

# Ramifications of change management initiative: Case study of First National Bank

**O. A. Nthutang**

17119618

A mini-dissertation submitted in partial fulfilment of the requirements for the degree  
Master's in Business Administration at the Graduate School of Business and  
Government Leadership, North-West University (NWU), Mafikeng Campus

**Supervisor:**

Prof Yvonne du Plessis

Date: October 2016

## DECLARATION

I declare that this study project is a product of my own work. This research project was conducted and submitted to the North-West University (NWU), Mafikeng Campus, in partial fulfilment of the requirements for Masters of Business Administration degree. This study has not been submitted before for any academic qualification at any other institution of learning. I further declare that the necessary authorisation and consent to conduct this research have been duly obtained.

SIGNATURE:

---

O.A. NTHUTANG

STUDENT NUMBER:

---

DATE:

---

## DEDICATIONS AND ACKNOWLEDGEMENTS

This study is dedicated to all those who believe that perseverance, dedication, endurance, conscientiousness, astuteness and most of all hard work are the essential ingredients to the success of any endeavour. Throughout the MBA journey, I was privileged to encounter a rare breed of supportive individuals at every segment of the way, most significantly the following:

- My Supervisor, Prof Yvonne Du Plessis, your guidance, inputs, and giving shape to this paper have been impeccable. Much appreciated.
- FNB (HTQA), Farieda Mayet (Head of HTQA) thanks for letting me embark on this study with you and allowing me to put theory to practice. To HTQA employees, you are all awesome.
- Much appreciation to Prof. Annette Combrink for the language editing.
- My family – to my brothers (Lopang and Modimongaka), sister (Keneilwe) and lovely wife Boitumelo, *A luta continua!*, thanks for the support. To my father, mother and son (Motseokae & Morongwa Nthutang and Tlotlego Lekoko) your departure made this MBA journey to be the longest and very teary, R.I.P and it would have been awesome to celebrate this success with you.
- “*High Fliers*” (Itumeleng Molatlhegi, Khume Mphaphuli and Tshepiso Ntshole) – the best study group. A strong sense of purpose; generosity; brotherhood; and loud infectious laughter were overwhelming landmarks of humanity.
- To Standard Bank – eMarket SDP Team and Thulani Langa, thanks and much appreciated for the support and to my friend Mogolodi Legae, for lack of more words, thanks for the support mate.
- To Software Progrexion Solutions – to my partner in crime Ikgomotseng Rapodile, upwards and onwards, thanks for the support.
- In general – “Always bear in mind that your own resolution to succeed is more important than any one thing” (Abraham Lincoln).

Table 1.1 Abbreviations used in this document

Abbreviation	Meaning
FNB	First National Bank
FNB (HTQA)	First National Bank (Hogan Technology Quality Assurance)
HT	Hogan Technology
HTQA	Hogan Technology Quality Assurance
HRM	Human Resource Management
HRD	Human Resource Department
IT	Information Technology
OB	Organisational Behaviour
QA	Quality Assurance
BA	Business Analysis
SA	System Analysis
TM	Test Management

# ETHICS APPROVAL OF THE PROJECT



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Private Bag X8001, Potchefstroom  
South Africa 2520

Tel: (018) 299-4900  
Faks: (018) 299-4910  
Web: <http://www.nwu.ac.za>

**Ethics Committee**  
Tel +27 18 299 4849  
Email [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

## ETHICS APPROVAL OF PROJECT

The North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby approves your project as indicated below. This implies that the NWU-RERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

<b>Project title:</b> The ramifications of dysfunctional behavior as a result of change management: case study of HTQA																																														
<b>Project Leader:</b>	Prof Y du Plessis																																													
<b>Student:</b>	OA Nthutang																																													
<b>Ethics number:</b>	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>2</td><td>9</td><td>1</td><td>-</td><td>1</td><td>4</td><td>-</td><td>A</td><td>9</td></tr><tr><td colspan="3">Institution</td><td colspan="5">Project Number</td><td colspan="2">Year</td><td colspan="5">Status</td></tr><tr><td colspan="15"><small>Sub-A, S = Submission, R = Re-Submission, P = Provisional Authorisation, A = Authorisation</small></td></tr></table>	N	W	U	-	0	0	2	9	1	-	1	4	-	A	9	Institution			Project Number					Year		Status					<small>Sub-A, S = Submission, R = Re-Submission, P = Provisional Authorisation, A = Authorisation</small>														
N	W	U	-	0	0	2	9	1	-	1	4	-	A	9																																
Institution			Project Number					Year		Status																																				
<small>Sub-A, S = Submission, R = Re-Submission, P = Provisional Authorisation, A = Authorisation</small>																																														
<b>Approval date:</b> 2014-10-09	<b>Expiry date:</b> 2019-10-08																																													

Special conditions of the approval (if any): None

<p>General conditions:</p> <p>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:</p> <ul style="list-style-type: none"><li>The project leader (principle investigator) must report in the prescribed format to the NWU-RERC:<ul style="list-style-type: none"><li>annually (or as otherwise requested) on the progress of the project,</li><li>without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.</li></ul></li><li>The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviations from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.</li><li>The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC and new approval received before or on the expiry date.</li><li>In the interest of ethical responsibility the NWU-RERC retains the right to:<ul style="list-style-type: none"><li>request access to any information or data at any time during the course or after completion of the project;</li><li>withdraw or postpone approval if:<ul style="list-style-type: none"><li>any unethical principles or practices of the project are revealed or suspected,</li><li>it becomes apparent that any relevant information was withheld from the NWU-RERC or that information has been false or misrepresented,</li><li>the required annual report and reporting of adverse events was not done timely and accurately,</li><li>new institutional rules, national legislation or international conventions deem it necessary.</li></ul></li></ul></li></ul>
---

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

**Prof Amanda Lourens**  
Chair NWU Research Ethics Regulatory Committee (RERC)

## LANGUAGE EDITING CERTIFICATE

### *Declaration*

*This is to declare that I, Annette L Combrink, accredited language editor and translator of the South African Translators' Institute, have language-edited the mini-dissertation by*

**O.A. Nthutang**

17119618

*with the title*

**Ramifications of change management initiative: Case study of FNB  
(Hogan Technology Quality Assurance)**



*Prof Annette L Combrink*

*Accredited translator and language editor*

*South African Translators' Institute*

*Membership No. 1000356*

*Date: 27 June 2016*

## **ABSTRACT**

The purpose of the study is to interrogate and assess change reception by Hogan Technology Quality Assurance (HTQA) employees and determine the extent of and reasons for the HTQA employee exodus that resulted from a change initiative. HTQA is a division of First National Bank (FNB) also known as FNB (HTQA). The organisation went through a major transition during 2010 subsequently resulting in approximately 20% of talented employees voluntarily leaving the organisation. It is possible that during change dysfunctional behaviour can come to the fore, and if not managed properly can yield negative results on the outcome of change.

A literature review on change management models, management impact during change implementation, resistance to change as well as human dimensions during change was carried out to get a deeper understanding of the phenomenon under study.

A qualitative approach was viewed as appropriate and adopted in order to collect rich descriptive data and realise a more comprehensive meaning and reason of the phenomenon being studied (Maree, 2007). Structured face-to-face interviews were carried out to gather information from participants in the vicinity; for other participants emails were used to collect data.

Study implications as to the role of management were drawn based on the data gathered and thematic analysis in conjunction with literature review stipulations. The major themes that emerged, as to why employees voluntary left the organisation during a change intervention were identified as lack of information dissemination (lack of communication); scepticism; fear of the unknown and lack of employees' involvement during change execution. This indicates a lack of proper change management by management and the importance of employee involvement, focusing on interpersonal communication during change. Change is not just a happening, but an involved and evolving process.

Key words: change management, employee involvement, resistance to change, employee turnover, ramifications of change implementation

## Table of Contents

DECLARATION.....	ii
DEDICATIONS AND ACKNOWLEDGEMENTS.....	iii
ETHICS APPROVAL OF THE PROJECT.....	v
LANGUAGE EDITING CERTIFICATE.....	vi
ABSTRACT.....	vii
Table of Contents.....	viii
CHAPTER 1: INTRODUCTION.....	1
1.1 INTRODUCTION AND ORIENTATION OF THE STUDY.....	1
1.2 PROBLEM STATEMENT.....	1
1.3 PURPOSE STATEMENT.....	2
1.4 RESEARCH QUESTIONS.....	3
1.5 JUSTIFICATION OF THE STUDY.....	3
1.6 THEORETICAL PERSPECTIVE.....	3
1.9 DATA COLLECTION.....	4
1.10 DEFINITIONS AND ASSUMPTIONS.....	5
1.10.1 Delimitations.....	5
1.10.2 Assumptions.....	5
1.10 OVERVIEW OF THE CHAPTERS.....	6
CHAPTER 2: LITERATURE REVIEW.....	7
2.1 INTRODUCTION.....	7
2.2 CHANGE MANAGEMENT MODELS.....	8
2.2.1 Kurt Lewin's Three-Step Model of Managing Change.....	9
2.2.2 John Kotter's 8-Step Model to change management.....	10

2.3	HOW CAN CHANGE BE EFFECTUALLY MANAGED?	13
2.4	WHY CHANGE EFFORTS FAIL?	15
2.5	THE HUMAN DIMENSION TO CHANGE	17
2.6	SUMMARY AND CONCLUSION	19
CHAPTER 3: RESEARCH METHODOLOGY		20
3.1	INTRODUCTION	20
3.2	RESEARCH DESIGN	22
3.2.1	Qualitative research	22
3.2.2	Biases	23
3.3	RESEARCH PARADIGM	23
3.4	RESEARCH POPULATION AND SAMPLING	24
3.5	RESEARCH PROCESS	26
3.5.2	Phase 2: Data collection	27
3.5.3	Phase 3: Data Analysis	32
3.5.3.1	Method of data analysis	32
3.6	ASSESSING QUALITY AND RIGOUR	36
3.6.1	Credibility	37
3.6.2	Dependability	37
3.6.3	Transferability	38
3.6.4	Conformability	38
3.7	RESEARCH ETHICS	39
3.7.1	Informed Consent	39
3.7.2	Confidentiality, anonymity and bias	39
3.8	LIMITATIONS OF THE STUDY	40
3.9	CONCLUSION	40

CHAPTER 4: FINDINGS AND DISCUSSION .....	41
4.1 INTRODUCTION .....	41
4.3 THEMES IN CONTEXT .....	42
4.2.1 Themes identified .....	42
Theme 1: Initial optimism .....	42
Theme 2: Communication.....	43
Theme 3: Scepticism .....	46
Theme 4: Fear of the unknown .....	47
Theme 5: Involvement during change .....	49
4.4 CONCLUSION .....	51
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS .....	52
5.2 DISCUSSION .....	52
5.2.1 Research question 1: How did FNB (HTQA) employees respond to the change initiative? .....	52
5.2.2 Why did employees leave the division? .....	53
5.3 LIMITATIONS TO THIS RESEARCH.....	54
5.4 MANAGERIAL IMPLICATIONS OF THIS STUDY .....	54
5.5 OPPORTUNITIES FOR FUTURE RESEARCH .....	55
5.6 FINAL CONCLUSION .....	55
REFERENCES .....	56
ANNEXURES.....	66
Annexure A: Letter of Introduction and Informed Consent.....	66
Annexure B: An interview guide.....	68
Thank participant and explain purpose and process .....	68

## LIST OF FIGURES

Figure 2.1: Kurt Lewin's Change Management Model .....	9
Figure 2.2: John Kotter's 8-step change model .....	10
Figure 2.3: Fritz Roethlisberger's X chart .....	17
Figure 2.4: Individual response to change .....	17
Figure 3.1 Research methodology and process .....	21
Figure 3.2: Theoretical perspective .....	24
Figure 3.3: Research process followed .....	26
Figure 3.4: An example of the email sent to participants .....	27
Figure 3.5: Participants adding to the notes after the interview .....	31
Figure 3.6: Open text coding .....	34
Figure 3.7: Axial coding.....	34
Figure 3.8: Selective coding and themes .....	35

## LIST OF TABLES

Table 3.1: Biographical information of the interviewed participants .....	25
Table 3.2 Advantages and disadvantages of using semi-structured interviews .....	28
Table 3.3 Interview schedule .....	30
Table 3.4 Themes and explanations .....	35
Table 4.1 Participants' coding .....	41
Table 4.2 Initial Optimism during HTQA change implementation .....	43
Table 4.3 Lack of communication during change .....	45
Table 4.4 Scepticism during change at HTQA .....	47
Table 4.5 Fear of the unknown during HTQA change implementation .....	48
Table 4.6 Employee Involvement .....	49

## **CHAPTER 1: INTRODUCTION**

### **1.1 INTRODUCTION AND ORIENTATION OF THE STUDY**

Hogan Technology is a service delivery division which offers IT system solutions to the retail and corporate banking of First National Bank. The division comprises several teams that specialise in different aspects of software development within Hogan Technology. Each team is made up of system developers, business analysts, system analysts and quality assurance specialists.

The decision was taken by the Hogan Technology Management to centralise quality assurance, meaning that all quality assurance specialists were going to form one quality assurance team. The decision was implemented and Hogan Technology Quality Assurance (HTQA) was formed, among other things. Currently HTQA plays a pivotal role in the development of secure, stable, serviceable and user-friendly software.

Hogan Technology Quality Assurance (HTQA) has lost approximately 20% of their human capital since the transition due to voluntary resignations. Management expressed their concern and surmised that it has to do with the change execution.

The purpose of the study comprises four main objectives. First, to investigate, identify and describe the change management approach and process implemented by HTQA. Second, establish how employees experienced the change process. Third, determine why employees left the organisation. And lastly, the study looks into possible ramifications and resistance to change that led to workforce turnover trends.

### **1.2 PROBLEM STATEMENT**

Most organisations do not operate in a stable environment due to unavoidable forces (Langton *et al.*, 2013). This is attributed to the pace at which external environmental factors grow. As a result, they make change an inevitable phenomenon to the livelihood of any organisation (Waddell *et al.*, 2004). Therefore, organisations need to change to adapt to continually changing external environmental factors to stay

ahead of the competition, to improve performance and to influence future changes. Hogan Technology is not immune to these external factors and, therefore, has to embrace change.

HTQA is a quality assurance division that came into existence as a result of organisational change. Hogan Technology management took a decision to centralise testing where software quality control engineers were removed from their respective teams to form a division known as FNB (HTQA). This change was experienced as a major transition subsequently resulting in many talented employees voluntarily leaving the organisation.

It is not surprising for employees to leave an organisation during change implementation as change in general is resisted by people due to a fear of the unknown (Langton *et al.*, 2013). However, the extent to which talented and needed employees left is worrying. High employee turnover has a grave implication on organisation's strategic vision (Schaufeli & Bakker, 2004). There is a need to interrogate the exodus of much needed skilled employees and to assess the change management methodology and process used by Hogan Technology.

According to (Langton *et al.*, 2013), it is the responsibility of change agents to ascertain the successful implementation of a change initiative. Their ultimate responsibilities include; motivating employees, implementing the envisaged vision and managing the forces against change initiative.

### **1.3 PURPOSE STATEMENT**

A purpose statement is a succinct, goal-oriented statement that encapsulates the study topic and its goals (Creswell, 2013). Accordingly, the purpose of the study is to:

- Interrogate and assess change reception by HTQA employees; and
- Determine the reasons behind the HTQA employee exodus.

## **1.4 RESEARCH QUESTIONS**

This study aims to answer the following questions:

- How did FNB (HTQA) employees respond to the change initiative?
- Why did employees leave the division?

## **1.5 JUSTIFICATION OF THE STUDY**

This study contributes to the academic understanding of the meticulous implementation of change management model; an element where change implements plays a pivotal role. From the theoretical perspective, this study helps to identify models used for change management. Furthermore, it highlights impediments, barriers and concomitants in the implementing of change and suggest possible remedies.

HTQA management will benefit a great deal from this study as they will gain insight into why employees left the organisation during and after change management implementation; it will assist in the thorough implementation of future change management initiatives; and will further assist Hogan Technology Human Resource Department (HRD) to develop turnover preventative and retention strategies.

## **1.6 THEORETICAL PERSPECTIVE**

The theoretical perspective is defined as “informing the methodology and thus providing a context for the process and grounding its logic and criteria”. 3. The ontology of the study is concerned mainly with gathering in-depth meanings and interpretation of HTQA employee’s ambiances regarding the change; the epistemological perspective is predominantly constructionist in nature (Yin, 2003). Thus, it is rational that interpretivism should be the theoretical stance underpinning this study.

Interpretivism is the theoretical perspective of the study for the following reasons. Firstly, from an interpretivist viewpoint, people act purposefully and make meanings in and through their activity (Walsh & Downe, 2006). Also, Cohen *et al.* (2013)

advocate the use of interpretivism stating that (1) individuals are unique and largely non-generalizable. There are multiple interpretations of, and stances on, single events and situations. (3) Situations need to be examined through the eyes of the participants, rather than the researcher.

## **1.8 RESEARCH METHODOLOGY**

The methodology is “the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of the methods to the desired outcomes” (Crotty, 1998). Qualitative research methodology is adopted for this exploratory research study. This research methodology is an approach that allows a researcher to examine meticulously people’s experiences in detail, by using a specific set of research methods such as in-depth interviews, focus groups, observation, content analysis, visual methods, and life histories or biographies (Hennink *et al.*, 2010). Its ways and means predominantly generate words, rather than numbers, as data for analysis.

Qualitative research “is hypothesis generating” (Merriam, 2009), rather than testing the hypothesis. This study aims to collect in-depth data regarding change management models as well as highlighting impediments, barriers and concomitants to the implementation of a change initiative.

The essence of a qualitative approach is to gain a better understanding in the social context of participants by gathering comprehensive information (Crotty, 1998). The researcher used structured face-to-face interviews with the change agents and employees with the aim of getting a thorough understanding of the change management implementation process employed as well as change reception by employees.

## **1.9 DATA COLLECTION**

Qualitative research techniques were used to gather data, where structured face-to-face interviews were carried out with FNB (HTQA) employees who were part of the

transition. Telephonic interviews were conducted as another approach of collecting data from participants that were not in the researcher's vicinity.

## **1.10 DEFINITIONS AND ASSUMPTIONS**

### **1.10.1 Delimitations**

Within any study, constraints need to be recognised to ensure that the investigation remains focused and feasible. According to Simon (2011), delimitations are those characteristics that limit the scope of the study and delineate boundaries. There are several delimitations to the study namely:

- The literature focused on change management implementation models;
- Key factors for effective implementation of change initiative;
- Employee exodus during and after change implementation; and
- Why change initiatives fail.

The study is based on FNB (Hogan Technology Quality Assurance) and the outcomes cannot be assumed to be applicable to other organisations.

### **1.10.2 Assumptions**

A thing that is accepted to be true without validating whether or not they are actually true is referred to as an assumption (Simon, 2011). There are several assumptions that underlie this study, namely:

- Participants providing truthful and honest answers.
- The qualitative research is an appropriate research design to explore HTQA phenomena.

## 1.11 DEFINITION OF KEY TERMS

Table 1:1 Key Terms

<b>Key term</b>	<b>Meaning</b>
Change management	A methodology to transition, individuals, teams and organisations to a preferred or desired future state (Cowley, 2007).
Change management model	It is a tool used to manage and implement change initiative effectively (Burnes, 2004).
Change agent	A person from inside or outside the organisation who helps an organisation to an effective transformation while focusing on organisational effectiveness, improvement and development (Carnall, 2003).
Barrier	Something that hinders understanding amongst or between people (Dawson, 2003).
Hogan Technology	A division that provides IT solutions to First National Bank.
Hogan Technology Quality Assurance	A division that provides software quality assurance services to Hogan Technology.

## 1.10 OVERVIEW OF THE CHAPTERS

In chapter 2, the literature on change management models is discussed. Further, as identified in literature, change initiatives' barriers, impediments and concomitants are identified and discussed.

Chapter 3 provides comprehensive information about the research methodology of this study. The methodology section consists of research design, research approach, research sample, research process, data collection method, data analysis and limitations of the study. Chapter 4 reports on research findings of six interviews conducted. Chapter 5 of the study provides an in-depth discussion of the findings.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 INTRODUCTION

Change management is the process of persistently renewing an organisation's direction, structure, and capabilities to serve the dynamic needs of internal and external customers (Moran & Brightman, 2000). Burnes (2004) shares the sentiments and adds that change is a recurring feature of organisational life. Prosci, a world-leading organisation in benchmarking research and change management products defines change management as the application of a structured process and set of tools for leading the people side of change to achieve the desired outcome.

The change management model is a schematic description or guideline for the implementation of effective change initiatives. The use of a change management model allows the change management team to focus their activities on specific business results (Cameron & Green, 2015). Furthermore, this gives the change management team an indication or ability to identify where the change is not working which results in the team being able to come up with preventative measures or strategies (Moran & Brightman, 2000).

It is not uncommon for employees to leave organisations during change as change in general is resisted by people due to fear of the unknown (Langton *et al.*, 2013). Organisational change causes individuals to experience a reaction process (Todnem By, 2005). Quinn and Cochran (2002) describe the reaction process as consisting of four phases, namely: initial denial, resistance, gradual exploration and eventual commitment.

Strebel (1996), in his research, addressed an interesting question, "why do employees resist change?" Her inference was that it was primarily because they fear the unknown. That is, they feel anxiety about how the change will affect them in terms of job performance as well as relationships with other employees. Langton *et al.* (2013) add that resistance is a natural and normal response to a change initiative because it involves going from the known to the unknown state.

Management needs to pay considerable attention to the employee issues during change as people issues are significant to the success of change; it is of paramount importance to effectively manage the human side of change, which means paying close attention to the psychological aspect of employees' experience during the change (Strebel, 1996).

According to Strebel (1996) resistance to change may be positive because it slows down the speed with which innovation might be going and allows time for people to adjust to it. Unfortunately, resistance to change sometimes goes past a healthy discomfort, and Fine (1986) in her research found these types of employee resistance: (1) task avoidance or postponement, (2) hostility (stated or unstated), (3) resignations, and (4) under-production (meeting only minimum expectations of one's work).

The following section of this chapter considers the literature on change management models. The second aspect of the section focuses on the human dimension to change. Lastly, further details on managing resistance to change are given.

## **2.2 CHANGE MANAGEMENT MODELS**

Mento *et al.* (2002) express the notion that quantum numbers of change management models exist with the purpose to guide and coach the implementation of change initiative in an organisation. Change management models are crucial to the implementation of change initiative as they assist change agents to be effective in reacting to the dynamics of change (Hayes, 2014). The research question of the study is to examine meticulously John Kotter's eight-step model that FNB (HTQA) employed in carrying out the change endeavour. In this section of the paper, only two change models are discussed, namely: Kurt Lewin's three-step model to change management; and John Kotter's 8-step process to change management as well as the pros and cons thereof.

## 2.2.1 Kurt Lewin's Three-Step Model of Managing Change

This model is entrenched in the general systems theory; more specifically, it is concerned with determining a sense of balance between positive forces on change and obstacles referred to as quasi-stationary social equilibrium (Lewin, 1951). There are three steps to the model, namely: Unfreeze, change and refreeze (see figure 2.1) (Kurt Lewin's Change Management Model).



Figure 2.1: Kurt Lewin's Change Management Model

Source: [http://www.mindtools.com/pages/article/newPPM\\_94.htm](http://www.mindtools.com/pages/article/newPPM_94.htm)

Stage one of the model, according to Lewin (1951) (in Burnes, 2004), involves creating the stimulus for change. During this first phase, Burnes (2004) adds that there are two forces at play when individuals go through change. The first force is anxiety. This anxiety is associated with learning something new where individuals' concerns revolve around the failure and exposure. The second force is survival anxiety which entails resistance to change. The main concerns for the second force of individuals revolve around guilt for not changing. For a change to progress to the next stage it is fundamental to move past anxieties and survival anxiety needs to be greater than learning anxiety that results in motivation to change (Burnes, 2004).

The second stage of the model is to change. Once there is adequate discontentment with the current state of the organisation and the desire exists to change, it is essential to identify what needs to be changed. During this stage three factors play a pivotal role in ensuring effective change, namely cognitive restructuring that involves handling of new information which has its concomitants; namely, semantic redefinition where words or sayings can be misinterpreted; cognitive expansion where words or sayings can be broadly interpreted than intended; and scale of judgement or evaluation (Schein, 1996, in Burnes, 2014) During this stage

reinforcement of an envisaged state needs to be succinctly expounded to circumvent change misperceptions. “Activities that aid in making the change include imitation of role models and looking for personalised solutions through trial-and-error learning” (Schein, 1995, in Burnes, 2014). According to Lewin (1951), the last step of the model which is refreezing refers to the bolstering or embedding new change.

According to Firth *et al.* (2004), the change model proposed by Lewin is simplistic and offers no instruction on how to manage the change. Support the criticism and state the Kurt Lewin’s model overlooks three essential ingredients in the effective change process namely, strategic vision, change agents and disseminating change (McShane & Von Glinow, 2000). Nickols (2000) adds to the discussion that Lewin’s model does not cater for organisations that are already unfrozen.

### **2.2.2 John Kotter’s 8-Step Model to change management**

*Over decades, Dr Kotter observed the behaviour and results of hundreds of organisations and thousands of leaders at all levels when they were trying to transform or execute their strategies. He identified and extracted the success factors and combined them into a methodology, the 8-Step Process. He then founded a firm of experts, Kotter International, to implement the approach across a diverse range of organisations (Kotter-Foundation).*

According to Metre (2009), most of the change management initiatives are based on John Kotter’s 8 step model (see figure 2.2). Smith (2011) responds to Metre (2009) enunciation and states that Kotter’s model has been pragmatic and adapted since the mid-1990’s and is still a widely quoted and applied within management settings today.

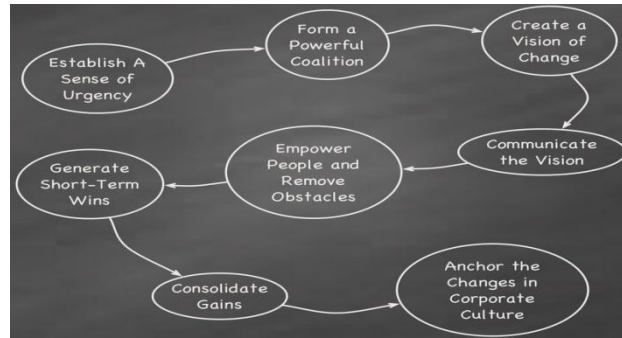


Figure 2.2: John Kotter's 8-step change model

Source: <http://blog.delphix.com/ron/2014/10/16/8-steps-successful-change-management/>)

Step one is concerned with establishing a sense of urgency. Varkey and Antonio (2010) state that the change project leader should be intimately associated with and feel the need for earnestness for change. The results of this, according to Metre (2009) create a sense of realism with respect to change efforts goals and objectives.

Forming a powerful coalition, which is step two, is described by Metre (2009) as encouraging teamwork and unity throughout the change process that is assembling a group with commitment and power to lead the change endeavour ranging from senior management. Step three, as enunciated by change management aficionado John Kotter, focuses on creating a vision for the change effort. According to Kotter and Cohen (2002) the guiding coalition that is inculcated in step two is of paramount importance for this step reason being, failure to create such coalition the change objective can easily dissolve into a list of confusing and incompatible projects. Whelan-Berry and Somerville (2010) assert to John Kotter's model third step to the model that once a coalition has been formed, an effective vision is essential with the aim of breaking the status quo and looking beyond the immediate goals for the organisation. Kotter and Cohen (2002) add that a clearly defined vision is easier for employees to understand and act on. Choi (2006) adds that the epitome of this stage is to motivate followers through empathy, envisioning, empowerment and inspire energy towards change this is complemented by (Brower *et al.*, 2007).

According to Kotter and Cohen (2002) step four concentrates on communicating the vision. Communication is a critical element of change management effort because it carries the higher propensity of reducing uncertainty during change effort (Bordia *et al.*, 2004). Ambiguity can be lessened as well as restraining forces to change initiative (Nelissen & van Selm, 2008).

Step five concerns empowering people and removing obstacles or embracing change (Kotter & Cohen, 2002). At this point of the change process, elimination of impediments is essential. Employees are emboldened to try new ideas and approaches, often just simply by the successful communication of the vision across the organisation (Bordia *et al.*, 2004).

Step six involves creating small achievable goals (Kotter & Cohen, 2002). This way 'quick wins' occur in which employees feel that they have achieved something. As a result, high motivation is likely to be sustained. Short-term wins prove that the change effort is paying off (Strebel, 1996).

The seventh step, according to Koetter and Cone (2002) involves consolidating improvements. According to Turner Parish *et al.* (2008), the establishment and sustenance of key precursors to an affective commitment to change that are employee engagement, job motivation and role autonomy must be promoted. As Van Dam *et al.* (2008) state, encouragement of employee participation is essential and adds that to reinforce the change initiative promotion of employees or hiring people that can enact the vision of the organisation is also a conspicuous initiative.

The last step of the model concentrates on anchoring the changes in corporate culture (Kotter & Cohen, 2002). New behaviours are subject to degradation if the change is not bolstered or the new behaviours are not institutionalised (Kotter & Cohen, 2002). He cites two factors that are essential to the institutionalisation of change in corporate culture: showing employees how the change has positively impacted organisation's performance, and ensuring that next generation leaders personifies the change (Strebel, 1996).

Frameworks for change agents are essential for a change initiative to be sustained (Massey & Williams, 2006). Buchanan *et al.* (2005) mention that institutionalisation processes include training to inaugurate proficiency and employee commitment to the organisation and the change.

Grigorescu and Bob (2010) collated Kotter's eight step model success conditions, namely: All stages are of paramount importance (no shortcuts); at least 75% of managers must believe that the status quo is more dangerous than the unknown; there must be a need to allow broader job autonomy, and continuous communication is essential.

Kotter's model forces employees to be objects of the change initiative. O'Keefe (2011) takes the perspective to the game of chess in comparable to Kotter's change model, insinuating that employees are treated like ineffective pawns susceptible to the decisions made to protect the king and the queen.

O'Keefe (2011) adds that John Kotter's 8-step model of change involvement perspective pays too much attention to on senior managers and change agents but doesn't ask for much of employees. According to O'Keefe (2011), Kotter's model expects management and change agents to be experts in communications, have all the answers to all debacles intrigued by change as well as managing talent.

Change-This-Organisation (2014) collated challenges expounded by diverse writers with regards to John Kotter's 8-Step Model disadvantages, namely, blunders at any step can have a demoralizing effect on the change, slowing momentum, and potentially negating hard-won gains (Kotter, 2008); a rigid approach as Kotter contends that all eight steps must be followed in sequence or they will prejudice success of the change (Appelbaum *et al.*, 2012); and incongruity for small teams (Davis, 2003).

### **2.3 HOW CAN CHANGE BE EFFECTUALLY MANAGED?**

Immense amounts of practitioner-oriented literature exist on how to effectively manage a change initiative (Kotter & Cohen, 2004). Predominant recommendations

include encouraging participation from a large number of employees; allowing them to address their concerns, tapping the energy and commitment of change champions; demonstrating senior management commitment to the change initiative; and, ensuring that leaders act as role models for the change (McShane & Von Glinow, 2000).

According to Browne *et al.* (2010), when the decision to apply organisational change occurs, it is essential for management to pay attention to employees' attitudes, perceptions, actions and motivation levels. According to Crawford (2003), change initiatives consist of hard and soft aspects. McShane and Von Glinow (2000) advocate that the critical component of a change is managing the change's soft aspects namely, culture and motivation. Softer aspects of change need adequate attention since they have the propensity of wrecking the change effort if they are not effectively dealt with (Morgan & Zeffane, 2003).

According to Beer and Nohria (2000), there are five fundamental phases which need to be part of an effective change management program (see Table 2.1).

Table 2.1: Fundamentals phases to effective change implementation

<b>Phase</b>	<b>Description</b>
1. Build case for change	Provides a foundation as to why the change is essential
2. Share the vision and values	Communicate the vision for the future
3. Resources and Information	Change initiatives must be satisfactorily resourced and effectively project managed to ensure that the envisaged state is attained e.g. finance
4. Management and leadership capability	It is essential to ensure that managers and leaders possess the necessary skills to manage the change

5. Communication	Communication is vital throughout the stages in order to keep everyone affected by the change informed and motivated
------------------	--

The degree to which each of these five variables is displayed in effective change ventures will differ contingent upon the way of the change undertaken. Further, while specific activities and ventures have a limited time span, change is a progressive procedure, so it can be difficult to distinguish effective change. In addition change programs that are at first seen as a win can later be pronounced dangerous as duty winds down and individuals return to old practices (Beer & Nohria, 2000).

## 2.4 WHY CHANGE EFFORTS FAIL?

According to Pascale *et al.* (1997) in Heracleous (2002), change efforts fail most of the time because soft cultural and social aspects of organisations often receive inadequate thoughtfulness in organisation change programs. Kotter and Schlesinger (1979) in Heracleous (2002) add that change management approaches that are oriented to a 'hard' understanding of an organisations, such as business process re-engineering, are unlikely to identify social, political and cultural issues accompanying the proposed change.

Kotter and Cohen (2004) identified errors deduced from his eight-step transformation model that organisations do that subsequently result in change effort failure. According to Kotter and Cohen (2004) the first step requires aggressive cooperation of many individuals being change agents and everyone involved and affected by the change.

Without motivation, people will not help and the change goes nowhere. Another element he adds is management underestimating how hard it can be to move people from their comfort zones.

The guiding coalition emerges the envisaged organisations' disposition that is comparatively easy to pass on to clients, stakeholders and employees (Appelbaum *et al.*, 2012). A vision says something that clarifies the direction in which an

organisation needs to move, and failure to expound and create change vision leaves some resources feeling alienated or having a blurry picture about the change (Kotter, 2008).

Effective implementation of change necessitates continuous communication (Elving, 2005) as it impacts on employees' readiness to change. According to Kotter (2008) this plays a pivotal role in winning employees' hearts. The two fundamental aspects of communication during a change initiative are to create cohesion within the organisation; dissemination of employees works alteration as a result of the change. This enlightening function of information dissemination plays a pivotal role in employee's readiness to change and reduces the propensity to resist change (Elving, 2005). Poorly managed communication during change efforts results in persistent rumours within the organisation that amplifies negative aspects of a change (Elving, 2005). Communication creates conditions for commitment. "... people's sense of belonging to the organisation does not primarily depend on the quality of their informal and social-emotional interactions with peers and proximate colleagues, but it is related more strongly to their appreciation of the management's communication" (Turner *et al.*, 2008).

Many change initiatives fail right from inception due to inadequacy in direction as a result of minimal effort in painting a clear picture as to why change is needed (Browne *et al.*, 2010). Organisations often fail to involve employees enough in the story of how the competitive landscape is changing, and what the medium-long term outlook options might be. According to Lunenburg (2010) the prospect of change resistance to emerge from organisation members who participate in the planning and implementation of a change initiative is very minimal. Management and change agents must involve employees in each phase of the change process, failing to do so that opens doors for change resistance and endless confusion (Morgan & Zeffane, 2003).

There are numerous distinct ways to eliminate change resistance (Lunenburg, 2010), namely, "... education and communication, participation and involvement, facilitation

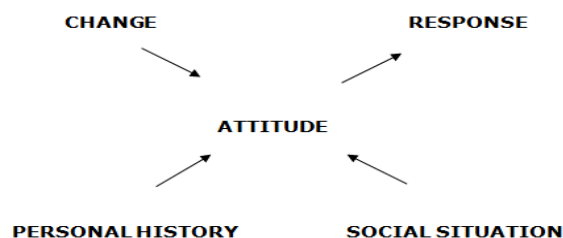
and support, negotiation and agreement, manipulation and co-optation, and explicit and implicit coercion” (Chen *et al.*, 2011, Anderson & Bliese, 2011).

## 2.5 THE HUMAN DIMENSION TO CHANGE

Most people when confronted with the conditions that are contrary to their inner beliefs tend to prune away the new information in order to maintain or sustain their opinions which are concerned to as cognitive dissonance reduction (Brown & Cregan, 2008).

According to Roethlisberger and Dickson (2003), Fritz Roethlisberger (1939) conducted Hawthorne studies and documented the fact that each situation is understood by an individual according to their attitude, he developed this into a diagram known as Roethlisberger’s X chart (see figure 2.3). Employees’ attitudes to change heavily depend on the vantage point (Roethlisberger & Dickson, 2003). The key concept according to Roethlisberger (1939) in Roethlisberger and Dickson (2003) is a psychological advantage.

Figure 2.3: Fritz Roethlisberger’s X chart



Source: Brown and Cregan (2008) - A guide to leading the change

There are several stages that people move through during the change process, each requiring a different approach to management and communication (see figure 2.4) which Brown and Cregan (2008) define as individual responses to change.

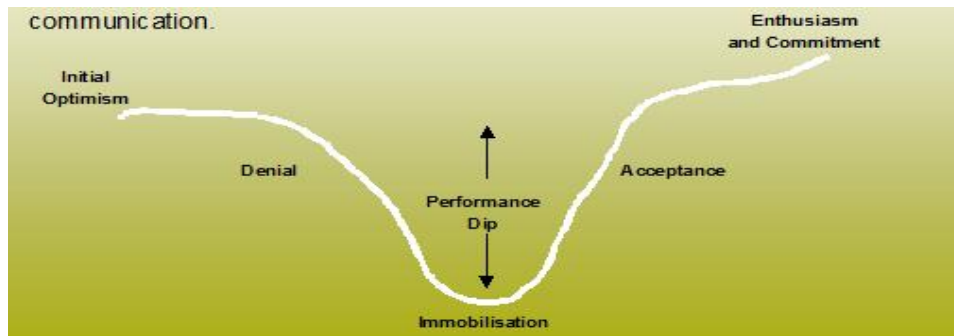


Figure 2.4: Individual response to change (Source: Brown and Cregan (2008): A guide to leading the change

Leaders at all levels need to understand and be aware that employees respond differently to change, hence at times different approaches and strategies may be desirable. The employees who resist change are usually perceived as lacking the psychological make-up to deal with change, and so, are said to possess a higher propensity of cognitive dissonance with regard to change, whereas those that are in support of the change are viewed as “go-ahead” individuals with “good stuff” for career success (Dawson, 2003).

One of the primary reasons employees resist change is simply because the proposed change initiative may put an end to the continuity of the working environment and create an ambience of improbability and indistinctness (Dawson, 2003).

Resistance to change has been well-known to come to the fore as a result of one or a combination of the following elements, namely, change in skill requirements (substantive change in job); disruption of social arrangement; psychological threat (whether perceived or actual); and the redefinition of federal agency relationships (Strebel, 1996).

Belcher (2014) explicated four negative ripple effects of employee resistance to change, namely: diminished efficiency, where employees become inefficient in what they do resulting diminished productivity; disruptive work environment, where employees cause commotion with outbursts regarding change or belligerent attitude

with management staff. They may spread that negativity among other employees, encouraging them to act in a similar manner; lower morale, if employees resist the change there is an increased propensity of nihilism that increases the probability of employees leaving the organisation.

Dawson (2003) argues that the key to overcoming resistance to change is effective communication. He adds that the change agent must be capable of instituting events such as socialising within the network of stakeholders and managing the effective communication process.

## **2.6 SUMMARY AND CONCLUSION**

This chapter of the study (Chapter 2) reviewed the literature relating to change management and specifically ramifications of mismanaging the change management process as well as why employees leave the organisation as a result of change management.

This section has achieved three objectives. First, it has expounded different models that can be used in implementing change initiatives. It has explained what every step in a model necessitates. Second, this section (Chapter 2) of the paper has been able to state succinctly the pros and cons of each model considered as well as providing guidelines regarding possible factors to be included during interviews.

Third, the human or employee dimension to change initiative was explained and why employees leave the organisation as a result of change initiative and factors influencing resistance to change as well as the essence of communication during change.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter addresses the rationale and the application of the research methodology used in this study. Figure 3.1 represents a graphic display of the structured discussion of the research methodology and process. First, the research design and research philosophy are discussed. Thereafter, the selection of respondents and sampling is discussed, as well as how the data was collected. The data analysis discussion follows, and the chapter concludes with the aspects of quality, rigour and ethics that have been taken into account throughout this qualitative study.

In this chapter the researcher of this dissertation provides a pragmatic overview of how the research was conducted and what methodology was used. Nevertheless, it should be taken into consideration that it is impossible to offer the entire explanation of every step and determination taken, due to the wide extent of the field. The structure, as displayed in Figure 3.1, and the chronological process are also enlarged upon, including the key phases and methodological decisions, in society to establish quality and validity.

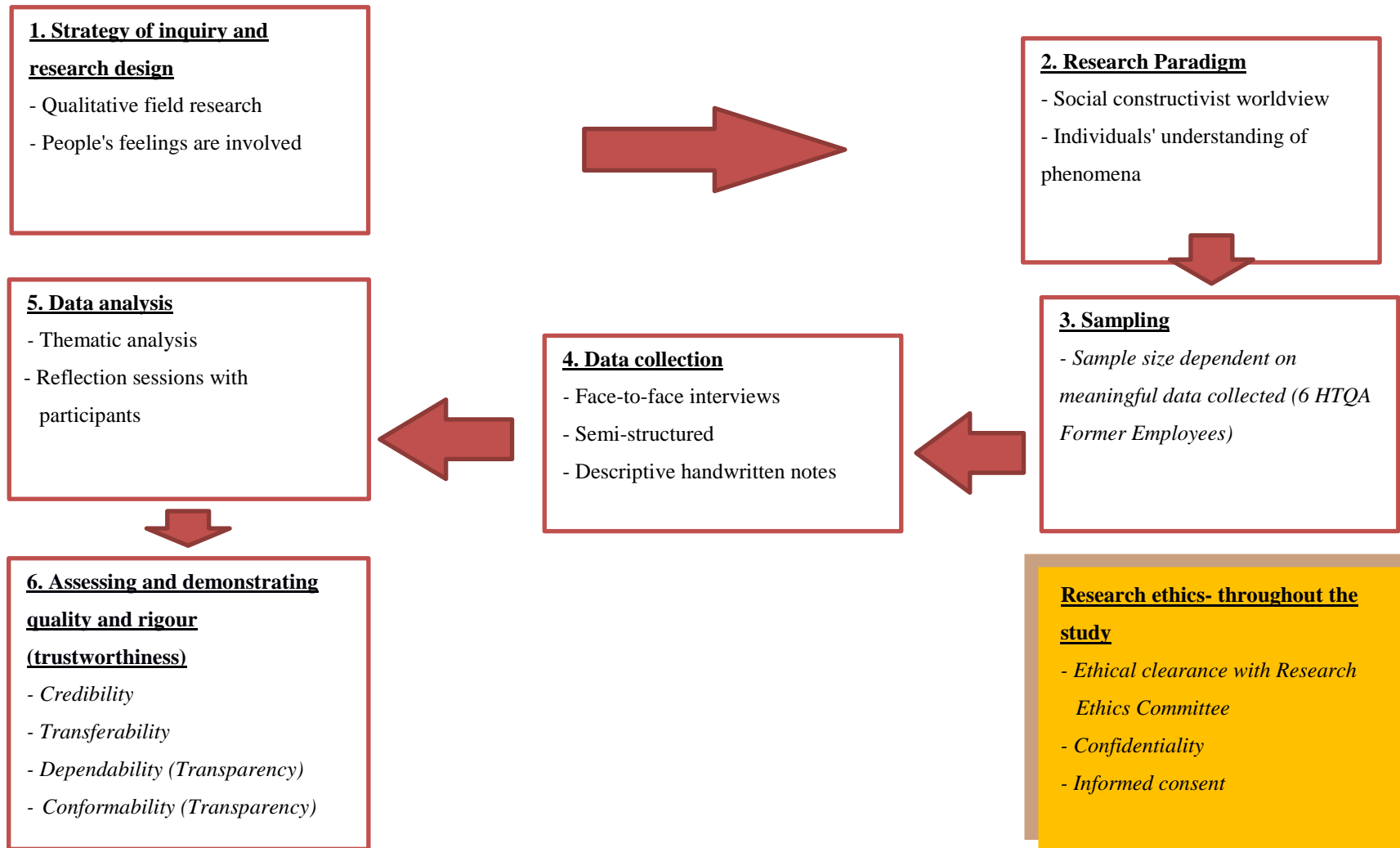


Figure 3.1: Research methodology and process

## **3.2 RESEARCH DESIGN**

According to Quinn and Cochran (2002) a research design is a plan that guides the data collection and analysis of the subject in a coherent way. It likewise provides a structure of the kind of information to be gathered, as well as the resources to be applied in order to best answer the research question(s).

### **3.2.1 Qualitative research**

A qualitative approach was viewed as appropriate and adopted in order to collect rich descriptive data and realise a more coherent meaning and reason of the phenomenon being studied (Maree, 2007). Qualitative research “is hypothesis generating” (Merriam, 2009), rather than proving the conjecture. It aspires to resolve queries about the ‘what’, ‘how’ or ‘why’ of a phenomenon rather than ‘how many’ or ‘how much’, which are done by quantitative methods. If the aim is to find out how a community or people within it perceives a particular case, then qualitative methods are often appropriate (Quinn & Cochran, 2002).

“Qualitative research can be viewed as an umbrella term that covers various interpretive techniques of gaining an understanding regarding how people affect the world and their unique experiences in the world” (Merriam, 2009). This project intends to collect in-depth information regarding change management models as well as highlighting impediments, barriers and concomitants in the execution of a change initiative.

The effect of a qualitative approach derives a better discernment in the social context of participants by collecting comprehensive information (Crotty, 1998). The qualitative researcher’s objective is to examine phenomena in their natural surroundings as they try to find connotations, prominence seen by those who are being searched rather than that of the researcher (Kaplan & Maxwell, 2005). Its methods are flexible in a sense that the consent obtained and the adaptation between the researcher and the participant are in line (Ahrens & Chapman, 2006). The researcher used unstructured face-to-face interviews with the change agents and employees with the objective of obtaining a

thorough understanding of the change management implementation process employed as well as change reception by employees.

According to Bricki and Green (2007) the sample size for qualitative inquiry is typically low to permit the researcher to focus on participants' feelings and vantage position in depth. The epistemological landscape in qualitative research is that it provides data regarding interactions, participants behaviours observed during interviews, vantage and discernments (Browne *et al.*, 2010 Tang, Musell & O'neil, 2010). An epistemological methodology allows the researcher to understand the phenomenon as experienced by the participant (Renkl & Atkinson, 2007).

The qualitative research design for this study was aimed at interrogating, assessing and evaluating the HTQA employee exodus as a result of a change initiative. An inductive approach was used, observations took place during data collection, and subsequently patterns started occurring as the study unfolded.

### **3.2.2 Biases**

"Bias is defined as any tendency that prevents unprejudiced consideration of a question" (Pannucci & Wilkins, 2010). It is of overriding importance for the researcher to pull away emotionally from the study and disregard personal feelings, the intellect being the researcher is the central instrument for data collection (Hennink *et al.*, 2010). Hennink (2010) further advocates that the researcher should under no circumstances lead a participant to believe that something exists. The focal point is mainly on the experiences of participants, these being HTQA employees who have allowed the division as an upshot of the change initiative. Open-ended questions were posted to participants focusing on their experience during the change initiative.

### **3.3 RESEARCH PARADIGM**

In order to engage with the research on a deeper level than mere data gathering, one needs to examine the beliefs and fundamentals of qualitative research (Maree, 2007). Paradigms are models or frameworks deduced from worldview about the nature of

knowledge and being (Maree, 2007). Furthermore, a paradigm addresses essential presuppositions that humans perceive as the truth of reality, that is referred to as ontology and what humans perceive as knowledge is regarded as epistemology (Rubin & Babbie, 2010).

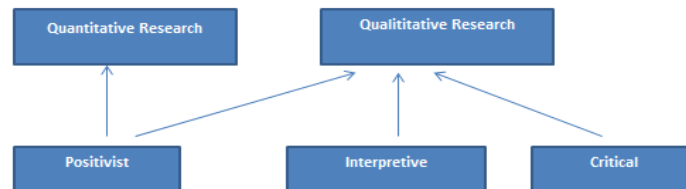


Figure 3.2: Theoretical perspective

Source: (Johnson and Christensen, 2008) : Research Paradigm

As a qualitative research methodology was adopted for this exploratory research study, this research methodology according to (Hennink *et al.*, 2010), is an approach that allows a researcher to examine people’s experience in detail, by using a specific set of research methods such as in-depth interviews, focus groups, observation, content analysis, visual methods, and life histories or biographies.

This qualitative study focuses on interrogating and determining the root of HTQA employee exodus as a result of the change initiative. According to Walsham, 2006), interpretivism or the interpretative branch of qualitative research is applied when we try to make sense of the knowledge and action around humans.

### 3.4 RESEARCH POPULATION AND SAMPLING

A research population is defined as a group of people that meet designated set of criteria (Burns and Grove, 2005). In this work, the populations were Hogan Technology Quality Assurance (HTQA) employees who were part of the change management effort. It includes employees who left the division during and after the change implementation. The target population is the total population or set of individual that the researcher is interested in (Schurink, *et al.*, 2011). Burns and Grove (2005) add that susceptible

population is that fraction of the target population to which a researcher has reasonable access to.

In this study, the susceptible population included those employees who are still part of the HTQA and those who have left the organisation. According to Saunders *et al.* (2009), it is frequently impossible to gather information from the entire proposed population and therefore sampling is applied. Although qualitative research focuses primarily on the fullness and quality of the data, the sampling methodology remains important (Rubin & Babbie, 2010). The sampling methodology coincided with the study's research design strategy, its exploratory and interpretive nature, the research questions, and the data gathering process (short questionnaire and semi-structured interviews).

The research sample is the number of participants chosen to participate in the study (Schurink *et al.*, 2011). According to Creswell, (2009), a phenomenological research might intend to assess a specific research population, but due to data saturation and redundancy the researcher can assess the lesser population. Six (6) ex-HTQA employees were interviewed for this study. This sample size proved to be adequate after redundancy and data saturation had been reached due to repetition demonstrated by a recurrence of themes.

Snowball sampling was used as the data-collection process took place. This sampling methodology falls under non-probability sampling (Rubin & Babbie, 2010), which refers to the approach or technique where participants recruit another subject from among their acquaintances. This occurred when a participant recommended another potential participant, who was subsequently interviewed.

All participants for the study were interviewed by the researcher using face-to-face communication and email messages. The location and time for the interviews were in line with participants' convenience. The participants who were interviewed had at least five years' working experience at Hogan Technology (see Table 3.1).

Table 3.1: Participants biographical information of the interviewed participants

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
Position Title	Test Manager	Senior Test Analyst	Senior Test Analyst	Senior Test Analyst	Automation Tester	Test Manager
Number of years employed at Hogan Technology	11 years	9 years	9 years	11 years	5 years	8 years
Gender	Female	Male	Male	Female	Male	Female
Race	Black	Coloured	Coloured	White	Black	Indian

### 3.5 RESEARCH PROCESS

Figure 3.2 demonstrates various phases followed in applying the methodology stated in the study. For the study to attain credibility, the research process must be reliable and valid (Burns & Grove, 2005).

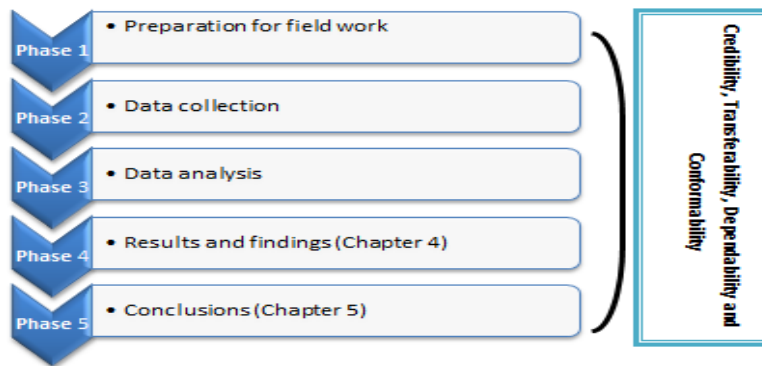


Figure 3.3: Research process followed

#### 3.5.1 Phase 1: Preparation for fieldwork

Participants were invited to participate in the study via an email as this was the convenient means of communication. A prototype email that was sent to invite participants is presented in Figure 3.4. The first section of the email introduced the researcher and further went on to inaugurate the study as well as intentions.

Participants that were keen to participate in the study were interviewed at their workplace as a matter of convenience.

After the participants had been invited to participate in the study and their availability had been ensured (see Figure 3.4), the structured interview questions were finalised and reviewed by the HTQA management as well the research leader. The questions were structured and selected based on the research objectives expounded in chapter 1.

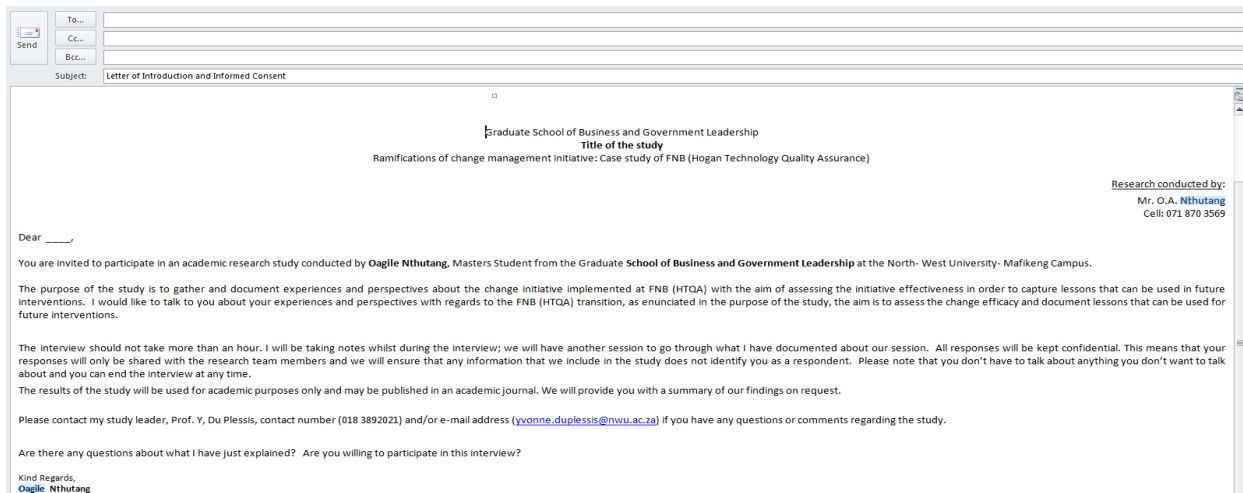


Figure 3.4: An example of the email sent to participants

After the participants had been sent an invitation email, they had the option to take part in the study or not to participate. Participants were also assured that they could withdraw at any point during the interview session. Before each interview, permission to record the interview session was requested and where all participants were not comfortable with that, the researcher had to take notes as participants were talking.

### 3.5.2 Phase 2: Data collection

The method of data collection used was informed by the nature of this study and its objectives. Therefore, one-on-one question and answer sessions were conducted with participants. The structure of the interview questions was informed by literature findings, including research objectives expounded in chapter 1 of this study. According to Sturges and Hanrahan (2004) face-to-face interviews are considered synchronised in

time and place. A semi-structured interview structure allows the researcher the freedom to deviate from the format of the interview guide.

This technique of data collection takes advantage of social cues or “signals that people send through expressions and body language” of which in return can give the researcher more information that can be added to the verbal answer (Bless *et al.*, 2006).

### **3.5.2.1 Semi-structured interviews**

Interviews are extensively used to assess people’s experiences, discernment, stances and feelings of reality. Interviews can be divided into three categories, namely, structured interviews, which follow a set of predefined questions asked in order; semi-structured interviews, where closed and open-ended questions are prepared, but in the middle of the interview the interviewer has room to adjust the sequence in which questions are being asked as well as adding other questions based on the participant’s responses (Fontana *et al.*, 2005);

A semi-structured interview is flexible in nature (Leedy & Ormrod, 2013). This allows the researcher to digress from an interview guide and ask questions from emerging and related themes. Furthermore, the semi-structured interview allowed the researcher to compile and collect consistent information from all participants. There are, however, disadvantages of semi-structured face-to-face interviews. The researcher has a big responsibility to ask and respond to the important questions. Furthermore, bias may occur more readily than with structured interviews, and semi-structured face-to-face interviews are time-consuming (Bless *et al.*, 2006). Table 3.2 is a summary of the major advantages and disadvantages of using semi-structured interviews collated from Bless *et al.*, 2004.

Table 3.2 Advantages and disadvantages of using semi-structured interviews

Advantages	Disadvantages
Gathers comprehensive data	Findings cannot be spread or generalised to the entire population
Provides an understanding and description of how participants experienced a phenomenon	Analysis is time-consuming
The framework can be amended as soon as new information emerges	Bias can transpire

### 3.5.2.2 The interview process

It is fundamental for the researcher to prepare for the interview in order to be in control of the situation. According to Rubin & Babbie (2010), the interview preparation enables familiarisation with the content to be discussed. Chenail (2011) adds that researchers must have pre-interview exercises to improve instrumentality and potential biases. McNamara (2009) provides eight fundamental interview preparation aspects, namely, a place with less distraction with comfortability to participant, explanation of the study's purpose, address confidentiality, the format of the interview must be explained, indication of how long the interview will take, advice the participants how to get hold of you should there be the need to, ask participants if they have questions before interview commencement, and lastly, researchers should not depend on their memory to recall respondents or participants answers.

The researcher reviewed and assessed the questions before each interview. The aim was to refresh on concepts to be discussed with the participant. Thereafter, the researcher continued to conduct a pilot interview with the aim of building self-confidence, familiarising oneself with the interviewing process, and lastly transcribing the data. The information gathered from the pilot interview was so concrete and valuable that it had to be included in the study.

According to Rubin and Babbie (2010), pilot interviews are essential to the researcher in a sense that they give an indication as to whether participants will be able to answer questions; they give an indication to the researcher whether the interview schedule needs to be amended. The researcher conducted six interviews.

Verbal communication and non-verbal communication are part of everyday interactions, and an interview is no exception (Chenail, 2011). During the interview between the researcher and the participants, mutual interaction took place. Furthermore, probing was used in many cases to stimulate the participants for more specific or more in-depth information (Schurink *et al.*, 2011). The interviews could be described as fluent two-way conversations (Maree, 2007).

Five interviews were conducted at the participants' workplace, the sixth participant was not in the researcher's vicinity and the interviewed was carried out telephonically. Table 3.3 presents interview schedules for all participants.

**Table 3.3 Interview Schedule**

<b>Interviewee number</b>	<b>Interview date</b>	<b>Interview location</b>	<b>Interview duration</b>
1	2014-11-10	Johannesburg	60 minutes
2	2014-11-17	Johannesburg	20 minutes
3	2014-11-19	Johannesburg	15 minutes
4	2014-11-20	Johannesburg	20 minutes
5	2014-11-23	Johannesburg	15 minutes
6	2014-11-28	Johannesburg	15 minutes

The researcher made use of an interview guide comprising eight (8) open-ended questions. The interview questions were informed by research objectives outlined in chapter 1 of this study as well as literature review findings.

The interview guide consists of four sections, namely, the background of the change initiative, the participants' psychological stance during change, participants' views of

what could have been done to change their feelings about the change, and, lastly and succinct reason for the departure.

All participants were not comfortable with being recorded during the interview. The researcher had to take notes during the interview, at the end of the interview the researcher had to send the written transcriptions back to the participant via email for content qualification and verification. Participants added more information to the email information when they felt that something had been omitted (see Figure 3.5) and sent it back to the researcher.

*What could have been done better to change your perspective?*

They could have made all the QA resources part of the process or at the very least keep them informed that such an initiative was going to be embarked on. This could have assisted in the transition into the initiative and solicited support that would let them ease in to the change. So by the time the initiative happens most of the anxieties have calmed down. Visible communication of the change could have been done as well

### **Figure 3.5: Participants adding to the notes after the interview**

After each interview the notes and transcriptions were stored on the researcher's computer, Dropbox and email. This process was applied in every interview as detailed analysis in qualitative research is vital in ensuring that participants' responses are captured in their own words (Krippendorff, 2004). The transcriptions empowered the researcher to meticulously analyse participants' responses and construct follow-up question.

Due to the manner in which data was collected in this study, the researcher had to set up follow-up interviews with the participants to ensure that information collected was balanced and thorough. According to Rubin and Babbie (2010) , follow-up interviews assist the researcher in exploring unexpected responses and also acquire nuanced answers when the original response was too general or simplistic.

Some of the participants were not verbose in responding to the questions. The researcher had to schedule a follow-up session with the participants to gather more

information. This follow-up session helped as participants expanded more on their initial responses and the researcher could deduce meaningful information. Concerning participant number 6 when asked whether he/she thought of leaving the organisation during change, the initial response was:

*“Yes, I found it pointless and I would not want to comment more on that”.*

With the help of follow-up interviews the participant was willing to expand on the response and said:

*“The first time when the news of change broke, a good percentage of the workforce was unhappy except few ones who saw it beneficial to them, some actually left the organisation but I stayed and tried to accept the changes and to adapt. However, eventually I realised that it was not worth it as it affected my attitude toward few individuals and my performance.”*

### **3.5.3 Phase 3: Data Analysis**

Maree (2007) defines qualitative data analysis as “working with the data, organising them, breaking them into manageable units, coding them, synthesising them, and searching for patterns”. The objective in the scrutiny of qualitative data is to discover patterns, perceptions themes and meanings. An essential facet of data analysis in a qualitative research case study is the search of denotation through direct interpretation of what is being observed by interpretative researchers as well what is being covered and received by the field of studies (Maree, 2007).

#### **3.5.3.1 Method of data analysis**

The next segment of the study was intended to start analysing the data collected during the interview process. In a case study research as enunciated by (Yin, 2003), categorisation and organisation of data in critical themes, patterns and meanings that emerge from the data is essential in order to create descriptive, multi-dimensional groupings that provide a preliminary framework for analysis, this process is referred to it

as open coding (Strauss & Corbin, 1990). Emerging categories according to Yin (2003) are fundamental as qualitative researchers have a propensity of using inductive analysis.

Thematic analysis approach was used for analysing data collected in this study. According to Krippendorff (2004), this approach is utilised with the primary objective of discovering, examining and reporting patterns within data.

Using the phases of thematic analysis advocated by Braun and Clarke (2006), the approach in this study comprised the succeeding phases:

### **Phase 1: Familiarisation with data**

During this phase the researcher went through the data collected during interview sessions to become familiar with what had been discussed. After going through all the collected data the next phase was to generate codes.

### **Phase 2: Coding**

According to Taylor and Bogdan (1998) coding is the method of analysing and sorting data. It is a process of assigning a short phrase or word that serves as a summative or evocative attribute to a verbose or visual data (Maree, 2007). Three coding levels were used in this study, namely, open, axial and selective coding.

Open coding is the initial stage of coding data where distinct concepts and categories within data are identified (Moghaddam, 2006). Review mechanisms in Microsoft Word came in very handy as displayed in Figure 3.6. The purpose of this approach is to reduce data into categories and themes (Babbie & Mouton, 2002). According to Kaplan and Maxwell (2005), themes are constructs that researchers identify during or after data collection.

I felt that it was not well communicated and the necessary buy in was not sought. It came as a surprise to most of the people directly affected by the change. And I was convinced that the change would not work. My conviction stems from effectiveness of the way of working where we were in close proximity the developers as a result we could be very efficient especially in emergency situations. Furthermore it was a huge mindset shift as most us were accustomed to working in a smaller development teams with QA and Dev resources. In addition the QA resources affected were not involved in the change initiative it was just announced as that is how it will be.

- Comment [ON1]: Communication
- Comment [ON2]: Skepticism
- Comment [ON3]: Fear of the unknown As a result of minimal communication OR blurry vision
- Comment [ON4]: Involvement

**Figure 3.6: Open text coding**

The second phase was axial coding. According to Kaplan and Maxwell (2005), this process solely focuses on concepts and categories deduced from open text coding. This helps the researcher to confirm that concepts and categories matches interview respondent. Axial coding helps the researcher to identify forms, clusters and relationship within data. Microsoft Excel was used to group participants' codes and to identify similarities. Excel raw painting was used to shade similarities on participants' codes (see figure 3.7 illuminating axial coding applied).

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
better communication	Initial Optimism	Skepticism	Initial Optimism	better communication	Initial Optimism
skepticism	Skepticism	Emotionally draining	Fear of the unknown	Change Planning	Fear of the unknown
loss of working relationship	fear of the unknown	Initial Optimism	better communication	Initial Optimism	Change Planning
diminished working relationship	Transparency	Job Security	Change Planning	Transparency	better communication
involvement during change	Involvement during change	Change Planning	Leadership	Involvement during change	Job security
fear of the unknown	Job Security	better communication	Transparency	Skepticism	
Work inefficiency	Diminished working relationship	Involvement During Change			
Job Security	Performance Reviews	fear of the unknown			
	better Communication	Leadership			
	Change Planning				

**Figure 3.7 Axial Coding**

The final stage was to apply selective coding where core codes are identified and examined for interconnections. "Selective coding concentrates on theoretical development regarding the nature and relationships of substance or essential categories and concepts emerging from the data being worked" (Mills *et al.*, 2009). Microsoft Excel paint feature was used to colour code data according to fundamental codes, axial codes were selected as displayed in figure 3.8.



Figure 3.8 Selective coding and themes

### **Phase 3: Searching for themes**

After codes had been categorised, they were clustered into possible themes for the study. Further, data pertinent to possible themes was deduced from notes that were taken during interview sessions. Possible themes illuminated in figure 3.8 were then cut down to a lesser number as other possible themes served as sub-categories. Thereafter, further data that was pertinent to the identified potential themes was compiled from the banknotes that were submitted during the consultation.

### **Phase 4: Reviewing themes**

During this phase the researcher detected that some themes from possible themes identified on from phase 2 were not really themes as there was not enough data to support them or the data was too diverse. It is of paramount importance at this stage for the researcher to revisit themes against an entire dataset (Braun & Clarke, 2006). During this a thematic map should be made upward to illuminate diverse themes. For the purpose of this study Microsoft Excel Spreadsheet was used to indicate this.

### **Phase 6: Producing the meaning of the themes**

In this final phase, themes were finalised and this involved final analysis and writing up the final report. "It is important that the analysis (the write-up of it, including data extracts) provides a concise, coherent, logical, non-repetitive, and interesting account of the story the data tell within and across themes" (Braun & Clarke, 2006). During this phase codes were narrowed down to five themes. Table 3.4 provides a clear elucidation of final themes.

**Table 3.4 Themes and explanations**

Theme	Explanation
1. Change Planning	The process of planning a change initiative and ensuring buy-in is sought from all parties impacted on by the change
2. Communication	The process of disseminating informative information within the organisation with primary objective of managing negative forces during change.
3. Fear of the unknown	A feeling of distress due to a perceived or impending danger
4. Involvement	The act of participating in something. Employees felt alienated during the change that had direct impact on them.
5. Job Security	The propensity/probability that someone will keep his/her job.

### **3.6 ASSESSING QUALITY AND RIGOUR**

Reliability and validity are fundamental aspects of a qualitative research (Creswell, 2009). Quinn and Cochran (2002) advocate that ensuring reliability in a in this study methodology trustworthiness is crucial. According to Creswell (2009) qualitative research is trustworthy when it accurately represents the experiences of the participants.

According to Shenton (2004) there are four criteria which enable a qualitative research to increase the trustworthiness of qualitative research; namely:

- Credibility (related to internal validity): Establishing whether the results of the research are believable. It depends more on the richness of the information gathered than the quantity.
- Transferability (related to external validity): Transferability refers to the degree in which the research can be transferred to other contexts.

- Dependability (associated with reliability): Dependability ensures that the research findings are consistent and can be repeated.
- Conformability (associated with objectivity): Conformability questions ensure that the research findings are supported by the data collected. It will establish whether the researcher has been biased during the study (due to the assumption that qualitative research allows the research to bring a unique perspective to the study).

### **3.6.1 Credibility**

Credibility in a qualitative study refers to the level to which the data accumulated and analysed are viewed as credible and trustworthy (Kumar, 2005). The credibility of the study was firstly evaluated by the researcher himself, securing the exact characterization of the findings based on the phenomenon of the study

These encapsulated activities increase the possibility that credible finding will be produced in a study which revolves around prolonged engagement with participants, allowing them to validate that the reported findings represent their experiences. According to Schurink *et al.* (2011) credibility corresponds roughly with the positivist concepts of isomorphism of findings with reality which is more often than not referred to as internal validity. In this case, the researcher scheduled follow-up sessions with participants to go through the notes that were taken during the interview session. In maximising the credibility themes were discussed with participants.

### **3.6.2 Dependability**

According to Creswell (2009), dependability refers to the permanence of data over a period of time under diverse circumstances. According to Schurink *et al.* (2011) dependability in qualitative studies is not simplistic and can pose barriers to the researcher as human behaviour is not a statistic. In this study this was accomplished by following and demonstrating the research process that was followed as well as keeping records of data collected throughout the study.

### **3.6.3 Transferability**

According to Shenton (2004) transferability is dependent on the thorough description of the overall research design strategy and the sampling methodology. The researcher utilised a variety of material to sufficiently substantiate the research design strategy and attack. The researcher ensured that future researchers could use the same or similar methodology when conducting a similar study. Further, the participants were selected as they provided a rich source of information in understanding the phenomenon under investigation. Thorough and rich descriptions of the study allow the reader to gain a better understanding of the phenomenon of the study and enable them to compare the outcome of the study with similar situations that they may have encountered.

### **3.6.4 Conformability**

According to Creswell (2009) conformability ensures that all the study processes are incorporated to ensure that the findings of the study reflect a direct result of the participants' experiences, thus eliminating researcher bias. The records and information obtained during the study are available to assist future researchers to confirm the research findings. Assessing the accuracy, quality, and rigour of qualitative findings is not easy; especially when the focus of the research is to provide insight, meaning, and interpretation of the phenomenon. To ensure that quality and rigour were obtained throughout the study, the following were considered:

The following strategies were employed to augment the trustworthiness of the research findings: *Interviewing techniques*: credibility within interviewing process was achieved by means of reframing or repeating some questions. Articulating and repetition or expansion of questions in diverse on different ways are ways in which credibility can be increased according to (Rolfe, 2006). The researcher improved credibility by ensuring that the audiences had a logical rationale regarding the same topic in the same audience; *Peer examination*: peer examination according to Rolfe (2006). Rolfe (2006) refers to the researcher having discussions regarding study findings with impartial colleagues who possess experience with qualitative methodologies. The peer reviewers

used in the study were the research supervisor and two fellow students. Peers also helped to check against categories developed out of data and looked for discontinuing or negative events; and triangulation: triangulation is based on the ideology of convergence of multiple positions for mutual substantiation of information to ensure that all aspects of an observable fact have been scrutinized as mentioned by (Rolfe, 2006). Triangulation in this subject area was done by converging multiple perspectives of HTQA employees as well those have left the section, this is commonly brought up to as triangulation of information sources.

### **3.7 RESEARCH ETHICS**

According to Saunders *et al.* (2009) research ethics takes into consideration the researchers' behaviour and treatment of the participants in the study, taking into account their rights, needs and values. Ethical approval was granted for the study as indicated in Annexure A. The ethical considerations pertinent to this study are discussed below:

#### **3.7.1 Informed Consent**

Participants were sent an email asking permission to participate in the study as indicated on Figure 3.4. Furthermore, a letter of consent was signed by participants upon acceptance of the research by the North-West University (Annexure A). The letter of consent ensured confidentiality and participants were also assured that they could secede at any point during the interview session. The researcher also maintained participants' right to anonymity.

#### **3.7.2 Confidentiality, anonymity and bias**

All the documents and notes that could identify the participants were kept safely in electronic formats in two places. The participants were assured that their identity and details would be dealt with in ultimate confidentiality. Only the researcher would be able to identify the participants from the signed consent letter as well as notes that were taken during interview sessions.

The researcher also had to be aware of possible bias towards the data and had to specifically deal with this in the analysis of the data ensuring ethical conduct for credibility.

### **3.8 LIMITATIONS OF THE STUDY**

According to Simon (2011) limitations are those characteristics that limit the scope of the study and delineate boundaries. There were numerous limitations in the study as expounded on in chapter one of this study, the fundamental one being the small sample size.

According to Bricki and Green (2007) the sample size for qualitative inquiry is typically low to permit the researcher to focus on participants' feelings and vantage position in depth. Creswell (2009) advocates that due to this small sample size, study findings cannot be generalised to the entire population.

Secondly, the study focused on FNB (HTQA), therefore the study findings cannot be assumed to be applicable to any other organisation. Thirdly, there are plenty of change management models, but this study only looked at Kurt Lewin's three-steps model to change as well as John Kotter's eight-step model to change due to time constraints.

### **3.9 CONCLUSION**

The primary objective of this chapter was to describe the research methodology used in this study. This was reached by expounding on research design, sample, the research process, data-collection method, and information analysis method employed in this study.

The following chapter's objective is to present the findings of the study where identified themes will be clearly outlined.

## CHAPTER 4: FINDINGS AND DISCUSSION

### 4.1 INTRODUCTION

The purpose of this chapter is to present the findings of the study. This is accomplished by discussing emerging themes during face-to-face interviews which were conducted with six former HTQA employees. It is of paramount importance to note that themes were extracted from interview data and not beforehand. The focal point resided in participants' experience during change initiative implementation.

In ensuring trustworthiness of the data the researcher checked with participant 2 who confirmed that indeed the data analysis was truthful. The results are now discussed and related back to research objectives outlined in chapter 1 of this study.

The following participant coding will be used when discussing results:

**Table 4.1 Participant coding**

Participant 1	She had been with Hogan Technology for 11 years before leaving the division.
Participant 2	He had been with Hogan Technology for 9 years before leaving the organisation.
Participant 3	He had been with Hogan Technology for 9 years before leaving the organisation.
Participant 4	She had been with Hogan Technology for 11 years before leaving the division.
Participant 5	He had been with Hogan Technology for 5years before leaving the division.
Participant 6	She had been with Hogan Technology for 8 years before leaving the division.

### **4.3 THEMES IN CONTEXT**

The sine qua non of interpreting the identified themes and findings was to gain a deeper discernment of participant's feelings, perspectives and experiences during change initiative implementation. Participants' quotations are represented in tables giving the reader an indication of participant's direct words and feelings.

While the above-mentioned themes are reported as being distinct, there is a significant connection or overlap. Furthermore, participants during interviews addressed more than one theme, in that case data was categorised and described where it seemed to fit logically.

In order to meet the study's objectives, these being to assess and determine HTQA employee attitudes during implementation of the change initiative, former HTQA employees' perspectives also had to be explored.

#### **4.2.1 Themes identified**

##### **Theme 1: Initial optimism**

Optimism is the general expectation that the future holds something positive, according to Scheier and Carver (1985) in Abraham (2000). Salient goals stimulate this action (Abraham, 2003). After a considerable time of introspection, this leads to an aftermath that is positively or negatively valenced (Seligman, 2011). According to Abraham (2000) maintaining a positive expectancy outcome stimulates the need to continue pursuing the goal, whereas a negative expectancy or pessimism leads to psychological disengagement from pursuit of the goal.

80% of the participants were very optimistic in the inception stages of the change initiative, as they were looking forward to different ways of doing things as well as testing independence.

**Table 4.2 Initial optimism during HTQA change implementation**

Participant ID	Evidence quote
Participant 1	"I was looking forward to change"
Participant 2	"I was excited yet sceptical"
Participant 3	"The concept was brilliant except it lacked more preparation and planning"
Participant 4	"I was very hopeful, hoping for better approach to QA approach. Considering we were going to have testing independence away from system developers."
Participant 5	"I was okay with it. I figured it was a good way to promote growth opportunities in terms of learning and being exposed to more systems"

## **Theme 2: Communication**

A standout amongst the most difficult and demanding parts of any change venture is communication (Moran & Brightman, 2000). Presenting fruitful change depends largely on how the members in the change view it (Nelissen & van Selm, 2008). According to Samovar *et al.* (2015) communication is the process of transmitting information by speaking, writing or using any other medium of communication. Bansal *et al.* (2001) advocate that communication should play a pivotal role in the success of any change management effort. Kotter (1995) adds that there is no such thing as sufficient communication during the change, communication during change needs to be a continuous effort as this plays a fundamental role in reducing negative forces (Bordia *et al.*, 2004).

Communication is more than just telling someone something; it aims to answer employees' questions and reduce their anxiety in order to keep them motivated, gain support and achieve the desired outcomes. In the opinion of Kitchen and Daly (2002)

managers or change agents who want to implement changes should ask themselves four key questions relating to communication:

- Who needs to be told? Everyone who will be affected by change implementation.
- What needs to be told? As much information as possible about change.
- When do things need to be told? As soon as possible after decisions about implementation have been made
- How should they be told? Through different media, formally or informally, and directional or bidirectional.

According to Bordia *et al.* (2004) communication can serve many roles during change initiatives: *Information Sharing*: If changes are anticipated to take place over a long period and are likely to call for high uncertainty at some levels, then this should be clearly conveyed in advance in order to avoid possible loss of momentum, disappointment, and cynicism in certain groups of employees. Failure to share information or to inform people adequately of why changes are necessary, viewed as receiving a highly negative impact (Moran & Brightman, 2000).

An organisation needs to draw in its stakeholders and employees, with a specific end goal to actualize changes successfully. To do that, everyone affected by the change needs to comprehend the reasons why the change is needed and its advantages. They additionally need a chance to express their perspectives - what's more, contribute their own thoughts regarding how the change initiative may be executed. Irrespective of the fact that the change is non-debatable, participation and joint effort to carry through the variety is more probable if stakeholders are included and kept educated about the variety. Experience shows that approaching change in a transparent way helps with the powerful change initiative execution (Elving, 2005). All the participants showed how things could have possibly changed should there have been communication before and during the change. Table 4.3 provides direct quotes from the participants regarding communication.

**Table 4.3 Lack of communication during change**

Participant ID	Evidence quote
Participant 1	“They could have made all the QA resources part of the process or at the very least keep them informed that such an initiative was going to be embarked on”
Participant 2	“The management tactic that was used in this instance was to let bits of information slip out and the team would then digest that and slowly accept the inevitable. I feel they should have communicated this initiative better.”
Participant 3	“Informative communication sessions held to outline the need and opportunities of the new initiative, backed up by examples of where such an initiative yielded success.”
Participant 4	“Better communication of objectives and roadmap. I personally think management could have done a better job in explaining the future on HTQA.”

According to Elving (2005) the change agent and management team must communicate frequently during implementation of a change initiative using multiple channels of communication. Bansal *et al.* (2001) advocate that appropriate communications channel must be used to ensure that the targeted audience gets the message. Change agents and management must also take into consideration that communication is a two-way process; they must allow those affected by the change raise concerns about the change (Carnall, 2003).

A decent correspondence technique ought to be at the heart of any effective change administration process. It is also imperative that a powerful correspondence procedure

is characterized around the reasons, advantages, arrangements, and proposed impacts of the change. This correspondence system ought to be redesigned as essential and kept up all through the length of time of the change administration program (Elving, 2005)

### **Theme 3: Scepticism**

Uncertainty during change processes is typically about the purpose, process and expected outcomes of the change and implications for the individual employees (Buono & Bowditch, 1993) in Elving (2005). Knowledge is not only a pre-requisite to the ability of influencing the outcomes (Staples *et al.*, 2007), but knowledge about the motives for change will also help reduce uncertainty and creating readiness for change (Elving, 2005).

According to Abraham (2000) scepticism comes to the fore when an individual has doubts or no certitude as to the veracity of something. According to Belcher (2014) this behaviour is generally a concomitant of misalignment with the organisation. Dawson (2003) adds that the misalignment minimises the individual's level of engagement on the job and organisation. According to Browne *et al.* (2010) management or change agents can use sceptics to strengthen change management strategies. Lunenburg (2010) adds that sceptics naturally require more information to be in content with the proposed change.

According to Elving (2005) the result of change cynicism is completely different from scepticism, as the sceptics doubt the probability of success, but they are reasonably hopeful that something good will emerge. "It is also distinct from resistance to change, which results from self-interest, misunderstanding, and inherent limited tolerance for change." Browne *et al.* (2010) define cynicism as "both a general and specific attitude, categorized by frustrations, ineptness, and disillusionment, as well as contempt toward and distrust of a person, group, ideology, social convention or institution".

According to Carnall (2003) resistance is an inevitable response to any change initiative, employees reacting with cynicism and scepticism to change at times they may

seem like they are being negative or not seeing the bigger picture, their reactions might be rational and deserved. Table 4.4 presents quotes on scepticism during change at HTQA.

**Table 4.4 Scepticism during change at HTQA**

Participant ID	Evidence quotes
Participant 1	“I was looking forward to change BUT I felt that it was not well communicate and the necessary buy in was not sought. It came as a surprise to most of the people directly affected by the change. And I was convinced that the change would not work.”
Participant 2	“Thinking about this now, this change process was not good for various reasons. It was not well researched and planned. The initiative took off, but it was unsuccessful. The initiative was sold, but never delivered on promised expectations”
Participant 3	“I was excited yet sceptical, according to my judgement it seemed too sudden and also the fact that the initiative was more a one sided initiative than an organisational initiative. What I mean by this is that only a handful of influential people pulled strings to have this change instituted”

**Theme 4: Fear of the unknown**

According to Elving (2005) fear of the unknown is a peculiar condition that an individual feels when he/she has to embark on an undertaking and not knowing what might come out of it. Browne *et al.* (2010) advocate that people fear the unknown when they are less educated about an endeavour they are going to embark on.

The most effective way of overcoming this condition during implementation of a change initiative is to establish a shared understanding within the organisation as to why change is of fundamental importance (Elving, 2005). Employees in most cases fear

how the change is going to impact on their work, relationships with other employees as well as remunerations (Morgan & Zeffane, 2003). According to Lunenburg (2010) there are numerous distinct ways to eliminate fear of the unknown during change initiative implementation - one of them being education. Change agents or management must drive the effort of teaching or educating employees why the organisation needs change. Table 4.5 gives direct quotes from participants regarding this theme.

**Table 4.5 Fear of the unknown during HTQA change implementation**

Participant ID	Evidence Quote
Participant 1	“My greatest fear was that the entire team might be rendered obsolete especially the regression team. and I would not be associated with such a colossal failure in reference of my career. I felt that the new initiative just made my work more complicated. I felt that I am not adding any value”
Participant 3	“The initiative was sold, but never delivered on promised expectations. The experienced almost tarnished my passion for testing. It caused me to accept the first job offer which I am not even qualified for, but it was means to get away from the said change initiative.”
Participant 4	“Where I come from I have seen testing departments outsourced to companies from India, which ultimately places a threat on my job. With this past experience I ended up leaving the organisation.”

## Theme 5: Involvement during change

According to Lunenburg (2010) the prospect of change resistance to emerge from organisation members who participate on the planning and implementation of a change initiative is very minimal.

Involving employees during a change initiative builds motivation, ownership and commitment to the organisation and it retains your best workers and create a domain for overseeing change (Beer & Nohria, 2000). According to Morgan and Zeffane (2003) employee involvement and communication frameworks are procedures that empower the workforce to have a more noteworthy say in decision-making to varying degrees. Beer and Nohria (2000) collated advantages of involving employees (see Table 4.6)

**Table 4.6 Advantages of employee engagement**

1. Improved morale	Enhanced representative certainty toward their place inside of the association which enhances commitment to the organisation
2. Productivity	This dedication coordinates to greater profitability as employees are powerfully taking an interest in various aspects of the business and wish to see their endeavours do well generally.
3. Team work	Support in the choice-making procedure gives every employee the chance to voice their sentiments, and also sharing of information.

Participation is generally regarded as a key success factor during organizational change (Brown & Cregan, 2008). According to Abraham (2000) communication can break down when employees are not involved in the change process. Involving employees from start to finish in any program has always been considered as a good management

practice, change projects are no different (Bommer *et al.*, 2005). When change is necessary, the use of participation can be especially helpful because it often cultivates greater commitment on the part of the participants (Feldman, 2000).

Change will be more effective when organizations bring employees into planning and organizing the process. Moreover, employees who have helped plan and implement the change will embrace it rather than resist it (Brown & Cregan, 2008).

All participants expressed the notion that everything could have been better if they had been involved during the change initiative implementation. Table 4.6 gives evidence quotes from interview sessions.

**Table 4.7 Employee Involvement**

Participant ID	Evidence Quote
Participant 1	“They could have made all the QA resources part of the process or at the very least keep them informed that such an initiative was going to be embarked on. This could have assisted in the transition into the initiative and solicited support that would let them ease in to the change.”
Participant 2	“Transparency and involvement from a grass root level would have gone down better with me. Preparing your team better before the change I feel is much better for them to accept the change which of course is inevitable”
Participant 6	“I think management should have involved us at an early stages of the initiative”

The more employees know and comprehend the need for change, the more positively they will respond to a change initiative (Postmes *et al.*, 2001). Management must involve employees in every stage of change in order to keep all parties affected by the change informed (Feldman, 2000).

Lunenburg (2010) advocates that this has a higher penchant of lessening negative forces to change or change resistance and improve engagement. Therefore, if employees are locked in amid a change management initiative, they are prone to have an expanded "buy in" and better performance and consequently, supporting business success.

#### **4.4 CONCLUSION**

In this chapter findings of the study were presented. This was primarily based on the data collected during interviews. The discussion was based on five themes that emerged during the study.

The first theme focused on initial optimism; all participants were keen and looking forward to the change when the idea of centralising testing was brought upon them. The second theme focused on the communication aspect of a change initiative, the participants expressed how things could have possibly changed should there have been communication and transparency before and the change. The fourth theme focused on scepticism, where participants expressed the view that they felt this way due to the fact that they were less informed about the change initiative. The fifth theme that emerged was involved during change implementation; participants felt that they should have been kept in the loop during implementation of the change.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The purpose of the study was to interrogate and assess change reception by HTQA employees, and determine reasons underlying an employee exodus. The study focused on gathering in-depth information regarding employees' viewpoint and psychological stance during implementation of a change initiative. This chapter concludes by discussing attainments of the objectives and by making recommendations for further studies.

### **5.2 DISCUSSION**

Research questions as expounded in chapter one provided the framework to this study, namely:

- How did FNB (HTQA) employees respond to the change initiative?
- Why did employees leave the division?

The research questions were answered through data collected during interview sessions and themes that emerged in the analysis of the data as reported in chapter 4 of this study.

#### **5.2.1 Research question 1: How did FNB (HTQA) employees respond to the change initiative?**

##### **5.2.1.1 Theme 1: Initial optimism**

80% of the participants were very optimistic during the inception stages of the change initiative, as they were looking forward to different ways of doing things. According to literature, optimism comes to the fore when there is a general expectation that the future holds something positive.

According to Seligman (2011) there are two forms of optimism during change, namely informed and uninformed optimism about the change. Uninformed optimism regarding a change initiative occurs when an individual is excited and intrigued by the change and they look forward to the change with zealous anticipation. This can bring about disengagement should things not happen as anticipated (Abraham, 2000). On the other hand, informed optimism takes place when an individual makes enquiries about the proposed change and with the information gathered a sense of keenness emerges. It was found in this study that all participants were enthusiastic about the change with the element of uninformed optimism, but because the expectancy outcome of the change did not bring forth what they had envisaged they developed negative behaviour towards the division.

#### **5.2.1.2 Scepticism**

According to Belcher (2014) this behaviour is generally a concomitant of misalignment with the organisation. Dawson (2003) adds that the misalignment minimises the individual's level of engagement on the job and organisation. Most people when confronted with the conditions that are contrary to their inner beliefs tend to prune away the new information in order to maintain or sustain their opinions which are concerned with cognitive dissonance reduction (Browne *et al.*, 2010).

It was found in this study that participants were cynical about the change, participants expressed that the change was not implemented successfully as it seemed as if there had not been proper planning and research done to efficaciously implement the change.

### **5.2.2 Why did employees leave the division?**

#### **5.2.2.1 Theme 2: Fear of the unknown**

Due to communication inefficiency participants expressed a feeling of anxiety as a result of not knowing their future and growth within the organisation. Browne *et al.* (2010) advocate that people fear the obscure when they are less educated around an endeavour they are going to set out on.

The most effective way of overcoming this condition during implementation of a change initiative is to establish a shared understanding within the organisation as to why change is of fundamental (Elving, 2005). It was found in this study that employees feared the unknown as a result of not knowing the envisaged state of the organisation as well as their future within the division.

### **5.3 LIMITATIONS TO THIS RESEARCH**

This study had a few limitations; firstly this study only looked at former HTQA employees' perspectives. Secondly, only six participants were interviewed; however, data saturation was sensed, thus making the outcome of this research not generalizable but open to inference.

### **5.4 MANAGERIAL IMPLICATIONS OF THIS STUDY**

According to Browne *et al.* (2010) when the decision to apply organisational change occurs, it is essential for management to pay attention to employees' attitudes, perceptions, actions and motivation levels. Bansal *et al.* (2001) advocate that paying attention to employees' reactions to change news enables management to develop change resistance preventative strategies such as communication, education, participation and involvement.

This study has revealed that management should: steer and direct employees on the organisational change process, be mindful of the importance of employees' motivation to proceed with change, and be receptive to new ideas that come from employees; let employees voice their concerns about the change and listen to them; Identify and manage resistance to change; and communicate and educate employees about the change. The Model of Kotter on change management could be valuable to managers who wish to implement change as it addresses these implications.

## **5.5 OPPORTUNITIES FOR FUTURE RESEARCH**

The data collected during interviews as well as themes that have emerged in this study created an opportunity for future research. Firstly, the research only focused on the employees' perspectives during change, but further research is required focusing on how change was implemented while focusing on change agents.

Secondly, it looked at the role that management plays during implementation of a change initiative. Lastly, due to time and cost constraints the study looked at only six participants, and it might well be worth increasing the number of participants.

## **5.6 FINAL CONCLUSION**

This qualitative research has provided a comprehensive explanation as to why HTQA employees left the division as a result of a change initiative. Further research is still required to explore the change implementation approach and the model employed by Hogan Technology Management. The major themes that emerged, as to why employees voluntarily left the organisation during a change intervention were identified as lack of information dissemination (lack of communication); scepticism; fear of the unknown and lack of employees' involvement during change execution. This indicates a lack of proper change management by management and the importance of employee involvement, focusing on interpersonal communication during change. Change is not just a happening, but an involved and evolving process, which if not implemented well may lead to talent loss, with detrimental ramifications to the organisation.

## REFERENCES

- ABRAHAM, R. 2000. Organizational cynicism: Bases and consequences. *Genetic, social, and general psychology monographs*, 126, 269.
- AHRENS, T. & CHAPMAN, C. S. 2006. Doing qualitative field research in management accounting: Positioning data to contribute to theory. *Accounting, Organizations and Society*, 31(8), 819-841.
- APPELBAUM, S. H., HABASHY, S., MALO, J.-L. & SHAFIQ, H. 2012. Back to the future: revisiting Kotter's 1996 change model. *Journal of Management Development*, 31(8), 764-782.
- BABBIE, E. & MOUTON, J. 2002. Social research. *Belmont, CA: Wadsworth Group*.
- BANSAL, P., PATON, R. A. & MCCALMAN, J. 2001. Change Management: A Guide to Effective Implementation. JSTOR.
- BEER, M. & NOHRIA, N. 2000. Cracking the Code of Change, *Harvard Business Review*, 78 (3), 133–141.
- BELCHER, M. 2014. *Negative Effects of Resistance to Change to an Organization* [Online]. Available: <http://smallbusiness.chron.com/negative-effects-resistance-change-organization-24340.html> [Accessed 23 June 2016].
- BLESS, C., HIGSON-SMITH, C. & KAGEE, A. 2006. *Fundamentals of social research methods: An African perspective*, Juta & Company Ltd.
- BOMMER, W. H., RICH, G. A. & RUBIN, R. S. 2005. Changing attitudes about change: Longitudinal effects of transformational leader behavior on employee cynicism about organizational change. *Journal of Organizational Behavior*, 26(7), 733-753.

- BORDIA, P., HUNT, E., PAULSEN, N., TOURISH, D. & DIFONZO, N. 2004. Uncertainty during organizational change: Is it all about control? *European Journal of Work and Organizational Psychology*, 13(3), 345-365.
- BRAUN, V. & CLARKE, V. 2006. Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- BRICKI, N. & GREEN, J. 2007. A guide to using qualitative research methodology. [Online]. Available: <http://fieldresearch.msf.org/msf/bitstream/10144/84230/1/Qualitative+research+methodology.pdf> [Accessed 23 June 2016]
- BROWER, H., FIOL, C. M. & EMRICH, C. 2007. The language of leaders. *Journal of Leadership Studies*, 1, 67-78.
- BROWN, M. & CREGAN, C. 2008. Organizational change cynicism: The role of employee involvement. *Human Resource Management*, 47(4), 667-686.
- BROWNE, A. J., SMYE, V. L., RODNEY, P., TANG, S. Y., MUSSELL, B. & O'NEIL, J. 2010. Access to primary care from the perspective of Aboriginal patients at an urban emergency department. *Qualitative Health Research*, Doi 1049732310385824.
- BUCHANAN, D., FITZGERALD, L., KETLEY, D., GOLLOP, R., JONES, J. L., LAMONT, S. S., NEATH, A. & WHITBY, E. 2005. No going back: A review of the literature on sustaining organizational change. *International Journal of Management Reviews*, 7(3), 189-205.
- BURNES, B. 2004. Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management studies*, 41(6), 977-1002.

- BURNS, N. & GROVE, S. 2005. Selecting a quantitative research design. In *Burns N, Grove SK (eds), The Practice of Nursing Research: Conduct, Critique, and Utilization, 5th edition. St Louis, MO: Elsevier Saunders*
- CAMERON, E. & GREEN, M. 2015. *Making sense of change management: a complete guide to the models, tools and techniques of organizational change*. London: Kogan Page Publishers.
- CARNALL, C. A. 2003. *The change management toolkit*. Cengage Learning EMEA.
- CHEN, G., PLOYHART, R. E., THOMAS, H. C., ANDERSON, N. & BLIESE, P. D. 2011. The power of momentum: A new model of dynamic relationships between job satisfaction change and turnover intentions. *Academy of Management Journal*, 54(1), 159-181.
- CHENAIL, R. J. 2011. Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research. *The Qualitative Report*, 16(1), 255-262.
- CHOI, J. 2006. A motivational theory of charismatic leadership: Envisioning, empathy, and empowerment. *Journal of Leadership & Organizational Studies*, 13(1), 24-43.
- COHEN, L., MANION, L. & MORRISON, K. 2013. *Research methods in education*. London: Routledge.
- COWLEY, B. 2007. " Why Change Succeeds:" An Organizational Self-Assessment. *Organization Development Journal*, 25(2), 25-30.
- CRESWELL, J. W. 2009. Editorial: Mapping the field of mixed methods research. *Journal of Mixed Methods Research*, 3(2), 95-108.
- CRESWELL, J. W. 2013. *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, California: Sage.

- CROTTY, M. 1998. *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, California: Sage.
- DAVIS, C. 2003. Setting the negotiation table: the choice of institutions for trade disputes. American Political Science Association Conference at Philadelphia, Citeseer.
- DAWSON, P. 2003. *Understanding organizational change: The contemporary experience of people at work*. Thousand Oaks, California: Sage.
- ELVING, W. J. 2005. The role of communication in organisational change. *Corporate Communications: An International Journal*, 10(2), 129-138.
- FELDMAN, D. C. 2000. The Dilbert Syndrome How Employee Cynicism about Ineffective Management is Changing the Nature of Careers in Organizations. *American Behavioral Scientist*, 43(8), 1286-1300.
- FINE, S. F. 1986. Technological innovation, diffusion and resistance: an historical perspective. *Journal of Library Administration*, 7(1), 83-108.
- FIRTH, L., MELLOR, D. J., MOORE, K. A. & LOQUET, C. 2004. How can managers reduce employee intention to quit? *Journal of managerial psychology*, 19(2), 170-187.
- FONTANA, A., FREY, J. H., DENZIN, N. K. & LINCOLN, Y. S. 2005. *The Sage handbook of qualitative research*. Thousand Oaks, California: Sage.
- GRIGORESCU, A. & BOB, C. 2010. Public & business management confluences—success factors. *Romanian Journal of Economic Forecasting*, 43-58, [http://www.academia.edu/20246245/Public\\_and\\_Business\\_Management\\_Confluences\\_Success\\_Factors](http://www.academia.edu/20246245/Public_and_Business_Management_Confluences_Success_Factors)

- HAYES, J. 2014. *The theory and practice of change management* London: Palgrave Macmillan.
- HENNINK, M., HUTTER, I. & BAILEY, A. 2010. *Qualitative research methods*. Thousand Oaks, California: Sage.
- HERACLEOUS, L. 2002. The contribution of a discursive view to understanding and managing organizational change. *Strategic Change*, 11(5), 253-261.
- JOHNSON, B. & CHRISTENSEN, L. 2008. *Educational research: Quantitative, qualitative, and mixed approaches*. Thousand Oaks, Calif.: Sage.
- KAPLAN, B. & MAXWELL, J. A. 2005. Qualitative research methods for evaluating computer information systems. *Evaluating the organizational impact of healthcare information systems*. Berlin:Springer.
- KITCHEN, P. J. & DALY, F. 2002. Internal communication during change management. *Corporate Communications: An International Journal*, 7(1), 46-53.
- KOTTER, J. P. 1995. Leading change: Why transformation efforts fail. Publisher? . [Online]. Available: [http://www.gsbcolorado.org/uploads/general/PreSessionReadingLeadingChange-John\\_Kotter.pdf](http://www.gsbcolorado.org/uploads/general/PreSessionReadingLeadingChange-John_Kotter.pdf) [Accessed 26 June 2016]
- KOTTER, J. P. 2008. *Force for change: How leadership differs from management*. London: Simon & Schuster.
- KOTTER, J. P. & COHEN, D. S. 2002. *The heart of change: Real-life stories of how people change their organizations*. Boston, Mass.: Harvard Business Press.
- KOTTER, J. P. & COHEN, D. S. 2004. *The heart of change: real-life stories of how people change their organizations*, Recording for the Blind & Dyslexic.

- KRIPPENDORFF, K. 2004. *Content analysis: An introduction to its methodology*. Thousand Oaks, California: Sage.
- LANGTON, N., ROBBINS, S. P. & JUDGE, T. A. 2013. *Fundamentals of organizational behaviour*. Pearson Education Canada.
- LEEDY, P. & ORMROD, J. 2013. The nature and tools of research. In *Practical research: planning and design* (10th ed.), (pp. 1-26). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- LEWIN, K. 1951. Field Theory in Social Science: Selected Theoretical Papers by Kurt Lewin, Ed. *Dorwin Cartwright, Boston, Massachusetts: MIT Research Center for Group Dynamics and New York: Harper and Brothers Publishers*.
- LUNENBURG, F. C. 2010. Forces for and resistance to organizational change. *National Forum of Educational Administration and Supervision Journal*, 27(4), 1-10.
- MAREE, K. 2007. *First steps in research*. Pretoria: Van Schaik Publishers.
- MASSEY, L. & WILLIAMS, S. 2006. Implementing change: the perspective of NHS change agents. *Leadership & Organization Development Journal*, 27(8), 667-681.
- MCNAMARA, C. 2009. General guidelines for conducting interviews.  
<http://managementhelp.org/businessresearch/interviews.htm>
- MCSHANE, S. & VON GLINOW, M. 2000. Organizational culture. *SL McShane. New York*.
- MENTO, A., JONES, R. & DIRNDORFER, W. 2002. A change management process: Grounded in both theory and practice. *Journal of Change Management*, 3(1), 45-59.

- MERRIAM, S. B. 2009. *Qualitative research: A guide to design and implementation: Revised and expanded from qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- METRE, C. 2009. Deriving Value from Change Management. [Online]. Available: [http://repository.upenn.edu/cgi/viewcontent.cgi?article=1027&context=od\\_theses\\_msod](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1027&context=od_theses_msod) [Accessed 26 June 2016]
- MILLS, A. J., DUREPOS, G. & WIEBE, E. 2009. *Encyclopedia of case study research*, Thousand Oaks, California: Sage Publications.
- MOGHADDAM, A. 2006. Coding issues in grounded theory. *Issues in Educational Research*, 16(1), 52-66.
- MORAN, J. W. & BRIGHTMAN, B. K. 2000. Leading organizational change. *Journal of Workplace Learning*, 12(2), 66-74.
- MORGAN, D. & ZEFFANE, R. 2003. Employee involvement, organizational change and trust in management. *International journal of human resource management*, 14(1), 55-75.
- NELISSEN, P. & VAN SELM, M. 2008. Surviving organizational change: How management communication helps balance mixed feelings. *Corporate Communications: An International Journal*, 13(3), 306-318.
- NICKOLS, F. 2000. *Change management 101: A primer*. [Online]. Available: <http://home.att.net/~nickols/change.html> [Accessed 23 June 2016].
- O'KEEFE, K. 2011. *Where Kotter's 8 Steps Gets it wrong* [Online]. Available: <https://www.cebglobal.com/blogs/where-kotters-8-steps-gets-it-wrong/> [Accessed 23 June 2016].
- PANNUCCI, C. J. & WILKINS, E. G. 2010. Identifying and avoiding bias in research. *Plastic and Reconstructive Surgery*, 126(2), 619-625.

- POSTMES, T., SPEARS, R., SAKHEL, K. & DE GROOT, D. 2001. Social influence in computer-mediated communication: The effects of anonymity on group behavior. *Personality and Social Psychology Bulletin*, 27(10), 1243-1254.
- QUINN, M. & COCHRAN, M. 2002. *A Guide to Using Qualitative Research Methodology*. London: Médecins sans frontières. Diakses Tanggal.
- RENKL, A. & ATKINSON, R. K. 2007. Interactive learning environments: Contemporary issues and trends. An introduction to the special issue. *Educational Psychology Review*, 19(3), 235-238.
- ROETHLISBERGER, F. J. & DICKSON, W. J. 2003. *Management and the Worker*. Volume 5 of *The early sociology of management and organizations* edited by Kenneth Thompson, Psychology Press.
- ROLFE, G. 2006. Validity, trustworthiness and rigour: quality and the idea of qualitative research. *Journal of Advanced Nursing*, 53(3), 304-310.
- RUBIN, A. & BABBIE, E. 2010. *Research methodology for social work*. California: Thomson Brookes/Cole.
- SAMOVAR, L. A., PORTER, R. E., MCDANIEL, E. R. & ROY, C. S. 2015. *Communication between cultures*. New York: Nelson Education.
- SCHAUFELI, W. B. & BAKKER, A. B. 2004. Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293-315.
- SCHURINK, W., FOUCHÉ, C. & DE VOS, A. 2011. Qualitative data analysis and interpretation. In A.S. de Vos, H. Strydom, C.B. Fouché & C.S.L. Delport (Eds.), *Research at grass roots for the social sciences and human service professions*, (4th edn.) (pp. 397–423). Pretoria, South Africa: Van Schaik Publishers.

- SELIGMAN, M. E. 2011. *Learned optimism: How to change your mind and your life*. London: Vintage Books.
- SHENTON, A. K. 2004. Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75.
- SIMON, M. 2011. Assumptions, limitations and delimitations. *Dissertation and scholarly research: Recipes for success*. Seattle, WA: Dissertation Success, LLC. Available at [www.dissertationrecipes.com](http://www.dissertationrecipes.com).
- SMITH, I. 2011. Organisational quality and organisational change: Interconnecting paths to effectiveness. *Library Management*, 32(2), 111-128.
- STAPLES, M., NIAZI, M., JEFFERY, R., ABRAHAMS, A., BYATT, P. & MURPHY, R. 2007. An exploratory study of why organizations do not adopt CMMI. *Journal of Systems and Software*, 80(6), 883-895.
- STRAUSS, A. & CORBIN, J. 1990. *Basics of qualitative research*. Newbury Park, CA: Sage Publications.
- STREBEL, P. 1996. Why do employees resist change? Boston, Mass.: Harvard Business Review. <https://hbr.org/1996/05/why-do-employees-resist-change>
- STURGESS, J. E. & HANRAHAN, K. J. 2004. Comparing telephone and face-to-face qualitative interviewing: a research note. *Qualitative Research*, 4(1), 107-118.
- TAYLOR, S. J. & BOGDAN, R. 1998. *Introduction to qualitative research methods: A guidebook and resource*. New York: Wiley.
- TODNEM BY, R. 2005. Organisational change management: A critical review. *Journal of Change Management*, 5(4), 369-380.

- TURNER PARISH, J., CADWALLADER, S. & BUSCH, P. 2008. Want to, need to, ought to: employee commitment to organizational change. *Journal of Organizational Change Management*, 21, 32-52.
- VAN DAM, K., OREG, S. & SCHYNS, B. 2008. Daily work contexts and resistance to organisational change: The role of leader–member exchange, development climate, and change process characteristics. *Applied psychology*, 57, 313-334.
- VARKEY, P. & ANTONIO, K. 2010. Change management for effective quality improvement: a primer. *American Journal of Medical Quality*, 25, 268-273.
- WADDELL, D., CUMMINGS, T. G. & WORLEY, C. G. 2004. *Organisation development & change*. London: Thomson.
- WALSH, D. & DOWNE, S. 2006. Appraising the quality of qualitative research. *Midwifery*, 22, 108-119.
- WALSHAM, G. 2006. Doing interpretive research. *European journal of information systems*, 15, 320-330.
- WHELAN-BERRY, K. S. & SOMERVILLE, K. A. 2010. Linking change drivers and the organizational change process: A review and synthesis. *Journal of Change Management*, 10, 175-193.
- YIN, R. K. 2003. Designing case studies. *Case study research: Design and methods*, 19-56.

## ANNEXURES

### Annexure A: Letter of Introduction and Informed Consent



*Faculty of Commerce & Administration*

Graduate School of Business and Government Leadership

#### **Title of the study**

Ramifications of change management initiative: Case study of FNB (Hogan Technology Quality Assurance)

#### Research conducted by:

Mr. O.A. Nthutang

Cell: 071 870 3569

Dear Participant

You are invited to participate in an academic research study conducted by **Oagile Nthutang**, Master's Student from the Graduate **School of Business and Government Leadership** at the North- West University, Mafikeng Campus.

The purpose of the study is to gather and document experiences and perspectives about the change initiative implemented at FNB (HTQA) with the aim of assessing the reasons as to why people left voluntarily.

I would like to talk to you about your experiences and perspectives with regards to the FNB (HTQA) transition, as enunciated in the purpose of the study, the aim is to assess the change management and process efficacy.

The interview should not take more than an hour. I will be taking notes during the interview; we will have another session to go through what I have documented about our session.

All responses will be kept confidential. This means that your responses will only be shared with the research team members and we will ensure that any information that we include in the study does not identify you as a respondent. Please note that you don't have to talk about anything you don't want to talk about and you can end the interview at any time.

The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.

Please contact my supervisor, Prof Y, Du Plessis, contact number (018 3892021) and/or e-mail address () if you have any questions or comments regarding the study.

Are there any questions about what I have just explained?

Are you willing to participate in this interview?

NB: The interview proceeded based on the prospective participant response to last question of the consent. This process was carried out on face to face as well as in telephonic interviews.

## **Annexure B: An interview guide**

### **Thank participant and explain purpose and process**

1. What is your understanding about change management (transition)?
2. Can you please take me through your experience and perspective with regards to HTQA change process?
3. Do you think the change was well carried out? Why? Explain.
4. What was your psychological stance during the change initiative? (With regards to work engagement, career and future in the organisation)
5. Did you develop any resistance behaviour during the change? Explain
6. What could have been done differently to transform your perspective with reference to questions 4 and 5?
7. Have you ever considered leaving the division as a result of the change initiative? Why?
8. In your opinion, Do you think employees who have left the division were influenced by the change initiative or career aspirations? Explain