 1.79 and for JHB it is 2.09, which depicts that the JHB office is more engaged than the CT team.

## 5.6 ANOVA

Analysis of variance (ANOVA) is a statistical method used to test differences between two or more means and used to test general rather than specific differences among means (Bryman, 2012). ANOVA was used in this study to establish whether age and roles in the organisation have an influence on employee engagement and on the readiness for change. Where there is a significant significance ( $p < 0.005$ ) then the Scheffe was done to find out how it was impacting.

### 5.6.1 ANOVA of age

The test was done to address the following predetermined hypotheses on age and two variables: readiness for change and employee engagement. Below are the results:

TABLE 5.13: ANOVA on age

Employee Engagement				
SS	Degr. of Freedom	MS	F-stat	p-value
497	1	497	1545	0
0.4922	3	0.1641	0.51	0.675
56.59	177	0.3214		
Readiness for Change				
SS	Degr. of Freedom	MS	F-stat	p-value
716.72	1	716.72	1506.43	0
0.6441	3	0.2147	0.451	0.717
84.21	177	0.476		

*H5: There is significant difference among age groups with regard to employee engagement*

From the table above it is evident that the p-values were  $>0.05$ ; there was no significant difference noted in the respondents on employee engagement in terms of age

*H6: There is a significant difference among age groups with regard to readiness for change*

The same answer for the age groups and readiness for change; there were no significant differences among the age groups confirmed by the p value =  $0.717 > 0.05$

### 5.6.2 ANOVA on roles in organisation

The ANOVA was done to establish whether the roles in the organisations differ significantly in terms of employee engagement and readiness for change. See results in the table below: for the hypotheses.

TABLE 5.14: ANOVA on roles In organisation

Employee Engagement				
SS	Degr. of Freedom	MS	F-stat	p-value
404.35	1	404.35	1260.72	0
0.3637	4	0.0909	0.258	0.888
57.0899	178	0.3207		
Readiness for Change				
SS	Degr. Of Freedom	MS	F-stat	p-value
501.55	1	501.55	1129.82	0
6.2116	4	1.5529	3.498	0.0089
79.0177	178	0.4439		

*H7: There is a significant difference among roles in the organisations with regard to employee engagement.*

From the table above it is evident that the p-values were >0.05. There was no significant difference noted in the respondents on employee engagement in terms of age

*H8: There is a significant difference among roles in the organisations with regard to readiness for change.*

The table above illustrates that the roles in the organisations do differ significantly, confirmed by the p value of 0.0089 < 0.05. The Scheffe test was done to establish the how the roles differ.

TABLE 5.15 Scheffe Test for roles In organisation on readiness for change

Roles	Administrative role 2.3104	Clinical role 2.3	Specialist 1.8333	team leader 1.8167	manager 2.0417	
Administrative role		0.9291	0.007662	0.0191	0.0917	2.310
Clinical role	0.929		0.00966	0.0226	0.1086	2.300
Specialist	0.0076	0.00966		0.9465	0.3173	1.833
Team leader	0.0191	0.0226	0.9465		0.3408	1.817
Manager	0.0916	0.1086	0.03173	0.3408		2.042

Table 5.15 illustrates that there is a significant difference within the roles in organisation in terms of their perception on readiness for change. The differences are noted between

specialists and their administrative role ( $p=0.0076$ ), as well as between team leaders and the employees in administrative role ( $p = 0.0191$ ). Employees in administrative roles display higher readiness for change than specialist and team leaders as they have a mean of 2.310 compared to 1.833 and 1.817 for specialists and team leaders respectively.

There is also a significant difference between the employees in clinical roles and specialists ( $p = 0.0097$ ), as well as between clinical roles employees and team leaders ( $p =0.0226$ ). The employees in a clinical role displayed higher readiness for change in comparison to the specialists and team leaders who have means 1.833 and 1.871 respectively. These results suggest that the employees in an administrative role displayed higher readiness for change compared to the employees in a clinical role, specialists and team leaders.

## 5.7 THE EMPIRICAL RESULTS

### 5.7.1 Multiple regression analysis

Multiple regression analysis was used to analyse the empirical results; it is described by Bryman (2012) as a statistical tool which can be used to predict the value of the dependent variable given the values of the independent variables. It is used to compare the relationship of two factors (dependent and each independent variable) in line with the hypotheses created earlier.

TABLE 5.16 Relationships between the chosen variables

Regression Summary of Dependent variable : Employee Engagement						
R <sup>2</sup> = 0.35 F(3.181) = 34.45 p= 0.00						
	Beta Coeff.	Std. Error	Beta Coeff.	Std. Error	t value	p-value
Intercept			0.677	0.126	5.365	0.000
Readiness for change	0.243	0.094	0.198	0.077	2.569	0.011
Process change	0.503	0.099	0.433	0.085	5.064	0.000
Leadership	-0.145	0.090	-0.106	0.066	-1.616	0.108

*Note: p value in red shows significant relationship*

The table above shows that the important influencers of employee engagement during the change initiative are the process of change construct ( $r= 0.503$ ,  $p < 0.000$ ) and readiness for change construct ( $r=0.243$ ,  $p<0.011$ ). The more the employees are prepared for the change, being made aware of the reasons for change and how it intends to impact on their work, and when the employees have received sufficient information on the change with sufficient training, then the employees will most likely engage better with the change initiative, their colleagues and the organisation's vision.

Leadership involvement has a  $p =0.108 > 0.05$ , implying that leadership involvement is not significantly related to employee engagement.

As per the table the  $R^2= 0.35$ , means that the chosen three independent variables collectively explain 35% of the movement of variables in employee engagement. The three variables are important in this study investigating the impact of change on employee engagement. There are other variables accounting for the 65% of the similar study for employee engagement which leave room for future studies.

Below is the summary of the hypotheses outcomes:

*H1: There is a significant relationship between readiness for change and employment engagement.*

The  $p$  value=  $0.018$  is  $< 0.05$ , which implies that there is a positive significant relationship between the readiness for change and employee engagement. The more the employees feel they are ready for the change, the more engaged they will be in the workplace. The result supports the H1

*H2: There is a significant relationship between the process of change and employee engagement.*

The  $p$ -value =  $0.00$  is  $< 0.05$ , implying there is a positive significant relationship between the process of change and employee engagement. The more the employees are positive about the process of change the more they will be engaged in the workplace. This supports the H2.



*H3 There is a significant relationship between leadership involvement and employee engagement.*

The p value = 0.108 > 0.05, implies that there is no significant relationship between leadership involvement and employee engagement. The lack of leadership not being involved or being more visible has a negative impact on employees engaging in the change initiative.

### 5.7.2 CORRELATION OF CONSTRUCTS

The intention of this section is to illustrate the relationship between the variables. Pearson’s correlation coefficients were calculated to determine the relationships; the correlations between variables are practical and significant if  $r > 0.300$ .

According to Bryman (2012), Pearson’s r method examines the relationship between variables. The coefficient lies between zero, which explains no relationship between variables, and one, which is the perfect relationship. For variables with the correlation below one (1) it means that the variable one is related to that variable and at least one other variable. The relationships of the variables are displayed in the table below.

TABLE 5.17: Correlations between variables

Variable	Correlations Marked correlations are significant at $p < ,05000$ N=185 (Casewise deletion of missing data)			
	Readiness for change	Process of change	Leadership involvement	Employee Engagement
Readiness for change	-	0.751	0.682	0.522
Process of change	0.751	-	0.718	0.581
Leadership involvement	0.682	0.718	-	0.382
Employee Engagement	0.522	0.581	0.382	-

The Table 5.15 above illustrates that all the independent variables have a practical and significant relationship with each other. Process of change has a positive correlation with readiness for change and with leadership involvement, which are the important change factors.

Employee engagement has a practical and significant correlation with all three independent variables, readiness for change ( $r=0.522$ ), process of change ( $r=0.581$ ) and leadership involvement (0.382)

## **5.8 SUMMARY**

Chapter five entailed all the possible statistical analysis done in this study, started by detailing the construction of the questionnaire used based on the literature, this was able to prove the reliability of the measurement tool as both the OCM and UWES measurement tools have proven validity and are evidence based. The chapter also detailed the demographic summary of the respondents; the majority of the respondents were from the CT office while only 31 out of 185 were from the JHB office. This could have been influenced by the size of the two organisations as the one in JHB has 80 employees in total. The majority of the respondents were female, 86.5% specifically, the MCO employees mostly nursing professional in their clinical teams and most of the nurses are female. The study aimed at investigating where the different roles differed in terms of readiness for change and employee engagement, and the study revealed that for this cohort, the employees in the administrative roles were more engaged. The chapter also detailed the different hypotheses which was set out in chapter two to be investigated Chapter Six will entail the conclusions from the study as well as provide managerial implications.

## **CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 INTRODUCTION**

The aim of this chapter is to provide the overview of the study, the conclusions derived from the study and the implications for management. The recommendations will be derived from the conclusions, which will contribute towards improving employee engagement during the process of change in terms of readiness for change, process of change and leadership involvement. The recommendations will be based on the study results in relation to the reviewed literature. The chapter will also include the limitations of the study, as well as the future research areas which can be explored in the future

### **6.2 OVERVIEW OF THE STUDY**

The primary objective of the study was to improve the change management process during implementation of a technological change by investigating the impact of change management on employees' engagement during that time. The study specifically investigated change factors, readiness for change, the process of change and leadership involvement and how those factors impact on the employee engagement at the time of change implementation.

The study was prompted by the recent developments in the MCOs where there was a shift from classroom learning to e-learning and development of the internal information repository to disseminate information to the staff on new developments, industry updates and social platform for staff to engage. This was a shift to complement the traditional approach of emails and staff meetings. The MCO aim was to provide all the employees with the same information at the same time to ensure that the client-engaging employees are well-equipped and can access the information while dealing with the client, and in return providing better service delivery and better outcomes

The intention was to investigate how the employees perceived the transition to the digital platforms in terms of the three change factors identified and where it impacted on the employee engagement.

The following research questions were formulated with the intention of addressing the research objective identified.

- *Is there a significant relationship between readiness for change and employment engagement?*
- *Is there a significant relationship between the process of change and employee engagement?*
- *Does leadership involvement during change impact on employee engagement?*

To better understand the change factors identified, a literature review was done on the above change factors in Chapter Two.

From the data analysis done in the study, it shows that the three factors of change investigated are positively correlated to employee engagement. It is important that the organisations prepare for the change effectively as the process of change is shown to have the mean, meaning more respondents felt that there is a strong need for communication on the change and training provided with the skillset required for the change, as well as the technical manoeuvring of the system.

The study also showed that the human element of the change process is most important in order to drive the successful change. The leadership should be involved from the initiation of the change and create the environment in which the change can thrive and that the change-friendly environment should be incorporated into the culture of the environment where the team is constantly assessing change readiness. The section below will detail the main conclusions of the study, as well as the recommendations to management.

### **6.3 MAIN CONCLUSIONS AND RECOMMENDATIONS**

The section will provide the summarised detail of the study findings, as well as link it to the literature that was reviewed per change factor; the recommendations to the management of the MCO will also be detailed.

### **6.3.1 Readiness for change**

The respondents who did the survey agreed that they were made ready for the change, and agreed that there was information about the need for the change and how it is aligned to the vision of the organisation, as well as how the change is intended to impact positively on their work. The readiness for change is one of the steps that are rushed through and it has been shown that the more the employees are aware and see the bigger picture regarding the change, the more engaged they will be and it will also enhance their employee experience within the organisation.

As per Segone (2019), the following tools should be present in order to prepare the organisation for readiness for change. These are effective leadership; a detailed change strategy communicated with the reason for change (Segone, 2019); resources available to implement the necessary change (Segone, 2019); committed change agents, with high employee engagement and participation, and a contingency plan (Rossouw, 2019).

The recommendation to the MCOs is to encourage the support of the colleagues by identifying the resistors in time and establishing the reasons for the resistance which should be addressed and employing the use of the change agents who are well equipped to encourage fellow colleagues who are struggling, as well as for the MCO to create contingency plans around the change.

As shown in the previous chapter, the ANOVA test was done to establish the significant differences within the roles in the organisation and their perception on the readiness for change was done which showed that the employees in the administrative roles had a higher readiness level followed by the employees in a clinical role, the specialists and team leaders.

The employees in administrative roles are non-professional; most of them have matric as the highest level of education and are less literate than the rest of the roles. For them to show a high level of readiness would indicate that the material was easy to follow and accommodated all levels of employees.

### **6.3.2 Process of change**

This transitioning step is critical in ensuring the success of the change, through communication and training, to provide the necessary skillsets for the employees. The study respondents indicated that there was sufficient communication and there was adequate training provided during the change process, as with both these measurements the results were more than 75% inclined on the agree end. The MCO had the drive of the communication on the change they were implementing, which, according to Segone (2019), is important for the organisations to communicate effectively. With that said, almost a third of the respondents felt that they were not comfortable navigating the system, even though there was communication and training by the time the change was initiated; some of the employees were not comfortable with navigating the system which was supported by one of the interviewees that there wasn't sufficient time to practice. It is recommended that the MCOs should incorporate more can adopt to improve on the next changes. As recommended in Kotter's (2012) accelerators create the big opportunity around the change, providing effective communication regarding the need for change and with the intention of creating a "voluntary army" from the employees. A task team should be created which will be promoting the change to their peers in the organisation.

### **6.3.3 Leadership involvement**

This section of the questionnaire was more focused on the relationship that the respondents have with their immediate managers and whether there was supervisor support. The respondents agreed on all statements that the manager's involvement and knowledge were important; however, the mean was 2.39 which is leaning more towards the neutral. The respondents did not agree or disagree that there was leadership involvement at the time of change. Leadership involvement showed a negative yet not a significant association with employee engagement ( $r = -0,145$ ). It can be concluded that leadership involvement negatively affects employee engagement.

Managerial implication and recommendation for this section is that the leadership at the MCOs should be more visible and more supportive during the change. According to Xiong et al. (2016), how the employees view their manager's behavioural integrity has

an impact on their work attitudes and behaviour. This is shown in the study; leadership involvement should be encouraged from inception, through the learning, in order to gain trust and support from the employees and beyond the change. The managers also need to know their environment and aim to incorporating the change management culture into the organisation.

#### **6.3.4 Employee engagement**

Employee engagement is important at the time of change; the respondents at the MCOs showed a high level of engagement, more especially on being committed to doing quality work. The employees who are engaged are more likely to show support towards the change initiative. The employees at the MCOs perceived the new change as a tool that would upskill them and there was a positive relationship with their colleagues. The support from manager being in the neutral also surfaced in this construct, where the respondents felt that the managers may not be giving them the support and care they need. According to Engelbrecht et al. (2017) when employees trust their manager, they assume the manager will make decisions with the employees' best interest in mind; in turn employees will be more willing to engage in their work. Furthermore, IBM (2018) mentions that the five workplace practices which are linked to employee engagement and employee experience in the workplace are organisational trust, a good relationship with the colleagues, meaningful work, recognition as well as work-life balance.,

With that said; the MCO leadership should work towards improving and encouraging a manager-subordinate relationship, building trust between them, encouraging the coaching from the managers to create meaningful work for the employees and incorporating the five workplace practices fully into work

#### **6.3.5 Recommendations for management**

1. *Presence of a detailed change strategy*: the MCO should develop a detailed change strategy where the leadership indicates how the change initiative is linked to the organisational vision, as well as how it will impact on the employees.
2. *Allocation of time per task*: even though there was communication and training by the time the change was initiated, more time should be allocated to the training,

taking into consideration the varying levels of technological literacy and skillsets among the employees.

3. *Empowerment of change agents*: As recommended in Kotter's (2012) accelerators are required to create the big opportunity around the change with effective communication of the need for change, with the intention of creating a "voluntary army" from the employees. The change team should be created which will be promoting the change to their peers in the organisation.
4. *Visibility of senior leadership*: leadership at the MCO should be more visible and more supportive during the change.
5. *Leadership and supervisor involvement* should be encouraged from inception, through the learning in order to gain trust and support from the employees and beyond the change. The managers also need to know their environment and aim at incorporating the change management culture into the organisation.
6. *Manager-supervisor relationship*: the MCO leadership should work towards improving and encouraging a manager-subordinate relationship, building trust between them, encouraging the coaching from the managers to create meaningful work for the employees and incorporating the five workplace practices fully into work.

#### **6.4 LIMITATIONS OF THE STUDY**

The study provides the findings of how change management factors impact on employee engagement. Below are some noted limitations to the study:

- The qualitative study focused on the four key players who are the implementers of the change. A bigger sample for the interviews with an inclusion of the employees on how the change is exerted could have given a broader perspective.
- The way that the interviews were conducted could have been biased, influencing the interviewees' responses.
- There was limited time, as the research and data analysis needed to meet the deadlines. This influenced the number of responses, especially with regard to the Johannesburg side with only 30 respondents.
- The study findings could not be generalised due to the sample size.



- The study also focused on one industry of managed health care.
- The study was cross-sectional, measuring the snap shot of the employees' perceptions at that specific time only and the MCOs had the change at different times, which may have influenced the results.

## **6.5 FUTURE AREAS OF STUDY**

- The same study could be extended to other MCOs implementing the same change across the country.
- The study could include time to prepare for the change as the variable to be investigated.
- It could investigate how different races /cultures are impacted by the change in the work place.
- Perform the study before and after the change and compare the perceptions of the employees.
- Senior management was measured by one statement; this could be explored with future studies.
- The concept could be incorporated into more industries to assess the organisational readiness, as well as the individual readiness towards change.

## **6.6 SUMMARY**

The study aimed at investigating the impact of change management on employee engagement, with Chapter One (1) detailing the background, the problem statement and the research objectives.

Chapter Two (2) detailed the literature review on the change factors: readiness for change, process of change and leadership involvement, as well as on employee engagement. From the literature review the hypothesised model was created, which was tested through the data collected.

Chapter Three (3) provided the research paradigm to be used, the measuring instrument and the data collection methods to be used.

Chapter Four (4) detailed the results of the interviews done on the qualitative portion of the study, identifying factors which were incorporated into the quantitative study done through an e-survey.

The results of these were detailed in Chapter Five (5), identifying the possible recommendations for the management to improve the change management process in the organisation.

Chapter Six (6) detailed the conclusions and the recommendations.

From the study done in the MCOs, it can be concluded that the readiness for change and the process followed during change have a significant relationship with employee engagement. It is therefore recommended that the leadership pay more attention in preparing the organisation climate by creating the change strategy which clearly aligns with the organisational vision, and investing time in making the employees aware of the change and how it is intended to benefit them and the organisation.

It is also recommended that the organisations incorporate the change management into the organisational culture, creating change accelerators/agents by whom the employees would be able to influence their peers on adopting the change. It can also be deduced that where there is better planning and inclusiveness of the employees from as early as possible, it would result in more employees being engaged, living the organisational values and benefiting the organisation positively and entirely.

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## **LIST OF APPENDIXES**

### **APPENDIX A: Request For Permission To Collect Data**

Date

Dear xxxxxxxx

I am studying towards my MBA (Masters in Business Administration) degree at the Nelson Mandela University Business School. I am conducting research on **impact of change management on employee engagement in the workplace** I believe that my study will make an important contribution to **change management processes and employee engagement.**

I hereby request permission to engage the employees in the organisation to participate in the study- please refer to the attached proposal.

The employees and organisation confidentiality will be maintained at all times, the information will not be tracked back to the organisation. The information will be collected in two parts; firstly I intend to have voice recorded interviews with two middle managers and two technical specialists who were in the implementation of the technology change. It will be followed by an online survey to staff in the membership and disease risk management departments, the staff will receive an email with information on the study which will have a link to the online survey.

The study has been approved by the Faculty of Business and Economic Sciences and Research Ethics Committee: Human (REC-H at the Nelson Mandela University in Port Elizabeth.

I would be grateful for the opportunity. Please do not hesitate to contact me for further information. To verify the authenticity of the study, please contact Prof. Mohamed Sayeed Bayat (supervisor) on 083786126 or e-mail address [mbmsaheed@gmail.com](mailto:mbmsaheed@gmail.com).

Should you grant permission to collect data, please sign and initial below.

---

Xxxxxxxx

Appendix B: Invitation to participate in the study: Interviews

Date

Dear Respondent

I would like to invite you to participate in a study to determine **Impact of change management on employee engagement in the workplace.**

The objective of the study is to establish the relationship between the change factors being readiness for change, leadership involvement and the process of change with employee engagement.

Please note that participation is completely voluntary and not compulsory and you may opt out at any stage should you feel uncomfortable. Please answer the questions based on your own perceptions and please note that there are no right or wrong answers.

Please note that the interview will be recorded and all data obtained will be treated in a strictly confidential manner and will only be used for the purposes of this research study. Also note that demographic information is requested for statistical purposes only.

By proceeding with the interview confirms that you are consenting to participate in the study. Please assist by answering the questions I will be posing to you.

Should you have any queries please feel free to contact:

Researcher: Boitshoko Moche on 0788681466 or email on b.moche@yahoo.com

Research supervisor: Prof. Mohamed Sayeed Bayat on 083786126 or e-mail on mbmsaheed@gmail.com

Date

Dear Respondent

I would like to invite you to participate in a study to determine **Impact of change management on employee engagement in the workplace.**

The objective of the study is to establish the relationship between the change factors being readiness for change, leadership involvement and the process of change with employee engagement.

Please note that participation is completely voluntary and not compulsory and you may opt out at any stage should you feel uncomfortable. The questions should be answered based on your own perceptions and it should be noted that there are no right or wrong answers.

All data obtained will be treated in a strictly confidential manner and will only be used for the purposes of this research study. Also note that demographic information is requested for statistical purposes only. The survey is anonymous and will not be linked back to you.

Should you wish to participate, please complete the survey by clicking on the following link: [Survey link](#). The questionnaire should take about ten minutes to complete.

Should you have any queries please feel free to contact:

Researcher: Boitshoko Moche on 0788681466 or email on [b.moche@yahoo.com](mailto:b.moche@yahoo.com)

Research supervisor: Prof. Mohamed Sayeed Bayat on 083786126 or e-mail on [mbmsaheed@gmail.com](mailto:mbmsaheed@gmail.com)

## Appendix D: Change Management Survey Template

**Tell us about your demographics, will be used only to analyse data and will not be linked back to you**

Age (years)

1. 18 - 29 years
2. 30- 39 years
3. 40 - 49 years
4. 50 - 59 years
5. > 60 years

Gender

1. Female
2. Male

Race

1. White
2. African Black
3. Asian
4. Coloured
5. Other

Years of employment in the organisation

1. < 1
2. 1 - 3
3. 3 - 5
4. > 5

Office location you are based in

1. Johannesburg
2. Cape Town

Role in the organisation

1. administrative role
2. clinical role
3. Specialist
4. team leader
5. Manager
6. Senior management

**This section measures your readiness for the change**

	Strongly agree	Agree	Neutral	Disagree	strongly disagree
I am aware of the reasons why the learning programme was implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i understand how it is intended to have an impact on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that the learning programme will benefit the organisation if utilised optimally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am excited about the learning programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My colleagues are supportive and ready for the change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Measures your perceptions on the training and communication during and after the change**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
There was sufficient information provided on the learning programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given training and resources on the learning programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i was allowed the opportunity to give input and it was taken into consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable navigating the System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my team was ready and keen to start the learning programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Measures your perceptions on the leadership and managers involvement during and after the change**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Senior leadership is aware and participated in implementing the learning programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My manager is actively involved in the learning programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My manager is knowledgeable and helpful about the learning programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
when I get stuck, I get support from my manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could give feedback to my manager on the learning programme without fear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**This section measures how engaged you are at work**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I know what is expected of me at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am committed to do quality work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that the learning programme will provide me with the information to upskill me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my manager provides me with the support i need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy working and learning with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix E: Editor's proofreading declaration



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23 November 2019

**TO WHOM IT MAY CONCERN**

I hereby confirm that I have professionally proofread and edited the MBA treatise submitted to me by **Boitshoko Moche**, entitled:

**Impact of change management process on employee engagement**

(Department of Business Administration, Nelson Mandela University, Port Elizabeth)

Sincerely

A handwritten signature in black ink, appearing to read "N. Stear".

**N.J. STEAR**

**NELSON MANDELA BAY**  
November 2019