COMMUNICATION STRATEGIES AIMED AT IMPROVING THE SUCCESS RATE OF SMALL TO MEDIUM BUSINESS ENTERPRISES

(A study of small to medium business enterprises in the Empangeni District: KwaZulu-Natal)

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ABSTRACT

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Organisational communication in today's organisations has not only become far more complex and varied but more important to overall organisational functioning and success also, organisations can not operate without communication, organisations involve people and people cannot interact with each other without communication. However, different styles of management have an influence or impact over people, on the way in which people co-operate and on the results of changes because change is both inevitable (unavoidable) and necessary in any business and it is important for managers and employees to hone (sharpen) their skills in change management. This study investigates the communication strategies aimed at improving the success rate of small to medium business enterprises.

The first part of the study reviews literature on communication, change management, different styles of management, change implementation, importance of planning and communication, kinds of changes and managers and power.

Subsequent chapters describe the construction of a survey instrument employed to measure and evaluate on the communication strategies aimed at improving the success rate of small to medium business enterprises.

Penultimate chapters blend the insights gained from this literature review to interpret the results, obtained through the quantitative research methodology, to describe a set of conclusions and recommendations in the context of the communication strategies aimed at improving the success rate of small to medium business enterprises.

DEDICATION

This work is dedicated to the master of the universe, the almighty God. From the beginning till this moment of my life, your presence never leaves me nor forsakes me. Without you, my life would have been meaningless. Glory to God the lion of Judah. You are worthy to be praised.

DECLARATION

I declare that "Communication strategies aimed at improving the success rate of small to medium enterprises (A case study of small to medium enterprises in the Empangeni District: KwaZulu-Natal)", is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Josia Mfanasibili Magagula

ACKNOWLEDGEMENTS

WRITING CONVENTIONS

The following conventions are used in this study:

▼ The abbreviated Harvard style of referencing in this study, for example Rees & Porter (2001:2), meaning Rees and Porter 2001, page 2.

▼ Illustrative tables and figures are all given as Figures 1 – 14 and Tables 1-23 in their chronological sequence of appearance.

▼ A conscious effort has been made to limit the use of footnotes as far as possible in order to facilitate the uninterrupted reading of the dissertation.

▼ For commonly used terms full terms are used in headings. Acronyms are used in paragraphs.

▼ Relevant material relating to investigate communication strategies aimed at improving the success rate of small to medium business enterprises. Such website addresses are included in the dissertation, both for verification purposes, and for acknowledgement of the source of information. An example of a typical website address is: http://www.hwswworld.com/wp/?m=200612

▼ The World Wide Web (WWW) is transient and ever changing, therefore one should expect that websites from which information is gathered will be offline or may alter the contents of the website a period of time.

▼ In instances where the electronic document has been downloaded from a website, the author is given, followed by the year as in Davidmann (2006).

The bibliography has been separated into authored and non-authored references.

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CHAPTER ONE

Orientation

INTRODUCTION

Effective communication is the bedrock of successful organisations. Therefore, for any organisation to have a viable life span it requires effective communication systems (Marshall & Freedman 1995). De Bono and Heller (2006), state that managers have to judge when change is needed and also adapt to changes outside of their organisation. Therefore, change in management style is an essential skill for the modern manager. Change is both inevitable (unavoidable) and necessary in any business and it is important for managers and employees to hone (sharpen) their skills in managing change. By putting the change process in place, it is easy to monitor and control the amount of change that takes place. De Bono and Heller (2006), state that effective communication is central to any organisation. Fielding, (2006:23) is of the view that communication makes organisations possible, and well-motivated people who can work together are very important for any organisation. According to De Bono and Heller (2006), there are many different management styles that can bring success to an organisation by making sure that the style is appropriately for the business. Solid leadership is an essential component of effective management. Organisations can not operate without communication. Communication is the life source of organisations because organisations involve people. People cannot interact with each other without communication. Therefore, the modern styles for management are impractical without organisational communication. In the absence of communication, everything would grind to a halt. The following styles can lead to success in an organisation through change: democratic management and the consultative management style. Selecting the accurate management style may lead to greater motivation and productivity from the staff.

Democratic management employees are involved in decision making, giving them a sense of belonging and motivating individuals. Thus, the quality of decision making and work also improves. A consultative management style can be viewed as a combination of the above two. The manager will ask views and opinions from their staff, allowing them to feel involved but will ultimately make the final decision. The manager, however, does not sit inoperative and watch them

work. The manager is there to coach or answer questions, supply information if required. In contrast with the above mentioned management styles, there is also the autocratic management style. Learnmanagement2.com (2007), states that this type of management style can decrease motivation and increase staff turnover because staff are not consulted and do not feel valued.

LITERATURE SURVEY

According to Neuman in Onyancha (2002:80), researchers review literature in order to demonstrate a familiarity with a body of knowledge and establish credibility; to show the path of prior research and how a current project is linked to it; to integrate and summarise what is known in an area; and/or to learn from others and stimulate new ideas.

Different styles of management have an influence or impact over people, on the way in which people co-operate and on results. According to Davidmann (2006), the effectiveness of the organisation is determined by the way work is organised and by the way people work with or against each other. The manner, in which people co-operate with each other, with the leadership and with the community, indeed the extent of their commitment to their organisation, depend on the style of management. Thus, it is essential that people co-operate with each other freely and effectively. He further states that improving the style of management can by itself increase the effectiveness of operating, improve results obtained and the way in which resources are being used.

In authoritarian organisations orders are passed down from above, and the manager's role is to pass orders down the chain of command. He or she is usually not expected to make decisions and so carries little responsibility. He or she does order and may compel the worker to carry out the tasks demanded from him to produce.

However, enterprises organised on authoritarian lines have many problems. Orders are passed down and mistakes readily result in critical appraisal and dismissal. Hence people avoid making decisions so that matters to be decided are either passed up for the decisions to be made at a higher level, or decisions are made by committees as it is more difficult to dismiss all the members of a committee for jointly making a wrong decision. People work against each other and conflict arises instead of co-operation. Senior management tends to be overworked, staff turnover tends to be high and workers restrict effort. In the participative organisation, employees participate when

they agree to allow themselves to be organised by an employer, and organisation which is based on consent of those being organised is participative. In a participative organisation people also accept responsibility for work to be done, accept that it is their job to carry out a part of the company's activities and that they will be held accountable for the quality of their work. An organisation built on this basis is participative, and this means that participation through decision-making, including setting of targets, takes place at all levels of the organisation. Increasing the effectiveness of organisation by changing the style of management can be achieved but this requires expert guidance not just in the field of organisation and organisational behaviour but in adopting a way of managing, which moves with the times, spreads throughout the organisation and has the backing of those who work in it.

The researcher will investigate current trends in organisational communication using contemporary management styles. The researcher will make a literature study of the change management focussing on modern management styles compared to those of past era.

CRITICAL QUESTIONS TO BE ANSWERED

Problem 1:   What role does contemporary management style play within an organisation?

Problem 2:   What is the role of change management in an organisation?

Problem 3:   How does the old management style hinder the success of businesses?

Problem 4:   How can negative attitudes towards change management be addressed?

Problem 5:   Does selective perception contribute to communication problems in organisations?

Problem 6:   Are there any external factors, such as social problems, human factors, environmental factors, limited knowledge and resources which indirectly contribute to a breakdown in change management?

Problem 7:   Do all role players understand their role functions, whom they report to and who makes decisions according to the hierarchical structure?

Problem 8:   How has management changed the organisations from the past era to the present?

Problem 9:   Has communication improved with the implementation of the modern management styles?

OBJECTIVES OF THE STUDY

The objectives of this thesis are:

- ▼ To find out what communication patterns exist in organisations;

- ▼ To work out how relevant and significant organisational communication is;

- ▼ To determine how communication can improve change management;

- ▼ To determine what difficulties exist in implementing contemporary management styles for the achievement of good results;

- ▼ To examine communication competence in an organisation and

- ▼ To make strong recommendations for the improvement of organisational communication with the implementation of new management styles.

MOTIVATION OF THE STUDY

There is a need to understand how changing management styles influence the success or failure of any business. The idea is to understand if contemporary communication strategies used in management are effective to the success. The thrust of this study is to provide recommendations for success in business, focusing on communication competence and a transformation management styles.

RESEARCH METHODOLOGY

Introduction

The researcher made use of qualitative research with its nature of exploratory and open-ended questions. Qualitative research involves the studied use and collection of a variety of empirical materials case study. According to Leedy & Ormrod (2005:143) qualitative research is collecting, analysing, and interpreting data by observing what people do and say.

Research design

William (2006), states that research design provides the glue that holds the research project together. A design is used to structure the research, showing all the major parts of the research project.

Qualitative research design

According to Creswell, (1994), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting.

Data collection

Data was collected in various forms i.e. personal interview, questionnaire and literature review. Questionnaires were formulated in English. Unstructured open-ended questions were used. The advantage of the questionnaire is that it guarantees more anonymity than any other data collecting methods. Leedy & Ormrod (2005:150) argue that qualitative research involves methods of data collection, analysis and interpretation. Aina (2002:63) mentions that data collection instruments include questionnaires, interviews and observation.

Method of the study

This is a qualitative research involving detailed, verbal descriptions of characteristics and cases. The research falls into two categories namely: literature research and field research. Qualitative research typically uses observation, interviewing, and document review to collect data. Findings will be discussed in detail in the study.

Geographical area

The scope of the study centred on at the geographical area of Empangeni (KZN) and only people from Empangeni participated during the process of the survey.

Population and sample

According to Bless & Higson-Smith (2000:84) population is the entire set of objects or people which is the focus of the research. Sampling helped the researcher to define the targeted population, which is defined in keeping with the objectives of the study. Random sampling was used because it is the purest form of probability sampling because everyone has an equal opportunity to be selected. The sample of this study was drawn from one area. Leedy & Ormrod (2005:199) explain that probability or random selection means choosing a sample in such a way that each member of the population has equal chance of being selected.

Research instrument

The data was collected by means of questionnaires that involved face to face intervention. The questions that were asked were largely open-ended questions. According to Aina (2002:63) the questionnaire as data instrument consists of a set of questions for submission to a number of respondents in order to gather data. Aina (2002:63) further explains that questionnaires are generally categorised as closed ended or structured questionnaires and open ended or unstructured questionnaires. Aina (2002:63) states that in closed ended questionnaires, the respondents are provided with alternative answers from which they will select one or more answer depending on the way the question is structured while open ended questionnaires calls for free responses in the respondent's words.

VALUE OF RESEARCH

It is hoped that the research would be valuable to assist businesses to deal with change in management style and the modern management styles that are emerging at presence in different organisations. It would assist the review and improve the communication strategies that are implemented within various organisations. It is also envisaged that the study might assist in compliance gaining, in the review of the effectiveness and the way in which people co-operate with each other, with the leadership and with the community. Indeed the extent of their commitment to their organisations depends on the style of management. This work might be useful to other researchers who might have an interest in the same or related fields.

OVERVIEW OF CHAPTERS

Chapter one is an introduction and background to the study. It presents the contextual setting; literature survey; critical questions to be answered; aims of the study; motivation of the study; research methodology; research design; qualitative research design; data collection; method of the study; geographical area; population and sample; research instrument and value of the research.

Chapter two presents the key concepts that are related to this research on communication strategies and is aimed at improving the success rate of small to medium business enterprises

Chapter three reviews literature on organisational communication, functions of communication management, communication technologies, change management, change within an organisation, implementing change and contemporary management styles.

Chapter four discusses the reasons for change in an organisation and the attitude of employees towards the change. The chapter also discusses change in management styles, kinds of change, major preparation for change, the challenges of managing change, considerations for managing change, organisational change management, responsibility for managing change and business development driven change.

Chapter five uncovers the way in which the study was conducted. This part further explains how this study as the qualitative research was performed. The chapter further discusses how survey method was used in this study through questionnaire administered in order to achieve objectives as identified in the first chapter.

Chapter six deals with data presentation, analysis and interpretation. Data is presented in graphs, charts and tables and analysed under several headings which include, contemporary management styles, the effectiveness of the current management style, old management style hindering business success and procedures are set in place should worker have any grievances.

Chapter seven presents the findings of the study under several sub-headings, including, are employees' managers open to employees' suggestions, do managements include employees in decision making, do selective perceptions contribute to communication problems in organisation, do managers threaten their employees by their demeanour (conduct/behaviour), do you think that

contemporary management styles are appropriate for organisational change and do employees think there is a need for change management?

Chapter eight summarises the study, make the conclusion and suggest recommendations. It gives the summary of the findings under one heading, "Summary of the findings by critical questions".

The bibliography and addenda are provided at the end of this study.

CONCLUSION

The aim of this chapter was to give an overview of the contextual setting and provide the research problem, motivation, aim, objectives, value of the research and the research methodology of this study. The chapter discussed the importance of communication in an organisation and the management styles that has an impact on people and in the organisations at large. It focuses on contemporary management styles that are implemented in different organisations and the chapter explained how old management styles can hinder the success of a business.

The next chapter provides a description of the key concepts that enable the reader to gain an overall picture of the type of research that was conducted.

CHAPTER TWO

Key Concepts

INTRODUCTION

In chapter one the researcher provided the outline of the thesis. The researcher discussed the problem statement that this study focuses on. In this chapter the value of the study and literature is discussed and the objectives have been stated clearly.

In this chapter, the main concepts will be introduced, which will be analysed in detail in subsequent chapters. In preparing the reader to understand the intention of this study and the problem, it is necessary to identify and clarify the meaning of key concepts used in this and following chapters and a brief explanation of its relevance to the research. Key concepts are given in alphabetical order, enabling the reader to gain an overall picture of the type of research that was conducted.

COMMUNICATION

According to Wilson (1992:7), communication can be defined simply as the process by which individuals share information, ideas and attitudes, communication is ongoing and dynamic. Therefore, good communication is important during the time of change in an organisation, writes Wilson, (1992:7). According to Biagi (2005:7) communication is the act of sending ideas and opinions from one person to another. Basset in Lowe (1995:7) defines communication as anything that conveys information. Adler & Rodman (1991:12) also state that communication refers to the process of human beings, responding to the face-to-face symbolic behaviour of other persons while Berko *et. al* (1998:4) state that communication is a conscious or unconscious process in which feelings and ideas are expressed as verbal and or non-verbal messages, sent, received and comprehended. Berko *et. al* (1998:5) further explain that communication is continuous because it never stops, whether asleep or awake, we are all processing ideas and information through our dreams, thoughts and expressions because our brains remain active at all times. They also argue that communication is irreversible i.e. once we send a message, we cannot undo it and once we

make a slip of the tongues, give a meaningful glance or make an emotional outburst, we cannot erase it, our apologies or denials cannot eradicate what has taken place. Berko *et. al* (1998:5) also add that communication is interactive: we are constantly in contact with other people and with ourselves. Mersham & Skinner (2002:7) observe that we are the only beings capable of separating our reactions and thoughts from what may be happening to us at any giving moment and we are also capable of creating an internal world that knows no limits.

COMMUNICATION MANAGEMENT

Bavelas and Barrett in De Beer (1998:375), state that communication is the essence of organised activity and is the basic process out of which all other functions derive. Communication managers, therefore, need to develop not only technical skills, but also a holistic understanding of all organisational processes.

COMMUNICATION TECHNOLOGIES

According to Tucker *et al.* in Baker (2006:11), radically new communication-enabled organisational forms are possible and are now emerging. New communication technologies and possibilities, combined with new challenges confronting organisations, are encouraging a whole new approach to organisational communication that challenges the very nature of organisations themselves.

FUNCTIONS OF COMMUNICATION

According to Baker (2006:10), the literature on communication, generally accepts the basic function of communication that is to affect the receiver by informing, directing, regulating, socialising and persuading. Neher in Baker, (2006:10) identifies the primary functions of organisational communication as: compliance-gaining, leading, motivating, and influencing, sense-making, problem-solving and decision-making, conflict management, negotiating, and bargaining.

CHANGE

Webster's Ninth New Collegiate Dictionary, (2007) defines change as:

▼ To make different in some particular;

▼ To make radically different;

- ▼ To replace with another;

- ▼ To make a shift from one to another;

- ▼ To undergo a modification of , and

- ▼ To undergo transformation, transition or substitution.

"Manage" is defined as:

- ▼ To handle or direct with a degree of skill or address;

- ▼ To treat with care and

- ▼ To exercise executive, administrative and supervisory direction.

MANAGEMENT

According to Mary Parker Follet, Graham in Rees & Porter (2001:2), management is the art of getting things done through people.

CHANGE MANAGEMENT

47 Vendor Reports (2007), defines change management as a systematic approach to dealing with change, both from the perspective of an organisation and on the individual level. Change management has at least three different aspects, including: adapting to change, controlling change, and effecting change, writes 47 Vendor Reports (2007). A proactive approach to dealing with change is at the core of all three aspects. Change management means defining and implementing procedures and/or technologies to deal with changes in the business environment and to profit from changing opportunities, states the 47 Vendor Reports (2007). Successful adaptation to change is as crucial within an organisation as it is in the natural world. According to 47 Vendor Reports (2007), just like plants and animals, organisations and the individuals in them inevitably encounter changing conditions that they are powerless to control. The more effectively you deal with change, the more likely you are to thrive. Adaptation might involve establishing a structured methodology for responding to changes in the business.

CHANGE WITHIN AN ORGANISATION

Change in the business environment has become a way of life in recent years. Cook *et.al* (2004:1), further state that improvement in technology, the pace of competition, globalisation, the need to control cost and increase efficiency coupled with increasing customer expectations mean that organisation have to evolve and generate in order to survive.

IMPLEMENTING CHANGE

Cook *et.al* (2004.2), maintain that are four phases of change management and project management techniques that are useful during change: set up, kick off, delivery and review. The four phases also help measure the progress.

CHANGING MANAGEMENT STYLES OLD AND NEW

CASEU, (2005) writes that if one feels an employer has discriminated against you, another employee does not have to continue using or recommending their products or services. There are so many ways that a worker can feel discriminated. One of them is race and it has a great impact on organisational operations: diversity issues unimportant as one of the old management style.

CONTEMPORARY MANAGEMENT STYLES

When change process is put in place, it is easy to monitor and control the amount of change that take place. According to De Bono and Heller (2006), there are many different management styles that can bring success to an organisation by making sure that the style is accurate for the business.

CHANGING PATTERNS AND CULTURE

Elsmore (2001:43), states that the culture of a factory is its usual and transitional way of thinking and doing things, which is shared to a greater or lesser degree by all its members, and which new members must learn and accept to be accepted into services in the firm.

INFLUENCING OTHERS DURING CHANGE

The most effective form of influencing style is assertiveness. Assertiveness is seen as the behaviour that allows individuals to communicate their thought and feelings in a way that does not violate the rights of others, state Cook *et.al*, (2004:138).

HOW TO INCREASE SOCIALLY RESPONSIBLE CHANGE

Change actions unavoidably affect a wider sphere of society and have sometimes unintended consequences on people and environment. According to Cook *et.al* (2004:210), social responsibility means that one is able to contribute.

LEADERSHIP

Leadership is a facet of management, state ME96, (1997). Leadership is just one of the many assets a successful manager must possess. ME96, (1997) continues that the main aim of a manager is to maximize the output of the organisation through administrative implementation.

CONCLUSION

This chapter presents a list of key concepts that are related to this research on communication strategies aimed at improving the success rate of small to medium business enterprises. In later chapters, I will illustrate how each of these concepts forms an essential part of the communication strategies and change management. Chapter three will review literature on organisational communication, functions of communication management, communication technologies, change management, change within an organisation, implementing change and contemporary management styles.

The next chapter will concentrate on literature review.

CHAPTER THREE

Literature Review on Organisational Communication

INTRODUCTION

This chapter reviews literature on organisational communication, functions of communication management, communication technologies, change management, change within an organisation, implementing change and contemporary management styles.

COMMUNICATION IN AN ORGANISATION (ORGANISATIONAL COMMUNICATION)

In modern business, without communication, whether physical communication (such as through the Internet and telecommunication networks) or social communication (both internal communication and external communication), no business can survive in a single month, if not in a single day. (http://www.hwswworld.com/wp/?m=200612). According to Thompson (2008) communication is one of the basic functions of management in any organisation and its importance can hardly be overemphasized. He defines communication as the process of transmitting information, ideas, thoughts, opinions and plans between various parts of an organisation. Thompson, (2008) notes that there are no human relations without communication.

However, good and effective communication is required not only for good human relations but also for good and successful business. Thompson (2008) views importance of communication for manager and employee relations as: effective communication of information and decision is an essential component for management-employee relations. He further states that the manager can not get the work done from employees unless they are communicated effectively of what he or she wants to be done and a manager should also be sure of some basic facts such as how to communicate and what results can be expected from that communication. Most of management problems arise because of lack of effective communication. Chances of misunderstanding and misrepresentation can be minimised with proper communication.

IMPORTANCE OF COMMUNICATION IN AN ORGANISATION

For motivation and employee morale:

Thompson, (2008) points out that communication is also a basic tool for motivation, which can improve morale of the employees in an organisation. Thompson, (2008) further explains that inappropriate or faulty communication among employees or between manager and his subordinates is the major cause of conflict and low morale at work, therefore a manager should clarify to employees about what is to be done, how well are they doing and what can be done for better performance to improve their motivation. He can prepare a written statement, clearly outlining the relationship between company objectives and personal objectives and integrating the interest of the two.

For increase productivity:

With effective communication, an organisation can maintain a good human relation in the organisation and by encouraging ideas or suggestions from employees or workers and implementing them whenever possible and this can also increase production at low cost, (Thompson, 2008).

For employees:

Thompson, (2008) observes that it is through the communication that employees submit their work reports, comments, grievances and suggestions to their seniors or management. Thompson, (2008) further suggests that organisation should have effective and speedy communication policy and procedures to avoid delays, misunderstandings, confusion or distortions of facts and to establish harmony among all the concerned people and departments.

The need for management and employees to communicate

Fairclough, (2008) contends that it is of critical importance that managers employ good workplace communication when dealing with all company employees of whatever level. Distrust of managers is very often the result of employees' unwarranted suspicion of managers' actions and rumours concerning dismissals, redundancies, wage freezes, and similar occurrences are never very far below the surface in any workplace, and it can only take one incident for the entire company to erupt.

MANAGERS VERSUS EMPLOYEE OBJECTIVES

According to Rees & Porter (2001:315), the primary aim of managers in the employee relations area is likely to be to obtain the co-operation of the workforce in achieving organisational objectives, such as:

▼ Cost effective performance (resulting in low unit labour costs),

▼ Control of change, and

▼ The avoidance of stoppages and other sanctions.

The pursuit of these objectives needs to be balanced as they may conflict with one another. This can be also the case with the objectives of trade unions (and or individual employees) which is likely to be:

▼ The maintenance and possible improvement of the terms and conditions of employment.

▼ Job security

▼ Control of change

▼ The avoidance of stoppages and other sanctions

EMPLOYEE RELATIONS IN THE CONTEXT OF THE ORGANISATION

Within an organisation employee relations activity is likely to be distributed. Activities in this area include:

▼ The determination of pay and benefits;

▼ Work performance;

▼ Disciplinary handling;

▼ Individual and collective grievances;

▼ Collective representation, including employee participation;

▼ Health and safety;

▼ Redundancy and

▼ Other statutory rights of employees.

The involvement of a personnel department, if there is one, is often necessary to ensure that decision form an integral pattern and not a set of conflicting procedures. However, the individual manager is bound to have some responsibility within this framework, often at increased levels, state Rees & Porter (2001:318).

EMPLOYEE PARTICIPATION

Employee participation is another dimension of employee relations. This can be defined as the way of involving the workforce in organisational issues that affect them, state Rees & Porter (2001:321). It is different from the worker control where control is vested with the employees. In the employee participation the final decision rests with management. If the employer does not have the final say major problems can be caused. These include financing of the organisation, accountability to the general public and the veto (rejection) that employees can have on any change that is to their disadvantage. These can create major problems for the employee representatives who may have to handle conflicts of interest between the organisation and the employees. Rees & Porter, (2001:321) state that employee participation also needs to be seen in the context of organisational and national culture as a whole. Participatory schemes are not going to be effective if the overall structure is autocratic and secretive.

EFFECTIVE COMMUNICATION

According to Ellis (2005:25), as a manager one needs to communicate many different types of information to many different people inside and outside the organisation. It is also expected to keep ones' staff informed about many different areas of the business in which you had had little involvement before. Certainly, the manager needs to divulge to your staff the goals and objectives. As a manager one also has to have the responsibility to coach your direct reports for improved or expanded performance.

The following is some of the communication information that a manager needs:

- ▼ Procedures;
- ▼ Project information;
- ▼ Scheduled meetings; conference calls;

▼ Team objectives and goals and;

▼ Employee performance.

OBSTACLES TO EFFECTIVE COMMUNICATION

Rees & Porter, (2001:163) mention some of the barriers to effective communication. These are:

Time- communication can be time-intensive. This can be either because of the need for prior preparation, giving people time to ask questions and the amount of listening that may be required. Time will also be needed to identify potential problems and ways of solving them. As managers are usually short of time, and often not as skilled as they think they are in communicating, insufficient time may be given.

Language- Those involved in the communication process may not have a common language. Language differences can occur because of variations in technical understanding, general vocabulary levels and the use of in-house terms that are not familiar to others. This can be aggravated if there are significant in ability levels.

Listening problems- communication is seen as the need to brief other people, writes Rees & Porter (2001:164). The reality is that most managers' time needs to be concerned with the receiving rather that the imparting of information and views. As much of communication in an organisation involves face-to-face discussion between more than two people, it allows a mathematical act that most managers will need to spend more time listening than talking. Managers may often need to take the lead in explaining things to their subordinates. The fundamental point of these is that manager may fail to see that they will normally need to spend more time listening than talking. Effective listening does not come naturally to all managers, particularly if they do not recognise the importance of it. People who set out to improve the quality of communication in an organisation often assume that good communication is synonymous with the imparting of information. It is easy for people to be distracted from effective listening. They may have other problems on their mind, be physically distracted or simply lack the motivation to listen attentively.

Lack of feedback- the problem of effective communication is unfortunately greater than just the recognition of its scale and importance and the comprehension that one needs to receive information as well as disseminate it.

Resistance to criticism- it is important to recognise that any manager is going to prefer to hear good news than bad news, and the temptation is to tell people what they want to hear. It the long term this can be disastrous. What is important is the realization that the information fed to one in an organisation needs careful evaluation, and other information may be needed but not passed on, writes Rees & Porter, (2001:169). Managers may need to seek out the bad news to the extent that it is necessary and to the extent that they can cope with it.

Selective perception and bias- in considering the barriers of communication, it is important to deal with the problems caused by selective perception and bias. The sheer volume of data that is available means that one has to have some bias for deciding what to look for and what to react to. According to Rees & Porter, (2001:170) most people working in an organisation are likely to be concerned with the pursuit of truth, but people in an organisation, as in life generally, are under a variety of pressures to highlight some things and not others. Therefore, managers have to evaluate information fed to them. It is also necessary to be careful in evaluating information that is fed down the line. Selective perception may particularly likely if the parties involved in the communication process have different objectives and the greater the amount of conflict the more likely that there are emotional blockages to effective communication.

Gender differences- Rees & Porter, (2001:171), mentions that there may be obstacles of communication when a person is trying to communicate with a member of the opposite sex. The extent of the difference is likely to vary according to how much sex equality there is within a particular culture. There may be particular difficulties that arise when a person of one gender fails to adapt their style of communication, where appropriate, when communicating with a member of the opposite sex. There may also be a tolerance level for aggression in communication on the part of many women compared to men and also the body language and body contact acceptable in their communication with women.

TYPES OF COMMUNICATION IN AN ORGANISATION

Internal and Organisational Communication

According to learnmanagement2.com (2008:2) this is communication that takes place within (or across) an organisation. In addition to the usual face to face, telephone, fax or mail; modern organisations may use technology to communicate internally. Technology may be used for e-mails or a linked internal communication system such as the intranet which is an internet system designed solely for use by those working for the organisation.

External communications

Conversely external communication is communication between the organisation and those outside the organisation. Modern organisations may design technological systems so that they can communicate with customers and undertake e-Commerce. Alternatively they communicate with other businesses through the internet or similar systems and undertake e-Business.

Functions of Internal and External Communications

Learnmanagement2.com, (2008:2) further states that technology has rapidly expanded the types of internal and external communication available to organisations. Combined together internal and external types of communications allow various sectors of the local, national and international community to interact, liaise and conduct business.

Formal and Informal Communications

According to Learnmanagement2.com (2008:2), defines formal communication as that communication which occurs through the official organisational channels or is undertaken by an employee to do their job. For example official meetings, letters and a manager asking an employee to carry out a particular task. Conversely informal communication is that which occurs outside the recognised communication networks such as talking in the lunchroom or hallways between employees. Informal communication can be productive or negative. It has the potential to build teams, improve working relationships and generate ideas as employees are in a relaxed environment.

Upward and Downward Communications

Downward communication is communication created by directors and managers and passed down the hierarchy of workers in the organisation. In traditional organisations this is the preferred method of communication i.e. Managers decide what the systems, rules and procedures will be and then they pass these down to employees they manage and supervise. Downward Communication can increase efficiency by coordinating organisational procedures and can ensure that everybody is working towards the same overall aims and objectives. Learnmanagent2.com (2008:2), list the types of downward communication include job descriptions, appraisals or evaluations, organisational policy, and organisational systems.

Although there are advantages to downward communication organisations have begun to encourage upward communication. This is communication which originates at the lower level of the employment hierarchy and is then communicated up through the line. Learnmanagemt2.com (2008:2), argues that organisations encouraging upward communication believe that everybody is capable of generating thoughts and ideas which may help the organisation to progress, particularly when they are working closely in the area that the idea applies to. Upward communication may increase motivation and make employees feel valued and respected whilst enabling managers to understand how employees are feeling. Furthermore, if problems occur, they are more likely to be identified earlier by those working closely in the area in which they occur. Types of upward communications include suggestion schemes, feedback forums or surveys, grievance procedures and employee and manager discussions.

Lateral Communication

Learnmanagment2.com, (2008:2) views this communication that occurs between employees on the same level in the organisation. As this can involve decision making it can create efficiency as employees do not have to wait for managerial approval. Learnamangement2.com, (2008:2) further states that on the other hand if the manager is not kept informed or if the manager fails to set boundaries there is potential for conflict.

Diagonal Communication

Learnmanagement2.com, (2008:2) observes that diagonal communication occurs when communication occurs between workers in a different section of the organisation and where one of the workers involved is on a higher level in the organisation?

COMMUNICATION MANAGEMENT

According to de Beer (1998:376), changes in organisations led to a new conceptualisation of organisational communication and the role that it plays in organisational functioning. The emphasis on prescribing appropriate communication behaviour to solve management problems has been replaced by describing how communication values and behaviours influence individual and to organisational communication. While early approaches to organisational communication examined communication within a closed system without regard to environmental forces, the focus has shifted radically to the influence that environmental forces have on communication processes, structures and functions within the organisation and how this impacts the effectiveness of the organisation, states de Beer (1998:376).

According to de Beer (1998:376), increasingly, management focus has shifted towards creating excellent organisations through successful competitive positioning in the market place and adaptation to the increase in and acceleration of change through the management of improvement. These means that managers increasingly need to become aware of the various of change that have a potential influence on the organisation's operation. The basis, upon which managers are alerted of the problems that require some form of change, is the flow of accurate information from outside and within the organisation.

The author maintains that the manager's responsibility is to acquire information and to assess the need for change from both within and outside the organisation. These mean that the organisation's boundaries must be sensitive to external changes to enable it to cope effectively with these changes.

De Beer (1998:376), notes that today, some organisations are dramatically changing, ranging from fundamental restructuring to revolutionary shift in traditional values. Strategic communication management has evolved in response to these challenges. It involves the strategic planning of

communication both in terms of programme and content, thereby enabling the organisation to ensure the achievement of short-term organisational goals such as productivity and effectiveness and long-term organisational goals such as adaptation and survival. According to De Beer (1998:376), communication is viewed holistically and the distinction between external communication and internal communication with separate publics is no longer relevant. Instead, communication is viewed as an integrated process that is essential for effective organisational functioning at all levels, both internally and externally, (De Beer 1998:376).

Communication managers have to be functioning at all levels inside and outside the organisation. De Beer, (1998:376) explains that the communication manager should also be a competent negotiator and should be able to facilitate small group communication. An exciting aspect of communication manager is the increasing involvement in change management within an organisation. Environmental changes have an impact on communication with employees and communication managers should therefore be informed about global changes in human resource management and marketing. Communication is therefore the responsibility of every employee and manager. Puth in De Beer (1998:376), for communication to become an effective management tool and force in business it has to be practiced and applied effectively by management. In the process of change the communication manager has a vital role to play both at a strategic and implantation level.

MANAGEMENT STYLES

Management styles (2007), writes that managers have to perform many roles in an organisation and the way they handle various situations depend on their style of management. A management style is an overall method of leadership used by a manager, write, (Management styles 2007). According to Management styles (2007), there are two sharply contrasting styles that will be broken down into smaller subsets later: Each style has its own characteristics: Autocratic and Permissive.

Autocratic: Leader makes all decisions unilaterally.

Permissive: Leader permits subordinates to take part in decision making and also gives them a considerable degree of autonomy in completing routine work activities. Managers must also adjust their styles according to the situation that they are presented with.

Rees & Porter, (2001:100) observe that managerial style is not of an end in itself but a mean to an end. Ultimately, managers are judged by results. Different managers may achieve same results by using different means. The key to effective management is to matching the style to the situation.

ADAPTIVE MANAGEMENT STYLE

Philips, (2005) states that consistency is valuable, since it allows people to predict what may happen and how to plan for it. It is good to provide relatively clear guidance about scope and timeframe and desired result, and then allowed the people working to determine the best approach to creating the solution. According to Philips, (2005) as a manger you will be able to from time to time the progress being made and offer help. It is preferred to provide a high level guidance and direction as a manager for the oriented workers that will limit the struggle and offer help where needed, (Philips, 2005). He believes that a good manager should constantly adapt his or her management style to the people based on their needs, capabilities and expectations.

The Difference between Management and Leadership

According to ME96 (1997), leadership is a facet of management. Leadership is just one of the many assets a successful manager must possess. Care must be taken in distinguishing between the two concepts. The main aim of a manager is to maximise the output of the organisation through administrative implementation. To achieve this, managers must undertake the following functions:

- ▼ Organisation;
- ▼ Planning;
- ▼ Staffing;
- ▼ Directing and
- ▼ Controlling.

Leadership is just one important component of the directing function. A manager can not just be a leader. He or she also needs formal authority to be effective. ME96 (1997), maintains that in some circumstances, leadership is not required. The fact that a leader is not always required proves that leadership is just an asset and is not essential.

Differences in Perspectives

Managers think incrementally, whilst leaders think radically. This means that managers do things by the book and follow company policy, while leaders follow their own intuition, which may in turn be of more benefit to the company. A leader is more emotional than a manager write ME96, (1997).

Subordinate as a Leader

The ME96, (1997) maintains that often with small groups, it is not the manager who emerges as the leader. In many cases it is a subordinate member with specific talents who leads the group in a certain direction. Leaders must let vision, strategies, goals, and values be the guide-post for action and behaviour rather than attempting to control others. ME96, (1997), claims that when a natural leader emerges in a group containing a manager, conflict may arise if they have different views. When a manager sees the group looking towards someone else for leadership he or she may feel his authority is being questioned. According to ME96, (1997) the leader must take a point of highlighting the successes within a team, using charts or graphs, with little presentations and fun ideas. Leaders are observant and sensitive people. They know their team and develop mutual confidence within it.

A Leader is followed: The manager rules

ME69, (1997) continues that a leader is someone who people naturally follow through their own choice, whereas a manager must be obeyed. A manager may only have obtained his position of authority through time and loyalty given to the company, not as a result of his leadership qualities. ME69, (1997) points out that a leader may have no organisational skills, but his vision unites people behind him.

Management knows how it works

ME96 (1997), writes that management usually consists of people who are experienced in their field, and who have worked their way up the company. A manager knows how each layer of the system works and may also possess a good technical knowledge. A leader can be a new arrival to a company who has bold, fresh, new ideas but might not have experience or wisdom. Managing and

leading are two different ways of organising people. The manager uses a formal, rational method whilst the leader uses passion and stirs emotions, states ME96 (1997).

Purpose of Leadership

According to ME69, (1997) leadership is a way of focusing and motivating a group to enable them to achieve their aims. It also involves being accountable and responsible for the group as a whole. ME96 (1997) adds that Preferably, a leader should be a few steps ahead of their team, but not too far for the team to be able to understand and follow them. A leader should: provide continuity and momentum and be flexible in allowing changes of direction.

Skills Needed

According to ME96, (1997) leaders must have a wide range of skills, techniques and strategies. These include:

▼ Planning;

▼ Communication skills;

▼ Organisation and

▼ Awareness of the wider environment in which the team operates.

Leadership Styles

The role of leadership in management is largely determined by the organisational culture of the company, writes ME96 (1997). It has been argued that managers' beliefs, values and assumptions are of critical importance to the overall style of leadership that they adopt. There are several different leadership styles that can be identified within each of the following management techniques. ME96, (1997) explains that each technique has its own set of good and not-so-good characteristics, and each uses leadership in a different way.

The Autocrat

According to ME96, (1997) the autocratic leader dominates team-members, using unilateralism to achieve a singular objective. This approach to leadership generally results in passive resistance

from team-members and requires continual pressure and direction from the leader in order to get things done. They write that, generally, an authoritarian approach is not a good way to get the best performance from a team. However, there are some instances where an autocratic style of leadership may not be inappropriate. Some situations may call for urgent action, and in these cases an autocratic style of leadership may be best. In addition, most people are familiar with autocratic leadership and therefore have less trouble adopting that style. Furthermore, in some situations, sub-ordinates may actually prefer an autocratic style, (ME96, 1997).

The Laissez-faire manager

According to ME96 (1997), the Laissez-faire manager exercises little control over his group, leaving them to sort out their roles and tackle their work, without participating in this process himself. In general, this approach leaves the team struggle with little direction or motivation. Again, there are situations where the Laissez-faire approach can be effective. The Laissez-faire technique is usually only appropriate when leading a team of highly motivated and skilled people, who have produced excellent work in the past. ME96 (1997), continue that once a leader has established that his or her team is confident, capable and motivated, it is often best to step back and let them get on with the task, since interfering can generate resentment and detract from their effectiveness. By handing over ownership, a leader can empower his group to achieve their goals.

The Democrat

ME96, (1997) states the democratic leader as a leader which makes decisions by consulting his team, whilst still maintaining control of the group. The democratic leader allows his or her team to decide how the task will be tackled and who will perform which task. According to ME96 (1997), the democratic leader can be seen in two lights:

ME96, (1997) writes that a good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that he or she bears the crucial responsibility of leadership. The values of group discussion and input from his team and can be seen as drawing from a pool of his team members' strong points in order to obtain the best performance from his team. He or she motivates his or her team by empowering them to direct themselves, and guides them with a loose reign. However, the democrat can also be seen as being so unsure of him or her and the

relationship with sub-ordinates that everything is a matter for group discussion and decision. According to ME69 (1997), clearly, this type of leader is not really leading at all.

Leadership Attitudes

According to ME96 (1997), one way of looking at different leadership styles are in terms of task orientation versus employee orientation.

- ▼ Task Orientation or Directive Behaviour. This reflects how much a leader is concerned with the actual task at hand and ensuring that those following him complete it.

- ▼ Employee Orientation or Supportive Behaviour. This reflects how much a leader is concerned for the people around him, providing support and encouragement for them.

Style Choice

According to ME96, (1997) if one has a group of widely differing levels of ability, confidence and commitment, one may want to lead them each with a different style namely:

Directing- A team member who has a lot of enthusiasm for the job but not much actual ability will need to be directed. One need not to spend much time giving encouragement or coaxing them along. One will, however, have to tell them what to do next after they complete every task, and how to do the tasks set.

Coaching- After being in the group for a while, somebody might begin to lose confidence and therefore motivation, as they still can not seem to do the work they want to do. At this stage you will need to coach them along. One will still need to tell them what to do at virtually every point along the way, while taking care to encourage them and praise them at every turn.

Supporting- Gradually the team member's technical ability will increase until they are at a stage where they can actually do everything required of them, however they may still lack the confidence to actually do it off their own backs. One should no longer have to tell them what to do, although they may think otherwise. One should also seek their opinions on the next stage, and be seen to take notice of their ideas.

Delegating-A technically competent person's confidence will gradually grow until they feel able to work completely on their own. One should now be able to delegate specific areas of work to them and feel little need to tell them either what to do or to praise them as frequently for doing it. The time that one needs to spend leading these members of the group can be spent with the less experienced group members, or on the work that one needs to do.

Practical Aspects of Leadership

ME96, (1997) maintains that to help your team to be successful you will have to direct and help them. Autocratic style (an emphasis on the task) does not build good team relationships. It is also important to look after your team on a personal level. Becoming a leader, ME96 (1997), mentions that a leader may not always be a manager. A key aspect of leadership is delegation.

Poor Delegation

Signs that ones' delegation is failing include:

- ▼ Team Motivation / morale is down;

- ▼ You are always working late;

- ▼ Your team is confused / conflicting / tense and

- ▼ You get questions about delegated tasks too often.

Advantages of Delegation

Positive aspects of delegation include:

- ▼ Higher efficiency;

- ▼ Increased motivation;

- ▼ Develops the skills of ones' team and

- ▼ Better distribution of work through the group.

How to delegate

According to ME96 (1997) the following are the steps to delegate:

- ▼ Identify a suitable person for the task;

- ▼ Prepare the person. Explain the task clearly. Make sure that you are understood. Leave room in the task description for skill / initiative;

- ▼ Make sure the person has the necessary authority to do the job properly;

- ▼ Keep in touch with the person for support and monitoring progress. Do not get too close. Accept alternative approaches, and

- ▼ Praise / Acknowledge a job well done.

Responsibility and Authority

ME96 (1997), argues that even though you have delegated a task to someone else, you are still responsible for making sure the task is done on time and correctly. If the task fails, you can not point the finger because you delegated. It is your fault. You may have picked the wrong person for the job. The amount of authority you delegate is up to you, although it should be enough to complete the task, (ME96, 1997). It is no good giving the task to the delegated person if you do not give him the authority required to do it.

Tasks you should not delegate

According to ME96, (1997) clearly some aspects of leadership are sensitive and should not be delegated. For example:

- ▼ Hiring;
- ▼ Firing;
- ▼ Pay issues and
- ▼ Policy.

Your Task after Delegating

After delegating:

- ▼ Plan - goals, meeting, tasks;

- ▼ Direct - your team, keep them on track and

- ▼ Encourage - boost morale.

Practical aspects of directing teams: when directing a small team it is important to structure the tasks to be performed. Goals should be easily understood by everyone and tasks broken down so that they appear achievable, (ME96, 1997). Break down the task: nothing will be more demoralising for your team than setting them a task which seems impossible (the brick wall approach). Therefore it is important to define a task as a series of small but significant steps which seem realistic. According to ME96, (1997) as the person performs these broken-down steps he/she will still feel that something concrete has been accomplished, and the next step toward finishing will become clear. The brick wall approach will usually result in the task not being accomplished.

Leadership versus Management

According to Straker (2007), the biggest difference between managers and leaders is the way they motivate the people who work or follow them, and this sets the tone for most other aspects of what they do. Many people, by the way, are both. They have management jobs, but they realise that one cannot buy hearts, especially to follow them down a difficult path, and so act as leaders too. Managers have subordinates, Authoritarian, transactional style, managers have a position of authority vested in them by the company, and their subordinates work for them and largely do as they are told. Straker (2007), explains that management style is transactional, in that the manager tells the subordinate what to do, and the subordinate does this not because they are a blind robot, but because they have been promised a reward (at minimum their salary) for doing so.

Straker, (2007) mentions that work focus -managers are paid to get things done (they are subordinates too), often within tight constraints of time and money. They thus naturally pass on

this work focus to their subordinates. The author maintains that seek comfort- an interesting research finding about managers is that they tend to come from stable home backgrounds and led relatively normal and comfortable lives. This leads them to be relatively risk-averse and they will seek to avoid conflict where possible. In terms of people, they generally like to run a 'happy ship'.

Leaders have followers

Straker, (2007) notes that leaders do not have subordinates, at least not when they are leading. Many organisational leaders do have subordinates, but only because they are also managers. But when they want to lead, they have to give up formal authoritarian control, because to lead is to have followers, and following is always a voluntary activity.

Charismatic, transformational style -telling people what to do does not inspire them to follow you. One has to appeal to them, showing how following them will lead to their hearts' desire. They must want to follow you enough to stop what they are doing and perhaps walk into danger and situations that they would not normally consider risking. Straker, (2007) explains that leaders with a stronger charisma find it easier to attract people to their cause. According to Straker (2007), as a part of their persuasion they typically promise transformational benefits, such that their followers will not just receive extrinsic (not belonging) rewards but will somehow become better people.

Teamtechnology.co.uk (1995) differentiates leadership from management as: leadership is about setting a new direction for a group; management is about directing and controlling according to established principles. According to Teamtechnology.co.uk (1995), the difference between leadership and management can be illustrated by considering what happens when one has another without the other.

Leadership without management- sets a direction or vision that others follow, without considering too much how the new direction is going to be achieved. Other people then have to work hard in the trail that is left behind, picking up the pieces and making it work.

Management without leadership- controls resources to maintain the status quo or ensure things happen according to already established plans.

Leadership combined with management - does both - it both sets a new direction and manages the resources to achieve it. According to Teamtechnology.co.uk. (1995), leadership is setting a new direction or vision for a group that they follow, i.e.: a leader is the spearhead for that new direction. Management controls or directs people or resources in a group according to principles or values that have already been established.

THE WORK OF LEADERSHIP

Heifetz and Laurie (2003:2) have identified six duties of leadership, these are:

- ▼ Identifying the adaptive challenge;

- ▼ Getting on the balcony;

- ▼ Regulating distress;

- ▼ Maintaining disciplined attention;

- ▼ Giving the work back to the people and

- ▼ Protecting voices of leadership from below.

Claiming that leadership is about more than identifying a vision and aligning the workforce with that vision, the first role in leading an adaptive challenge is the ability to observe and mobilize, (Heifetz and Laurie 2003:2). A leader must be able to understand the current market focus, he or she must also understand the many reactions to change within the company. As if on a balcony with a clear view of all the company's activities, moving back and forth between the "field of play" and the balcony view will allow the leader to mobilise the right people in the right way to do the necessary adaptive work. Without this overview the leader can become a prisoner of the system. They further stress that the balcony view allows the leader to identify the second principle, the adaptive challenge needed. Heifetz and Laurie (2003:2) explain that once the adaptive challenge has been identified, the leader's next task is to generate just enough distress among the people in order that the need for change is felt by everyone. They prescribe three fundamental tasks for a leader to regulate distress: These are:

- ▼ Create a "holding environment" by regulating new initiatives, introducing progress at the right pace;

▼ Set direction by framing the key questions, protecting by managing the rate of change, orienting by defining realities and key values, and instilling conflict as a means to creativity and

▼ The leader must be emotionally capable to withstand uncertainty, frustration and anxiety in order to communicate confidence.

They also note that maintaining disciplined attention is the fourth principle. Each employee possesses different experiences, beliefs, values and norms.

Heifetz and Laurie (2003:3) state that to reframe the issues, and get conflict out into the open and use it as a source of creativity. Teamwork is essential, and leaders must demonstrate the need for collaboration: "Disciplined attention is the currency of leadership". This dovetails (fit together) into principle number five, giving work back to the people. The authors point out that people in all levels of an organisation possess specialised knowledge and information, but the norm is to rely on senior management to make all the decisions. The argument here is that this leads to complacency and the avoidance of responsibility, and those leaders should provide support, rather than control, to allow the people to solve their own problems. This is turn, leads to a collective self-confidence based on experience, success and the organisational environment.

The final, sixth principle, is about giving a voice to the people in the organisation. Again, an example is used to make the point. The senior management of an organisation encouraged employees to look for problems, speak openly and take responsibility. The earning here is that it is important to understand what motivates the leaders on the one hand, while on the other, leaders must allow individuals to raise arguable issues and ask the question "is there something we are missing?"

According to Heifetz and Laurie (2003:4), leaders often try to transform an organisation through merger and acquisition and re-structuring, treating the whole process as if it were a technical problem and ignoring the main adaptive challenge. The authors observe that leadership is often summarised as coming down to a "grand knowing and salesmanship", which ignores the way organisations succeed in addressing adaptive challenges. Heifetz and Laurie (2003:4), explains that adaptive work involves, and adaptive solutions demand, all members of an organisation taking

responsibility for the situations that face them. The leadership role is to engage people in the adaptive process, and it is a leader's role from whatever position in the organisation to adjust values, change perspectives and learn new habits.

MANAGERS AND POWER

Heller (2006a) observes that powerful people get their own way more often than those without power. The true meaning of corporate power is in the importance of the company, rather than individual managers. Among these conditions is that all these holders of power have to justify their position by their performance, both in results and relationships in the eyes of their superiors and subordinates. Power rises towards the top, and as it does it becomes greater. So the way in which power is exercised has to be changed to match. The ultimate power of the CEO is making others take responsibility for every aspect of the organisation, while establishing a modus operandi (way of working) that makes the boss completely confident that those responsibilities are being handled as effectively and timely as possible, writes (Heller, 2006a).

According to Buckingham (2005), a controlling insight lies at the heart of great managing, leading and career success. Lose sight of this "one thing" and even your best efforts will be diminished or compromised. As he observes, success comes to those who remain mindful of, understand its ramification (implication) and orient their decisions around the core insight.

COMPLEX MANAGEMENT

Heller, (2006b) explains that the increasing complexity of management and innovation is unavoidable and has been apparent for over 40 years; doubtless it will continue indefinitely. Amongst the many consequences, the process of change has become a great deal quicker, as a website can be changed much faster than a factory layout. However, the high-tech tools should still be used in areas that are not new or technical. Managers still need to demonstrate good analysis and decision-making, as well as the ability to execute these decisions to make the most of a situation. "Leadership is not defined by the exercise of power but by the capacity to increase the sense of power among those who are led. The most essential work of the leader is to create more leaders." Heller (2006b) adds that innovation in products and processes including management processes is essential to master the complex challenges. The leader must encourage and develop as many sources of ideas both internal and external as he can.

GOOD AND BAD MANAGERS

Every manager should possess firm and well-informed opinions on the subject of management itself. Everybody has been unfortunate enough to work for a bad manager but hopefully also experienced a good one, Heller (2005). The CEO alternative has it that, against all evidence, that the outcome of the entire organisation depends overwhelmingly on one man at the top who takes all the decisions and governs all strategic management. However, in reality an organisation's success or failure must depend on the strength of management at every level.

The best managers make sure they have financial and other data calculated as accurately and honestly as possible, and they consider the financial outcomes, which take in their own options and bonuses, as a product of their achievements and not as achievements on their own. In addition, they accept that management is fluid rather than fixed. A great deal of businesses is cyclical and every manager has to adapt and correct mistakes. The skill is to make the most of the upturns and limit the damage of the downturns. Most importantly, great managers have the attribute of objectivity. They consider corporate performance the top priority and put their own rewards second, therefore putting their personal performance ahead of their egos.

THE ROLE OF TODAY'S MANAGER IN AN EVER-CHANGING ENVIRONMENT

Ellis, (2005:13) explains that the role of today's manager is complicated because of the ever changing environment. Managers of today must be able to deal with the complexity and speed of change that is occurring in the organisation. As a manager you are no longer responsible for what you alone accomplish. As a manager you work with your direct reports to achieve the goals of your department of your own organisation.

The manager's role is to achieve results through and with others, Ellis (2005:14). The manager's role is to work with other people, to help them be productive and effective. The manager's ability to work with his or her people and understand their needs, abilities will directly have an impact on his or her ability to achieve results through them. A manager has the responsibility to create a right environment.

PERFORMANCE MANAGEMENT

Most companies have their own way for managing the performance of their employees, Ellis (2005:49-50). She further defines performance management as: ongoing process of working with your direct reports in a partnership for the purpose of helping them (and you to be successful), ongoing communication for the benefit of the organisation and the individual and ongoing process punctuated by formal quarterly review sessions. Therefore, performance management is not an annual appraisal or an opportunity to punish your direct reports.

THE GOAL OF PERFORMANCE MANAGEMENT

According to Ellis (2005:50), effective performance management is the way for achieving organisational goals, which impact the business's bottom line. By acquiring the skills, a manager is eligible to create a greater alignment of the organisation's interest and the interests of the individual employee.

THE PERFORMANCE MANAGEMENT PLAN

Ellis (2005:50) states that as a manager, it is important to adhere with the plans of your organisation. Various companies set objectives at the beginning, or near the beginning of the year.

CONCLUSION

From the authors' point of views, communication has been described as one of the basic functions of management in any organisation and basic tool for motivation, which can improve morale of the employees in an organisation. The difference between leadership and management and the roles of managers in organisations were also mentioned in this chapter.

The next chapter will discuss change management in an organisation.

CHAPTER FOUR

Change Management

INTRODUCTION

This chapter discusses the reasons for change in an organisation and the attitude of employees towards the change. It will also review the kinds of change and looks at how change could improve things in the work place.

IMPLEMENTING CHANGE

Transforming an organisation requires initiative, cooperation, and a willingness of the employees and managers in the organisation to make sacrifices, the process of change, and lasts for quite a long time. According to Stark (2000) people need to be informed of the reasons why the organisation has to move away from the current 'as-is' state, and of the dangers of staying there, people also need to understand the pressures that make it necessary to change. De Beer (1998:376) observes that changes in an organisation led to new conceptualisation of organisational communication and the role that it plays in organisational functioning. The emphasis on prescribing appropriate communication behaviour to solve management problems has been replaced by describing how communication values and behaviours influence individual and to organisational communication. While early approaches to organisational communication examined communication within a closed system without regard to environmental forces, the focus has shifted radically to the influence that environmental forces have on communication processes, structures and functions within the organisation and how this impacts the effectiveness of the organisation.

According to Stark (2000), it is important to tell people what is going to happen, when it will happen, and why. Let them understand that the process has been clearly thought-out, is well led and well planned, and is under control. Show how the process will help people to participate in the change and how it will help them to change. He argues that the best method of communication is for each manager to communicate a well-prepared change message and accompanying support material to their direct reports. This process should start at the top of the organisation and be

followed at each level. As a result, most people will first hear the change message from their boss and it allows them to be able to ask questions, and then be forced to understand the message well enough so they can communicate it to their team members and answer their questions. In this way, a single message and accompanying support material can be communicated throughout the organisation. And finally, put a feedback process in place to make sure that the communication process is meeting its objectives.

Cook *et.al* (2004:1), state that change is always difficult, as the degree of change increases, people who manage others, no matter what their title, are in the position to influence the process and outcomes of change. Managing change can be described as consisting of four phases: set up, kick off, delivery and review, state Cook *et.al* (2004:1).

Set up

▼ Prepare people for change- let them know what is happening in good time, but not so far ahead that they forget about the change or become overly concerned.

▼ Involved those affected by change in planning for the change- spell out how you see the change affecting individuals and employees as a whole. Identify who will be most affected and approach them first. Involve them in planning for the change. Discuss each stage of the way and ask for suggestions.

▼ Assess the organisation's readiness for change- research what happened during the last change. Learn from past experience and let this influence your current actions. Are people ready to change? What can you do to increase their readiness for change and create dissatisfaction with the current state?

▼ Make contingency plans- think of the reactions the proposed change could bring about. Anticipate the unforeseen, the unexpected and any set back, build contingency plans.

▼ Anticipate the skills and knowledge that will be needed to master the change- do your staff possess these skills and knowledge, have you prepared plans for training?

▼ Set a time table and objectives to measure your progress.

Kick off

- ▼ When change begins you may need to:

- ▼ Create a project management group to oversee the change - make sure that the key stakeholders are present during the change process in order to have their own view.

- ▼ Develop temporary policies and procedures during the change- demonstrate flexibility in trying new things. Loosen control and relax normal procedures.

- ▼ Create new channels of communication-remind people why the change makes sense and

- ▼ Arrange frequent meetings- meet frequent to monitor the unforeseen to provide or to check on what is happening, make feedback a daily event.

Delivery

Train and coach others- provide appropriate training in new skills and develop new attitude and behaviour patterns.

Make people responsible- inform each person that he or she is accountable for some aspects of the change.

Provide feedback- provide more feedback than usual to ensure that people always know where they stand.

Review for managing change.

- ▼ Review learning points- review what has gone well and things you would do differently next time and capture this learning for future projects.

- ▼ Recognise those who have made special effort during change.

- ▼ Celebrate- organise special events to acknowledge publicly those groups and individuals who have helped to make things happen.

TIPS ON HOW TO MAKE CHANGE WORK

According to Scalabre (2003), the following are the tips on how to make change work:

- ▼ Specify the nature of the change.
- ▼ Explain why.
- ▼ Let employees know the scope of a change even if it is bad news.
- ▼ Repeat, repeat, and repeat again the purpose of the change and actions planned.
- ▼ Use graphics.
- ▼ Make sure communication is two-way.
- ▼ Target supervisors.
- ▼ Support change with new learning.
- ▼ Point to real progress.
- ▼ Do not limit communications to meetings and print.
- ▼ Institutionalize information flow about the change.
- ▼ Model the changes yourself.

INFLUENCING OTHERS DURING CHANGE

According to Cook *et.al* (2004:138), the most form of influencing style is assertiveness. Naturally, when we face a threatening situation (as change can be), we adopt an emotional, approach which may be aggressive or passive. Assertiveness is a rational approach based on choice and its learned behaviour. This behaviour allows individuals to communicate their thoughts and feeling in a way that does not violate the rights of others. Cook *et.al* (2004:13), point out two types of behaviours that individually generally adopt at work as well as during change. These are:

Push behaviour

- ▼ Proposing- giving view and opinions, making proposals;
- ▼ Directing- stating what your need and expect of others;
- ▼ Evaluating- judging ideas and opinions given to you by others and
- ▼ Incentivising- providing incentives to do something or giving the consequence of not doing something.

Cook *et.al* (2004:13) concur that the impact of the push behaviour is that they signal to others that they want the other person to change. The consequence excessive push can be that people on the receiving end become disenfranchised. They do not consider that their opinions are sought or valued. When there is too much push style, it can appear as dictatorial. Cook *et.al* (2004:13) further explain the result of this style of behaviour is that team members lose respect for their leader and become terrorists. A further extension of push behaviour is manipulation, using sarcasm, withdrawing from dialogue with the other person, demonstrating using body language or tone that you are not happy. The impact of this behaviour is that people becomes victims during change. Nothing is explicitly expressed, rather it is implied.

Pull behaviour

Pull behaviour, on the other hand, focuses more on the person and involves:

- ▼ Enquiring- asking questions to find out more from the person.

- ▼ Listening and pacing- actively listening, summarizing, matching the pace of the other person, going with their flow and

- ▼ Being open to suggestions and ideas- being ready to admit mistakes, being open to other ways of doing things.

Rather than 'I' these behaviour focuses on 'You'' -the other person. They show an interest in and consideration for the individual. A further pull behaviour focuses on 'We' finding areas of agreement, building common ground. The impact of using pull style of influence is to signal that you are prepared to change. However, if one adopts a predominantly pull style of influence all the time your way be perceived as a passive person. This style of behaviour can lead to 'Yes men', behaviour in others. Everything is cosy but no action is carried through.

Cook *et.al* (2004:13) further note that in order to influence effectively, therefore, change leaders need to adopt a style where both push and pull are given equal balance. It is particularly useful in conflict situations. Equally in these situations it is important to be directed by one's own view and opinions.

CHANGE MANAGEMENT

Shiva (2005), states that change is a complex phenomenon. Whenever an organisation imposes new things on people there will be difficulties. Participation, involvement and full communication are the important factors to bring effective change process in an organisation, Shiva (2005). "It is not the strongest species that survives, nor the most intelligent, but the most responsive to change", (Shiva, 2005).

According to Shiva (2005), the world today is changing faster than ever before. Technological developments, financial constraints, expanding markets, restructure and mergers, new philosophies and government legislation are all putting pressure on organisations to change. In our fast moving, highly competitive global marketplace, change is continuously required, if an organisation is to remain competitive. A company can not remain on the cutting edge by standing still. The key to effective organisational performance lies in the competence and commitment of the people, (Shiva, 2005). The clue to effective and successful management lies in understanding the nature of people, their behaviour, drives, hopes, fears and expectations, and the circumstances and activities necessary to bring the best act of them, (Shiva 2005). Shiva (2005) states that to respect and value people is a basic pre-requisite for effective managing of human resources so organisations have to create the conditions for fostering managements, need to create structures and cultures that are positive and organic and develop individuals and groups to their full potential to face emerging challenges. The author continues to mention the kinds of change as the following:

KINDS OF CHANGE

Shiva (2005) mentions different kinds of changes. These are:

▼ The first kind of change is the overall change in structures, composition and management of the company because of various mergers and combination taking place in companies. These unification and amalgamations are of three types. First one is of Vertical mergers, i.e., merger of small organisation with a bigger organisation. The second one is Horizontal mergers, i.e., similar kinds and strengths coming together to form a big company and the third is cross mergers, i.e., different types of companies collaborating to capture more market share and size.

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▼ The second kind of change process begins in an organisation when a new product is launched in a market. Further this kind of change is made for two reasons, that is, follow market skimming to earn goodwill, money and reputation in the market. The second policy is of market penetration just to capture more market share and to expand customers base by lesser price policies.

▼ The third aspect of change is incorporated whenever a new leadership is introduced in an organisation. This result into major shift overs from in policy to another which can sometime lead to productive changes and sometime can attract retaliations from the staff members, and

▼ The technological advancements and latest developments is the fourth major driving force to initiate the change process in any organisation, because it can result into major capital expenditures and complete change of existing structures.

MAJOR PREPARATION FOR CHANGE

According to Shiva (2005), for any organisation to incorporate the change it must prepare in advance and follow some of the following mentioned steps to handle change:

▼ To implement any kind of change the first and foremost an important element is that the leaders must be respected and effective in the management so that they are effective enough to enforce the change process easily.

▼ Secondly the motivational processes and techniques must be carried in such a planned way and manner that each and every employee must be highly motivated enough to implement the change easily.

▼ Thirdly an organisation must remove the aspect of complacency in it. This can be done by

▼ Generating information about organisations situations about current and prospective problems.

▼ Creating opportunities for employees to educate management about dissatisfaction and problems.

▼ Creating a dialogue on the data and statistics so collected and generated and

▼ Setting very high standards, expecting people to meet them.

THE CHALLENGES OF MANAGING CHANGE

One of the most important tasks in managing change is an analysis of the various stakeholders impacted by the change, (Six Sigma, 2007). According to Six Sigma (2007), without an understanding of how to manage change even the best plan can go awry. When there is no change management process results can be quite different than those intended.

CONSIDERATIONS FOR MANAGING CHANGE

Hopefully, we all learn from our mistakes and successes, states Six Sigma (2007). Smart people learn from the mistake and success of others. It is worth considering what went wrong with the process of managing change, writes Six Sigma (2007). Six Sigma, (2007) contends that change is necessary and inevitable for the needs of the business. It is the human behaviour that defines the organisational culture. Culture reflects the need for order in how we share meaning, develop and use a common language and develop views which seems to make our business world less unpredictable. According to Six Sigma (2007), culture can obstruct the change process and contribute to resistance. It seems that managing change causes many to become numb (that is not using my brain). Unfortunately, this can be true for all involved the managers as well as the workers.

According to Six Sigma (2007), the process of change is generally more than simply designing a process. It is more than drafting procedures, policies or practices. It is more than training stakeholders. It certainly should be a purpose driven focus with the customer considered first and one that involves the well-being of our people. Managing the change process requires what is called Stakeholder Analysis, maintains Six Sigma (2007). This early step in managing changes requires that we examine past history of implementing change with a particular stakeholder group.

Six Sigma, (2007) explains that it requires that we provide champions or sponsors that perform. Managing the challenges of change requires that motivational reasons are provided to those expected to give up the status quo. Successful change requires a clear vision of the desire future state, writes Six Sigma (2007). In developing a powerful vision of change managers should explain

how things would improve for the organisation as a result. According to Six Sigma (2007), the stakeholders need a process to achieve the desired future state. An understanding of economic reality and the demands of the customer must be communicated and they need to understand how the change fits into the organisations strategic plans, writes Six Sigma (2007).

Nauheimer, (2005) explains how management is seen as the process, tools and techniques to manage the people-side of change processes, to achieve the required outcomes, and to realise the change effectively within the individual change agent, the inner team, and the wider system. He, (2005) further stresses that, change management has also to be seen in the light of the discussion on knowledge management. Only if organisations and individuals within organisations learn, they will able to master a positive change. In other words, change is seen as the result from an organisational learning that centres on questions that a manager can consider to ensure growth and sustainability of the organisation, as individuals within and are as follows:

- ▼ What are the procedures?

- ▼ What is the know-how we need to maintain and where do we need to change? and,

- ▼ 'How can we manage a change that is in harmony with the values we hold as individuals and as organisations?

ORGANISATIONAL CHANGE MANAGEMENT

HIPAA, (2006) points out that major change is defined as those situations in which performance of job functions require most people throughout the organisation to learn new behaviours and skills. Major change encompasses an entire workforce and can focus on innovation and skill development of people. To some degree, the downside effects of change are inevitable. Whenever groups of people are forced to adjust to shifting conditions, discomfort will occur. The key is to proactively recognise the effects of change, plan for the change, and develop skill sets and tools to support the change and inevitable discomfort associated with it. According to HIPAA, (2006) without this proactive approach, the risk of poor project implementation increases significantly and reduces the opportunity to achieve expected compliance. In change management, there are numbers of methodologies or processes available. HIPAA, (2006) states what is common throughout these various approaches are the overall general steps necessary to implement a successful change management programme. These include:

- ▼ Create the vision;

- ▼ Create the plan;

- ▼ Communicate to affected parties;

- ▼ Cultivate motivated and empowered affected parties and

- ▼ Cement the change in the organisation's culture.

ORGANISATIONAL CHANGE ISSUE

Although most organisations have access procedures in place today, the issue of how well they operate remains, HIPAA, (2006).

- ▼ Does the organisation identify who can have access to what information?

- ▼ Is it common practice within the organisation for personnel to share Identity Documents/Passwords? Is this a common culture within the organisation?

- ▼ How promptly are terminated employees removed from access lists, or does this occur only when the termination is unfriendly?

Reporting violations of co-workers is often difficult. HIPAA, (2006) uncovers those employees who report violations by "privileged" personnel often feel threatened by fear of punishment. Some small providers are currently not in the habit of checking references, much less background checks, state HIPAA, (2006). Sanction policies are not applied equally to all employees. HIPAA (2006), views that it will be important that sanctions be applied fairly and consistently to all employees, regardless of rank and position. Procedures might affect existing practices and staff that previously had access to multiple data may feel slighted and be offended if access is taken away.

RISK CONSIDERATION

According to HIPAA (2006) the following points should be considered when determining the risks associated with embracing the cultural change:

- ▼ Determine commitment to leading organisational culture change;

▼ Evaluate past experiences with major organisational change to identify positive and negative impacts;

▼ Identify who is losing what to begin to map out a chain of cause-and-effect collisions and

▼ Evaluate communication process within organisation to determine whether it will be effective for this effort.

CHANGE MANAGEMENT: ORGANISATIONAL AND PERSONAL CHANGE MANAGEMENT, PROCESS, PLANS, CHANGE MANAGEMENT AND BUSINESS DEVELOPMENT TIPS.

According to Chapman (2006), achieving personal change will be more successful too if one uses the same approach where relevant. The following simple principles when applied will ensure success in managing organisational change:

Chapman (2006) views that change management entails thoughtful planning and sensitive implementation, above all consultation with, change must be realistic, achievable and measurable, and involvement of, the people affected by the changes. If one forces change on people normally problems arise.

These aspects are especially relevant to managing personal change. These aspects also relate strongly to the management of personal as well as organisational change. Before starting organisational change, ask oneself:

▼ What do we want to achieve with this change, why, and

▼ How will we know that the change has been achieved?

▼ Who is affected by this change, and how will they react to it?

▼ How much of this change can we achieve ourselves, and what parts of the change do we need help with?

It is recommended for a manager to check that people affected by the change agree with or at least understand, the need for change, and have a chance to decide how the change will be managed, and to be involved in the planning and implementation of the change, (Chapman, 2006). Do not sell change to people as a way of accelerating agreement and implementation. Instead, change

needs to be understood and managed in a way that people can cope effectively with it. Change can be unsettling, so the manager logically needs to have a settling influence, (Chapman, 2006). She or he needs to encourage her or his managers to communicate face-to-face with their people too if they are helping her or him to manage in organisational change. Email and written notices could be rather weak at conveying and developing understanding. Face-to-face communications need to be used to handle sensitive aspects of organisational change management.

Chapman, (2006) explains that if one thinks that there is a need to make a change quickly, they would need to explore the reasons. Quick change prevents proper consultation and involvement, which leads to difficulties that take time to resolve. Involving and informing people also creates opportunities for others to participate in planning and implementing the changes, which lightens your burden, spreads the organisational load, and creates a sense of ownership and familiarity among the people affected. According to Chapman, (2006) for organisational change that entails new actions, objectives and processes for a group or team of people, use workshops to achieve understanding, involvement, plans, measurable aims, actions and commitment. The management team would need to use workshops with their people too if they are helping to manage the change.

Chapman, (2006) explains that consulting with people, and helping them to understand does not weaken one's position - it strengthens it. Leaders who fail to consult and involve their people in managing bad news are perceived as weak and lacking in integrity. People need to be treated with humanity and respect, in this way they would respond. Chapman, (2006) observes that by applying these principles it will be wonderful to very tough change like making people redundant, closures and integrating merged or acquired organisations.

One would even apply these principles; bad news needs even more careful management than routine change. Hiding behind memos and middle managers would ordinarily make matters worse, (Chapman, 2006). Chapman, (2006) points out that senior managers and directors responsible for managing organisational change do not, as a rule, fear change - they generally succeed in it. According to Chapman, (2006), one would need to be mindful that the chief insecurity of most staff is change itself. For that reason, remember that staff do not relish change, they find it deeply disturbing and threatening. One's staff's fear of change is as great as one's own fear of failure.

RESPONSIBILITY FOR MANAGING CHANGE

According to Chapman (2006), the employee does not have a responsibility to manage change. Responsibility for managing change is with management and executives of the organisation. Therefore, the employee's responsibility is no other than to do their best, which is different for every person and depends on a wide variety of factors (health, maturity, stability, experience, personality, motivation), (Chapman, 2006). The management and executives must manage the change in a way that employees can cope with it. The manager has a responsibility to facilitate and enable change, and all that is implied within that statement, especially to understand the situation from an objective standpoint, and then to help people understand reasons, aims, and ways of responding positively according to employees' own situations and capabilities, maintains (Chapman, 2006). Increasingly the manager's role is to interpret, communicate and enable.

CHANGE MUST INVOLVE THE PEOPLE - CHANGE MUST NOT BE IMPOSED UPON THE PEOPLE

Chapman, (2006) writes that if people are not approaching their tasks or the organisation effectively, then the organisation has the wrong mindset, not the people. Change such as new structures, policies, targets, acquisitions, disposals, re-locations, etc., all create new systems and environments, which need to be explained to people as early as possible, so that people's involvement in validating and refining the changes themselves can be obtained, (Chapman, 2006). Careful consideration must be on the expressions like mindset change, and changing people's mindsets or changing attitudes, because this language often indicates a tendency towards imposed or enforced change, and it implies strongly that the organisation believes that its people currently have the wrong mindset, which is never, ever, the case. According to Chapman (2006), whenever an organisation imposes new things on people there will be difficulties. Participation, involvement and open, early, full communication are the important factors. Workshops are very useful processes to develop collective understanding, approaches, policies, methods, systems, ideas, (Chapman, 2006).

Chapman, (2006) explains that staff surveys are a helpful way to repair damage and mistrust among staff, provided one allows people to complete them anonymously, and provided one publishes and acts on the findings. Management training, empathy and facilitative capability are priority areas. Chapman, (2006) adds that managers are crucial to the change process and they must enable and

facilitate, not merely convey and implement policy from above, which does not work. As a manger you cannot impose change. People and teams need to be empowered to find their own solutions and responses, with facilitation and support from managers, and tolerance and compassion from the leaders and executives. According to Chapman (2006), management and leadership style and behaviour is more important than clever process and policy. Employees need to be able to trust the organisation. The leader must agree and work with these ideas, or change is likely to be very painful, and the best people will be lost in the process, (Chapman, 2006).

CHANGE MANAGEMENT PRINCIPLES

Chapman (2006) identifies the following change management principles:

▼ At all times involve and agree support from people within system (system = environment, processes, culture, relationships, behaviours, whether personal or organisational);

▼ Understand where you or the organisation is at the moment;

▼ Understand where you want to be, when, why, and what the measures will be for having got there;

▼ Plan development towards above No.3 in appropriate achievable measurable stages and

▼ Communicate, involve, enable and facilitate involvement from people, as early and openly and as fully as is possible.

John in Chapman, (2006) mentions that each stage acknowledges a key principle identified by Kotter relating to people's response and approach to change, in which people see, feel and then change.

Kotter mentions eight steps for change as follows:

▼ **Increase urgency** - inspire people to move, make objectives real and relevant.

▼ **Build the guiding team** - get the right people in place with the right emotional commitment, and the right mix of skills and levels.

▼ **Get the vision right** - get the team to establish a simple vision and strategy focusing on emotional and creative aspects necessary to drive service and efficiency.

▼ **Communicate for buy-in** - involve as many people as possible, communicate the essentials, simply, and to appeal and respond to people's needs. De-clutter (mess) communications - make technology work for you rather than against.

▼ **Empower action** - remove obstacles, enable constructive feedback and lots of support from leaders - reward and recognise progress and achievements.

▼ **Create short-term wins** - set aims that are easy to achieve. Manageable numbers of initiatives. Finish current stages before starting new ones.

▼ **Don not let up** - foster and encourage determination and persistence - ongoing change - encourage ongoing progress reporting - highlight achieved and future milestones.

▼ **Make change stick** - reinforce the value of successful change via recruitment, promotion, and new change leaders. Unite change into culture.

OTHER POINTS ABOUT PEOPLE AND CHANGE

Chapman, (2006) explains that strong resistance to change is often rooted in deeply conditioned or historically reinforced feelings. Patience and tolerance is required to help people in these situations to see things differently, Chapman (2006).

▼ Also, certain types of people – the reliable/dependable/steady/habitual/process-oriented types - often find change very unsettling.

▼ People who welcome change are not generally the best at being able to work reliably, dependably and follow processes. The reliability/dependability capabilities are directly opposite character traits to mobility/adaptability capabilities.

▼ Be mindful of people's strengths and weaknesses. Not everyone welcomes change. Take the time to understand the people you are dealing with, and how and why they feel like they do, before you take action.

BUSINESS DEVELOPMENT DRIVEN CHANGE

Chapman, (2006) observes that business development potentially includes everything involved with the quality of the business or the organisation. He continues that business development planning first requires establishing the business development aims, and then formulating a business development strategy, which would comprise some or all of the following methods of development:

- ▼ sales development;

- ▼ new product development;

- ▼ new market development;

- ▼ business organisation, shape, structure and processes development (e.g, outsourcing, e-business, etc);

- ▼ tools, equipment, plant, logistics and supply-chain development;

- ▼ people, management and communications (capabilities and training) development;

- ▼ strategic partnerships and distribution routes development;

- ▼ international development and

- ▼ acquisitions and disposals.

FAST CHANGING ENVIRONMENTS

Chapman (2006), further points out that planning, implementing and managing change in a fast-changing environment is increasingly the situation in which most organisations now work. Dynamic environments such as these require dynamic processes, people, systems and culture, especially for managing change successfully, especially effectively optimising organisational response to market opportunities and threats.

He mentions the key elements for success, these are:

- ▼ Plan long-term broadly - a sound strategic vision, not a specific detailed plan (the concluding is impossible to predict reliably). Detailed five years plans are out of date two

weeks after they are written. Focus on detail for establishing and measuring delivery of immediate actions, not medium-to-long-term plans.

▼ Establish forums and communicating methods to enable immediate review and decision-making. Participation of interested people is essential. This enables their input to be gained, their approval and commitment to be secured, and automatically takes care of communicating the actions and expectations.

▼ Empower people to make decisions at a local operating level - delegate responsibility and power as much as possible (or at least encourage people to make recommendations which can be quickly approved).

▼ Remove (as far as is possible) from strategic change and approval processes and teams (or circumvent) any ultra-cautious, ultra-autocratic or compulsively-interfering executives. Autocracy and interference are the biggest obstacles to establishing a successful and sustainable dynamic culture and capability.

▼ Encourage, enable and develop capable people to be active in other areas of the organisation via 'virtual teams' and 'matrix management'.

▼ Scrutinise and optimise ICT (information and communications technology) systems to enable effective information management and key activity team-working.

▼ Use workshops as a vehicle to review priorities, agree broad medium-to-long-term vision and aims, and to agree short term action plans and implementation method and accountabilities.

Adjust recruitment, training and development to accelerate the development of people who contribute positively to a culture of empowered dynamism.

STRATEGIES FOR CHANGE

If we think of organisations as living systems capable of self-organising, then how do we think about change in these systems? The strategy for change becomes simpler and more localised, (Wheatley, 1997:3). We need to encourage the creativity that lives throughout the organisation, but

keep local solutions localized. Most change efforts fail when leaders take an innovation that has worked well in one area of the organisation and attempt to roll it out to the entire organisation. This desire to reproduce success actually destroys local initiative. It denies the creativity of everyone except a small group.

According to Wheatley (1997:4), if people are clear about the purpose and true values of their organisation; if they understand what their organisation stands for and who it shows itself to be through its actions; their individual tinkering will result in system wide coherence. The author mentions that in organisations that know who they are and mean what they announce, people are free to create and contribute.

EMPLOYEE RESISTANCE TO ORGANISATIONAL CHANGE

Resistance is an inevitable response to any major change. Because change has become an everyday part of organisational dynamics, employees who resist change can actually cripple an organisation, (Bolognese, 2002). Folger & Skarlicki in Bolognese (2002) contend that organisational change can generate scepticism (doubt) and resistance in employees, making it sometimes difficult or impossible to implement organisational improvements. If management does not understand, accept and make an effort to work with resistance, it can undermine even the most well-intentioned and well-conceived change efforts. Coetsee in Bolognese, (2002) states that "any management's ability to achieve maximum benefits from change depends in part of how effectively they create and maintain a climate that minimises resistant behaviour and encourages acceptance and support".

Resistance Defined

Folger & Skarlicki in Bolognese, (2002) define resistance as "employee behaviour that seeks to challenge, disrupt, or invert prevailing assumptions, discourses, and power relations". Others attempt to define employee resistance based on the emotional factors exhibited as a result of organisational change.

Positive Resistance

Bolognese (2002) observes that managers often perceive resistance negatively, and employees who resist are viewed as disobedient and obstacles the organisation must overcome in order to achieve

the new goals. However, in certain instances, employee resistance may play a positive and useful role in organisational change. Insightful and well-intended debate, criticism, or disagreement do not necessarily link to negative resistance, but rather may be intended to produce better understanding as well as additional options and solutions.

Folger and Skarlicki in Bolognese, (2002) point out "that not all interventions are appropriate as implemented -the organisation might be changing the wrong thing or doing it wrong. Just as conflict can sometimes be used constructively for change, rightful resistance might bring about additional organisational change."

The Nature and Causes of Resistance

Symptoms are the specific behaviours that individuals exhibit when they are resistant to change. According to Bhutan in Bolognese, (2002), it is important to distinguish between the symptoms of resistance to change, and the causes behind it. These behaviours fall into two categories namely: active-resistance or passive-resistance. Symptoms of active-resistance include finding fault, ridiculing, appealing to fear, and manipulating. Passive-resistance symptoms include agreeing verbally but not following through, pretending ignorance and withholding information. Employees resist change because they have to learn something new. In many cases there is not a disagreement with the benefits of the new process, but rather a fear of the unknown future and about their ability to adapt to it, (Bolognese, 2002).

According to Kotter & Schlesinger in Bolognese, (2002), if an employee has a low tolerance for change, the increased ambiguity that results as a result of having to perform their job differently would likely cause a resistance to the new way of doing things. An employee may understand that a change is needed, but may be emotionally unable to make the transition and resist for reasons they may not consciously understand.

Kegan & Lahey in Bolognese, (2002), describe a psychological dynamic as "competing commitment" as the real reason for employee resistance to organisational change. The change is not challenged, but rather is it resisted, or not implemented at all because the employee faces additional issue or concerns related to the change. Competing commitments should not be viewed as a weakness, but as a version of self-protection, (Kegan & Lahey in Bolognese, 2002).

LEADERSHIP IN EXISTING ORGANISATION

Challenges of Change

Senge (1999:9) mentions the challenges of change as the following:

- ▼ **Time flexibility**- people have sufficient control of their own time if they do not, they will not have enough time for significant change initiatives.

- ▼ **Help**- people have the coaching support they need if not, they will struggle in initiatives that require new skills and capabilities.

- ▼ **Relevance**- does management make a compelling case for change if not, people will conclude that the change initiative is not relevant.

- ▼ **Personal alignment**- are management's values and goals perceived as authentic and aligned with its actions if not, people will see that management is not walking the talk.

- ▼ **Fear and anxiety**- how will people deal with the personal threat of more honest, direct, and inquiry-oriented working teams if this threat is not recognised and addressed, some in the team will disengage and even work to undermine the initiative.

- ▼ **Assessment and measurement**- do people have the patience to persist in difficult learning efforts even though significant business results might take many months or even years? What happens when some results look worse by traditional measures if this challenge is neglected, many will view otherwise promising innovations as unsuccessful.

- ▼ **Believers and nonbelievers**- how will the organisation deal with the threat posed to those outside the team by the new behaviours of team members.

- ▼ **Governance**- is the enterprise able to effectively distribute lawful power to local operations, or does management seek to maintain control.

- ▼ **Diffusion-** a profound change initiatives spread effectively across organisational boundaries, both internal and external if not, people will keep reinventing the wheel.

▼ **Strategy and purpose**- what will it take for the organisation to continually reinvent itself as its world changes and how can new ideas about purpose and strategy that emerge from innovative groups influence thinking more broadly attraction to address this challenge cuts off a source of key ideas about the future and prevents continual renewal and rediscovery of genuine purposefulness.

The ecology of leadership

According to Senge (1996), executive leaders can develop guiding principles. They can change their own ways of thinking and interacting, and thereby become a persuasive role model. They can and must develop strategies for building a sustainable competitive advantage, which means creating an environment in which people are open to new ideas, responsive to change, and eager to develop new skills and capabilities, (Senge, 1996). Above all, to sustain change particularly change requiring new organisational capabilities and collective intelligence senior executives must do two things: develop personal learning strategies, and understand the context in which they work. According to Senge (1996), there are two reasons on how you can build a learning organisation and are: First, it implies that the president or CEO can singlehandedly make changes in an organisation's genetic code. Second, it suggests that building a learning organisation (and learning itself) involves a definitive formula rather than an ongoing process.

The context of change

Organisations work the way they do because of the way people work in those organisations. Deep organisational change requires a change in people, (Senge, 1996). He claims that the belief that the leaders are only those with executive titles and corner offices serves to reinforce the lack of initiative, enterprise, and entrepreneurship that these same executives rightly say is stifling their organisation. He continues to write that truly innovative, adaptive companies recognised that healthy leadership ecology requires three kinds of leadership: local line leaders (branch managers, project team leaders, sales managers, and other credible front-line performers); internal networkers (front-line workers, in-house consultants, trainers, or professional staff who spread ideas throughout the organisation); and executive leaders and all have imperative role to play. Without the initiative of local line leaders, no change effort will get very far. Without internal networkers,

innovative practices rarely spread. Without executive leadership, the overall corporate climate will continually thwart basic innovation, (Senge, 1996).

A new role for hierarchy

Hierarchy still has important functions, especially if we can learn to recognise its limitations and to adapt it to the changing nature of leadership. In any organisation, different people need to have different time horizons, (Senge, 1996). Understanding the past is yet another capability that senior executives, in particular, must develop. So from both a practical and theoretical standpoint, senior executives are expected to provide insight and vision about how the world is evolving over the next 10 to 30 years. Senge (1996) notes that formal training and education programs have a role to play, but it is a limited role. The most effective training programmes are catalytic creating a very new experience, getting you thinking "out of the box." Learning is not just about some brilliant new insight or breakthrough experience.

Asking the Right Questions

Senge (1996) suggests the best way to learn is to ask questions, here are a few starters for diagnosing the strengths and weaknesses of your organisation.

▼ **What are our unifying values? What have we stood for over time?** The ability to provide context and meaning for the work people do is key.

▼ **How do you organise your time? Is it spent on what you say is important?** If you want to know if you are really adding value, look at your calendar.

▼ **Whom do you depend on?** Your real work team is those people you count on to do your job -- including support staff, suppliers, customers, direct reports, even regulators. Your performance depends on the quality of those relationships.

▼ **What are you being paid for?** All leaders must understand what results they are accountable for.

▼ **How well do you practice teamwork, empowerment, service, or whatever values you espouse?** Credibility is the No. 1 issue for leaders. By taking an honest look at your own practices and asking others to look at them you will know where you stand.

▼ **How do you convey difficult issues?** Learning requires an acceptance, by definition, that one does not have all the answers. Your ability to discuss complex problems and develop solutions without making others defensive is a key to learning.

THE SEVEN TRANSFORMATIONS OF LEADERSHIP

McManus, (2005) mentions seven ways ("action logics") of leading. They are:

▼ The opportunist;

▼ The Diplomat;

▼ The Expert;

▼ The Achiever;

▼ The Individualist;

▼ The Strategist and

▼ The Alchemist.

Managing Transitions: Making the Most of Change

According to Bridges (2005), people do not have problems with change itself, but rather with transitions. The change is the situation, i.e., the new boss, the move, the reorganisation. The transition is "psychological. It is the three-phased process people go through as they internalise and come to terms with the details of the new situation that the change brings about." "People have to bring their hearts and minds to work," so when change comes along, "transition management…is a way of dealing with people that makes everyone feel more comfortable", (Bridges, 2005).

The first phase is **Letting Go**—the ending of the old. People need to deal with their losses. Next is the **"neutral zone**," when the old is gone and the new is not fully operational. Psychological

realignments take place. And then there is the **new beginning**. People develop a new identity, experience new energy and purpose, and make change begin to happen.

How to Get People to Let Go?

According to Bridges (2005), you start by identifying who will suffer losses and try to understand them. One would sympathize publicly and permit people to grieve. Find ways to compensate (non-financial) for the losses, if possible. Of course, communication is a top priority, clearly defining details over and over is important. Ceremonies to "mark the ending" are appropriate to honour the past, (Bridges, 2005).

TURNING RESISTANCE INTO COMMITMENT

According to McCoy (2000), constant change is stressful and confusing to people. Leaders cannot demand enthusiasm, support, and commitment. While it may be tempting to tell people to get on board or get out, you may lose good people who could have helped you succeed. People hate being forced to change, and are likely to leave or try to undermine the new way. Resistance is a normal phase of dealing with change. People who immediately victor a new direction without thinking often becomes doubtful or resistant later on. Resistance can take many forms: lack of effort, lateness, absenteeism, constantly questioning decisions, attacking new ideas, or even actively trying to sabotage a change, (McCoy, 2000). She maintains that while resistance can be difficult, it can also be healthy. Resistance acts like brakes on your car it slows down the change process to make it more manageable. The author maintains that it also raises important concerns of people who must carry out the change.

McCoy, (2000) notes that managers who listen to peoples' objections often get practical ideas that can make the change more effective. Strong resistance can lead managers to re-examine the benefits and real costs of the change and stop poorly planned change efforts. On the other hand, prolonged resistance can also prevent positive change from succeeding. Turning resistors into change champions can be a key to business success. The author state that not everyone likes change. When faced with the possibility of change, some people naturally look at the opportunities of change while others focus on the dangers. For people to actively support a change, they need a reason to act differently. As a first step, you need to paint an inspiring picture of a better future.

People need to understand the reason for changing -- how the company and they will be better by changing, (McCoy, 2000).

According McCoy (2000), the vision needs to be motivating, achievable, and relevant. People are inspired by a worthwhile purpose and by seeing how the new direction enhances the chance of accomplishing that purpose. She maintains that people need to see how the change benefits them and how the future rewards are better than the current situation. Knowing that senior managers or stockholders will make more money is not an inspiring reason for most workers. Second, you need to find out what people are worried or concerned about. McCoy, (2000) explains that while some people hate any change, most people have good reasons for resisting. Some people resist because they think the change will fail, that it will make things worse, or that it will hurt them or their loved ones.

Some are comfortable with the current situation they know what is expected of them, how they fit in, whom they will work with, and how to do their job successfully. Change shakes all that up and the future is uncertain. McCoy, (2000) explains that people resist when they believe that the dangers outweigh the benefits. They need to know that the risks can be minimised, managed, or overcome. The author mentions that do not assume you know what people are most worried about. Ask questions to uncover their concerns and to seek their suggestions about the change. Once you understand their concerns, you can begin to address them. She maintains that when people tell you why they do not immediately support the change, make sure you listen. Workers do not have the same perspective as management. Often workers who are closer to customers can recognise problems that are not readily seen by senior leaders. Some people expect the worse in any change, especially if they have already been "downsised." They may be afraid that they will not succeed because they are unsure that they can learn new skills, (McCoy, 2000).

McCoy also mentions that if they have unfounded fears about losing their job, you can reassure them that there is a place for them in the new organisation. If they are unrealistically afraid that they can not do what will expected of them, let them know there will be support, training and coaching to teach them the new skills. If they do not have the right skills for the new organisation, be sure to provide them with support in finding a more appropriate job either inside or outside the company. Even if one does not see the situation in the same way, it is important to show empathy

and support for people's feelings about the change. When people express or declare their feelings in a safe environment, you let them blow off steam.

Many people, once allowed to discuss their fears and reservations without being attacked, are able to look at the positive side of change. According to McCoy (2000), those who still do not buy into the change may be better off leaving your organisation, but they will leave with a more positive image of the company that has listened to them.

McCoy, (2000) suggests that getting people involved in important work in shaping the future. Involvement in important projects builds momentum, creates confidence and enthusiasm, and develops a sense of ownership in the new direction. Commitment to change is directly proportionate to people's involvement in making a change happen, (McCoy, 2000). Establish ongoing, open communication at all levels to keep people informed about the change. Communicate regularly about the change, and provide information about progress in implementing the change. She writes that often managers make the mistake of wanting to have all details worked out before communicating. Silence during a major change produces anxiety. Worse, people fill the silence with their own theories. People naturally need to make sense of what is happening, and if you tell them nothing, they will make up their own stories. You need to acknowledge and address the rumour.

McCoy, (2000) adds that make it easier for workers to change. Provide support to people during a difficult change. If you expect employees to learn new skills, knowledge, and behaviours, provides them with training or coaching. Create an environment that supports the new way of being. Retool the work environment to support your desired outcomes. Look for ways to remove distractions and temptations that might encourage people to revert to old behaviours. She claims that when people first try new behaviours, they often are awkward and uncomfortable in the new way, and they may tend to slide back into more familiar, comfortable ways.

She also suggests that as leaders; one would need to look for ways to provide encouragement and reinforcement for people who try the new way. It takes time, energy, and concerted effort by leaders and employees to help people to overcome resistance and build commitment to change, yet the rewards of that work are great. Committed employees who understand the need for change can raise their concerns and make meaningful contributions to the change. McCoy, (2000)

observes that committed employees who are respected by company leaders are more likely to stay longer, work harder, and help your company navigate the confused waters of change.

CHOOSING STRATEGIES FOR CHANGE

Change, though traumatic, can be good for some people, but many others, especially in their daily employment, feel threatened by any alteration in the status quo, state Kotter & Schlesinger, (1979). Organisations by their very nature must change, and increasingly rapidly and managers must implement changes and overcome resistance to them. Kotter & Schlesinger (1979), list the four basic reasons people resist change, various ways of dealing with that resistance, and a guide to the kinds of approaches to use with different types of opposition.

MANAGING PEOPLE

Business link, (2007) observes that many people are inherently cynical (pessimistic) about organisation-wide change because such programmes often go against the way they believe things should be done. Often, they feel their position is threatened. Getting employees committed to the changes planning is one of the most difficult aspects of organisational change. When the organisational restructuring dramatically changes employees' roles, providing a new job description can help them understand what they are now expected to do, how they are expected to do it and who they should report to. This is particularly important for organisations that are graduating from a start-up phase - when all employees are required to help wherever needed and often perform more than one function. Business link, (2007) argues that there may be a need for retraining if they expect employees to use new technology, operate new machinery or perform different roles. Ensure that the right people have the right training at the right time. Training needs analysis that will help you plan this. Keeping employees involved in these ways may help prevent falling productivity by clearing up any confusion and making sure each staff member knows what is expected of them.

IMPLEMENTING CHANGE SUCCESSFULLY

Although change is often beyond our control, it is important to remember you are not alone. According to Krecji (2007), when major change occurs, people have similar reactions of fear, anxiety, self-doubt, and a lack of control. The difference occurs in how individuals view this.

CHANGE AND TRANSITION

Krecji, (2007) further writes that there is a difference between change and transition. Change is a situational event. Transition is the psychological process one goes through in adapting to change. If there is no successful transition, change will not work. Since change is often beyond our control, it is important to focus on how individuals respond to change, or make the transition.

VIEW OF CHANGE IMPACTS RESPONSE

How one view that changes has a great impact on the transition? According to Krecji, (2007), typically, individuals view change as either opportunity or loss. How individuals view change is dependent on many things, such as:

▼ The number of changes occurring at once. Individuals can only handle so much change. The greater the number of changes occurring simultaneously, the more likely that they will be viewed negatively. It is wise to make few changes at once

▼ The pace at which change is occurring. The faster the changes come, the more difficulty in experiencing adjustments to them and the more likely we are to view change as loss. Give employees time to adjust.

▼ An individual's perception of change. The greater the meaning one places on the change, the greater the sense of loss. To view change in the eyes of each individual impacted and how the change affects him or her is helpful.

▼ The amount of control in times of change. The greater the involvement individuals have in making change, the greater their sense of control. The greater the sense of control, the more likely the change will be viewed as an opportunity. Open communication and involvement by those impacted by the decision will increase their sense of control.

CHANGE AS LOSS

When people view change as loss, they must actually go through a grief process in order to effectively make the change. According to Kubler-Ross in Krecji, (2007), there are five stages in the grief cycle. Namely:

▼ **Shock and denial**- in this stage, people are numb and often deny that a change has even occurred. They blame others and do not recognise the need to make decisions.

▼ **Anger, frustration, and anxiety**- once shock wears off, people enter this stage. So much energy is placed in negative emotions at this stage that there is no energy to make critical decisions. This is an important part of the grief process, but how the negative emotions are played out should be watched carefully.

▼ **Depression**- as the third stage, individuals lack energy. Because of the energy spent in negative emotion in the previous stage, there is no energy at this time to make decisions for oneself. This is a stage where individuals need the help from others. The grief cycle has also the dialogue and bargaining and it is the fourth stage. Individuals are more to exploring alternatives. At this time they need to gather information and consider options. Often, feel a need to tell their story in order to make sense of what has occurred.

▼ **Acceptance**- is the final stage. In this stage individuals enter the stage by not meaning that they necessary like to change, but rather they are beginning to accept that it has happened and are willing to work it into their lives. At this time, they feel empowered and in control of their life, but things will never be the same. Change has occurred.

▼ **Unfortunately**, individuals do not go through the grief cycle in a neat, step-by-step fashion. Rather, they move back and forth between the various phases. The important thing is to recognise the stages of the grief process as normal and to be prepared for what each stage has in store. The danger is when an individual get stacked in any of the stages, especially the anger or depression phases. If this happens, individuals may need to seek professional help. Open communication and a positive attitude will help everyone involved manage the transition to successfully incorporate change.

THE NEGATIVE SIDE OF CHANGE

(Krecji, (2007) the negative side of change:

▼ Regard any new idea from below with suspicion because it is new and because it is from below.

▼ Insist that people who need your approval to act first, by going through several other levels of management to get their signatures.

▼ Ask departments or individuals to challenge and criticise each other's proposals. (That saves you the job of deciding; you just pick the survivor).

▼ Express your criticisms freely, and withhold your praise. (That keeps people on their toes.) Let them know they can be fired at any time.

▼ Treat identification of problems as signs of failure, to discourage people from letting you know when something in their area is not working.

▼ Control everything carefully. Make sure people count anything that can be counted, frequently.

▼ Make decisions to reorganise or change policies in secret, and spring them on people unexpectedly. (That also keeps people on their toes or feels they are not important).

▼ Make sure that requests for information are fully justified, and make sure that it is not given out to managers freely and

▼ And above all, never forget that you, the senior management, already know everything important about the organisation.

There are more fundamental reasons that are tied in with the inability of the change leaders to consider the needs, feelings and responses of people who they need to bring with them. If one is about to go through a change programme it may pay to raise the awareness and understanding of your leaders and managers of how people may react and why. They can then plan to handle this process positively.

CHANGE AND STRESS - THE PRINCIPLE OF ADAPTATION

Tetridia, (2007) views that our ability to accept new information and change tends to reduce as we get older. However, the world about us is changing at an ever increasing rate. Thus we have to adapt constantly to existing and changing pressures. How we respond to the changes and whether we might experience a stress reaction depends on several factors: Our perception as to whether or not we feel we can cope with the new situation and how important it is to us that we can cope.

STRESS MANAGEMENT

Managers are put in increasing stress by the pressures for competitiveness in the private sector and for economy in the public sector, (Rees & Porter, 2001:34). Consequently, they can not do all that is expected of them and have to develop some basis for deciding how their own time and resources under their control are allocated. If everything can not be done, individual survival and organisational effectiveness are both likely to be served by conscious prioritisation. The best way of coping with managerial stress is to try and reduce it rather than simply deal with the symptoms.

TIME MANAGEMENT

According to Rees & Porter (2001:36) when the overall objectives, key tasks and role set have been clarified it may then be appropriate for a manager to consider how effectively their time is used. One view of the manager's job is that the only real resource is their time. There are variations in the way managers use their time effectively or waste. The issues of particular importance are:

Identification of priorities- the priorities of a job need to be established quite consciously. To do this it may be necessary to write them down and then either rank the priorities over a particular time period. Establishing the priorities in a job may well involve a careful look at the conflict between what a managers prefers to do and what they actually need to do. The consequences of prioritisation can in some cases, threaten the survival of the organisation.

Logical sequencing of work- two interrelated issues should particularly influence the order in which work is done. One is the priority of importance and the other is logical sequence. Not all issues need immediate attention. A checklist may help in deciding work sequence. Some work may need reflective thoughts before it is finalised. Rees & Porter (2001:36) states that it is not just the speed at which issues are dealt with that is important, but also the quality of any decision.

Avoidance of fatigue- it is also necessary for managers to take into account their own physical limitations in planning their workload. It can be very tempting to compare oneself to a person with an unusual high degree of energy, but the consequences may be disastrous if the workload is planned on an over-optimistic assessment of what one's physical capabilities really are. If this happens it seems likely that in the long term the quality and artery of work will suffer and the likelihood of illness increase (stress), (Rees & Porter, 2001:39).

Need for managers to stop wasting other people's time- managers also need to help others use their time productively, as well as organising their own time management. Prior preparations are crucial important if one has to chair a meeting, (Rees & Porter, 2001:40).

HOW PEOPLE REACT TO CHANGE

An aspect to consider is that individuals will have different response patterns, even within this a particular framework. Some people enjoy change; they are stimulated by it and even make sure that they initiate change in their situations. Others do not like it and prefer to maintain things as they are. Before change management can be implemented, the following checklist can be valuable.

CHECKLIST FOR CHANGE MANAGEMENT:

- ▼ Give maximum warning of the change;

- ▼ Explain the reasons;

- ▼ Involve people in the plan and implementation;

- ▼ Communicate, communicate, communicate;

- ▼ Introduce gradually with activities which will show quick results;

- ▼ Training orientation - offer people the chance to develop new, relevant skills;

- ▼ Sell benefits - "what is in it for them" matter more than the organisation;

- ▼ Take the present situation into account;

- ▼ Always remember the effects on individuals, think of the change curve and

- ▼ Check on how individuals are coping and remember to support them.

According to Canwell & Sutherland (2004:59-66), there are many theories regarding change management. As these theories vary, it is perhaps guarded to focus on just some of the ways in which change can be achieved. There are also many skills required by a manager, but this can be typified into the following categories:

Job management- including time management, prioritisation, planning and scheduling

Team management- training, coaching, appraisal, performance management, discipline and counselling

Relationship management- listening, organising, giving clear instruction, giving and receiving unbiased information

Thought management- identifying and solving problems, decision making, risks assessment, clear thinking and analysis.

TOP-DOWN CHANGE

Canwell & Sutherland (2004:293) describe top-down change as amplified by leaders and managers who seek to dominate the organisation in which they operate by controlling situations and attempting to predict the actions for everyone in that organisation. Top-down change is driven by managers, who are essentially responsible for transforming the visions and values of the organisation into reality. Typically, top-down change is driven by mechanisms including:

▼ Business planning;

▼ Quality and performance management;

▼ Employee involvement;

▼ Team briefings, and

▼ Consultation initiatives.

CONFLICT MANAGEMENT

Typically, conflict will arise out of agreements, disputes or debates. Conflict management involves situations where there are many opposition, incompatible behaviour and antagonistic interaction or blocking of individuals from reaching their goals. Conflict is not always a negative aspect for a business and there is no specific need to reduce all conflicts. Many consider conflict to be essential for growth and survival, (Canwell & Sutherland 2004:70).

MOTIVATION

According to Rees & Porter (2001:101), motivation can be defined as 'providing the right conditions for people to work effectively'. It overlaps with the concept of morale, which is a means of the extent to which employees feel positively or negatively about their work. Ideally what is needed is a good match between the person and the job. If people are not working effectively, or in some cases not working at all, it may be the match between job and the person that it may need examining, not just one of those factors. If there is a problem of ineffective performance it is necessary to establish if it is the person, the job or the matching of the two.

EMPLOYEE MOTIVATION: THEORY AND PRACTICE

Accel team, (2007) state that the job of a manager in the workplace is to get things done through employees. To do this the manager should be able to motivate employees. To understand motivation one must understand human nature itself. An understanding and appreciation of these of this is a prerequisite to effective employee motivation in the work place and therefore effective management and leadership

MOTIVATION IS THE KEY TO PERFORMANCE IMPROVEMENT

According to Accel team, (2007) motivation, in fact induces a specific way towards goals of the organisation. The motivational system must be tailored to the situation and to the organisation. Performance is considered to be a function of ability and motivation, therefore job performance is resulted from ability and motivation. As a guideline there are seven strategies for motivation.

▼ Positive reinforcement (high expectations);

▼ Effective discipline and punishment;

- ▼ Training people fairly;

- ▼ Satisfying employees' needs;

- ▼ Setting work related goals;

- ▼ Restructuring jobs and

- ▼ Base rewards on job performance.

The key to holding the team together is motivation. To motivate is to: cause (person) to act in a particular way; stimulate interest of (person in activity), state ME96, (1997).In simple terms, motivation can be considered as the amount of effort an individual is willing to put into their work. Therefore, it is important to ensure that any team is highly motivated towards their work. A lack of motivation in any member of a team can have a negative effect, reducing the group's effectiveness and possibly leading to the demotivation of others. According to ME96 (1997), given the fact that different people are motivated in different ways, the problem facing someone in the role of leader is to create an environment in which each individual fulfils their potential.

It is important to highlight the major influences in the motivation of people. According to the influential motivator-hygiene theory, motivation occurs when people have job satisfaction. Job satisfaction can be improved by increasing opportunities for:

- ▼ Achievement;
- ▼ Recognition;
- ▼ Responsibility and
- ▼ Career advancement.

While not increasing job satisfaction, improvements in the following areas can lessen job dissatisfaction:

- ▼ Supervision;

- ▼ Salary and

- ▼ Working conditions.

6 Steps to Motivation

ME96, (1997) mentions the following steps which can be taken to help achieve and maintain group motivation:

- ▼ Provide opportunities for group members to become acquainted;

- ▼ Indicate the importance/value of the group;

- ▼ Make people feel they are important;

- ▼ Clarify goals;

- ▼ Identify progress and

- ▼ Acknowledge achievements.

Disputes

Inevitably, disputes ranging from minor differences in opinion, to fundamental differences in ideology, will arise. ME96, (1997) points out that the role of the team leader is to handle such disagreements constructively, ensuring that the team remains focused on achieving its goal. They continue to state that the leader must encourage team members to stand back from any disagreements and look at things objectively. By doing this, any differences between group members will be resolved and possible conflicts avoided. ME96 (1997) further states that the most important point for a team leader to remember is that each individual needs to think that they are working with the best people - to feel proud to be part of the team. By getting people into this state of mind a leader would instil (gradually) a high level of group morale; people would work harder and achieve more.

THE ORGANISATIONAL MANAGEMENT ANALYSIS

According to Profiles Internationals (2007), Organisational Management Analysis (OMA) is an essential element of organisational development. The value of the Organisational Management Analysis is in providing a description of the current status (where are we now). The OMA is used as a report that is a guide to future development based on statistically accurate data. The Organisational Management Analysis process examines a company's culture and provides insights to the alignment of management groups with the company's goals and objectives.

The OMA report is a guide to future. This report presents the information obtained from the individual checkpoint results of a group of managers, (Profiles Internationals, 2007). When you know where you are and where you want to go, you can chart your course with confidence and certainty. This information is used to analyse the human capital aspects associated with an organisation's long-term strategic objectives. The report also provides an analysis of organisational development priorities and defines organisational training needs. The report provides a factual summary of the perceptions of a management group with input from the manager's bosses, peers and direct reports.

UNDERSTANDING WHAT CHANGES MEANS TO YOU AND OTHERS

According to Ellis (2005:36-37), it is difficult for some people to change and the answer lies in the understanding what happens during the transitions from the old way to the new way. Fear of the unknown is experienced when individuals realize that the change is going to affect them. Thus, as a manager, the way you help those affected by change will influence the ability to progress to the new way. As a manager, what you can do is to use the important element for long-term success is to understand that it is difficult for many people. When understood, how and what you communicate can make the transition easier.

Some communication guidelines include the following tips:

- ▼ Acknowledging the difficulties they may be experiencing;

- ▼ Create opportunities for short-term success;

- ▼ Clearly identify the new way (that is your new relationship to them);

- ▼ Make yourself available often, perhaps by walking around the workplace;

- ▼ Talk to your direct reports about the upcoming change when possible and

- ▼ Involve your staff in decisions about changes if appropriate.

LIVING WITH CONTINUOUS CHANGE: THE MANAGEMENT CHALLENGE

According to Chattell (1995:142), tomorrow's organisations will continuously move in environments of great turbulence (confusion) and uncertainty. Those that will succeed are those which are more adaptable, innovative, fast moving and customer-oriented than the competition.

As innovation, creativity and human initiative become the vital organisational resource in the challenge of flourishing in the face of unpredictability, innovation has become continuous and real-time. In a very real sense, all organisations are now vehicles of discovery.

The practice of management can now no longer be confined to running a tight ship, but must be extended to include the continuous redefinition of process, products and service, structures, systems, skills and sometimes cultures. Chattell (1995:142), notes that the challenges of creating success in an uncertain world is compounded by the challenges of finding and applying the new forms of management appropriate to turning organisations into creative processes. For this, managers need the skills of organisational and collective exploration and the ability to use them to identify sources of wealth-generating dynamic stability. They also need new holistic guidance systems to enable their organisations to track fast changing conditions in real-time. They also need the ability to realize the future from increasingly confident, self-directed and able people. A key management challenge is to maintain a complex and a rapid form of organisation learning.

The survival of the organisation depends on the speed at which they can adjust to new situations, (Chattell, 1995:183). By supporting rapid communications, dialogue, and simulation of complex situations and events, they are accelerating the ability of managers to initiate and respond to new situations. He views that continuous change requires continuous observation, evaluation, action and feedback.

Culture of Organisations and Sustainable Organisational Change

Bernick in Nhlabathi, (2007:12) observes that organisational culture is an important component in change processes. There are ten cultural imperatives for organisational transformation. These are honesty, ownership, trust, customer orientation, commitment, fun, innovation, risk taking, speed and urgency, and teamwork. Culture drives results. Winning organisations have a culture that is caring and not caretaking. Hudson in Nhlabathi (2007:12) states that making fun as an integral part of an organisation's culture has numerous benefits. It can help convey important corporate messages to employees in memorable ways and also help relieve stress. When fun is promoted in an organisation it can ensure or lead to an open, collaborative, and trusting can-do atmosphere.

Nhlabathi, (2007:13) observes that without changing the company culture, this cannot be achieved. The values and attitudes shared by the subordinates of the organisation would remain static.

Jack Welch in Nhlabathi (2007;13) explains that in order to do this it is essential to establish key company values, change the behaviour of the individuals, and abolish bureaucracy in favour of a creative, enterprising climate of best practice. Fundamental to changing the culture of an organisation is altering people's behaviour. People's behaviour can be changed by developing a climate of trust; empowering people to improve their own performance; cut out wasted work, time, and cost; and establishing a new corporate culture of collaboration and sharing, Heller in (Nhlabathi, 2007:13). According to Kanter in Nhlabathi, (2007:14) the CEO of Bell Atlantic on managing change at Bell Atlantic), Smith maintains that success in an organisation that is undergoing transformation depends on making employees feel empowered, recognise them for what they do, and are made to understand the purposes of their jobs. In an organisation that is undergoing transformation, the importance is on being upfront about the need for change.

The Importance of Popular Acceptance of the Process of Change

According to Nhlabathi (2007:17), the importance of visionary leadership is highlighted by such writers as Beer *et al* (1990); Kim and Mauborgne (1997); Rooke and Torbert (2005); Goleman, *et al* (2001); Henderson (1994); Kanter (1991); Kotter (1995, 1996 and 1998); Bowen, *at al* (1994); Heller (2001); Hesselbein (1998); Senge (1999); Knowling (2000); Blanchard and Stoner (2004); Hamel and Prahalad (1989); and Kim and Mauborgne (2003).

Bridges and Mitchell in Nhlabathi, (2007:14) and point out that the practice of regarding organisational change as a straightforward process, which involves establishing a task force to lay out what needs to be done, when, and by whom, then implement, is imperfect. Bridges and Mitchell suggest that organisational change involves two processes, that is, change and transition. The change is external (the different policy, practice, or structure that the leader is trying to bring about), while transition is internal (psychological reorientations that people have to go through before the change can work).

Bridges and Mitchell in Nhlabathi, (2007:15) state that current organisational change models tend to focus on the process of external change thus neglecting transition. This omission occurs to the loss of the process of change. Bridges and Mitchell point out that transition takes longer because it requires that people undergo three separate processes, namely saying goodbye, shifting into neutral, and moving forward. All of these processes are upsetting. Understanding the transition

process is a requirement for almost any senior executive. Strebel in Nhlabathi, (2007:15) organisational change efforts will only succeed if the dense between employees and employers are addressed.

According to Strebel in Nhlabathi, (2007:15), stress that organisational change processes do not work because organisations have personal compacts with their employees. Strebel identifies three major dimensions shared by compacts in all companies. These dimensions are formal, psychological, and social. When change processes are introduced these personal compact are left unchanged. Strebel in Nhlabathi, (2007:15) contends that this omission results in the process of organisational transformation being terminated. Unless managers define new terms and persuade employees to accept them, it is unrealistic for managers to expect employees fully to buy into changes that alter the status quo. As a result in most cases disaffected employees undermine their managers' credibility and well-designed plans. Strebel in Nhlabathi (2007:15), views that organisational change efforts will only succeed if the compacts between employees and employers are addressed.

According to Kanter in Nhlabathi, (2007:16) writes on the importance of the psychological turnaround in the process of bringing distressed organisations from the brink (edge) of failure. Kanter, in Nhlabathi (2007:16) argues that almost all distressed organisations suffer from what is called organisational pathologies. If organisational pathologies are not attended to they reinforce one another in such a way that the organisation enters a kind of death coil. Symptoms of organisational pathologies include secrecy, blame, isolation, avoidance, passivity and feelings of helplessness.

Kanter further suggests three related activities that must be undertaken, these are, engendering respect, sparking collaboration and inspiring initiative. Turnaround leaders must move people toward respect, when colleagues respect one another's abilities they are more likely to collaborate in shaping a better future. Sparking collaboration involves promotion of collaboration across departments and divisions. And inspiring initiatives relates to empowering employees to initiate the actions that will improve the company's financial and strategic position. Kanter in Nhlabathi, (2007:17), points out that all turnaround leaders share the overarching task of restoring confidence through empowerment – replacing denial with dialogue, blame with respect, isolation with collaboration and helplessness with opportunities for initiative. Putting an organisation on a

positive path towards future success also requires that leaders energize their workforce, throughout the ranks. The small wins that newly empowered people create are the first signs that a turnaround is on track.

Hesselbein in Nhlabathi (2007:19) observes that organisations pass eight milestones to reach their destination that of being relevant, viable and effective organisations. The steps are scan the environment; revisit the mission; ban the hierarchy; challenge the gospel (truism); employ the power of the language; disperse leadership across the organisation; lead from the front, and do not push from the rear and assess performance.

Beer *et al* in Nhlabathi, (2007:19) identify six steps to effective organisational change, these steps they call the critical path.

Their critical path has the following steps:

  ▼ Mobilize commitment to change through joint diagnosis of business problems;

  ▼ Develop shared vision of how to organize and manage for competitiveness;

  ▼ Foster consensus for the new vision, competence to enact (pass) it, and cohesion to move it along;

  ▼ Spread revitalisation to all departments without pushing it from the top;

  ▼ Institutionalise revitalisation through formal policies, systems, and structures and

  ▼ Monitor and adjust strategies in response to problems in the revitalisation process.

WHY IS IT SO DIFFICULT TO SUSTAIN CHANGE?

Senge *et al* (2001), observe that over the past two decades, organisations have embarked upon change journeys to meet the challenges of increased global competition, new markets, and pace of the technological development. In their attempts to respond quickly to external changes in the environment, most have failed, even after some initial success. They also mention that three levels of leadership must help generate and sustain a kind of creative tension between the vision and current reality of the organisation. The levels are: Imaginative, committed local line leaders,

enthusiastic mid-level community builders or network leaders, and executive leaders who, in addition to their accountability for organisational performance, must create an environment of innovation and knowledge generation. Most leaders deal only with the growth processes and do not pay attention to the limiting processes. They further state that those involved in change or considering how to change must learn to work with nature's way and give attention to both the growth processes and the limiting processes.

CHANGING ORGANISATIONS

Blanchard and Stoner (2004), view that without a clear vision an organisation becomes a self-serving bureaucracy. They also stress the importance of a clear vision statement for an organisation. A vision statement should be a picture of the future and it should be a picture of something that one actually wants to see. If an organisation's vision is a compelling (forceful) one, people will think their work is worthwhile and will become joyful.

Harding and Pooley (2004:2) state the four factors for success when implementing change within an organisation, these are:

- ▼ Pressure for change;

- ▼ A clear, shared vision;

- ▼ Capacity for change and

- ▼ Action.

According to Harding and Pooley (2004:3), before looking at the four factors for success, recognising the four factors for failure in managing change can help identify problems more rapidly, and can show where initial action should be concentrated:

- ▼ Lack of consistent leadership;

- ▼ Demotivated staff kept in the dark;

- ▼ Lack of capacity: budget cuts, no spend-to-save policy, short-term approach to investment, stressed out staff working hard just to stand still and

▼ Lack of initiative to "do something different".

Factor 1: Pressure for change (the top down approach)

Harding and Pooley (2004:5) state that firstly there must be pressure for change – a driving force. The need for change has been identified, the decision to proceed has been taken, and this now needs to be communicated throughout the organisation. Harding and Pooley (2004:5) observe that, it is widely accepted when people take a pride in the organisation they work for, they perform better and will more readily put themselves out to help achieve corporate goals. Harding and Pooley (2004:5) add that for success, however, regardless of where the original pressure for change came from, senior management commitment and drive for change is essential if momentum is to be maintained for effective implementation.

According to Harding and Pooley (2004:6) a clear shared vision can only happen to good effect if senior management, including the Chairman and Chief Executive, are collectively behind the changes sought. Senior management must be seen to be fully supportive by what they do and say both privately and publicly. If management 'talks-the-talk' by failing to back up their statements with action and a continuous commitment, progress can soon stall.

He also points out that other conflicting or new priorities emerge and the momentum can be lost if senior management fail to remain fully supportive of the project. So, it is important to get senior management signed up to the change. It is also important to communicate this to all staff and giving them the opportunity to feed in their contributions and feel that they have joint ownership of the change being implemented.

Factor 2: A Clear, Shared Vision

Harding and Pooley (2004:7) point out that for change to be effective, it needs to be implemented at all levels; embedded in the culture of the organisation. To keep colleagues with you on this they need to be motivated and you need to understand what motivates them. One should never forget that change is a major cause of stress amongst the workforce. Staff will usually respond well to challenges (that they feel they can meet!), it is fear of the unknown that raises stress levels. Getting staff motivated to support the changes that are to be implemented is therefore crucial for success.

Harding and Pooley (2004:7) observe that staff, their managers and senior managers are all motivated by similar things. They do not, however, necessarily place them in the same order of importance. These 'motivators' include pride, happiness, responsibility, recognition, security, success, and, of course, money. The trick in successfully managing change and getting the commitment and support from staff is to provide these 'motivators' for your staff or at least as many of them as possible. Here are some tips, questions and ideas to help you:

Staff Motivators

Harding (2004:8) mentions the following as staff motivators:

Pride

When was the last time you (or senior management) told or showed your staff how proud you are of what they have achieved? The performance of your staff can drop significantly if they feel unappreciated or taken for granted. Staff that takes pride and some level of enjoyment in their work and working environment are much more likely to perform well and provide new ideas for improving the organisation's own well-being.

Happiness

A culture where laughter is permitted and encouraged can make all the difference in helping everyone get through the day. A caring approach to your staff can reap many benefits; because if they know their employer cares about them as individuals then they will be more likely to care about the employer's interests. He also states that a happy team is an effective team. Harding and Pooley (2004:9) argue that taking the approach of 'treating others as we would wish to be treated ourselves' is the 'golden rule' for strengthening and improving relationships between everyone at all levels in the organisation.

Responsibility

Giving people more responsibility is a demonstration of trust. If people feel they are trusted they usually respond by taking greater care and pride in their work. Is management prepared to delegate responsibility and provide the back-up? Will management itself then take responsibility when things go wrong? Or does it have a blame culture?

Success

We all have slightly different views on what constitutes success. There can often be common factors such as market profile, corporate reputation and product quality. A useful exercise here is: following a presentation on why change is being undertaken, to ask staff, individually or in small focus groups, what they have as a vision for the company or organisation and also for themselves as individuals.

Good questions to get things going

- ▼ What, who or where are you now? (Harding and Pooley, 2004:10).

- ▼ What or where would you like to be? (Harding and Pooley, 2004:10).

One would need to ask teams to apply these questions to their view of the company as well as themselves. A facilitated discussion can tease out where ideas overlap and demonstrate where common ground exists and can be strengthened.

Recognition

Are your staff valued and made to feel part of the organisation's success? Even when times are hard? When was the last time you took time out to say 'thank you' to staff at all levels of the organisation for their individual contributions? To ignore this important motivator would be a serious error; and could result in losing the support you need when implementing change. According to Harding and Pooley (2004:10), an effective approach employers can take is to treat its employees as it is most important and valued customers. The employer is providing employment activity and wages; the employees purchase these with their effort. The spin-off is that the external customers benefit from a more highly motivated company to do business with.

Security

Harding and Pooley (2004:11) observe that whenever change is being implemented the fear factor can set in. This can be the fear of change itself and its consequences such as the possible loss of job security or loss of responsibility or control. Continuous, honest and open communication is essential here. Change can take people out of their 'comfort zone' and raise their stress levels. The

challenge is to demonstrate that the new 'zone' is even more comfortable and secure or at least it will be once the initial short-term discomfort of implementing change has been overcome.

Money

Harding and Pooley (2007:11) view money as an important motivator. He further add that underpaid staff feel under-valued and is less likely to respond positively to change especially if it means more effort for little or no increase in either pay or recognition or both. Many, especially those with captivating outside interests, 'work to live rather than live to work' but we need to recognise that most full-time employees spend more of their waking hours at work than they spend on pursuing leisure interests or with their families. This means that providing the other six motivators is equally as important as paying a fair wage for a fair job of work done.

According to Harding and Pooley (2004:12), if a company is already highly profitable, staff may not have a strong inclination to reduce operating or production costs by, for example, switching off equipment when not in use especially if the shareholders rather than their own pay packets benefit from cost-saving measures. However, informing staff of the environmental impacts of the organisation and how staff has an important role in reducing these can be an effective motivator especially as environmental awareness continues to increase in the general population. The positive feedback to staff of reductions in harmful environmental impacts can increase this motivation. Pearson *et. al* (2006:12) describe feedback as the receiver's verbal and nonverbal response to the source's message.

Staff suggestion schemes, with financial rewards for employees, need to be handled sensitively. Make sure you do deliver the rewards that you promise. Better still, let a percentage of costs savings (subject to a capped limit perhaps) go towards supporting a local charitable cause that has been chosen by staff. This can motivate those who are not overly concerned with environmental issues, but who may have local community interests.

Factor 3: Capacity for Change (resources)

Capacity here means resources and these are staff time and, where appropriate, money. To implement change you need to identify the resources that will be required before you proceed and make sure these are provided states Harding and Pooley (2004:13). Often, the cost benefits from

implementing energy efficiency measures and waste minimisation programmes can provide the financial resources for an ongoing programme of improvement. It is usually the organisation's own employees that have the information, intuition, ideas and instincts necessary for implementing change effectively. When given the capability and the opportunity to participate in improvement programmes, it is employees who can often find the greatest cost savings and efficiency improvements.

Factor 4: Action

Harding and Pooley (2004:14) point out that having got the other three factors in place (pressure, a clear shared vision and capacity) you now have to implement the planned change. Keeping up momentum is what matters here and implementing the **PLAN – DO – CHECK – ACT.**

Management methodology is essential to maintaining the effectiveness and appropriateness of the change. Good monitoring and analysis of the resulting data is essential. Make sure you continue to keep employees informed of progress.

Framework

According Harding and Pooley (2004:36), influencing senior management needs to be tackled as a project in its own right. This being the case you need a structured approach tackling the issues. The classic management cycle of PDCA (Plan-Do-Check-Act) can easily be used:

- ▼ **Plan**- Work out what needs to be done and how it should be done;

- ▼ **Do**- Implement the plan;

- ▼ **Check**- See if the implementation of the plan is giving the results that it should and

- ▼ **Act**- Take any corrective action required and ensures good practice is locked in place, then return to the planning stage and repeats as necessary.

Plan

Harding and Pooley (2004:36) write that prior planning prevents poor performance and also add that time spent on investigation is never wasted. In the workplace military expressions are used all

the time, but our risks are normally only money and reputation. Taking guidance from people who risk their life is not a bad idea state (Harding and Pooley, 2004:36).

Arguably, environmental issues are so important that all organisations should be aligning their strategy, mission and values towards the environment. However, for many organisations the approach that will need to be taken is showing how good energy and environmental management can add to the organisation's existing mission.

Harding and Pooley (2007:41) is of state the need to look around and listen. This is just in case one is able to pick up messages about the organisation. According to Harding and Pooley (2007:42) 'Organisational archaeology' is also a useful activity. If you are new to the role or organisation, dig around and find out what has happened in the past. Valuable lessons can be learnt from past failures. However, remember just because something failed in the past does not mean it will fail again today because circumstances and people change. This is an important issue because you need to be prepared to respond to the line 'we tried that before and it did not work'. An organisation is a collection of people, so the next step is to consider the people you need to influence.

Which senior manager(s) do you want and need 'on board'?

▼ What are you trying to do? Do you have one obstructive manager? Is there a general lack of involvement? Ideally we want all managers singing from the green song sheet, but do you have the resources?

Which managers do you stand the best chance of influencing?

▼ There may be certain managers that you have a better chance of influencing than others. What do you know about their backgrounds? What qualifications do they have, what outside interests?

Do you need to look at 'indirect' targets?

▼ There may be occasions when the influence route needs to be indirect. Is there someone you can influence that can then influence the target manager(s)?

What really drives your target manager(s)?

▼ You know all about what drives the organisation – that's why you have been looking at mission statements etc. But what drives the managers you want to influence?

Having completed your intelligence gathering you are now in a position to start formulating a plan. In practice it will help to read the rest of this guide to get ideas about what you should (and should not) do.

Do

According to Harding and Pooley (2007:43), it is worth recalling what we are trying to achieve. We want senior managers engaged with environmental issues so that they will enable sound environmental practices to be adopted by the organisation. Putting it another way what you are trying to do is to 'sell' good environmental management to the senior management.

Check

You have researched and developed a plan, identified the target manager(s). You have made the sales pitch, you have had closure. What is more likely is that the senior manager will have allocated tasks to be undertaken. According to Harding and Pooley (2007:52), if the situation is simply you and the senior manager doing things, what you want is for as many people as possible to be involved in as a constructive way as possible.

Act

Harding and Pooley, (2007:54) write that one's plan to influence senior management is working how could one ensure that it continues?

Locking It in Place

Senior managers can move on what happens when they do? What happens if you move on? What happens if there is a change of ownership of the organisation? If we look at behaviour, we have to put in effort to change it. Once it becomes habit, it no longer requires the same type of effort. What do we do to make things 'habit' in the workplace? It is usually a combination of rules, procedures, training, communication and 'reward or punishment'.

LEARNING CAPACITIES

Senge *et al* (2001), argue that the underlying cause of failure in most change initiatives is that the organisation has not developed the learning capabilities necessary to reflect on, inquire about, and talk openly together about holding back structures, practices, and mindsets that are blocking change. To change, organisations must develop their learning capabilities, "the skills and proficiencies that among individuals, teams, and larger communities, enable people to consistently enhance their capacity to produce results that are truly important to them." Most change initiatives focus only on the growth processes and not the limiting processes (Senge *et al*: 2001).

TRANSFORMING AN ORGANISATION

According to ICMR (2007), transforming an organisation requires initiative, cooperation, and a willingness of the employees and managers in the organisation to make sacrifices. Though change involves a certain amount of pain, according to ICMR (2007; John P. Kotter) an organisation attempting to change can minimise this pain by establishing a sense of urgency, creating a guiding coalition, developing a change vision and strategy, communicating the change vision, empowering employees for broad-based action, generating short-term wins, and consolidating change. ICMR (2007), state that each step is part of the process of change, and lasts for quite a long time. Mistakes made in any of these steps can undermine the momentum of the change process significantly.

CONCLUSION

This chapter discussed the reasons for change in an organisation and the attitude of employees towards the change. Change is a complex phenomenon which involves establishing a task force to lay out what needs to be done, when, and by whom, in an organisation. Whenever an organisation imposes new things on people there will be difficulties but the most effective change occurs when employees commit to the change effort.

CHAPTER FIVE

Research Methodology

INTRODUCTION

This chapter presents the way in which the study was conducted. This part will further explain how this study as the qualitative research which is a multifaceted approach is performed, (Leedy & Ormrod, 2005:134). This chapter will further discuss how the survey method was used in this study through questionnaire administered to the Small to Medium Enterprises in Empangeni District. In order to achieve objectives as identified in the first chapter the study performed two activities, namely, literature review and fieldwork.

RESEARCH DESIGN

According to Trochim (2006), a research design is used to structure the research project. He further states that research design provides the glue that holds the research projects together, to show how all of the major parts of the project work together. Research design relates directly to the testing of hypothesis. In addition, Bless and Higson-Smith (2000:63) state that, it is the specification of the most adequate operations to be performed in order to test the specific hypothesis under the given conditions. Goddard and Melville (2001:1) explain that, research is not just the process of gathering information as sometimes suggested. Rather, it is about answering unanswered questions or creating that which does not currently exist.

Saravanavel (1991:42) explains that research design is equated to a blue-print produced by an architect before he begins his/her work of construction or the strategy laid down by the army before an attack or a design of an artist before the execution of his ideas. Aina (2002:18) also describes research design as a plan of collecting data. Saravanavel (199:42), however, observes that research design should be able to specify (a) the sources and types of information relevant to the question, (b) the approach that will be used for gathering and analysing data and (c) the time and cost budget.

Types of research design

According to Goddard and Melville, (2001:8, 9-10) there are types of research design namely: qualitative and quantitative research methods.

Qualitative research methods that were used were administered in a form of open-ended-questions within the self-administered questionnaire. This allowed the respondents to motivate their answers for certain questions in their own words.

Quantitative research methods included closed-ended questions within the questionnaire that were easy to quantify and analyse due to a restricted number of answers and categories provided to respondents.

Experimental research- it is primarily concerned with cause and effect.

Creative research- it involves the development of new theories, new procedures and new **inventions.** It involves both practical and theoretical research. Practical theoretical research is about the design of physical things (artefacts) and the development of real-world processes. Theoretical creative research is about the discovery or creation of new models, theorems, algorithms.

Descriptive research- descriptive research or 'case study' research is research in which a specific situation is studied either to see if it gives rise to any general theories, or to see if existing general theories are borne out by the specific situation. Descriptive research may be used when the object of the research is very complex.

Ex post facto research- while in experimental research the researcher exposes similar groups to different treatments to see the effects of the treatments (so moving from effect to cause), in ex post fact research the researcher looks back at the effects and tries to deduce the causes from these effects. Ex post facto means 'from after the fact' and this type of research typically occurs when data are available that could not be generated by experimental research. It is important to note that for the ex post facto research to be valid, the research must eliminate all other possible causes.

Action research- some view action research as a philosophy of research rather than a method of research. Action research is a research initiated to solve an immediate problem.

Historical research- this research concerns the studies of the past to find cause-effects patterns. This research does not directly study current causes or effects. Data is gathered from primary sources and secondary sources.

Expository research- this research is based purely on existing information, and normally results in 'review'-type reports. By reading widely on the field, and then comparing, contrasting, analysing and synthesising all points of view on a particular subject, a researcher can often develop important new insights.

This study employed both qualitative and quantitative research methods.

RESEARCH METHODS

According to Leedy (2005:2) research is a systematic process of collecting, analysing and interpreting information (data) in order to increase our understanding of the phenomenon which we are interested or concerned. Gronstedt in Opperman (2004:30), write that qualitative research methods are discovery-based and stress depth rather than breadth, and offer insight rather than numbers.

Quantitative versus Qualitative

Quantitative Approach	Qualitative Approach
Measure objectives facts	Construct social reality, cultural meaning
Focus on variables	Focus on interactive processes, events
Reliability is key	Authenticity is key
Value free	Values are present and explicit
Theory and data are separate	Theory and data are fused
Independent on context	Situationally constrained
Many cases, subjects	Few cases, subjects
Statistical analysis	Thematic analysis
Researcher is detached	Researcher is involved
Opperman, 2004, pg30)	
Table 1: Quantitative versus qualitative	

Opperman, (2004:30) outlines the advantages of qualitative research methods which include:

▼ "Qualitative designs are more flexible than quantitative designs." Du Plooy in Opperman (2004:30).

▼ Qualitative themes and categories can be developed as methods to explore and describe meanings in particular contexts, Du Plooy in Opperman (2004:30).

Disadvantages of qualitative research include:

▼ "It is hard to replicate qualitative research as it does not have structured design or a standardized procedure." Anon in Opperman (2004:30).

Quantitative research methods

Quantitative design is appropriate when there is a need to count and or measure variables, states Du Plooy in Opperman (2004:30). Gronstedt in Opperman (2004:30), note that quantitative research methods are verification based and are important to verify the insight and measure what number of people holds certain attitudes and behaviours.

Quantitative methods and techniques used to collect data include survey, self-administered questionnaire and experimental designs, Du Plooy in Opperman (2004:31).

Advantages of Quantitative Research:

Opperman (2004:31) continues to mention the advantages of quantitative research:

▼ The research method is easy to imitate and consequently has high reliability, Anon in Opperman (2004:31).

▼ Results can be reduced to a few numerical statistics and interpreted easily, Anon in Opperman (2004:31).

Disadvantage of Quantitative Methods:

▼ Quantitative research restricts itself to data experiences and rejects any speculation. Du Plooy in Opperman (2004:31).

▼ Knowledge is based on rationally and this approach denies other methods of acquiring knowledge. Du Plooy in Opperman (2004:31).

DEFINITION OF SURVEY

According to Garson (2006), survey research is the method of gathering data from respondents thought to be representative of some population, using an instrument composed of closed structure or open-ended items (questions).

TYPES OF SURVEY

Neuman, (2006:299) mentions Mail and Self-administered Questionnaires as types of surveys. The researcher used self-administered questionnaires.

Advantages and disadvantages of self-administered questionnaires

Researchers can give questionnaires directly to respondents or mail them to respondents who read instructions and questions, then record their answers. This type of research is by far cheapest and it can be conducted by a single researcher, states Neuman (2006:99). A researcher can send questionnaire to a wide geographical area. The respondents can complete the questionnaire when it is convenient and can check personal records if necessary. Mail questionnaires offer anonymity and avoid interviewer bias, notes Neuman (2006:99). They are very effective, and response rates may be very high for a target population that is well educated or has strong interest in the topic of the survey organisation.

Disadvantages

Because people do not always complete and return questionnaires, the biggest problem with mail questionnaires is the low response rate. Most questionnaires are returned within two weeks, but others trickle it up to two months later, states Neuman (2006:99). Researchers can raise response rates by sending non respondents reminder letters, but this adds to the time and cost of data collection. A researcher can not control the conditions under which the questionnaire is completed. A questionnaire completed during a drinking party by a dozen laughing people may be returned along with one filled out by an earnest respondents, notes Neuman (2006:99). Also no one is present to clarify questions or to probe for more information respondents give incomplete

answers. Someone other than sampled respondent may open the mail and complete the questionnaire without the researcher's knowledge. Different respondents can complete the questionnaire weeks apart or answer questions in a different order than that intended by researcher. Incomplete questionnaire can also be a serious problem. Researchers can not visually observe the respondent's reactions to question, physical characteristics, or the setting.

The combination of both closed-ended and open-ended questions ensured that the researcher gained the exact information that was intended. The self-administered questionnaire was distributed by hand in a hard copy by the researcher and his assistant. It was ensured that the particulars of the respondents remained anonymous and due to the trust they would be more inclined to answer the questionnaire.

Advantages of Self-administered Questionnaires:

Opperman, (2004:34) lists the advantages of self-administered questionnaires:

▼ Confidentiality of respondents is maintained.

▼ Anyone within the organisation can receive a questionnaire unlike electronic questionnaires when respondents are limited to those with computers and electronic mail.

Disadvantages Self-administered Questionnaires:

▼ The researcher is not physically present so respondents can not ask questions or clarity things that they do not understand concerning the questionnaire.

▼ Illiterate respondents are excluded from answering the self-administered questionnaire.

The above mentioned advantages and disadvantages could pose difficulties as well as enhance the study to be conducted, writes Opperman (2004:34). The researcher has seen the importance to use the self-administered questionnaire as the issues of time constrains was sensitive and interviews were seen inappropriate due to the lack of confidentiality of the respondents. The fact that the researcher and his assistant handed out the questionnaires further aided in ensuring confidentiality of respondents and set employees mind at ease by the fact that they were dealing with qualified individuals.

SHORT HISTORY OF EMPANGENI

Empangeni (KwaZulu Natal), a town about 160 km from Durban on the R34 just off the N2, is positioned in the hilly countryside of the Uthungulu district. The area around Empangeni brings to mind sugarcane plantations and hot, sticky, languid days. Empangeni was originally the site of a Norwegian Mission station established near the stream called Empangeni. The mission was later moved to Eshowe but the magistracy, called Empangeni, was established here in 1894. The name Empangeni, according to folklore, comes from the Zulu word 'phanga', which means 'grabbed', and is thought to refer to the number of crocodile attacks on water bearers in the nearby Empangeni stream. The town is a centre for sugar, cotton, cattle and timber and despite its development into a modern town, it has retained its small town charm and locals are hospitable in true Zululand style.

TARGET POPULATION

The target population is the actual population to which we want to generalise findings, Du Plooy in Opperman (2004:34). Target population for this study was the Small to Medium Enterprises in Empangeni District of KZN province.

SAMPLING

According to Du Plooy in Opperman (2004:34), "sampling involves a rigorous procedure when selecting units of analysis from a larger population." Further, population is all possible units of analysis and can be seen as any group or entirely of individuals, groups, organisations, social artifacts or social transmission or events.

The entire set of objects or people which is the focus of the research and about which the researcher wants to determine some characteristics is called population, writes Bless and Higson-Smith (2000:84). According to Bless and Higson-Smith (2000:84), the subset of the whole population which is actually investigated by the researcher and whose characteristics will be generalized to the entire population is called sample. Goddard and Melville (2001:34), state that population is any group that is subject of research interest.

Advantages of sampling

▼ Gathering data on a sample is time consuming;

▼ Gathering data on a sample is less costly since the costs of research are proportional to the numbers of hours spent on data collection;

▼ Sampling may be the only practical method of data collection, and

▼ Sampling is a practical way of collecting data when the population is infinite or extremely large, thus making a study of all its elements impossible.

SAMPLING METHOD

According to Goddard and Melville (2001:1), random selection is the basic principle used to try to avoid bias in a sample. The advantage of random sampling ensures that each member of the population has as much chance as any other of being included in it. Bless and Higson-Smith (2000:86), note that probability or random sampling occurs when the probability of including each element of the population can be determined. The researcher can estimate the accuracy of the generalization from sample to population. Bless and Higson-Smith (2000:86), continue that the non-probability sampling refers to the case where the probability of including each element of the population in a sample is unknown. It is not possible to determine the likelihood of the inclusion of all the representative elements of the population into the sample. The probability random sampling was used for this study to get accurate results.

TYPES OF PROBABILITY SAMPLING

▼ Interval or systematic sampling;

▼ Stratified random sampling;

▼ Cluster or multi-stage sampling and

▼ Random sampling.

Simple random sampling was employed in this study.

Random sampling

According to Bless and Higson-Smith (2000:87), simple random sampling is a sampling procedure which provides equal opportunity of selection for each element in a population. Random sampling was used to select 700 Small to Medium Enterprises in Empangeni District of KZN.

DATA COLLECTION INSTRUMENT

Data collection instrument are tools used to collect data about a program or program component. If the data already exists, it is a matter of going to the appropriate place or person and asking for it. If the data one wants does not exist, one needs to collect it, nonetheless, there are a few general ways to collect data. One could either observe what happens (using any of one's senses to collect data), one could ask other people, or one could review documents. Getting data from other people involves either a questionnaire or some kind of an interview. One could ask people either to write down their responses or to tell you their responses so one could record them. The common methods of collecting information from others are:

- ▼ Mail questionnaires;

- ▼ Face-to-face interviews;

- ▼ Telephone interviews and

- ▼ Focus group interviews.

The research used self-administered questionnaires.

Questionnaires

Goddard and Melville (2001:47) define a questionnaire as a printed list of questions that respondents are asked to answer, they note that questionnaires are commonly used and commonly abused Goddard and Melville (2001:47) also observe that, it is easy to compile a questionnaire but it is not easy to compile an effective one. According to Goddard and Melville (2001:48) a questionnaire can be categorised into open or unstructured and close or structured questions. They further explain that open (or unstructured) questions can be used in a preliminary survey or to get a feel for a subject while closed or structured questions are used in large-scale data collection.

The questionnaire used for this study included both open-ended and closed-ended questions. According to Du Plooy in Opperman (2004:32), closed-ended questions contain an established number of answers from which the respondent is required to select one. Open-ended questions were used as they allow respondents to answer the question in their own words Du Plooy in Opperman, (2004:32). The purpose for using a combination of these two questions was that respondents could motivate their answers given in close-ended questions or give either in-depth answer to some question the researcher required personal insight into using open-ended question as well as gain specific and concise information through closed ended questions.

Advantages of closed-ended questions

Opperman, (2004:33) lists some advantages of closed-ended questions:

- ▼ Ease of decoding information as answers are limited to certain categories

- ▼ These answers are quick and easy for respondents to answer and will consequently be more desirable to answer within a work context where time is limited.

- ▼ Answerers are easy to code and statistically analyse. (Neuman, 2006:287)

- ▼ Respondents are more likely to answer about sensitive topics. (Neuman, 2006:287)

- ▼ There are few irrelevant or confused answers to question.

- ▼ Less articulate or literate respondents are not at disadvantage, and

Disadvantages of closed-ended questions

Du Plooy in Opperman (2004:33) highlights some disadvantages of closed-ended questions:

- ▼ The respondents must be familiar with the language and terms used.

- ▼ As categories are provided for answers, possible answers to questions are limited.

- ▼ They can suggest ideas that the respondent would not otherwise have. Neuman (2006:287)

- ▼ Respondents with no opinion or knowledge may answer anyway.

- ▼ Respondents can be frustrated because their desired answer is not a choice.

▼ Misinterpretation of a question may go unnoticed.

▼ Distinction between respondents answers may be blurred (unclear).

▼ Clerical mistakes or marking the wrong response is possible.

▼ They force respondents to give simplistic responses to complex issues.

▼ They force people to make choices they would not make in the real world.

Advantages of open-ended questions

Du Plooy in Opperman (2004:34) highlights some advantages of open-ended questions:

▼ This will allow for respondents to express their attitude or opinions in their own words

▼ Allows for an infinite amount of answers that will not restrict the respondent in his or her response

▼ Respondents can answer in detail and can qualify and clarity responses

▼ They permit adequate answers to complex issues

▼ They permit creativity, self-expression, and richness of details,

▼ They reveal respondent's logic, thinking process, and frame of reference.

Disadvantages of open-ended questions

Neuman, (2006:287) highlights the disadvantages of open-ended questions:

▼ Different respondent give different degrees of detail in answers.

▼ Responses may be irrelevant or buried in useless detail.

▼ Comparison and statistical analysis become very difficult.

▼ Coding responses is very difficult.

▼ Articulate and highly literate responses have an advantage.

▼ Questions may be too general for respondents who lose direction.

▼ Responses are written verbatim, which is difficult for interviewers.

▼ Answers take a lot of space in the questionnaire.

CONCLUSION

The chapter presented the research methodology used in this study, both the qualitative and quantitative approaches were employed. The survey method was used to know communication strategies aimed at improving the success rate of small to medium business enterprises. The survey method that was used was self-administered questionnaire. A brief history of Empangeni has been given in this chapter. The simple random sampling was used to select 700 Small to Medium Enterprises in Empangeni District of KZN. The questionnaire was used as data instrument and it had both open and closed ended questions. The next chapter will look at the analysis and interpretation of data from the respondents.

CHAPTER SIX

Analysis and Interpretation of Data

INTRODUCTION

This chapter focuses on data presentation, analysis and interpretation. Data is presented in graphs, charts and tables and analysed under several headings. The data was captured in SPSS and Excel which was later merged into master spread sheet.

DATA ANALYSIS

Wikipidia (2004), states that data analysis is the process of looking and summarising data with the intent to extract useful information and develop conclusions. Walliman, (2005:270) states that the analysis must be carried out in relation to the research problem.

Walliman (2005:270) mentions the reasons for analysis as follows:

- ▼ To measure;

- ▼ To forecast;

- ▼ To test hypothesis;

- ▼ To construct concepts and theory and

- ▼ To explore, to control and to explain.

Quantitative and Qualitative Analysis

According to Devlin (2006:196) data can be categorised into two parts. Namely: quantitative and qualitative analysis.

Quantitative data analysis

Babbie, (2007:409) describes the quantitative data analysis as the numerical representation and manipulation of observation for the purpose of describing and explaining the phenomena that

those observations reflect. According to Food Safety Site (2004) quantitative data analysis is the process of presenting and interpreting numerical data such as descriptive statistics and inferential statistics. Descriptive statistics include percentages, frequencies measures of central tendency (averages mean, media, and mode) and measures of variability about the average (range and standard deviation). Devlin (2006:196) observes that students are generally familiar with analysis involving quantitative. Babbie (2007:409) notes that quantitative analysis is always handled by computer programmes such as SPSS and Excel.

Qualitative data analysis

Babbie, (2007:378) describes qualitative data analysis as the non-number examination and interpretation of observation for the purpose of discovering underlying meanings and patterns of relationship. Devlin (2006:196) notes that a particular kind of qualitative analysis that research methods students may encounter is open-ended question. Babbie (2007:384) states that the key processes in the analysis of qualitative are: coding, classifying or categorising individual pieces of data.

Mitchell (2005:212) states that in qualitative analysis the solution is to covert words to numbers or symbols but to retain the words and use together with the number or symbols through the analysis. Sandelowsk (2000) also explains that qualitative data can be converted to quantitative data as "quantitising." According to Sandelowsk (2000) quantitising refers to a process by which qualitative data are treated with quantitative techniques to transform them into quantitative data. They further point out that the researcher must first reduce verbal or visual data (e.g., from interviews, observations, artifacts, or documents) into items, constructs, or variables that are intended to mean only one thing and that can therefore, be represented numerically.

In addition, Devlin (2006:199) states the steps to take in qualitative analysis include:

- ▼ By reading through all the of the written responses;

- ▼ By creating a condensed list of the respondents;

- ▼ By creating a list of categories (not more than six to seven) and

- ▼ By developing an operational definition for each category.

THE QUESTIONNAIRE FOR RESPONDENTS CONSISTED OF SIX PARTS

▼ The first part contained background information of the respondents;

▼ The second part asked about contemporary management styles;

▼ The third part asked about how change management   is implemented;

▼ The forth part asked about contemporary management styles;

▼ The fifth part asked about respondents' views regarding organisational communication, and

▼ The sixth part asked about the requirements for and the management styles used in respondents organisations.

Part One-Background Information of the Respondents

Distribution of respondents according to their gender

Gender	Frequency	Percentage
Female	217	43.4
Male	282	56.4
I do not want to answer this question	1	0.2
Total	500	100.0
Table 2: Distribution of respondents according to their gender		

Table 1 shows the distribution of respondents according to their gender, the number of respondents 282 representing 56% of the total sample were males, while the number of 217 respondents representing 43% of the total sample were females. The number of respondent 1 representing 0% did not want to answer this question.

Distribution of respondents according to their age

Age	Frequency	Percentage
17 and younger	17	3.4
18 to 29	166	33.2
30 to 49	248	49.6
50 and older	65	13.0
I do not want to answer this question	4	0.8
Total	500	100
Table 3: Distribution of respondents according to their age		

The table above shows the distribution of respondents according to their age group, the number of respondents 248 representing 50% of the total sample were between 30 to 49 years. The number of respondents 166 representing 33% of the total sample were between 18 to 29 years. The number of respondents 65 representing 13% of the total sample were 50 years and older. The number of respondents 17 representing 3% of the total sample were 17 years and younger, while the number of respondents 4 representing 1% of the total sample did not want to answer the question.

Distribution of respondents according to their ethnic group

Ethnic Group	Frequency	Percentage
Coloured	31	6.2
White	67	13.4
African	280	56
Indian	120	24
I do not want to answer this question	2	0.4
Total	500	100
Table 4: Distribution of respondents according to their ethnic group		

The table above shows the distribution of respondents according their ethnic group. The number of respondents 280 representing 56% of the total sample were Africans. The number of respondents 120 representing 24% of the total sample were Indians. The number of respondents 67 representing 13% of the total sample were Whites. The number of respondents 31 representing 6% of the total sample were Coloureds, while the number of respondents 2 representing 0% of the total sample did not want to answer the question.

Distribution of respondents according to their citizenship

Citizenship	Frequency	Percentage
South African	409	81.8
Swazi	58	11.6
Mozambican	32	6.4
I do not want to answer this question	1	0.2
Total	500	100
Table 5: Distribution of respondents according to their citizenship		

The table above shows the distribution of respondents according to their citizenship. The number of respondents 409 representing 82% of the total sample were South African citizens. The number

of respondents 58 representing 12% of the total sample were Swaziland citizens. The number of respondents 32 representing 6% of the total sample were Mozambican citizens, while the number of respondents 1 representing 0.2% of the total sample did not want to answer this question.

Distribution of respondents according to their occupation

Occupation	Frequency	Percentage
Salaried employed	416	83.2
Self employed	59	11.8
Retired	7	1.4
Unemployed	4	0.8
Student	14	2.8
I do not want to answer this question	0	0
Total	500	100
Table 6: Distribution of respondents according to their occupation		

The table above shows the distribution of respondents according to their occupation. The number of respondents 416 representing 83% of the total sample were salaries employees. The number of respondents 59 representing 12% of the total sample were self employees. The number of respondents 14 representing 3% of the total sample were students. The number of respondents 7 representing 1% of the total sample were retirees, while the number of respondents 4 representing 1% of the total sample were unemployed.

Distribution of respondents according to their level of educational

Highest Educational Qualification	Frequency	Percentage
No formal education	37	7.4
Grade 11 and lower	46	9.2
Grade 12 (standard 10 / matric)	43	8.6
Post matric diploma or certificate	79	15.8
University or Technikon degree	205	41
Post graduate	72	14.4
I do not want to answer this question	18	3.6
Total	500	100
Table 7: Distribution of respondents according to their level of educational		

The table above indicates the distribution of respondents according to their level of education. The number of respondents 205 representing 41% of the total sample held University of Technikon degrees. The number of respondents 79 representing 16% of the total sample held post-matric

diplomas. The number of respondents 72 representing 41% of the total sample held post graduate degrees. The number of respondents 46 representing 9% of the total sample obtained grade 11 certificates. The number of respondents 43 representing 9% of the total sample obtained grade 12 (standard 10/ matric). The number of respondents 37 representing 7% of the total sample had no formal education, while the number of respondents 18 representing 4% of the total sample did not want to answer the question.

Part Two- Asked About Contemporary Management Styles

Is your manager open to employees' suggestions?

	Frequency	Percentage
Yes	79	15.8
No	321	64.2
Not sure	6	1.2
I do not want to answer this question	94	18.8
Total	500	100
Table 8: Is your manager open to employees' suggestions?		

The table above seeks to find out if respondents' managers are opened to employees'. The number of respondents 321 representing 64% of the total sample indicated that their managers did not open to employees' suggestions. The number of respondents 94 representing 19% of the total sample indicated that they did not want to answer this question. The number of respondents 79 representing 16% of the total sample indicated that their managers opened to employees' suggestions, while the number of respondents 6 representing 1% of the total sample indicated that they were not sure whether their managers opened to employees' suggestions.

Does management include employees in decision making?

	Frequency	Percentage
Yes	45	9
No	377	75.4
Not sure	7	1.4
Agree	9	1.8
Strongly Agree	9	1.8
I do not want to answer this question	53	10.6
Total	500	100
Table 9: Does management include employees in decision making?		

The table above shows what was solicited information from the respondents whether management includes employees in decision making. The number of respondents 377 representing 75% of the total sample stated that their managements did not include employees in decision making. The number of respondents 53 representing 11% of the total sample did not want to answer this question. The number of respondents 45 representing 9% of the total sample stated that their managements did include employees in decision making. The number of respondents 9 representing 2% of the total sample strongly agreed that their managements included employees in decision making. The number of respondents 9 representing 2 % of the total sample agreed that management did include employees in decision making, while the number of respondents 7 representing 1% of the total sample were not sure that their managements did include employees in decision making.

Does selective perception contribute to communication problems in organisation?

	Frequency	Percentage
Yes	**465**	**93.0**
No	**19**	**3.8**
Not sure	**14**	**2.8**
I do not want to answer this question	**2**	**0.4**
Total	**500**	**100**
Table 10: Does selective perception contribute to communication problems in organisation?		

The above table presents what was found out from the respondents if selective perceptions contribute to communication problems in organisations. The number of respondents 465 representing 93% of the total sample stated that selective perceptions had contributed to communication problems in organisations. The number of respondents 19 representing 4% of the total sample stated that selective perceptions did not contribute to communication problems in organisations. The number of respondents 14 representing 3% of the total sample stated they were not sure if selective perceptions have contributed to communication problems in organisations, while the number of respondents 2 representing 0% of the total sample did not want to answer the question.

Do managers threaten you by their demeanour (conduct/behaviour)?

	Frequency	Percentage
Yes	**229**	**45.8**
No	**128**	**25.6**
Not sure	**87**	**17.4**
I do not want to answer this question	**56**	**11.2**
Total	**500**	**100**
Table 11: Do managers threaten you by their demeanour (conduct / behaviour)?		

The table present what was found out if managers threatened respondents by their demeanour (conduct/ behaviour.). The number of respondents 229 representing 46% of the total sample indicated that their managers threatened them by their demeanour (conduct/behaviour). The number of respondents 128 representing 26% of the total sample indicated that their managers did not threaten them by their demeanour (conduct/behaviour). The number of respondents 87 representing 17% of the total sample indicated that they were not sure whether their managers threatened them by their demeanour (conduct/behaviour), while the number of respondents 56 representing 11% of the total sample did not want to answer this question.

Do you think contemporary management styles are appropriate for organisational change?

	Frequency	Percentage
Yes	**475**	**95.0**
No	**7**	**1.4**
Not sure	**11**	**2.2**
I do not want to answer this question	**7**	**1.4**
Total	**500**	**100**
Table 12: Do you think contemporary management styles are appropriate for organisational change?		

The table above shows what was found out from respondents if contemporary management styles are appropriate for organisational change? The number of respondents 475 representing 95% of the total sample indicated that contemporary management styles are appropriate for organisational change. The number of respondents 11 representing 2% of the total sample indicated they were not sure that contemporary management styles are appropriate for organisational change. The number of respondents 7 representing 1% of the total sample indicated that contemporary management styles were not appropriate for organisational change, while the number of respondents 7 representing 1% of the total sample did not want to answer the question.

Do all role players understand their role functions?

	Frequency	Percentage
Yes	**101**	**20.2**
No	**255**	**51.0**
I am not sure	**96**	**19.2**
I do not want to answer this question	**48**	**9.6**
Total	**500**	**100**
Table 13: Do all role players understand their role functions?		

The table above presents what was found out from respondents if all role players understand their role functions. The number of respondents 255 representing 51% of the total sample indicated that all role players did not understand their role functions. The number of respondents 101 representing 20% of the total sample indicated that all role players understood their role functions. The number of respondents 96 representing 19% of the total sample indicated that they were not sure that all role players did understand their role functions, while the number of respondents 48 representing 10% of the total sample did not want to answer this question.

Do you think there is a need for change management?

	Frequency	Percentage
Yes	**463**	**92.6**
No	**14**	**2.8**
Not sure	**15**	**3.0**
I do not want to answer this question	**8**	**1.6**
Total	**500**	**100**
Table 14: Do you think there is a need for change management?		

The table above shows what was found out from respondents if there is a need for change management. The number of respondents 463 representing 93% of the total sample indicated that there is a need for change management. The number of respondents 15 representing 3% of the total sample indicated that they were not sure whether there is a need for change management. The number of respondents 14 representing 3% of the total sample indicated that there is no need for change management. The number of respondents 8 representing 2% of the total sample did not want to answer the question.

Are employees happy with the way they are being treated?

	Frequency	Percentage
Yes	71	14.2
No	233	46.6
I am not sure	134	26.8
I do not want to answer this question	61	12.2
Total	500	100
Table 15: Are employees happy with the way they are being treated?		

The table above is an indication of what was found out from respondents if whether employees are happy with the way they are being treated. The number of respondents 233 representing 47% of the total sample indicated that employees were not happy with the way they are being treated. The number of respondents 134 representing 28% of the total sample indicated that they were not sure whether employees were happy with the way they are being treated. The number of respondents 71 representing 14% of the total sample indicated that employees were happy with the way they are being treated, while the number of respondents 61 representing 12% of the total sample did not want to answer the question.

Do employees override decisions by employers?

	Frequency	Percentage
Yes	349	69.8
No	63	12.6
I am not sure	37	7.4
I do not want to answer this question	51	10.2
Total	500	100
Table 16: Do employees override decisions by employers?		

The table above presents what was found out whether employees override decisions by employers. The number of respondents 349 representing 70% of the total sample indicated that employees ignored decisions by employers. The number of respondents 63 representing 13% of the total sample indicated that employees did not override decisions by employers. The number of respondents 51 representing 10% of the total sample did not want to answer the question, while the number of respondents 37 representing 7% of the total sample indicated that they were not sure whether employees overridden decisions by employers.

Is the current management style effective?

	Frequency	Percentage
Yes	56	11.2
No	281	56.2
I am not sure	77	15.4
I do not want to answer this question	86	17.2
Total	500	100
Table 17: Is the current management style effective?		

The above table solicited information from respondents whether the current management styles are effective. The number of respondents 281 representing 56% of the total sample indicated that the current management style was not effective. The number of respondents 86 representing 17% of the total sample did not want to answer this question. The number of respondents 77 representing 15% of the total sample indicated that they were not sure whether current management style is effective, while the number of respondents 56 representing 11% of the total sample indicated that the current management style is effective.

How would you rate the current management style?

	Frequency	Percentage
Poor	280	56.0
Average	114	22.8
Good	33	6.6
I do not want to answer this question	73	14.6
Total	500	100
Table 18: How would you rate the current management style?		

The table above solicited information from respondents how they rate the current management style. The number of respondents 280 representing 56% of the total sample stated that the current management style was poor. The number of respondents 114 representing 23% of the total sample stated that the current management style was average. The number of respondents 73 representing 15% of the total sample did not want to answer this .question, while the number of respondents 33 representing 7% of the total sample stated that the current management style was good.

Has management style changed in the organisation from the past decade to the present?

	Frequency	Percentage
Yes	355	71.0
No	48	9.6
I am not sure	44	8.8
I do not want to answer this question	53	10.6
Total	500	100
Table 19: Has management style changed in the organisation from the past decade to the present?		

The table above presents what the questionnaire found out from respondent whether has management style changed in the organisation from the past decade to the present. The number of respondents 355 representing 71% of the total sample stated that management style had changed in the organisation from the past decade to the present. The number of respondents 44 representing 9% of the total sample stated that they were not sure whether management style changed in the organisation from the past decade to the present. The number of respondents 53 representing 11% of the total sample did not want to answer this question, while the number of respondents 48 representing 10% of the total sample stated that management style did not change in the organisation from the past decade to the present.

Does old management style hinder the success of business?

	Frequency	Percentage
Yes	469	93.8
No	9	1.8
I am not sure	17	3.4
I do not want to answer this question	4	0.8
Total	500	100
Table 20: Does old management style hinder the success of business?		

The above table presents what was sought from respondents whether old management style hinder the success of business. The number of respondents 469 representing 94% of the total sample stated that old management style hindered the success of the business. The number of respondents 17 representing 3% of the total sample were not sue whether old management style hinder the success of the business. The number of respondents 9 representing 2% of the total sample stated that the old management style did not hinder the success of the business, while the

number of respondents 4 representing 8% of the total sample did not want to answer the question.

Has communication improved with the implementation of the modern management style?

	Frequency	Percentage
Yes	222	44.4
No	124	24.8
I am not sure	135	27.0
I do not want to answer this question	19	3.8
Total	500	100
Table 21: Has communication improved with the implementation of the modern management style?		

The above table is a presentation of what was found out from respondents whether has communication improved with the implementation of modern management styles. The number of respondents 222 representing 44% of the total sample stated that communication had improved with the implementation of the modern management styles. The number of respondents 135 representing 27% of the total sample was not sure whether communication had improved with the implementation of the modern management styles. The number of respondents 124 representing 25% of the total sample stated that communication has not improved with the implementation of the modern management styles, while the number of respondents 19 representing 4% of the total sample did not want to answer the question.

Does management disseminate sufficient information to employees?

	Frequency	Percentage
Yes	142	28.4
No	260	52.0
I am not sure	62	12.4
I do not want to answer this question	36	7.2
Total	500	100
Table 22: Does management disseminate sufficient information to employees?		

The table above presents information from respondents if management disseminates sufficient information to employees. The number of respondents 260 representing 52% of the total sample indicated that management did not disseminate sufficient information. The number of

respondents 142 representing 28% of the total sample indicated that management disseminated sufficient information. The numbers of respondents 62 representing 12% of the total sample were not sure whether management disseminated sufficient information, while the number of respondents 36 representing 7% of the total sample did not want to answer the question.

Do managers show an interest in implementing contemporary management styles?

	Frequency	Percentage
Yes	74	14.8
No	204	40.8
I am not sure	149	29.8
I do not want to answer this question	73	14.6
Total	500	100
Table 23: Do managers show an interest in implementing contemporary management styles?		

The table above presents information from respondents whether managers show interest in implementing contemporary management styles. The number of respondents 204 representing 41% of the total sample stated that managers showed no interest in implementing contemporary management styles. The number of respondents 149 representing 30% of the total sample stated that they were not sure whether managers showed interest in implementing contemporary management styles. The number of respondents 74 representing 15% of the total sample stated that managers showed interest in implementing contemporary management styles, while the number of respondents 73 representing 15% of the total sample did not want to answer this question.

Part three- Asked How Change Management Is Implemented.

Figure 1: How often is change implemented?
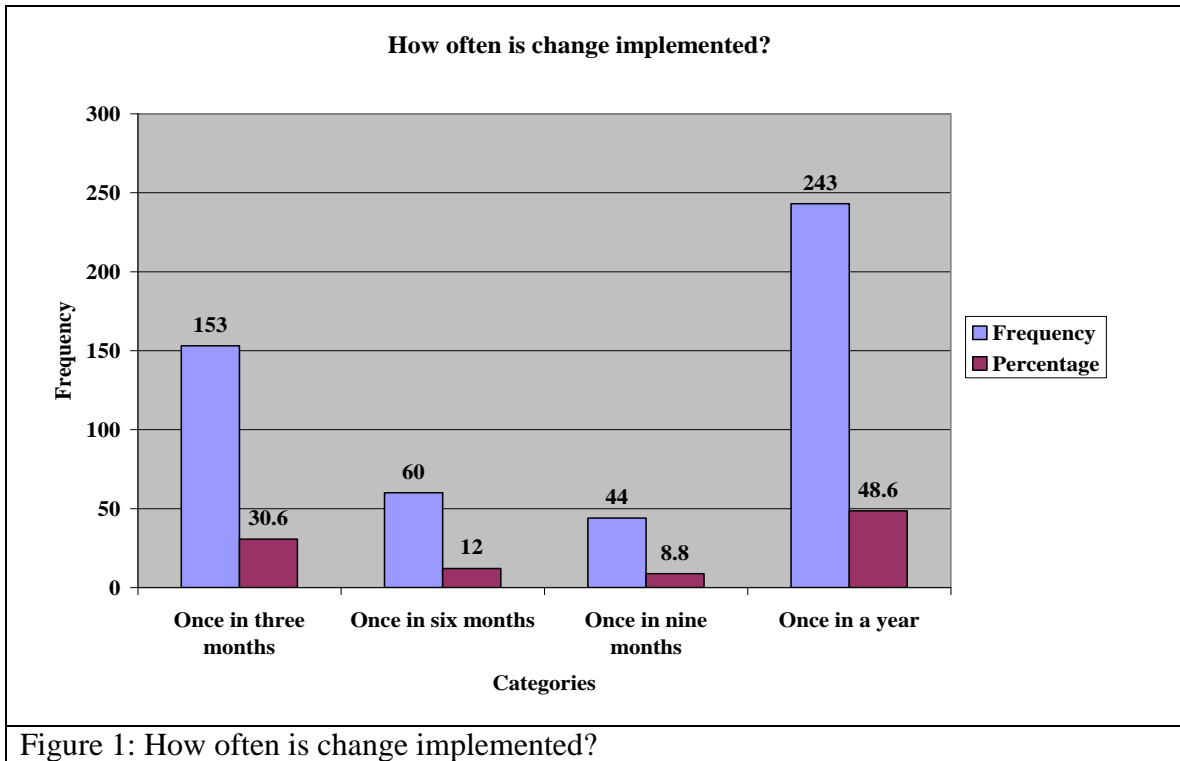
Figure 1 is presentation of what was found out from respondents how often change is implemented in their organisations. The number of respondents 243 representing 49% of the total sample stated that change is implanted once in a year in their organisations. The number of respondents 153 representing 31% of the total sample stated that change is implemented once three months in their organisations. The number of respondents 60 representing 12% of the total sample stated that change is implemented once in six months, while the number of respondents 44 representing 9% of the total sample stated that change is implemented once in nine months in their organisation.

Figure 2: For what purpose do you implement change?
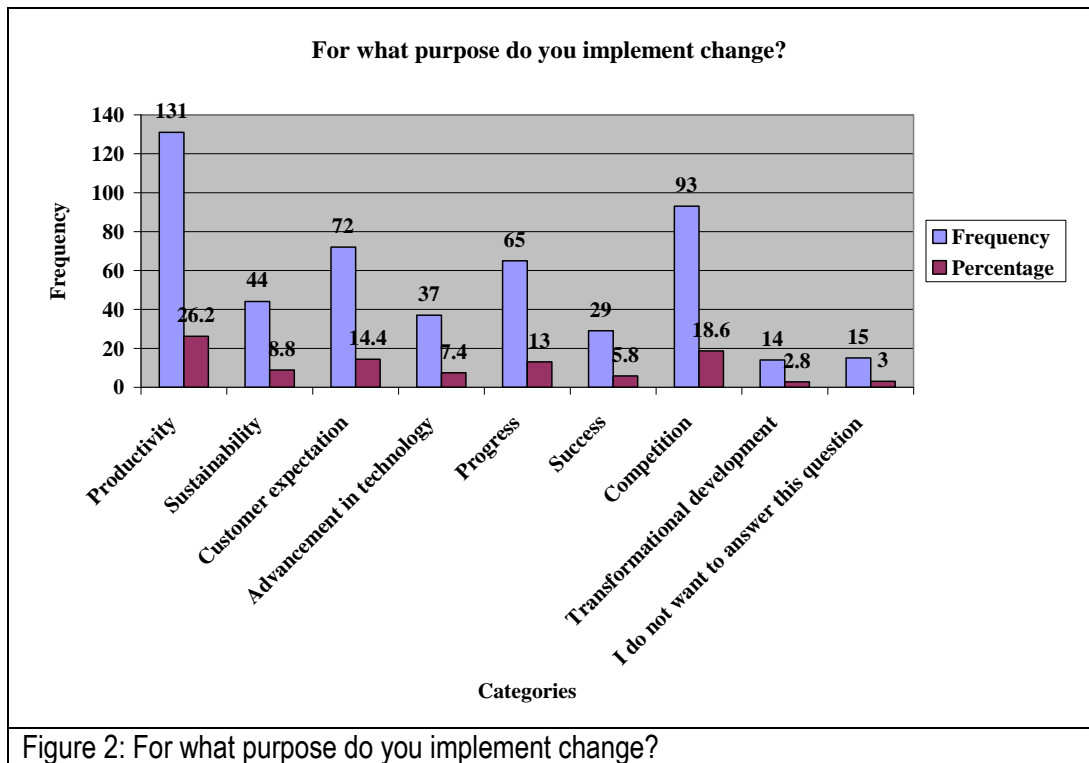
Figure 2 solicited information from respondents what was the purpose of their organisations in implementing change. The number of respondents 131 representing 26% of the total sample indicated that their organisations implemented change on productivity. The number of respondents 93 representing 19% of the total sample indicated that their organisations implemented change on competition. The number of respondents 72 representing 14% of the total sample indicated that their organisations implemented change on customer expectations. The number of respondents 65 representing 13% of the total sample indicated that their organisations implemented change on progress. The number of respondents 44 representing 9% of the total sample indicated that their organisations implemented change on sustainability. The number of respondents 37 representing 7% of the total sample indicated that their organisations implemented change on advancement in technology. The number of respondents 29 representing 6% of the total sample indicated that their organisations implemented change on success. The number of respondents 15 representing 3% of the total sample indicated that they did not want answer this question, while the number of respondents 14 representing 3% of the total sample indicated that their organisations implemented change on transformational development.

Part four- Asked About Contemporary Management Styles?

Figure 3: Before change is implemented, is everything explicit/clear?
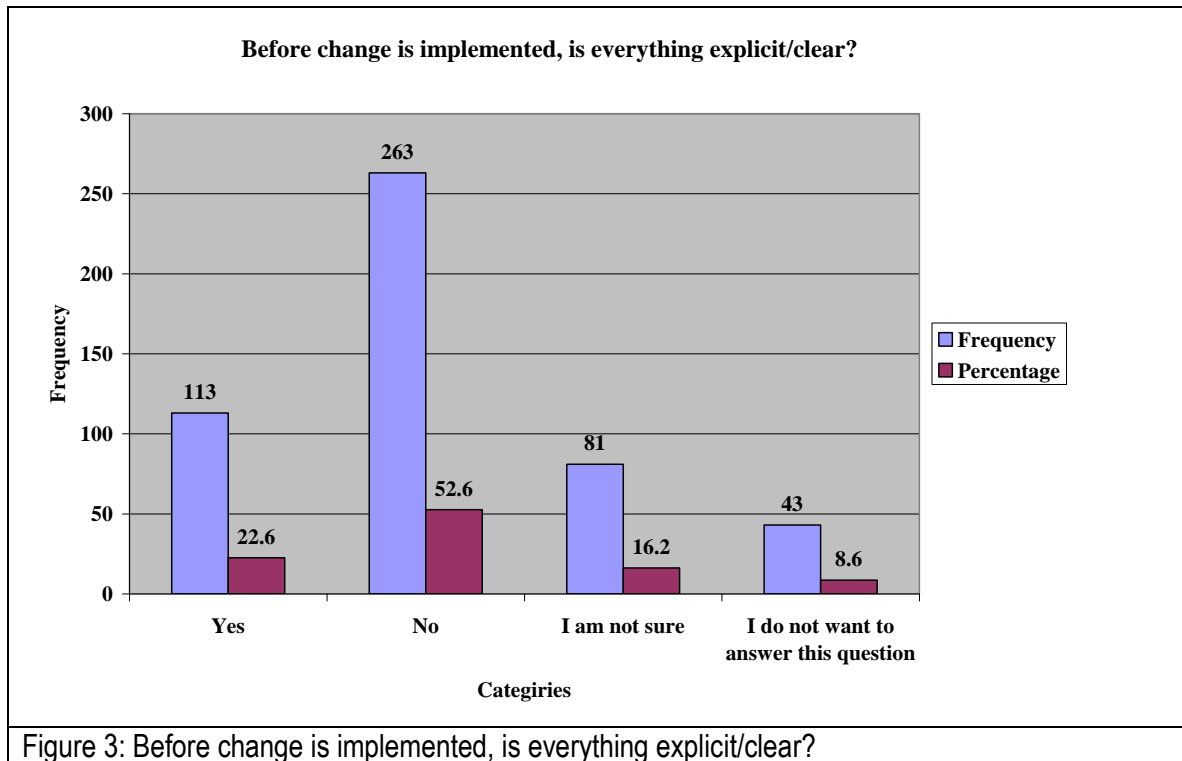
Figure 3 presents information from respondents if everything is explicit or clear before change is implanted in their organisation. The number of respondents 263 representing 53% stated that everything was not explicit before change was implemented in their organisations. The number of respondents 81 representing 16% stated that they were not sure if everything was explicit or not, before change was implemented in their organisations, while the number of respondents 43 representing 9% stated that they did not want to answer this question.

Do you understand your duties and the organisational operations

Figure 4: Do you understand your duties and the organisational operations?
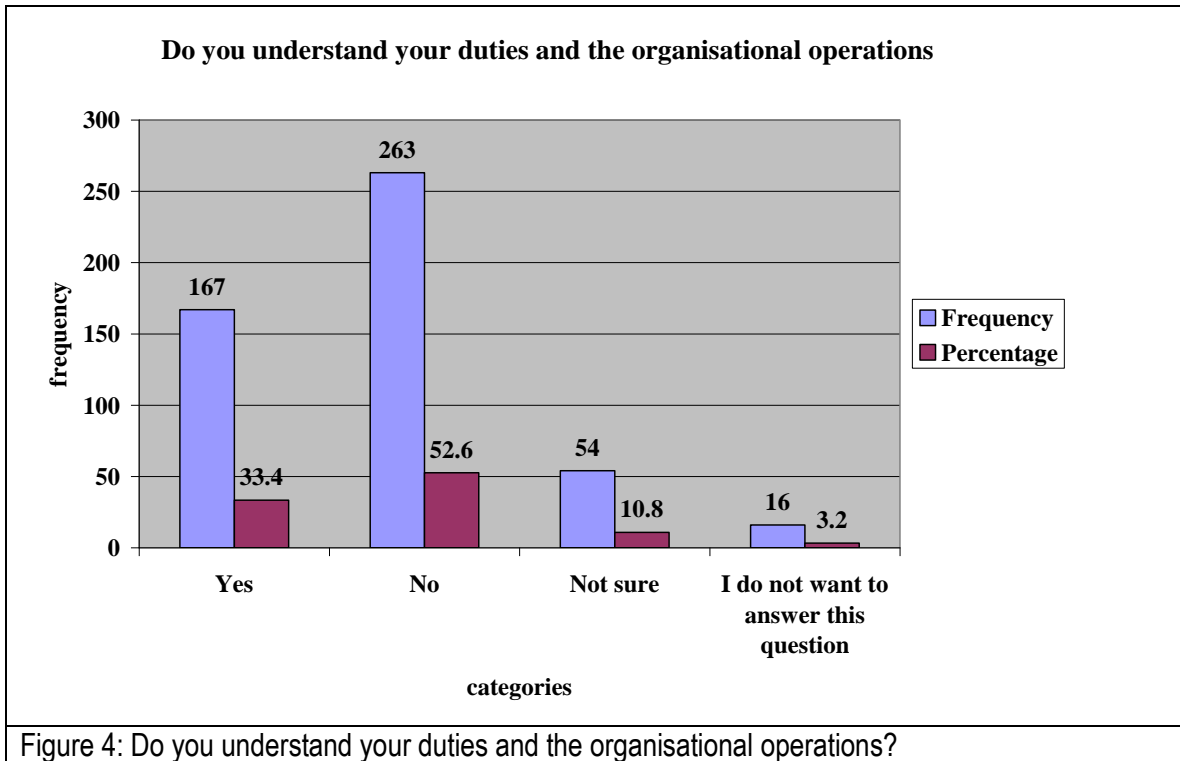
Figure 4 shows what was found out if respondents understand their duties and their organisational operations or not. The number of respondents 263 representing 53% of the total sample stated that they did not understand their duties and their organisational operations. The number of respondents 167 representing 33% of the total sample stated that they understood their duties and their organisational operations. The number of respondents 54 representing 11% of the total sample stated that they were not sure if they understood or not their duties and their organisational operations, while the number of respondents 16 representing 3% of the total sample stated that they did not want to answer this question.

Does your organisation have all the requirements for the change?
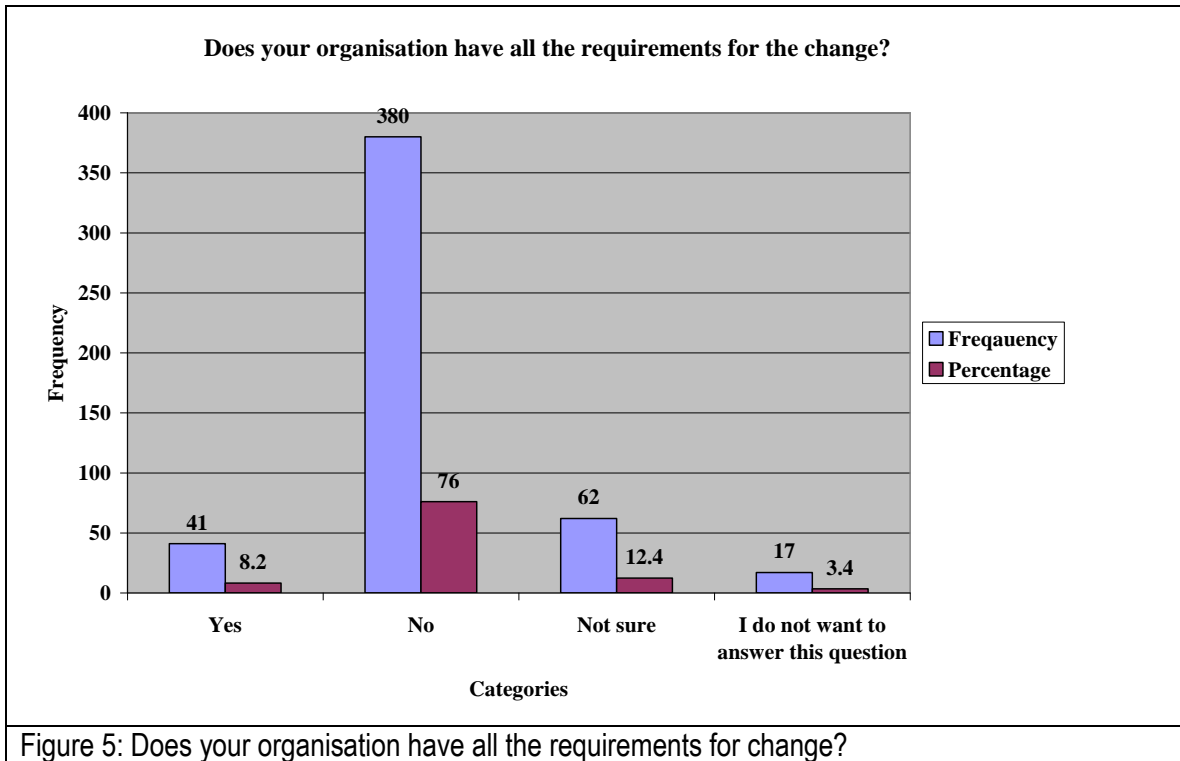
Figure 5: Does your organisation have all the requirements for change?

Figure 5 presents what was found out from the respondents if their organisations have all the requirements for the change. The number of respondents 380 representing 76% of the total sample indicated that their organisations did not have all the requirements for the change. The number of respondents 62 representing 12% of the total sample indicated that they were not sure if their organisations had or not all the requirements for the change. The number of respondents 41 representing 8% of the total sample indicated that their organisations had all the requirements for the change, while the number of respondents 17 representing 3% of the total sample indicated that they did not want to answer this question.

Figure 6: Does your organisation have proper communication channels?

Figure 6 shows what was found out from respondents if their organisations have a proper communication channels. The number of respondents 332 representing 66% of the total sample stated their organisations did not have proper communication channels. The number of respondents 77 representing 15% of the total sample stated they did not want answer this question. The number of respondents 67 representing 13% of the total sample stated they were not sure if their organisations had or not proper communication channels, while the number of respondents 24 representing 5% of the total sample stated their organisations had proper communication channels.

Part five- Asked About the Requirements for And the Management Styles Used In Respondents' Organisations?

How would you rate your knowledge of the requirements regarding change management?

 Figure 7: How would you rate your knowledge of the requirements regarding change management?
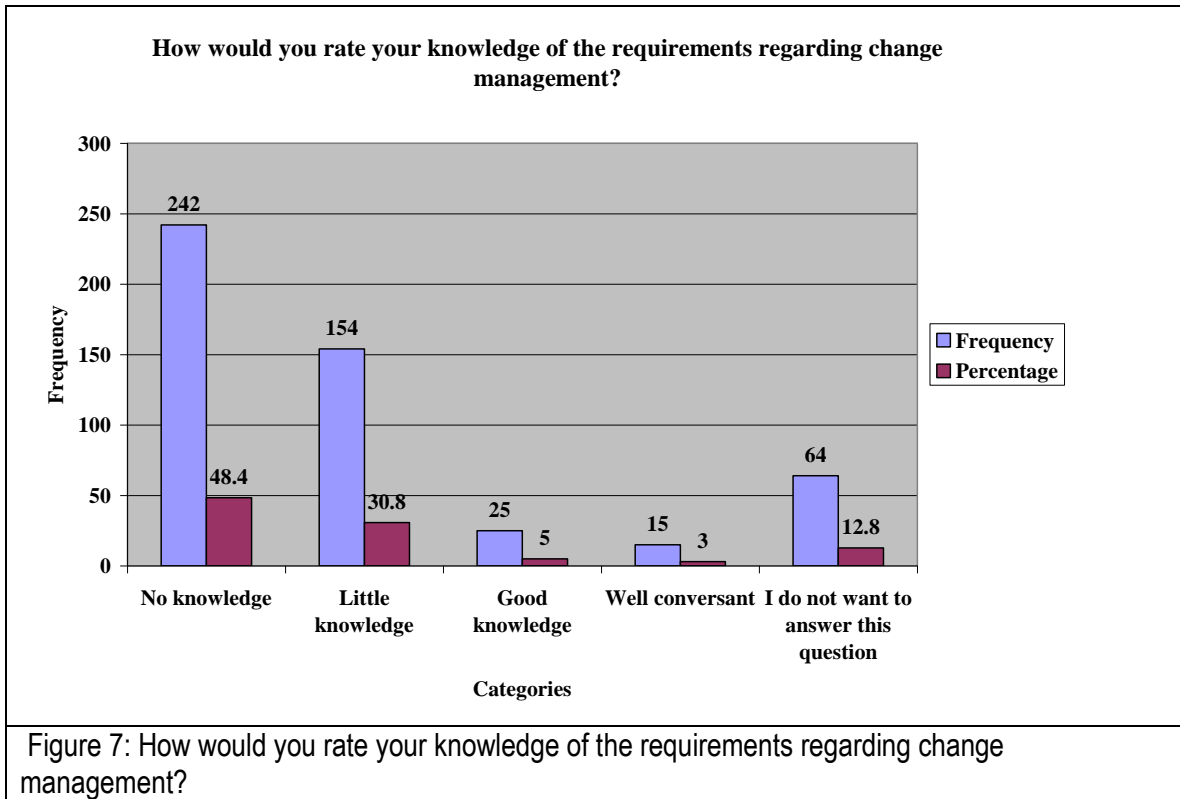
Figure 7 shows what was found out from respondents if respondents can rate their knowledge of the requirements regarding change management. The number of respondents 242 representing 48% of the total sample indicated they had no knowledge regarding change management. The number of respondents 154 representing 31% of the total sample indicated they had little knowledge regarding change management. The number of respondents 64 representing 13% of the total sample indicated they did not want to answer this question. The number of respondents 25 representing 5% of the total sample indicated they had good knowledge regarding change management, while the number of respondents 15 representing 3% of the total sample indicated they were well conversant regarding change management.

Figure 8: Have you ever been part of change management?
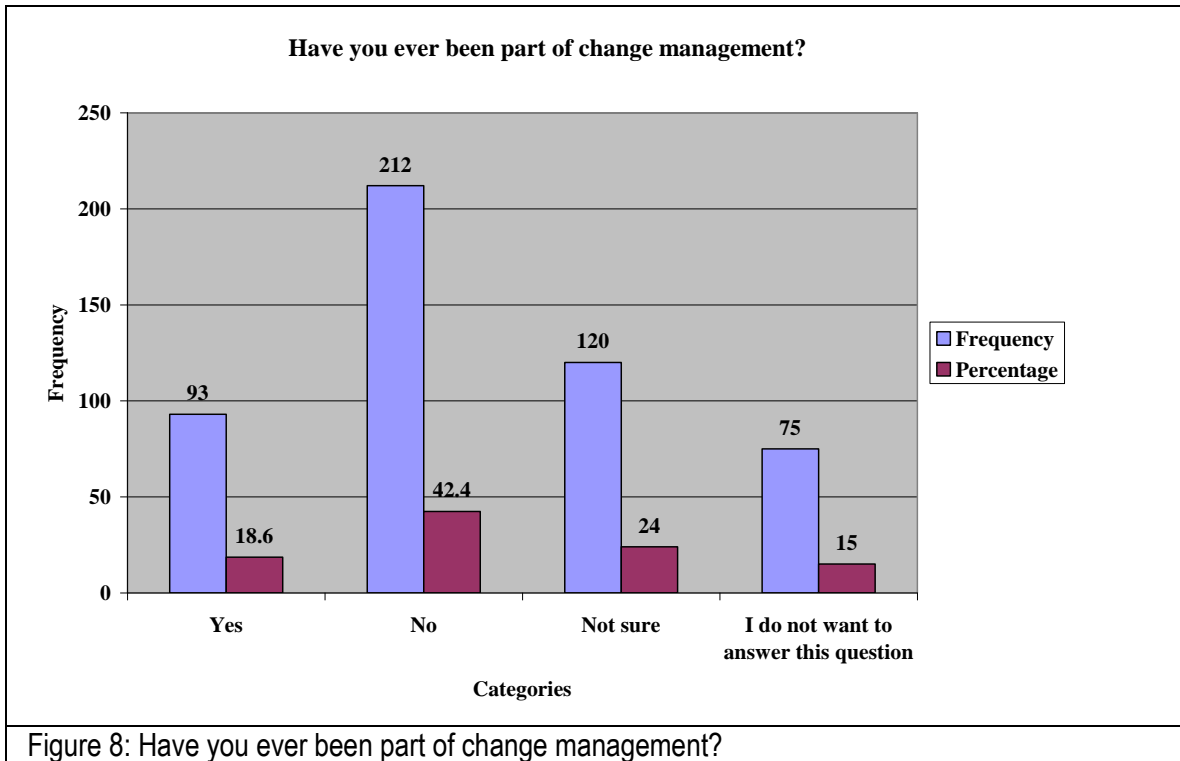
Figure 8 presents what was found out from respondents if they have been part of change management. The number of respondents 212 representing 42% of the total sample indicated that they were not part of change management. The number of respondents 120 representing 24% of the total sample indicated that they were not if they were or not part of change management. The number of respondents 93 representing 19% of the total sample indicated that they were part of change management while, the number of respondents 75 representing 15% of the total sample indicated that they did not want to answer this question.

Are you aware of the new contemporary management styles?

Figure 9: Are you aware of the new contemporary management styles?

Figure 9 is a presentation of what was found out from respondents if they are aware of the new contemporary management styles. The number of respondents 338 representing 68% of the total sample stated that they were not aware of the new contemporary management styles. The number of respondents 91 representing 18% of the total sample stated that they were aware of the new contemporary management styles. The number of respondents 43 representing 9% of the total sample stated that they were not sure whether they were aware or not of the new contemporary management styles, while the number of respondents 28 representing 6% of the total sample stated that they did not want to answer this question.

Can communication be a competitive advantage to improve change management?

Figure 10: Can communication be a competitive advantage to improve change management?
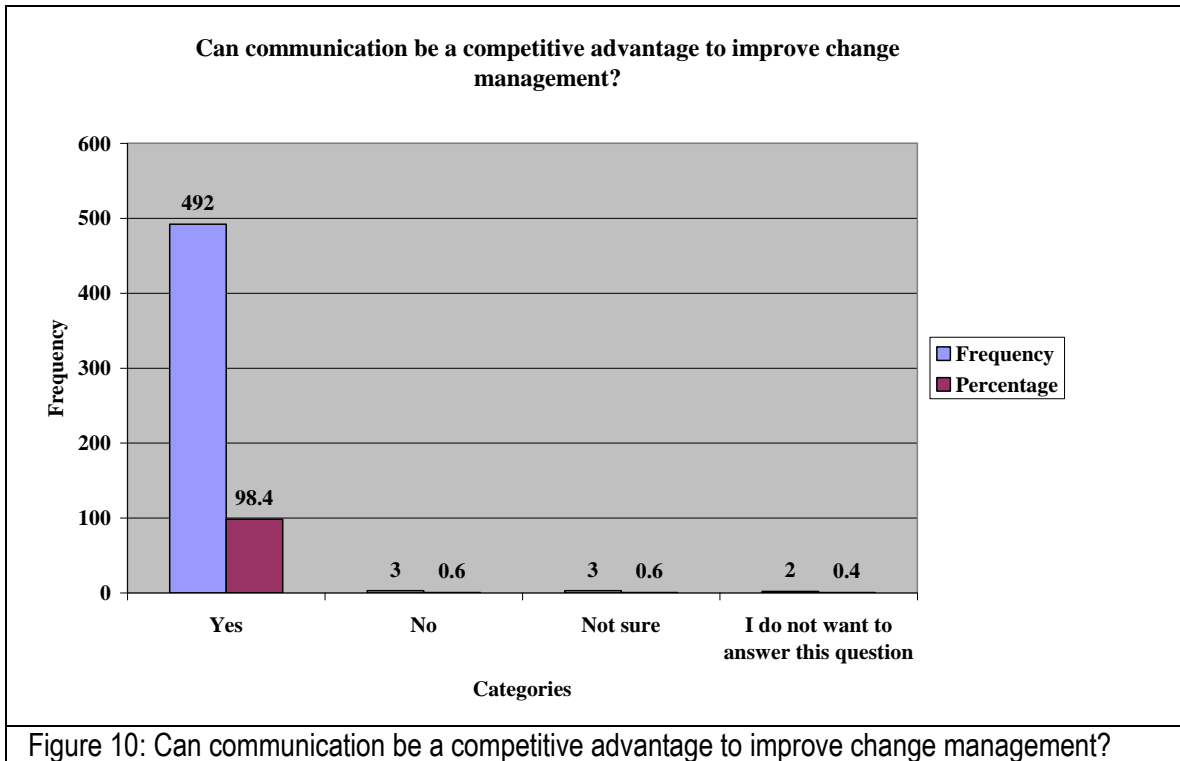
Figure 10 indicates what was found out from respondents if communication can be a competitive advantage to improve change management. The number of respondents 492 representing 98% of the total sample indicated communication can be a competitive advantage to improve change management. The number of respondents 3 representing 1% of the total sample indicated communication cannot be a competitive advantage to improve change management. . The number of respondents 3 representing 1% of the total sample indicated they were not sure if communication can be a competitive advantage or not to improve change management, while the number of respondents 2 representing 0% of the total sample indicated they did not want answer this question.

Is organisational communication relevant and significant for improvement?
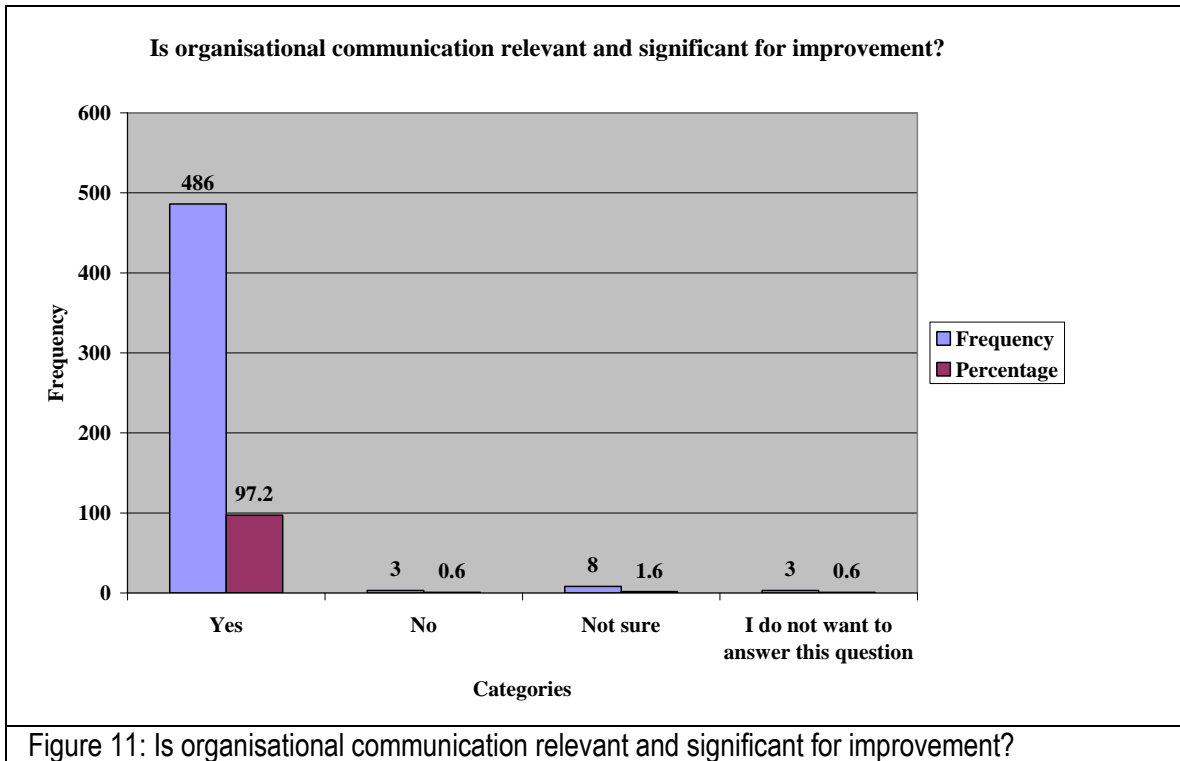
Figure 11: Is organisational communication relevant and significant for improvement?

Figure 11 presents what was found out from respondents if organisational communication is relevant and significant for improvement or not. The number of respondents 486 representing 97% of the total sample stated that organisational communication was relevant and significant for improvement. The number of respondents 8 representing 2% of the total sample stated that they were not sure if organisational communication was relevant and significant or not for improvement. The number of respondents 3 representing 1% of the total sample stated that organisational communication was not relevant and significant for improvement, while The number of respondents 3 representing 1% of the total sample stated that they did not want to answer this question.

Has there been any change in your company over the last ten years?

Figure 12: Has there been any change in your company over the last ten years?
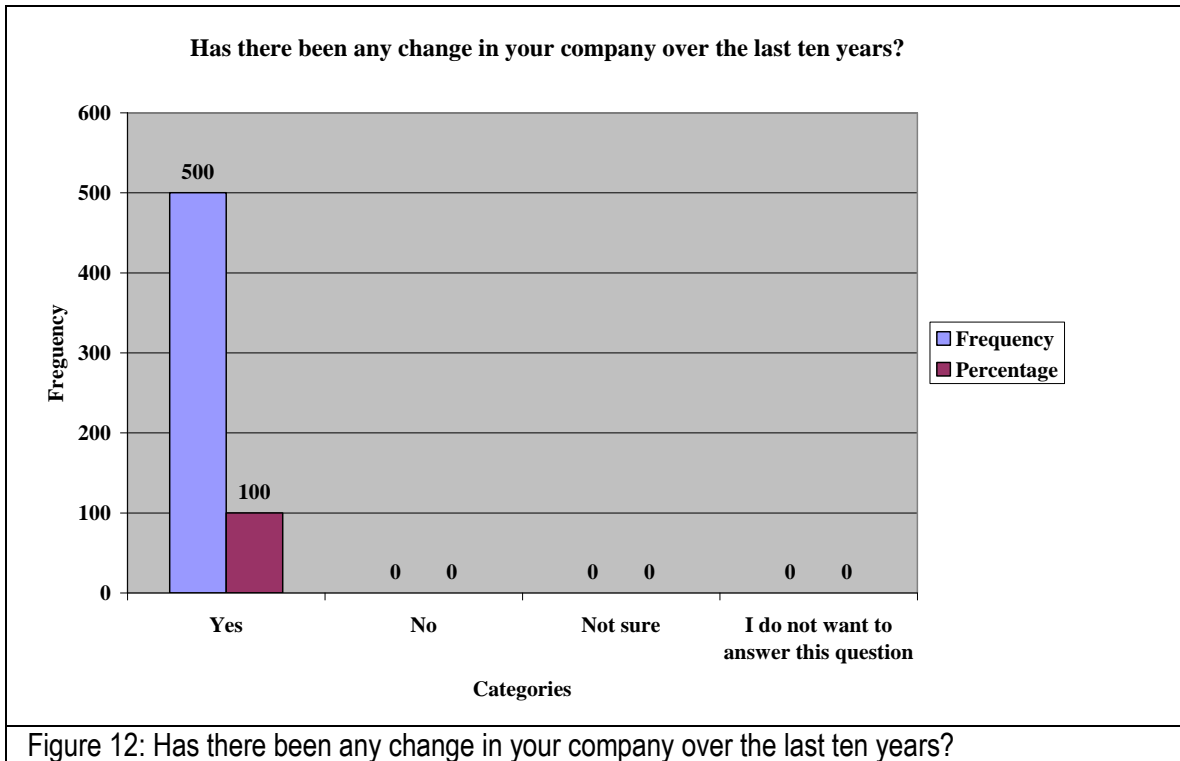
Figure 12 presents what was found out from respondents if there has been any change in their companies over the last ten years. The number of respondents 500 representing 100% stated that there has been a change in their company over the last ten years.
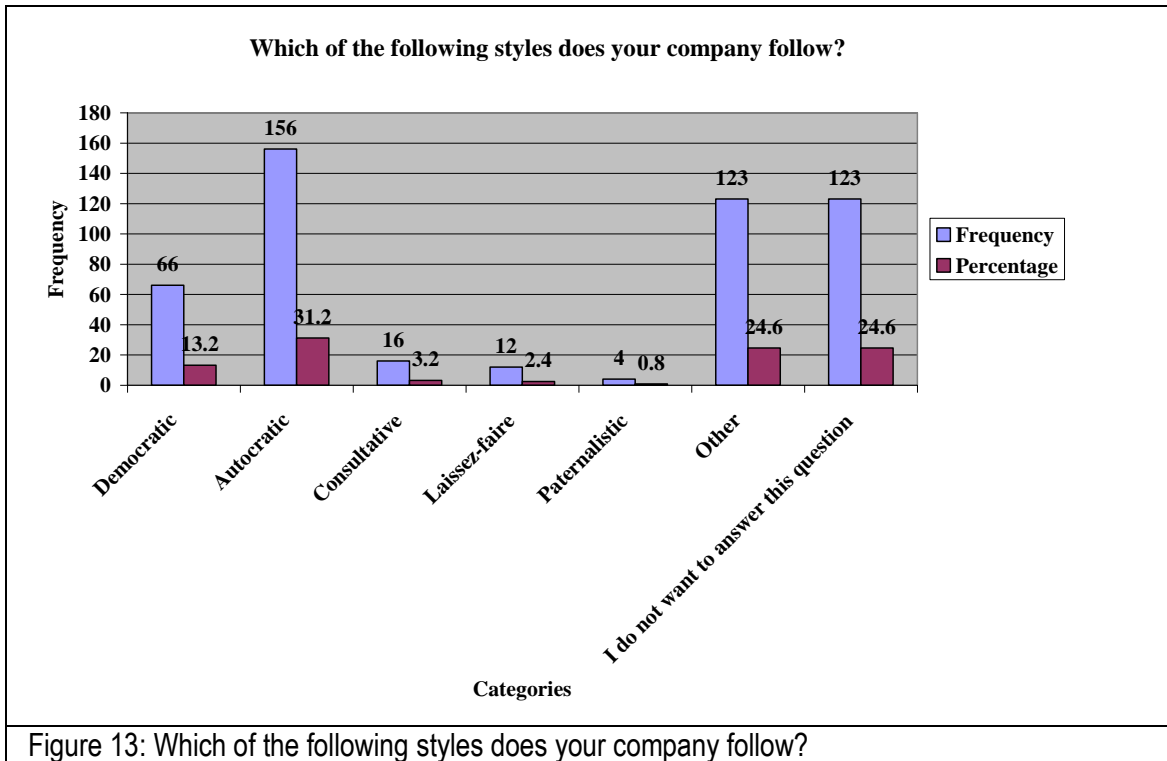
Figure 13: Which of the following styles does your company follow?

Figure 13 presents what was found out from respondents to know the styles their companies used. The number of respondents 156 representing 31% of the total sample stated that their organisations used autocratic style. The number of respondents 123 representing 25 % of the total sample stated that their organisations used other styles. The number of respondents 123 representing 25 % of the total s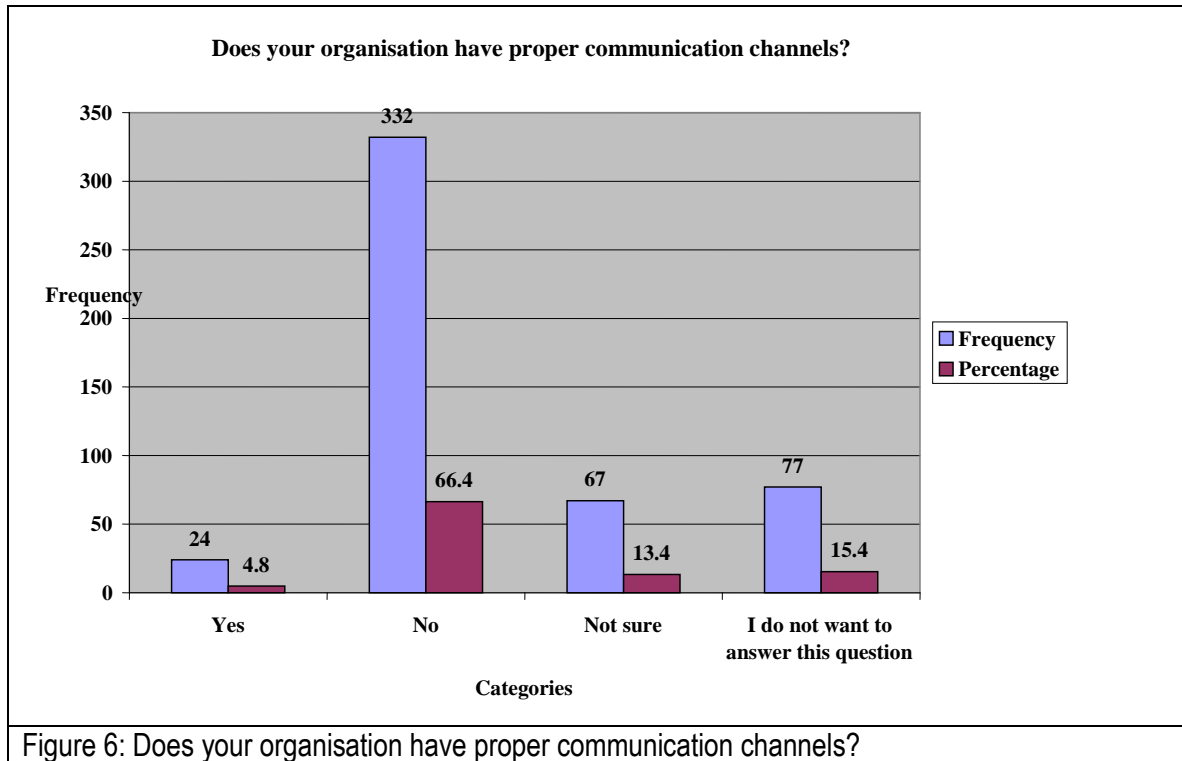ample stated that they did not want to answer this question. The number of respondents 66 representing 13 % of the total sample stated that their organisations used democratic styles. The number of respondents 16 representing 3 % of the total sample stated that their organisations used consultative styles. The number of respondents 12 representing 2 % of the total sample stated that their organisations used laissez-faire styles, while the number of respondents 4 representing 1 % of the total sample stated that their organisations used paternalistic styles.

What procedures are set in place should workers have any grievnces?
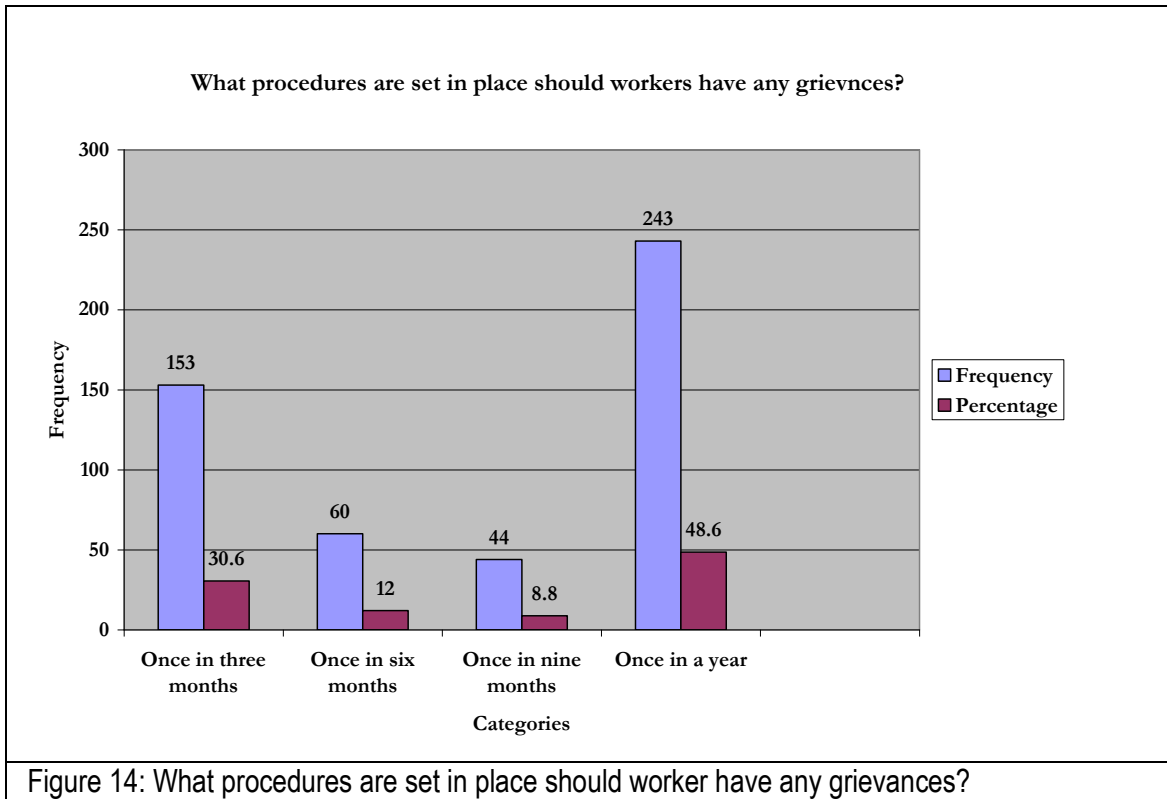
Figure 14: What procedures are set in place should worker have any grievances?

Figure 14 shows what was found out from the respondents the procedures that are set in place in their organisations if workers have any grievances. The number of respondents 211 representing 42% of the total sample stated that their organisations set up disciplinary committee if workers have any grievances. The number of respondents 143 representing 29% of the total sample stated that their organisations set up conflict management if workers have any grievances. The number of respondents 75 representing 15% of the total sample stated that their organisations set up other if workers have any grievances. The number of respondents 38 representing 8% of the total sample stated that their organisations dismissed the workers that have any grievances, while the number of respondents 33 representing 7% of the total sample stated that they did not want to answer this question.

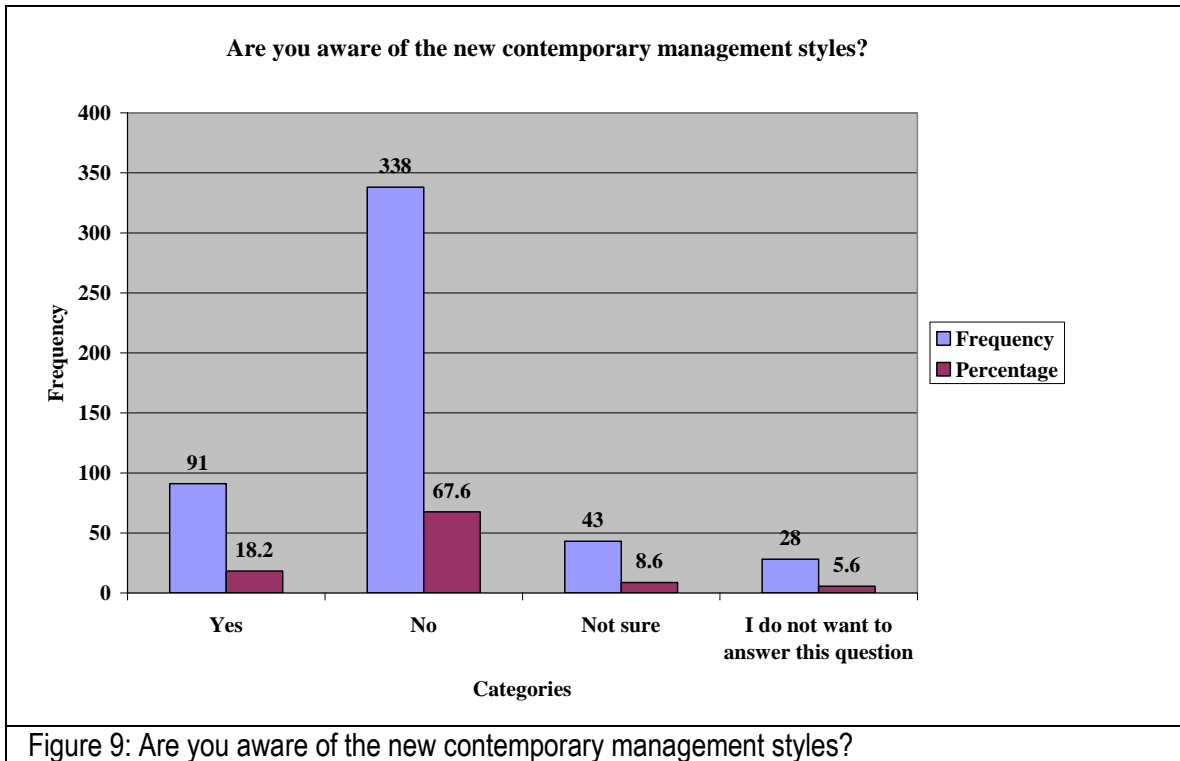**Part Six- Asked About The Views Of The Respondents Regarding Organisational Communication.**

Briefly comment how management has changed is organisations from the past era to the present?

Respondents found out that management has changed the organisations from the past era to the present due to the following reasons:

▼ No communication channels e.g. suggestion box;

▼ There is not communication between the management and the employees;

▼ No consideration of employees before management makes its decisions;

▼ Management imposes policies on employees and

▼ Management is practising autocratic style in organisations.

Briefly comment any external factors, such as social problems, human factors, environmental factors, limited knowledge and resources which indirectly contribute to a breakdown in change management.

The comments of respondents on social problems which indirectly contribute to a breakdown in change management were:

▼ Management does not look for welfare of its employees;

▼ The management does not consider its employees families;

▼ No compensation or appreciation from management to employees and

▼ No compensation or appreciation from management to employees.

The comments of respondents on human factors which indirectly contribute to a breakdown in change management were:

▼ The management does not promote staff and

▼ Management does not want to listen to employees' suggestions.

The comments of respondents on limited knowledge which indirectly contribute to a breakdown in change management were:

▼ There is no enough training for employees and

▼ Management does not employ people that are trained for the works in the organisations.

How can negative attitudes towards change management to be addressed

These were the respondents' responses:

▼ There must be communication channels between the management and its employees;

▼ Management should allow two ways communication (feedback);

▼ Management should consider its employees before making decisions;

▼ Management must employ well trained people not amateurs;

▼ Management should compensate its employees that is based on good works;

▼ Management must have interest on its employees welfares;

▼ There must be union in an organisation that will serve as intermediary between management and its employees and

▼ Management must not practice autocratic style.

CONCLUSION

The purpose of this chapter was to present, analyse and interpret the data that were collected. Data has been presented graphically by use of bar charts and tables which were extensively used. The kind of data dictated which type of graphical presentation to use. SPSS and Microsoft Excel were used to analyse data and then copied into Microsoft word, which was used in typing this dissertation

The next chapter will concentrate on the findings and discussions of the analysed data.

CHAPTER SEVEN

Findings and Discussion

INTRODUCTION

This chapter discusses the findings of this study, which are presented in chapter six, and the various variables and indicator that were used to collect data are used in this chapter as headings for discussions. The chapter is divided into six sections. The first part contains background information of the respondents; the second part found out about contemporary management styles. The third part asked about how change management is implemented; the fourth part asked about contemporary management styles; the fifth part asked about respondents' views regarding organisational communication, and the sixth part asked about the requirements for and the management styles used in respondents organisations.

Distribution of employees according to their gender

The majority of employees (56%) were males. This shows that most of people working in Empangeni are males.

Distribution of employees according to their age

It was gathered that 50% of the employees were between 39 to 49 years of age. This indicates that the age of workers in Empangeni was either 39 or 40.

Distribution of employees according to their ethnic group

It was found out that 56% of the employees were Africans. This shows that most of workers in Empangeni are Black Africans.

Distribution of employees according to their citizenship

The majority of employees, 82% were South African citizens. This shows that South Africans are the major workers in Empangeni.

Distribution of respondents according to their occupation

The majority of the employees 83% were salaried employees. This shows that most of people that are working in Empangeni are working under companies.

Distribution of employees according to their level of educational

It was found out that 41% of employees were university degrees. This shows that most of workers in Empangeni have first degrees.

Are employees' managers open to employees' suggestions?

The majority of employees 62% stated that their managers did not open to employees' suggestions. This indicates that employees are not allowed to express their own views in most of organisations in Empangeni. According to Wheatley (2001) when people become interested in an issue, their creativity is instantly engaged. Wheatley observes that if we want people to be innovative, we must discover what is important to them, and we must engage them in meaningful issues and the simplest way to discover what is meaningful is to notice what people talk about and where they spend their energy. Business link, (2007) adds that it is encouraged that managers operate an "open door" policy to any employees who may have questions.

Do managements include employees in decision making?

75% of employees indicated that their managements did not include employees in their decision making. This shows that managements of most of the companies in Empangeni do not consider their employees before making decisions or policy. This shows that there is no communication between the managements of most of companies in Empangeni and their employees. De Beer (1998:376) states that the communication management should be competent negotiator and should be able to facilitate small group communication Environmental changes have an impact on communication with employees and communication managements should therefore be informed about global changes in human resource management and marketing. Communication is, therefore, the responsibility of every employee and manager. This can also make employees to find it difficult to comply with the management's decisions.

Do selective perceptions contribute to communication problems in organisation?

The majority of employees 93% stated that selective perceptions contributed to communications problem in organisations. This indicates that most of information pass to employees are not circulated around. It also shows that it is half the workers that receive some of information that the managements of the some companies in Empangeni pass to their employees. Business Link (2007) Communications are vital and it is prudent to meet managers and employees regularly to explain the reasons for the change, how it will be carried out and how it will affect them.

Do managers threaten their employees by their demeanour (conduct/behaviour)?

It was gathered that 46% of the employees stated that their managers threatened their employees by their demeanour. This means that workers are not asked for certain behaviour or conduct they may engage in during in organisation. Cook *et.al* (2004:138), view that when we face a threatening situation (as change can be), we adopt an emotional, approach which may be aggressive or passive. Assertive is a rational approach based on choice and its learned behaviour. This behaviour allows individuals to communicate their thoughts and feeling in a way that does not violate the rights of others. Philips, (2005) concurs with his view that a good manager should constantly adapt his or her management style to the people based on their needs, capabilities and expectations.

Do you think contemporary management styles are appropriate for organisational change?

It was gathered from the data that was collected that 95% of employees agreed that contemporary management styles are appropriate for organisational change. This means if managements of each organisation can adopt new styles or modern methods in their administration, their employees will be satisfied with any decision taken by them. According to De Bono and Heller (2006), there are many different management styles that can bring success to an organisation by making sure that the style is accurate for the business.

Do all role players understand their role functions?

It was found out that 51% of the employees did not know their roles in their organisations. This means that some of the workers are not properly informed on the roles they must play in their

organisations. McCoy, (2000) points out that, if one expects employees to learn new skills, knowledge, and behaviour, this provides them with training or coaching.

Do employees think there is a need for change management?

It was revealed that 93% of employees stated that there is a need for change management. It shows that there must be transformation in an organisation. De Bono and Heller (2006) explain that change management is an essential skill for the modern manager. They further stress that change is both inevitable (unavoidable) and necessary in any business and it is important for managers and employees to hone (sharpen) their skills in change management. Vendor Reports (2007) states that change management has at least three different aspects, including: adapting to change, controlling change, and effecting change.

Are employees happy with the way they are being treated?

It was found out that 47% of respondents were not happy with the way they are being treated. This shows that workers in some of organisations in Empangeni are not satisfied with the ways their employers treat them. Rees & Porter (2001:321) state that employee participation also needs to be seen in the context of organisational and national culture as a whole.

Do employees override decisions by employers?

The majority of employees stated that they had overridden decisions made by their employers. This shows that the majority of employees in Empangeni obey the decisions made by their employers.

Is the current management style effective?

It was found out that 56% of employees stated that the current management styles were not effective. This shows that most of the administrative styles of management adopted at some organisations in Empangeni are not successful. According to De Bono and Heller (2006), there are many different management styles that can bring success to an organisation by making sure that the style is accurate for the business.

Has management style changed in the organisation from the past decade to the present?

The majority of employees (71%) stated that there have been changes in their organisations from the past decade to the present. This shows that change has been occurring in each organisation in Empangeni. De Bono and Heller (2006), state that managers have to judge when change is needed and also adapt to changes outside of their organisation. They further observe that change management is an essential skill for the modern manager. Change is both inevitable (unavoidable) and necessary in any business and it is important for managers and employees to hone (sharpen) their skills in change management.

Does old management style hinder the success of business?

It was found from the data that was gathered that 94% of the employees believed that old management style hinder the success of business. This indicates that the old management styles that some organisations are using are the cause of their failure. Davidmann, (2006) views that, different styles of management have an influence or impact over people on the way in which people co-operate and on results. According to De Bono and Heller (2006), there are many different management styles that can bring success to an organisation by making sure that the style is accurate for the business. They further stated that the following styles can lead to success in an organisation through change: democratic management and the consultative management style. Selecting the accurate management style may lead to greater motivation and productivity from the staff.

Has communication improved with the implementation of the modern management style?

It was gathered that 44% of the employees believed that communication has improved the implementation of the modern management style. This indicates that communication is very important in management style. According to De Bono and Heller (2006), organisations can not operate without communication. Communication is the life source of organisations because organisations involve people. People cannot interact with each other without communication. Modern styles for management are impractical without organisational communication. In the absence of communication, everything would grind to a halt.

Does management disseminate sufficient information to employees?

The information that was gathered shows that 52% of employees stated that their managements in their organisation did not disseminate sufficient information to their employees. This shows that most of organisations in Empangeni do not provide adequate channels of communication for their employees, like notice boards.

Do managers show an interest in implementing contemporary management styles?

It was found that 41% of employees stated that their managers did not show interest in implementing contemporary management styles. This shows that most of managers of some organisations in Empangeni still want to be using old methods of administration. According to De Bono and Heller (2006), there are many different management styles that can bring success to an organisation by making sure that the style is accurate for the business

How often is change implemented?

It was gathered that 49% shows that change is implemented once in a year. It means that changes do occur in some companies of Empangeni. Cook *et.al* (2004:1) note that change in the business environment has become a way of life in recent years.

For what purpose do you implement change?

It was found that 26% of employees stated that their companies implemented change on productivity. This shows that it is only products that most of companies in Empangeni based their changes upon.

Before change is implemented, is everything explicit/clear?

It was gathered that 53% of employees stated that everything was not explicit before change was implemented in their organisations. It shows that some of companies in Empangeni do not have time in explaining some certain things to their employees before they implement change in their companies. It can be also said that there is limited interaction between employees and managers in the organisations. It is also clear that there is no good communication between some organisations and employees in Empangeni. According to De Bono and Heller (2006), organisations can not operate without communication. Communication is the life source of organisations because

organisations involve people. People cannot interact with each other without communication. Modern styles for management are impractical without organisational communication.

Do you understand your duties and the organisational operations?

The data that was collected shows that 53% of the employees indicated that they did not understand their duties and their organisational operations. This indicates that some of the organisations in Empangeni do not bother to give their employees orientation on what they are expected to do.

Does your organisation have all the requirements for change?

It was found that 76% of employees did not have all the requirements for the change in their organisations. This means that some of the organisations in Empangeni do not consider what have before implementing change. Rees & Porter (2001:40) mentions things to consider before change can be implemented. These are:

- ▼ Give maximum warning of the change;

- ▼ Explain the reasons;

- ▼ Involve people in the plan and implementation;

- ▼ Communicate, communicate, communicate;

- ▼ Introduce gradually with activities which will show quick results;

- ▼ Training orientation - offer people the chance to develop new, relevant skills;

- ▼ Sell benefits - "what is in it for them" matter more than the organisation;

- ▼ Take the present situation into account;

- ▼ Always remember the effects on individuals, think of the change curve and

- ▼ Check on how individuals are coping and remember to support them.

Does your organisation have proper communication channels?

It was gathered that 66% of the employees indicated that their organisations did not have proper communication channels. This shows that there is lack of communication between the employers

and employees. Rees & Porter (2001:163), contend that if communication is faulty, then everything else can be affected. They further add that organisations need to be structured so that the right information gets to the necessary people at the right time so that any appropriate action can be taken.

How would you rate your knowledge of the requirements regarding change management?

It is found that 48% of the employees had no knowledge regarding change management. This shows that whenever change occurred most of the employees do not take part. Senge *et al* (2001), view that organisations are products of the ways that people in them think and act. They further stress that organisation learns the results from individuals participating in activities that represent new ways of thinking and acting and relating together, leading to an increasing and long-term organisational capacity for change. Senge *et al* (2001) also concur that the underlying cause of failure in most change initiatives is that the organisation has not developed the learning capabilities necessary to reflect on, inquire about, and talk openly together about holding back structures, practices, and mindsets that are blocking change.

Have you ever been part of change management?

The data that was collected reveals that 42% of the employees stated that they were not part of change management. This shows that managements of some companies in Empangeni do not consider their employees as part of the change management process. Holbeche (2005:6) states that the effective change occurs when employees commit to the change effort.

Are you aware of the new contemporary management styles?

It was found out that 68% of employees stated that they were not aware of the new contemporary management styles. This clearly shows that some of employees do not know what is going on their various organisations. It can be also said that there is no proper communication channel in the organisations, therefore there is communication breakdown. Wilson (1992:7) makes it known that communication is ongoing and dynamic, good communication is important during the time of change in an organisation.

Can communication be a competitive advantage to improve change management?

It was gathered that 98% of the employees indicated that communication can be a competitive advantage to improve change management. This shows that communications is the best method to implement change. Effective communication is the bedrock of successful organisations; therefore, for any organisation to have a viable life span it requires effective communication systems (Marshall & Freedman, 1995).

Is organisational communication relevant and significant for improvement?

It was gathered that 97% of the employees stated that organisational communication was relevant and significant for improvement. This shows that communication is the facet of management which is a tool that an organisation can not operate without. Fielding, (2006:23) states that communication makes organisations possible, and well-motivated people who can work together are very important for any organisation.

Has there been any change in your company over the last ten years?

It was found that 100% of the employees stated that there had been changes in their companies over the last ten years. This shows that some of the managers in Empangeni always come up with something to implement in their organisations. People need to understand the reason for changing and how the company will be better by changing, writes McCoy (2000).

Which of the following styles does your company follow?

The data which was gathered shows that 31% of the employees indicated that their organisations used autocratic style. This shows that employees were not given a chance to give their views about the organisational operations. Management styles, (2007), observed that autocratic management style can decrease motivation and increase staff turnover because staff are not consulted and do not feel valued. Different styles of management have an influence or impact over people, on the way in which people co-operate and on results.

What procedures are set in place should workers have any grievances?

What was gathered shows that 42% of the employees stated that their organisations set up disciplinary committee if workers have any grievances. This shows that employees have no right to express their own minds.

CONCLUSION

The purpose of chapter seven was to discuss the findings by each heading of the six sections of the data collected from the respondents.

The next chapter will have the summary, conclusion and recommendations.

CHAPTER EIGHT

Summary, Conclusion and Recommendations

INTRODUCTION

The purpose of this chapter is to provide a summary of the findings of the study. The chapter draws the conclusion of the study and makes recommendations

The aim of the study was to investigate current trends in organisational communication using contemporary management styles.

The problem statement of the study is that there is a need to understand how changing management styles influence the success or failure of any business. The idea is to understand if contemporary communication strategies used in management are effective to the success of organisations.

SUMMARY OF THE FINDINGS BY CRITICAL QUESTIONS

This sub-section provides a summary of the findings by the nine critical questions that were formulated in the current study.

Problem 1:   What role does contemporary management style play within an organisation?

Contemporary management style plays a crucial role in an organisation because it allows proper communication channels and allows management to implement change successfully. The contemporary management style ensures interactivity between employees and managers. It enhances employee performance increases. It enables employees to be considered and it gives freedom of expression to employees in expressing their own opinions.

Problem 2:   What is the role of change management in an organisation?

Since the world is ever changing, organisations need to implement changes in order to be sustainable, to triumph and has long life span. De Bono and Heller (2006) explain that change is both inevitable (unavoidable) and necessary in any business and it is important for managers and employees to hone (sharpen) their skills in change management.

Problem 3: How does the old management style hinder the success of businesses?

Old management style had decreased motivation, failure and increased staff turnover because staff are not consulted and do not feel valued.

Problem 4: How can negative attitudes towards change management be addressed?

- ▼ There must be communication channels between the management and its employees;
- ▼ Management should allow two ways communication (feedback);
- ▼ Management should consider its employees before making decisions;
- ▼ Management must employ well trained people not amateurs;
- ▼ Management should compensate its employees that is based on good works;
- ▼ Management must have interest on its employees welfares;
- ▼ There must be union in an organisation that will serve as intermediary between management and its employees and
- ▼ Management must not practice autocratic style.

Problem 5: Does selective perception contribute to communication problems in organisations?

The majority of employees stated that selective perceptions contribute to communications problem in organisations.

Problem 6: Are there any external factors, such as social problems, human factors, environmental factors, limited knowledge and resources which indirectly contribute to a breakdown in change management?

The comments of respondents on social problems which indirectly contribute to a breakdown in change management were:

▼ Management does not look for welfare of its employees;

▼ The management does not consider its employees families;

▼ No compensation or appreciation from management to employees and

▼ No compensation or appreciation from management to employees.

The comments of respondents on human factors which indirectly contribute to a breakdown in change management were:

▼ The management does not promote staff and

▼ Management does not want to listen to employees' suggestions.

The comments of respondents on limited knowledge which indirectly contribute to a breakdown in change management were:

▼ There is no enough training for employees and

▼ Management does not employ people that are trained for the works in the organisations.

Problem 7:   Do all role players understand their role functions, whom they report to and who makes decisions according to the hierarchical structure?

It was found that majority of the employees did not know their roles in their organisations. This means that some of the workers are not properly informed on the roles they must play in their organisations. McCoy, (2000) points out that, if one expects employees to learn new skills, knowledge, and behaviour, this provides them with training or coaching.

Problem 8: How has management changed the organisations from the past era to the present?

The majority of employees stated that there have been changes in their organisations from the past decade to the present. This shows that change has been occurring in each organisation in Empangeni.

Problem 9: Has communication improved with the implementation of the modern management styles?

Most of the employees believed that communication has improved the implementation of the modern management style. This indicates that communication is very important in management style. According to De Bono and Heller (2006), organisations can not operate without communication. Communication is the life source of organisations because organisations involve people. People cannot interact with each other without communication.

CONCLUSION

This section gives concluding remarks that are drawn from the findings and the analysis of data in this study.

The following conclusions, based on the findings of this study, are drawn:

- ▼ The majority of employees were males.

- ▼ Most of workers in Empangeni are Black Africans.

- ▼ South Africans are the major workers in Empangeni.

- ▼ The majority of the employees were salaried employeed.

- ▼ The majority of managers did not open to employees' suggestions.

- ▼ Managers did not include employees in their decision making.

- ▼ Selective perceptions contributed to communications problem in organisations.

- ▼ Managers threatened their employees by their demeanour.

- ▼ Most of the employees agreed that contemporary management styles are appropriate for organisational change.

- ▼ Employees did not know their roles in their organisations.

- ▼ Employees stated that there is a need for change management.

- ▼ Employees were not happy with the way they are being treated.

- ▼ Employees ignored decision made by their employers.

▼ The majority of employees stated that the current management styles were not effective.

▼ The majority of employees stated that there have been changes in their organisations from the past decade to the present.

▼ Old management styles hinder the success of business.

▼ Communication has improved the implementation of the modern management style.

▼ Employees stated that their managements in their organisation did not disseminate sufficient information to their employees.

▼ Employees stated that their managers did not show interest in implementing contemporary management styles.

▼ Most organisations in Empangeni implement change once in a year.

▼ Majority of companies in Empangeni implemented change on productivity.

▼ Employees indicated that everything was not explicit before change was implemented in their organisations.

▼ The majority of employees did not understand their duties and their organisational operations.

▼ Employees did not have all the requirements for the change in their organisations.

▼ Employees indicated that their organisations did not have proper communication channels.

▼ Employees had no knowledge regarding change management.

▼ Employees stated that they were not part of change management.

▼ Employees stated that they were not aware of the new contemporary management styles.

▼ Employees stated that communication can be a competitive advantage to improve change management.

▼ Organisational communication was relevant and significant for improvement.

▼ Employees stated that there had been changes in their companies over the last ten years.

▼ Most organisations in Empangeni used autocratic style.

▼ Most organisations in Empangeni set up a disciplinary committee if workers have any grievances

▼ Management is practising autocratic style in organisations.

It was discovered that some of managements in Empangeni had changed the organisations from the past era to the present, due to the following factors in the past:

▼ No communication channels e.g. suggestion box;

▼ Communication between the management and the employees was minimal;

▼ No consideration of employees before management makes its decisions;

▼ Management imposes policies on employees and

The comments of respondents on social problems which indirectly contribute to a breakdown in change management were:

▼ Management does not look for welfare of its employees;

▼ The management does not consider its employees families;

▼ No compensation or appreciation from management to employees and

▼ No compensation or appreciation from management to employees.

The comments of respondents on human factors which indirectly contribute to a breakdown in change management were:

▼ The management does not promote staff and

▼ Management does not want to listen to employees' suggestions.

The comments of respondents on limited knowledge which indirectly contribute to a breakdown in change management were:

▼ There is no enough training for employees and

▼ Management does not employ people that are trained for the works in the organisations.

The employees stated that negative attitudes towards change management can be addressed

by the following:

▼ There must be communication channels between the management and its employees;

▼ Management should allow two ways communication (feedback);

▼ Management should consider its employees before making decisions;

▼ Management must employ well trained people not amateurs;

▼ Management should compensate its employees that is based on good works;

▼ Management must have interest on its employees welfares;

▼ There must be union in an organisation that will serve as intermediary between management and its employees and

▼ Management must not practice autocratic style.

RECOMMENDATIONS

This section provides recommendations that are made, based on the findings, in order to improve research on the communication strategies aimed at Improving the Success Rate of Small to Medium Business Enterprises.

From the findings of this study, the following recommendations are suggested:

▼ The organisations should try and have two- ways communication between the managements and their employees;

▼ Organisations should try and have different communication channels, like notice board, suggestion box. This would create room for feedback between managements and their employees;

▼ Organisations should try and allow employees to express their own opinions;

▼ Before management comes up with a change in an organisation, the employees that will be affected should be first considered and informed about the reasons for the change;

▼ Before implanting a change, an organisation must have all requirements for such change;

▼ Management should try to adopt contemporary management styles instead of using old methods like autocratic style because this could hinder business's success;

▼ At least, management should try and consider employees' suggestions or advices;

▼ Management should try and let employees know their functions, duties or organise a six month training for their workers or workshops;

▼ Management should also allow their employees to participate in decision making;

▼ Organisations should not only base their change on productivity also on other areas like customer expectation, success, progress, advancement in technology, transformational development and competition.

▼ Organisations should try and allow union that will serve as an intermediary between management and employees and this would also reduce selective perceptions;

▼ Organisations should try and compensate their employees for the job well done and

▼ Organisations have interest in their employees' welfares and families. This would boost employees' morale towards their works.

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ADDENDA

ADDENDUM 1: LETTER OF PERMISSION SOUGHT TO CONDUCT THE SURVEY IN EMPANGENI

University of Zululand
Department of Communication Science

University of Zululand
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22 November 2007

Box 528
University of Zululand
Private Bag X1001
Kwadlangezwa
3886

The Manager / Owner

<u>PERMISSION SOUGHT TO CONDUCT A SURVEY</u>

My master's student, Josia Magagula is doing empirical research to examine Communication Strategies aimed at improving the success rate of small to medium business enterprises in the Empangeni District. The purpose of the research he is to conduct is to provide entrepreneurs with a route map for success and to minimise the collapse of new ventures. To this effect he needs your opinion of certain aspects of business.

This is a sincere appeal to you to assist the student in providing our citizens with much needed advise in job creation.

Your assistance and guidance is valued and appreciated.

Kind regards,

Dr Vijay Rugbeer

ADDENDUM 2: QUESTIONNAIRE FOR RESPONDENTS IN EMPANGENI SMALL TO MEDIUM BUSINESS ENTERPRISES

Voluntary questionnaire for businesses

Communication Strategies Aimed at Improving the Success Rate of Small to Medium Business Enterprises

(A study of small to medium business enterprises in the

Empangeni District: KwaZulu-Natal)

Department of Communication Science
Researcher: Josia Mfanasibili Magagula
Study Leaders: Dr H. Rugbeer
Dr Y. Rugbeer

Note to the respondent:
- Although I would require your assistance, you do not have to take part in this survey.
- If you do not desire to take part, please hand in the blank questionnaire at the end of the survey session.
- Your remarks in this questionnaire will remain private and confidential. No one will be able to trace your responses back to you as a person.
- Before completing this questionnaire, you need to give me written permission to use your responses. It will be the first step that you will undertake on the next page. I have to assure you that this is a confidential survey and that your name will not be linked to your responses.

The questionnaire has seven parts:
Part 1 asks permission to use your responses for academic research.
Part 2 asks general personal particulars like your age, gender and home language.
Part 3 asks about the contemporary management styles
Part 4 asks how change management is implemented
Part 5 asks about contemporary management styles
Part 6 asks your views regarding organisational communication
Part 7 asks about the requirements for and the management styles used in your organisation.
How to complete the questionnaire:
1. Tell me how you feel. Your responses are important to me.
2. Read each question carefully and take a moment to ponder each answer.
3. Please use a pen to mark your responses by placing a tick (□) or a cross (X), in the appropriate column, or by writing down the appropriate information, where ever required.
4. Please do not change any of your responses afterwards (for instance: do not scratch out or tippex any of your responses).
Thank you for your participation.
Contact Details: JM Magagula
PO Box 555, Elukwatini, 1192
Tel: 076 1933412
Email: mfanasibili@gmail.com

Part 1: Permission to use my responses for academic research
This information is necessary to show that a real person completed the questionnaire. It will be **kept strictly confidential**. Your personal identity will not be revealed to anyone, also when the results of the survey are published.

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initials and surname _____Postal address:_____
Postal code: _____Email_____ Contact numbers: Home:_____
Cell: _____

Please answer the following questionnaire by placing a mark cross (X) or tick (□) in the relevant block or by writing your answer in the space provided.
NB: Mark only one option per question or fill in the required information.
Part 2: Background information

This section of the questionnaire deals with background and biographical information. Although I am aware of the sensitivity of these questions, this information will help to compare results from the various groups of respondents. Your response will remain anonymous.

1. Gender

Male	1
Female	2
I do not want to answer this question	3

2. Age

17 and younger	1
18 to 29	2
30 to 49	3
50 and older	4
I do not want to answer this question	5

3. Ethnicity

Coloured	1
White	2
African	3
Indian	4
Other - please specify	5

I do not want to answer this question	6

4. Citizenship

South African	1
Swazi	2
Mozambican	3
Other – please specify	4
--	
I do not want to answer this question	5

5. Which of the following best describes your occupation?

Salaried employee	1
Self employed	2
Retired	3
Unemployed	4
Student	5
Other – please specify	6
--	
I do not want to answer this question	7

6. Your highest educational qualification

No formal education	1
Grade 11 or lower	2
Grade 12 (standard 10 / matric)	3
Post matric diploma or certificate	4
University or Technikon degree	5
Post graduate degree	6
I do not want to answer this question	7

PART 3

7. Is your manager open to employees' suggestions?

Yes	No	Not sure	I do not want to answer this question
1	2	3	4

8. Does management include employees in decision making?

Yes	No	Not sure	Agree	Strongly Agree	I do not want to answer question
1	2	3	4	5	6

9. Does selective perception contribute to communication problems in organisations?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

10. Do managers threaten you by their demeanour (conduct/behaviour)?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

11. Do you think contemporary management styles are appropriate for organisational change?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

12. Do all role players understand their role functions?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

13. Do you think there is a need for change management?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

14. Are employees happy with the way they are being treated?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

15. Do employees override decisions by employers?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

16. Is the current management style effective?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

17. How would you rate the current management style?

Poor	1
Average	2
Good	3
I do not want to answer this question	4

18. Has management style changed in the organisations from the past decade to the present?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

19. Does old management style hinder the success of businesses?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

20. Has communication improved with the implementation of the modern management styles?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

21. Does management disseminate sufficient information to employees?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

22. Do managers show an interest in implementing contemporary management styles?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

PART 4

23. How often is change implemented?

Once in three months	1
Once in six months	2
Once in nine months	3
Once in one year	4
Other - please specify	

24. For what purpose do you implement change? Choose from the options below.

Productivity	1
Sustainability	2
Customer expectations	3
Advancement in technology	4
Progress	5
Success	6
Competition	7
Transformational development	8
I do not want to answer this question	9

PART 5

25. Before change is implemented, is everything explicit/clear.

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

26. Do you understand your duties and the organisational operations?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

27. Does your organisation have all the requirements for the change?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

28. Does your organisation have proper communication channels?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

PART 6

29. Briefly explain how management has changed the organisations from the past era to the present?

☐ I do not want to answer this question

30. Briefly explain any external factors, such as social problems, human factors, environmental factors, limited knowledge and resources which indirectly contribute to a breakdown in change management.

☐ I do not want to answer this question

31. How can negative attitudes towards change management be addressed? Please explain

----

☐ I do not want to answer this question

PART 7

32. How would you rate your knowledge of the requirements regarding change management?

No knowledge	Little knowledge	Good knowledge	Well conversant	I do not want to answer this question
1	2	3	4	5

33. Have you ever been part of change management?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

34. Are you aware of the new contemporary management styles?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

35. Can communication be a competitive advantage to improve change management?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

36. Is organisational communication relevant and significant for improvement?

Yes	1
No	2
Not sure	3
I do not want to answer this question	4

37. Has there been any change in your company over the last ten years?

Yes	1
No	2
I am not sure	3
I do not want to answer this question	4

38. Which one of the following styles does your company follow?

Democratic	1
Autocratic	2
Consultative	3
Laissez-faire	4
Paternalistic	5
Other	6
I do not want to answer this question	7

39. What procedures are set in place should workers have any grievances?

Disciplinary Committee	1
Dismissal	2
Conflict management	3
Other	4
I do not want to answer this question	5

Thank you for taking time to answer this questionnaire.