

A Case Study on the Communication Variation of Change Management Based on Recipients' Level of Education and Age

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ABSTRACT In the underlying case study, there was a need to investigate specific factors influencing the successful communication of change at a workplace. The organization used in the study recently experienced a range of changes and was the perfect candidate for the study. The employees were affected by the changes and the researchers wanted to investigate how the organization dealt with the communication of the changes and their employees during the times of change. Communication of change may be a cumbersome task, as all employees do not have homogenous characteristics. In fact, they differ in many ways, which may influence their understanding of the change message and concepts used during communication sessions. The paper deals with the communication of change to employees of different education levels and of different age classes in the organization. An empirical study was performed in the organization with the use of a mixed method approach. Findings indicate that the organizational change communication strategy does not provide for differentiation between education levels in the organization. Also, despite difference in the preference in the mode of communication based on age, the organization did not take this into consideration. Recommendations and suggestions for future research are made. Despite the limitations to the study, such as the reduced sample used for the study, being a case study, the possibility of triangulation as a result of the mixed methods ensure trustworthiness of the findings. This paper contributes to the academic knowledge and research in the change management and change communication fields.

INTRODUCTION

Change management in organizations and the communication of change has been studied before, but with little cognizance of employees with different levels of education and from different age groups. Change in the workplace is inevitable, but not necessarily communicated to employees of the organization (Fred 2004; Gouillart and Kelly 1995). Cameron and Green (2015) reckon at the heart of organizational change is that of individual change, as the individual's urge to change is the main contributor to a change within the organization. All organizations have change initiatives or processes planned or which arise unplanned, but the communication of this is either done insufficiently or not at all. Changes within the workplace have several advantages to the organization, such as strengthening

the brand of the organization (Andrews and Morgan 2008).

The purpose of this study is to investigate the influence of an employee's level of education and age classes on the communication of change. The communication of change is not as straightforward as it seems, as all employees do not have the same levels of education, which influences their understanding of the change message and concepts used during communication sessions. Cameron and Green (2015) state, "Individuals, teams and organizations all play a part in the process of change, and leaders have a particularly onerous responsibility, that is, making all this happen." The way in which managers approach and communicate change to different age groups is very important. Managers need to be skilled in communicating change in such a way that they gain the support of all employees, regardless of education level or position within the organization. Older people, other than their younger counterparts, may be more resistant to change and managers will need to

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communicate to them differently (Frahm and Brown 2007). Not considering these factors during change in an organization can lead to employees not understanding the change message and having feelings of insecurity, which result in non-cooperation and resistance to change. Communication is the key factor in the successful implementation of change in the workplace. The organization used in this study is diverse in terms of employee age classes and levels of education. In this study the problem is how the management of MIM Ltd communicates change to their diverse group of employees.

The remainder of the paper is divided into the literature review, research methodology, discussion of research results and the conclusion and recommendations to the organization. The researchers concludes the paper with some ideas for further studies to be undertaken.

Theoretical Framework

Hatch and Cunliffe (2006) reckon abstractions known as concepts are used to build theories. A theory is a set of logically related statements and concepts, aiming to provide a credible explanation for an observed phenomenon (Kerlinger 1973). The theory of organizational communication seeks to understand the communication process in organizations to solve practical and efficiency problems in the companies (Berros 2012). This theory emphasizes that organizations must communicate and inform with reference to public opinion and define concepts as they apply to organizations. In the researchers' opinion, organizations will be successful in communicating to employees if the employees understand the terms used and be able to relate to the terms and concepts used.

Literature Review

Lawlor (2013) argues public sector organizations are overwhelmed with a multitude of demands to change, ranging from increased transparency of their activities, public accountability, to ensuring the delivery of value-added services, in a cost-efficient manner. Hence, the communication of change is a very important element in an organization's existence. Hayes (2007) speaks of the quality of the communications of change and the communication strategies, which are important contributors to the success of

change projects in an organization. In other words, the form of communication used to communicate change must be of good quality, without spelling and grammatical errors and understandable to the audience. It is emphasized by Ford (1999) that change is driven by communication and by means of conversations, and communication can be seen as the instrument of change. In other words, change happens all the time, but in order for change to take place, there must be communication, which can be in the form of conversations. Such conversations contribute to increased participation from employees within the organization. Conversation also helps people reach a consensus where there may be different viewpoints and agree to the way forward. It is then very important that people speak and understand the language in which the conversations take place, in order for the communication to serve its purpose and have meaning, as stated by Alvesson and Karreman (2000). Within the organizational change literature, employee participation and effective communication are cited as two of the most effective means to increase the change readiness of individuals (Armenakis et al. 1993; Holt et al. 2007; Wanberg and Banas 2000 in Hammond et al. 2011). Fraser and Hemmings (2010) advise that management must use face-to-face meetings to discuss sensitive issues around organizational change with staff members. Fraser and Hemmings (2010) reckon that emails and written notices do not always convey the message one wants to bring across and for this reason must not be used to replace the personal interaction with staff members. It is their opinion that because change has a natural unsettling effect on staff, management should take their time and plan the change strategy carefully before communicating to staff members. The researchers' thoughts on this are that managers should not try to make "fast changes" but rather take time to plan properly, get the buy-in from staff through communication and then start working on implementation of change.

Resistance to change is viewed as an integral part of the power play within organizations (Pieterse et al. 2012). Professionals are often perceived as a barrier to implementing change, even though they often behave in a reserved manner, they may oppose change (Fassauer and Schirmer 2008). Bearing this in mind, it is evident that professionals resist change as a defense mech-

anism to protect their own interests and secure themselves. However, the resistance can be reduced and even eliminated by communicating clear messages of change to employees with different education levels. The researchers' opinion is that change communicators should adapt their language and grammar according to the audience they are addressing at the time.

Wallace et al. (2013) argue employees can be placed into different categories according to the service they provide and their level of performance, providing an employee profile for each employee type. In a study conducted by Wallace et al. (2013), males and older employees were found to be champions, while the highest proportions of female employees were outsiders and employees who are more likely to complain and be lower performers, were found to be disruptors. Kim (2008) is of the opinion that older employees are more in control of their emotions and outward displays. Taylor and Van Every (2000) reckon that the form and meaning of change communication are still influenced by the constant relations. It is emphasized by Ford (1999) that change is driven by communication and by means of conversations, and communication can be seen as the instrument of change. In other words, change happens all the time, but in order for change to take place, there must be communication, which can be in the form of conversations. Such conversations contribute to have increased participation from employees within the organization. Johansson and Heide (2008) argue that change is often triggered by the needs within organizations. They refer to previous studies that found many organizational change initiatives fail due to shortcomings in the internal communication. These findings indicate the fact that there is a close link between communication and change management within organizations. In most of the sources consulted by the researchers, it is very clear that communication is a very critical component in the process of change management, as employees need to be informed, in order to feel secure within their organization. Messmer (2004), on the other hand, stresses that a lack of communication causes rumors, distrust, anxiety and in the end a decrease in productivity and motivation. Change also creates stress for both the parties being in favor of change and those opposing change (Carnall 2003). The researchers can see that answering the fundamental questions employees have and being open and honest in communica-

tions, will put employees at ease and make them less worried about the planned changes. Transparent communication will result in reduced stress in the organization and increased optimism amongst employees and management.

Communication to different target groups, can also affect the successful communication of change, in the sense that the communication should be appropriately used. According to Kerfoot (1996), it seems to be part of organizational life that managers or leaders and employees or voters view change differently. Managers may perceive change as an opportunity to advance the organization and in the process themselves, but employees may perceive change as disruptive and taking them away from their familiar surroundings. For this reason the communication to employees should be more explanatory and comforting, than the communication to managers (Grobler and Puth 2002).

METHODOLOGY

A case study was used to investigate the research problem for this paper. The authors used the mixed method research design for the study, using both qualitative and quantitative research methods in this study. Rule and John (2011) advise case study researchers to use more than one data collection method, quantitative and qualitative, for triangulation purposes. Bergman (2008: 1) describes mixed method research as the "combination of at least one qualitative and at least one quantitative component in a single research project or program..."

For the quantitative research to be performed in this study simple random sampling was done amongst employees of MIM Ltd. of different age groups, that is, probability sampling methods were used. For the qualitative research, the researchers made use of the non-probability sampling technique and did purposive sampling. Data was collected through qualitative and quantitative research methods, using a questionnaire, as quantitative and interviews as qualitative data collection tools. A questionnaire with twenty-one questions was developed and distributed to employees of MIM Ltd. for data collection. The researchers conducted interviews with executive managers within MIM Ltd. to gather information around their perceptions of change and also what their experiences are around the communication of change in a diverse workplace. The collected research data, for the ques-

tionnaire, was analyzed by using the statistical package for social science (SPSS) to generate descriptive results. The researchers captured the results of the questionnaires in a Microsoft Excel file in order to transform answers to being numbers. After the questionnaire answers were transformed into numbers, a SPSS file was compiled to assist the researchers in analyzing the research data. The chi-square test was used to determine significant statistical differences. From this point the data was combined in crosstabs to determine the correlation. The interview schedule consisted of five questions, which were asked to the interviewees. The questions asked in the interview were structured to provide answers to the research objectives and questions of this study. The interviews with eight executive managers of the ITS division were semi-structured and conducted face-to-face with interviewees. The researchers used a dictaphone to record the content of the interviews, with the permission of the interviewees, during the interviews. Data collected during the interviews was analyzed qualitatively.

RESULTS

The relevant research question was: *Do the levels of education of employees influence their*

perception of change and how change is communicated to them?

Participants' Level of Education

The level of education refers to the scholarly qualification of the respondents to the questionnaire. The respondents to the questionnaire consisted of male and females, of which forty-nine percent have pre-matric or matric and fifty-one percent have tertiary qualifications. To be specific, five percent of the total respondents have a pre-matric qualification and forty-four percent have a matric qualification. The respondents with a diploma qualification are 37.5 percent of the total respondents, while eleven percent have a bachelor's degree and 2.5 percent have a master's degree qualification (see Table 1).

The majority of the respondents having diverse education levels perceive change to be communicated verbally, by email and auditorium sessions (see Table 2). The responses to the question, whether change should be communicated differently to employees with different education levels, were diverse, in terms of some managers considering communication according to education levels necessary and others not. Education is mentioned by Lurigio and Skogan (1994) and Skogan and Harnett (1997) in Cochran et al. (2002) as one of the socio-demo-

Table 1: Perception – Verbal communication

| | | Education | | | Total |
|---|-----|----------------------|---------|--------------------|-------|
| | | Pre-matric or Matric | Diploma | B degree or higher | |
| Change is Communicated by Means of: Verbal Communication | Yes | 20 | 23 | 6 | 49 |
| | No | 19 | 7 | 5 | 31 |
| Total | | 39 | 30 | 11 | 80 |

Source: Field work

Table 2: Auditorium sessions used for change communication

| | | Age group | | | | Total |
|--|-----|---------------|---------------|---------------|---------------|-------|
| | | 18 - 25 years | 26 - 35 years | 36 - 45 years | 46 - or older | |
| Change is Communicated by Means of: Auditorium Sessions | Yes | 1 | 12 | 24 | 18 | 55 |
| | No | 6 | 6 | 9 | 4 | 25 |
| Total | | 7 | 18 | 33 | 22 | 80 |

Source: Field work

graphics and work experience characteristics associated with employees' receptivity to change. Employees with higher educational qualifications are more inclined to grasp and understand terms and concepts easily than employees with pre-matric qualifications.

Employees with Different Education Levels' Perception of Change Communication

Table 1 shows that forty-nine percent of the respondents indicated that change is communicated verbally to employees in the organization. Fifty-nine percent of these are employees with a tertiary education qualification (see Table 4). The employees who said change is not communicated verbally are thirty-nine percent of the total respondents, of which sixty-one percent have a pre-matric or matric qualification. The perception of employees with different education levels regarding change communication by e-mail within the organization is shown in Table 5.

Table 5 shows that twenty-eight percent of the respondents with pre-matric or matric qualifications indicated change is not communicated in the organization by means of e-mail, whilst

seventy-two percent of the same group says it is indeed communicated via e-mail. Contrary to the latter responses, ninety-five percent of the respondents with a diploma, bachelor's degree or higher qualifications indicated change is communicated in the organization via email. From the results on this question, there is a possibility that the twenty-eight percent of respondents with pre-matric or matric may not have access to email and therefore do not know that this form of communication takes place in the organization. Of all the respondents, sixty-nine percent indicated change was communicated via auditorium sessions, with only thirty-one percent saying there was no such means of communication. From the results seventy-three percent of employees with degrees, seventy-seven percent with diplomas and sixty-two percent with pre-matric and matric qualifications agreed that change was communicated via auditorium sessions (Table 6). Table 7 illustrates that seventy-seven percent of the respondents in the pre-matric or matric group indicated change communication was not publicized in newsletters. Fifty-three percent with diplomas and fifty-four percent with degrees agreed change was not communicated in newsletters.

Table 3: Summary of research findings

| <i>Research objectives</i> | <i>Summary from questionnaire</i> | <i>Summary from interviews</i> |
|--|---|--|
| Identify how employees with different education levels perceive change and the different ways in which change is communicated to them. Identify how employees of different age groups perceive change and how change is communicated to them. | <ul style="list-style-type: none"> • The perception is change communicated verbally, by means of e-mail and auditorium sessions. • The same respondents prefer change to be communicated to them verbally and by e-mail. • Respondents request more regular feedback from management on change initiatives. • Respondents from younger age groups agree more that change is good for the organisation and employees, compared to the respondents from older age groups. • The respondents of different age groups prefer verbal communication of change and the use of e-mails, rather than auditorium sessions and newsletters. | <ul style="list-style-type: none"> • Change is in most cases communicated differently to staff with different education levels. • The means used for change communication in the organisation is e-mails, verbal communication and auditorium sessions. • The level of maturity of employees, in addition to education levels, is important when communicating change. • The management doesn't differentiate between age groups when communicating change to employees. • Change communication to younger employees should be done in person or verbally, whilst older employees are comfortable with e-mails and auditorium sessions. • It is important to have individual talks with all employees. • Generation gaps must be considered and serious matters must be discussed personally irrespective of age. |

Table 4: Education

| | | <i>Frequency</i> | <i>Percent</i> | <i>Valid percent</i> | <i>Cumulative percent</i> |
|--------------|------------|------------------|----------------|----------------------|---------------------------|
| <i>Valid</i> | Pre-matric | 4 | 5.0 | 5.0 | 5.0 |
| | Matric | 35 | 43.8 | 43.8 | 48.8 |
| | Diploma | 30 | 37.5 | 37.5 | 86.3 |
| | B degree | 9 | 11.3 | 11.3 | 97.5 |
| | M degree | 2 | 2.5 | 2.5 | 100.0 |
| | Total | 80 | 100.0 | 100.0 | |

Source: Field work

Table 5: E-mail communication of change

| | | <i>Pre-matric or Matric</i> | <i>Diploma</i> | <i>B degree or higher</i> | <i>Total</i> |
|---|-------|-----------------------------|----------------|---------------------------|--------------|
| <i>Change is Communicated by Means of:</i> <i>E-mail</i> | Yes | 28 | 29 | 10 | 67 |
| | No | 11 | 1 | 1 | 13 |
| | Total | 39 | 30 | 11 | 80 |

Source: Field work

Table 6: Change communication by auditorium sessions

| | | <i>Pre-matric or Matric</i> | <i>Diploma</i> | <i>B degree or higher</i> | <i>Total</i> |
|--|-----|-----------------------------|----------------|---------------------------|--------------|
| <i>Change is Communicated by Means of:</i> <i>Auditorium Sessions</i> | Yes | 24 | 23 | 8 | 55 |
| | No | 15 | 7 | 3 | 25 |
| Total | | 39 | 30 | 11 | 80 |

Source: Field work

Table 7: Employees with different education levels' perception on newsletters

| | | <i>Pre-matric or Matric</i> | <i>Diploma</i> | <i>B degree or higher</i> | <i>Total</i> |
|--|-------|-----------------------------|----------------|---------------------------|--------------|
| <i>Change is Communicated by Means of:</i> <i>Newsletters</i> | Yes | 9 | 14 | 5 | 28 |
| | No | 30 | 16 | 6 | 52 |
| | Total | 39 | 30 | 11 | 80 |

Source: Field work

Presentation of Results: Ages

The relevant research question was: *Do the ages of employees influence their perception of change and how change is communicated to them?*

Age Categories of Participants

The age of the respondents forms part of their demographic information, which they had to indicate on the questionnaire. The organization used for this paper is diverse in terms of

gender, employee level of education, position in the organization and age groups. Hence, younger employees' emotions must be managed closely in times of change. The respondents to the questionnaire were from different age groups ranging from 18 to 65 years. See Table 8 for the age categories. Nine percent of the total respondents to the questionnaire fall in the 18-25 years age category, twenty-three percent fall in the 26-35 years age category, forty-one percent fall in the 36-45 age category, twenty-one percent in the 46-55 age category and six percent in the 56-65 age categories.

Table 8: Age categories

| | | <i>Frequency</i> | <i>Percent</i> | <i>Valid percent</i> | <i>Cumulative percent</i> |
|--------------|---------------|------------------|----------------|----------------------|---------------------------|
| <i>Valid</i> | 18 - 25 years | 7 | 8.8 | 8.8 | 8.8 |
| | 26 - 35 years | 18 | 22.5 | 22.5 | 31.3 |
| | 36 - 45 years | 33 | 41.3 | 41.3 | 72.5 |
| | 46 - 55 years | 17 | 21.3 | 21.3 | 93.8 |
| | 56 - 65 years | 5 | 6.3 | 6.3 | 100.0 |
| | Total | 80 | 100.0 | 100.0 | |

Source: Field work

Employees from Different Age Groups' Perception of Change Communication

The majority of the total respondents indicated change is communicated verbally in MIM Ltd., but fifty-seven percent of the respondents in the 18-25 year age group indicated it is not happening and forty-three percent of the same age group said change is communicated verbally. Of the respondents in the 26-35 years age group, seventy-seven percent indicated change is communicated verbally, but twenty-three percent indicated the contrary. The respondents in the 36-45 years age group's responses were fifty-four percent indicating change is communicated verbally and forty-five percent indicating it is not so. Sixty-three percent of the 46 or older age group answered change is communicated

verbally, while thirty-seven percent answered that change is not communicated verbally in MIM Ltd. The results indicate that more respondents in the younger (18-25 years) group perceive change not to be communicated verbally in the organization. This negative response can be a result of younger employees not attending communication sessions, not paying attention or not being interested when change talks are being held in the office (see Table 9). Table 10 indicates that fifty-seven percent of the respondents in the 18-25 years age group indicated change was communicated via email. Of the respondents in the 26-35 years age group, eighty-three percent indicated change was communicated via email, whilst the 36-45 years age group showed a very positive response with ninety-four percent answering in the affirmative. Respondents in the 46 or older age group's results

Table 9: Change communicated verbally

| | | <i>Age group</i> | | | | <i>Total</i> |
|---|-------|----------------------|----------------------|----------------------|----------------------|--------------|
| | | <i>18 - 25 years</i> | <i>26 - 35 years</i> | <i>36 - 45 years</i> | <i>46 - or older</i> | |
| <i>Change is Communicated by Means of:</i> <i>Verbal Communication</i> | Yes | 3 | 14 | 18 | 14 | 49 |
| | No | 4 | 4 | 15 | 8 | 31 |
| | Total | 7 | 18 | 33 | 22 | 80 |

Source: Field work

Table 10: Change communicated via e-mail

| | | <i>Age group</i> | | | | <i>Total</i> |
|---|-------|--------------------|--------------------|--------------------|--------------------|--------------|
| | | <i>18-25 years</i> | <i>26-35 years</i> | <i>36-45 years</i> | <i>46-or older</i> | |
| <i>Change is Communicated by Means of:</i> <i>E-mail</i> | Yes | 4 | 15 | 31 | 17 | 67 |
| | No | 3 | 3 | 2 | 5 | 13 |
| | Total | 7 | 18 | 33 | 22 | 80 |

Source: Field work

were seventy-seven percent saying 'yes' for change being communicated by email. Table 12 shows eighty-five percent of the respondents in the 18-25 years age group indicating that change is not communicated by means of auditorium session, whilst fifteen percent indicated the opposite. Contrary to this result, sixty-six percent respondents in the 26-35 years age group pointed out that change is communicated by means of auditorium sessions, but thirty-four percent pointed out that auditorium sessions are not used for change communication. Of the respondents in the 36-45 years age group, seventy-two percent indicated auditorium sessions are used, while twenty-eight percent indicated auditorium sessions are not used for change communication. Results from the 46 or older age group was eighty-one percent saying change is communicated by means of auditorium sessions and nineteen percent saying change is not communicated by means of auditorium sessions. The fact that there are respondents saying auditorium sessions are used to communicate change, lead the researchers to think that the respondents saying the contrary did not attend auditorium sessions or may not know about the auditorium sessions being hosted. The majority (65%) of the respondents answered that newsletters were not used for the communication of change in the organization (see Table 11). One hundred percent of the 18-25 year old respondents indicated change was not communicated in newsletters and sixty-one percent of the 26-

35 year old respondents agreed with this. Fifty-five percent of the 46 years or older group indicated newsletters were not used to communicate change.

DISCUSSION

The respondents with different education levels, pre-matric to bachelor's degree or higher, in the organization indicated that they prefer change to be communicated to them either verbally or by means of email, rather than auditorium sessions and newsletters. The researchers assume that these respondents prefers to have either personal interaction, with verbal communication or to read the email on change in their own time and milieu, in order to make sense of it and assimilate the information provided. Attendance of change communication sessions is another way of alleviating resistance to change and fear of change plans in the organization (Erwin and Garman 2009). The researchers conclude that all respondents from all the groups prefer verbal communication, emails and attending auditorium sessions, whereas newsletters was not a preference at all. Not reading the newsletters can be seen as a form of resistance to change by the employees since they are not participating (Erwin and Garman 2009).

The results from respondents in different age groups show that they prefer verbal communication of change and the use of emails, rather than auditorium sessions and newsletters.

Table 11: Newsletters used for change communication

| | | Age group | | | | Total |
|--|-------|----------------|----------------|----------------|----------------|-------|
| | | 18-25 years | 26-35 years | 36-45 years | 46-or older | |
| <i>Change is Communicated by Means of:</i> <i>Newsletters</i> | Yes | 0 | 7 | 11 | 10 | 28 |
| | No | 7 | 11 | 22 | 12 | 52 |
| | Total | 7 | 18 | 33 | 22 | 80 |

Source: Field work

Table 12: Auditorium sessions used for change communication

| | | Age group | | | | Total |
|--|-------|----------------|----------------|----------------|----------------|-------|
| | | 18-25 years | 26-35 years | 36-45 years | 46-or older | |
| <i>Change is Communicated by Means of:</i> <i>Auditorium Sessions</i> | Yes | 1 | 12 | 24 | 18 | 55 |
| | No | 6 | 6 | 9 | 4 | 25 |
| | Total | 7 | 18 | 33 | 22 | 80 |

Younger employees may need to be encouraged to attend verbal communication sessions. Wallace et al. (2013: 16) advise that “managers harness the support of older employees at the front line to act as champions for younger and non-permanent employees.” The older employees may set the example for younger employees and motivate them to participate in change communication sessions. Using preferred methods of change communication for employees would make employees more receptive to change, as indicated by Frahm and Brown (2007). Seven of the eight managers interviewed, responded that they do not take age into consideration when communicating change, but that it should actually been taken into account. See Table 3 for the summary of the finding from both the quantitative and qualitative methods.

CONCLUSION

To conclude this paper, there is evidence of communication of change in the organization. The research shows that employees are not against changes in the organization, but it must be communicated clearly and on a regular basis, to ensure the buy-in of employees and reduce resistance or non-cooperation to change plans. The research results indicates that the organizational change communication strategy does not provide for differentiation between age groups, varying education levels or positions in the organization. The division in which the research was performed has their own internal ways of dealing with the differences in education levels and age groups, by explaining change in a manner understandable to their reporting staff, bearing staff requirements in mind.

RECOMMENDATIONS

Based on deductions made from the results of the study and personal observations in the organization, the researchers make the following recommendations to improve the communication of change in the workplace:

- Most of the employees own a cellular phone and using short message services (SMS) to distribute information can also help in ensuring all employees receive change information. This will have no cost

implication for the employees, as no air-time is required to receive a SMS, which eliminates the resistance factor.

- The provision of training to managers and superiors on how and when to communicate change to employees is of vital importance for the successful implementation of change plans and therefore this should be top priority for the board and management of the organization.
- The change communication strategy of the organization must include providing employees with explanations or definitions of complex change terms and concepts used during change communication sessions or documentation, for example a shortened glossary.

Implication and Suggestions for Further Research

The results of the study can assist managers within organizations to realize the extent to which communication contributes to the successful implementation of change in the workplace and specifically their organization. The management of organizations has an opportunity to learn from the results of this study. This study contributes to the body of knowledge and further studies on change management and communication. This paper contributes to the academic knowledge and research in the change management and change communication fields.

Further studies on this phenomenon will be required as the organizational environments are ever changing and new research is always welcomed in the academia. Further studies in the field of change management and communication can include factors such as the position of employees within the organization. The subject of change communication is broad and can be expanded on in further detail.

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