Chorus before singer: Elements of readiness for change within the Canadian public service, a bottom-up approach

A thesis submitted in partial fulfilment of the requirements for the degree of Doctor in Business Administration (DBA)

by

Marie Désirée Belinda CHAVREMOOTOO

Edinburgh Napier Business School
Edinburgh Napier University

October 2018

Abstract

This thesis explores the lived experiences of public servants in the Canadian federal public service during organisational change to contribute to the organisational change literature by exploring and evaluating the factors to enhance readiness for change and by providing recommendations to further enhance readiness for change in the Canadian public service.

The study is qualitative in design and uses a mixture of focus groups and interviews (n= 36 for main study and n = 5 for pilot study). It uses Interpretative Phenomenology Analysis (IPA) for data immersion and data engagement and thematic analysis with a critical realism philosophical approach to identify and analyse the findings and mechanisms within the change phenomenon. The study adopted an original bottom-up approach to gather the "voice" of employees who are recipients of organisational changes, at three levels (managers, directors and non-managerial employees), as opposed to collecting the data from the change leaders who drive change initiatives in a hierarchical way in the public service.

The study provides a contribution to methodology through its process of identifying the probable critical realism mechanisms for readiness for change. The study also provides a new conceptualised framework using the employee lens based upon the research findings and the probable mechanisms for readiness for change in the public service. This new conceptualised framework reflects the probable causes, motives and choices affecting readiness for change in the public service from the perspectives of the change recipients. The advantage of this new conceptualised framework is that it illustrates the cognitive, affective and behavioural aspects of change from the employees' perspective.

In addition, the study makes various contributions through its findings including the existence of ambivalence of emotions (hope and fear) simultaneously, readiness for change not being dichotomous, powerlessness and helplessness of public servants causing them to hate their jobs, failures of organisational changes being partly due to lack of leadership which should be better defined and assessed, curiosity to be encouraged in organisations going through continuous organisational changes and the importance of peer support for the younger generation. Thus, the study provides the definition of a new term, *perceived peer support.*

Finally, the study provides a comprehensive framework to help senior management and practitioners to understand the lived experiences of change recipients and to inform them of the factors to avoid and the factors to enhance to help change recipients better support organisational changes in the public service.

<u>Acknowledgements</u>

I have to thank many people for their support to my learning throughout my life and particularly during my Doctorate in Business of Administration. Each of my teachers have contributed to helping me make this thesis a reality. Thank you also Professor Donald D. Warrick for encouraging me to pursue a doctorate after my MBA.

I wish to convey special thanks to my supervisors, Dr. Richard Whitecross and Dr. Ahmed Hassanien, and my friend Jim for their patience and special support during this long journey. I am grateful for their encouragement and support whenever I thought that I had to give up due to the various pressures in life.

Finally, I wish to dedicate this thesis to my father whom I think would have been proud of me for undertaking and completing this journey.

Table of Contents

List of Figures

List of Tables

1 Introduction

1.1 Organisational Change

Constant shifts within and across the various domains of political, economic, social, technological, legal/regulatory, environmental, demographical and global arenas are straining organisations to change and to adapt rapidly for growth, success and sometimes even for survival. Moreover, the pace of change is accelerating because of the integration and intertwinement of these various domains with information technology to retrieve, store and transmit information for operational efficiencies and for exploiting new business models (Alavi & Yoo, 2009). Furthermore, a change in one domain results in changes in the other domains such that change becomes more complex to implement with a "planned" outcome. Paradoxically, change has become the only thing that is constant everywhere (Rothwell & Sullivan, 2005).

Thus, it is not surprising that a review of the literature highlights the deep interest of both practitioners and academia in changes at the organisational level. A Google Scholar search about "organisational change theory" alone returns more than 1 million records with more than 300,000 of these records created within the past 10 years. According to Poole (2004), organisational change theories can be broadly classified as either *theories of change* to accent how organisations change due to the drivers of change or *theories of changing* to accent how to initiate and manage changes in organisations. Regardless of the classification, the body of knowledge on organisational change keeps growing day by day.

Public service organisations, providing services to the public, used to be linked to stability until the last century (Osbourne & Brown, 2005) but have now become prone to regular re-organisations (Leach, 2009) to the extent that some call it a re-organisation addiction in the United Kingdom (Elcock et al., 2010). Similarly, the federal public service, providing public services nationally, in Canada has not been

spared with re-organisations for the past 40 years (Hornstein, 2010; Dwivedi et al., 2009).

1.2 The Research Context

The research presented in this thesis is in the Canadian federal public service and the following two sub-sections provide an overview of Canada and the Canadian federal public service.

1.2.1 Overview of Canada

Canada is the second largest country in the world based upon surface area and it spans across six time zones. The country is officially bilingual (English and French) and has a multicultural population of 33.5 million. The standard of living of Canada, like for any country, is dependent on the country's ability to compete in the global economy. According to the World Economic Forum, the global competitiveness of Canada decreased from 10th place in 2010 to 15th place in 2016 to move slightly to 14th place in 2017 (World Economic Forum Global Competitiveness Report, 2010, 2016, 2017).

The Conference Board of Canada, a not-for-profit organisation dedicated to researching and analysing economic trends as well as organizational performance and public policy issues, has stated that "*Canada can improve its performance by making better use of its strong institutions, talented people, reliable infrastructure, and market efficiencies to innovate and commercialize new and improved products, services, and processes.*" (2012a:1). Significantly, the Conference Board further added that failure for Canada to do so will put its future prosperity in jeopardy (Conference Board of Canada, 2012b).

With Queen Elizabeth II as its head of state, Canada is a Federal state governed as a parliamentary democracy and constitutional monarchy (Parliament of Canada, 2017b).

As illustrated by **<u>Figure 1</u>**, three levels of government co-exist in Canada. First, the **Federal** government regulates areas affecting the whole country; second, the **Provincial** government with its own laws regulates areas which are listed in the Constitutional Act of 1867; and finally, the **Local or Municipal** government administers a specific boundary such as city, town, village, region or district (Parliament of Canada, 2017a). The next section elaborates on the federal service
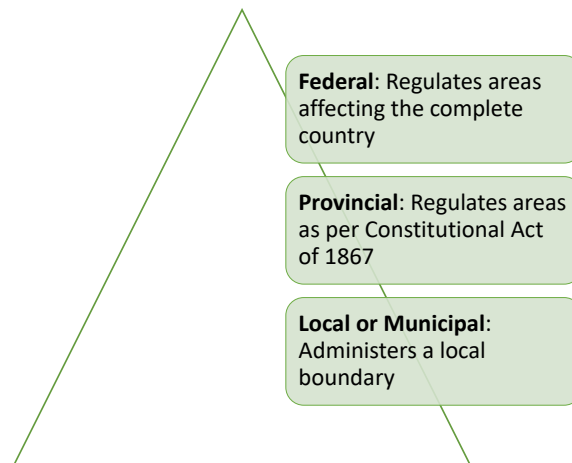
Figure 1: Levels of Government in Canada

1.2.2 Overview of Federal Public Service Sector

The federal government consists of 20 federal departments, 7 agents of Parliament, 67 statutory agencies and 17 other federal institutions (Treasury Board of Canada, Secretariat, 2017c). Each federal department is established through legislation and has a minister, elected by Canadians, to debate issues and to make decisions about the direction of public policies for that department. The minister works in tandem with the deputy minister, who is appointed by the prime minister, of the department. **<u>Figure 2</u>** illustrates the hierarchical and bureaucratic structure of federal departments with its various layers of management under the deputy minister to ensure enforcement of laws and regulations, proper stewardship of resources, provision of needed programmes and services to Canadians and timely and reliable advice to ministers (Treasury Board Secretariat of Canada, 2010).
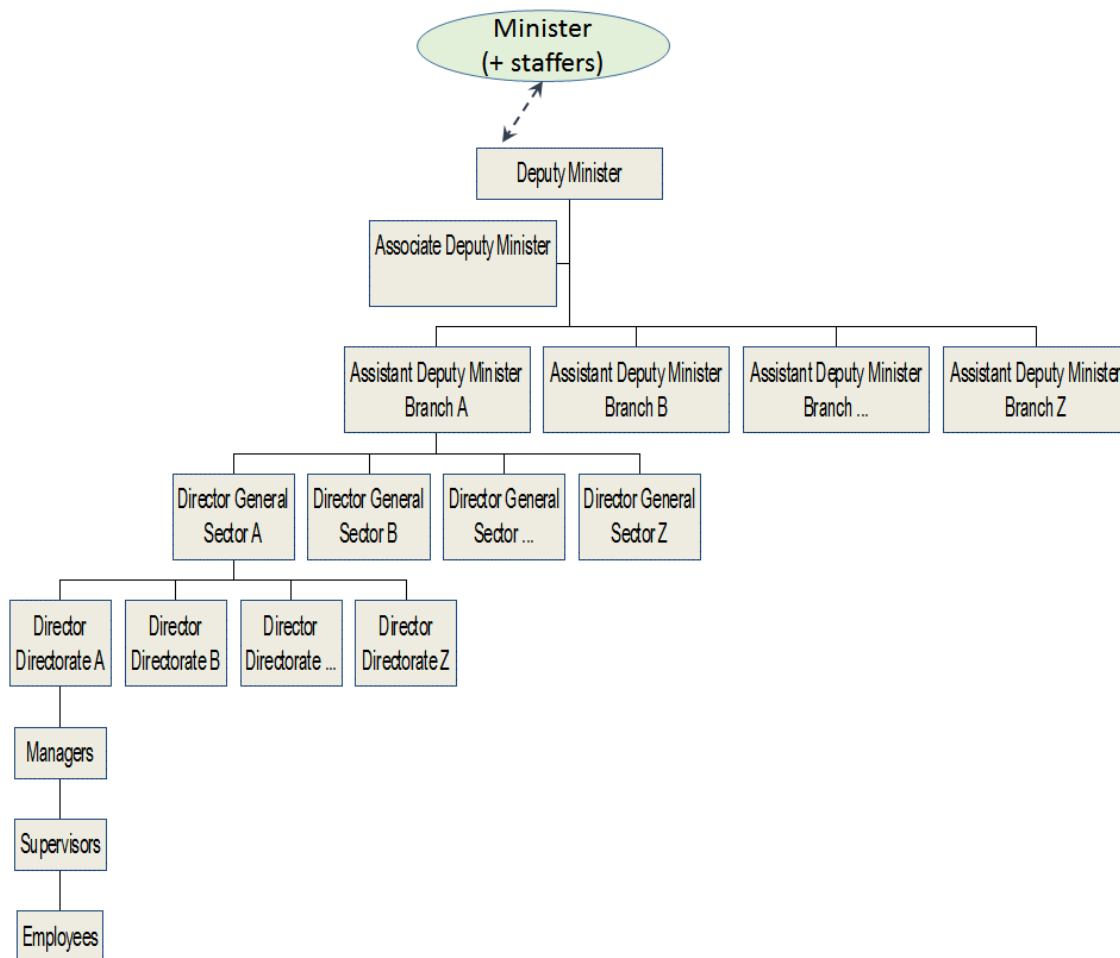
Figure 2: Hierarchical Structure of a Typical Public Service Department

The Clerk of the Privy Council is the Head of the federal public service in Canada and he ensures that the Government of Canada has the policy, management and human resources capacity it needs to design and deliver high quality programs and services to and for Canadians. As at end of March 2016, the workforce of the federal government consisted of 258,979 employees, representing 0.08% of the Canadian population (Treasury Board Secretariat of Canada, 2017a). 76% of this workforce (or 197,354 employees) was employed in the 20 federal departments (Treasury Board Secretariat of Canada, 2017a). However, since budget 2012-13, 17,000 positions were officially eliminated in the federal departments (Tellier & Emerson, 2013). Still,

according to the unions and other reports, more than 20,000 positions were actually eliminated (Canadian Centre for Policy Alternatives, 2013).

Like the rest of the world, the global recession has had an effect on Canada and its public service and the electoral platform of the 2011 election was based upon the federal government eliminating Canada's deficit before the federal election of 2015 (Johnston, 2013). In addition, the Clerk of Privy Council has been putting pressure for the public service to change to allow Canada to better compete in the global economy over the past fifteen years (Privy Council Office, 2006, 2013, 2014, 2015, 2016). However, the focus has been continuously on public service renewal since the 1980s through various initiatives such as a modern and reliable comptrollership, human resources modernisation, and improved services including new delivery channels to Canadians, better decision-making and responsibility in spending (Dwivedi et al., 2009). Renewal, however, implies that the bureaucratic public service can change and adapt readily to major and continuous changes.

1.3   Research Aim and Objectives

Organisational change in the Canadian Federal public service is complex with unpredictable outcomes and failures. Cognitive, affective and behavioural impacts on public service employees are significant because of the wide movement of resources and funding, elimination of activities and taking on new activities, organisation restructuring and the change of roles, identities and responsibilities.

The implementation of the new public service pay system to replace an obsolete 40 year old pay system for the federal public service and to centralise the pay system across the federal public service (Office of Auditor General Canada, 2018; Senate of Canada, 2018), the setting up of the Information Technology Shared Services to deliver infrastructure services to 43 government departments and agencies in a shared services model (Office of Auditor General Canada, 2015) and the email transformation

initiative to centralise 400,000 email accounts and 63 email systems in the federal public service (CBC, 2016) are just some recent examples of a number of failed implementations due to a number of reasons. These reasons include poor planning and management, lack of stakeholders' involvement, unmet business requirements, unmet service expectations, inability to get the planned efficiency and effectiveness, poor project management and lack of oversight (Office of the Auditor General Canada, 2015, 2018). The reasons for failure provided by the Office of the Auditor General Canada are broad categories and could encompass other underlying factors. Due to the string of unsuccessful organisational change implementations, the Canadian federal public service has had to continue to operate in status-quo with incomplete implementations or to revert back failed implementations with high costs to taxpayers. This situation does not allow the public service to enable Canada to better compete in the global economy.

While these examples could be regarded as mere national technological change, they challenge and replace key values and assumptions of the organisation with the implementation of completely different processes and model of operations by centralising information and resources which were always distributed across the federal public service. By the same token, whenever a new initiative is to be implemented, federal public servants (employees in the federal public service) are the ones who have to implement the initiative and these employees have to be ready for the initiative and support it. As an example, the setting up of the Information Technology Shared Services involved moving human resources from the 43 departments and agencies to the newly created department overnight without any notice (Office of Auditor General Canada, 2018). These employees, coming from various cultures, had to move to other offices physically and report to new bosses whom they would not meet for several months. In addition, some employees never knew to whom they reported to and had to work without instructions. Moreover, systems and processes had to be integrated without adequate procedures. Processes were lacking and not consistent throughout. Furthermore, the financial aspect and

business models were not ironed out when the new department was created and roles and responsibilities were not clear.

Hatch (2004) suggested that radical changes challenge the status-quo of the organisation and that these changes have significant cognitive, affective and behavioural impacts on organisation's stakeholders because they destroy and renew identity of organisational stakeholders. Therefore, organisation stakeholders need to understand the change, believe in the change and prepare mentally for the change in order to support the change effort (Bernerth, 2004). For successful change implementation, employees have to be ready for the change. Being ready for the change or *readiness for change,* as defined by Armenakis et al. (1993), is the cognitive state of organisational stakeholders to either support or resist the change effort based upon their individual and collective *beliefs*, *attitudes* and *intentions*.

A gap in the organisational change literature, however, reveals that readiness for change was researched from the management's (senior management and to a lesser extent middle management) perspective with three main weaknesses. First, it was assumed that management knew what employees needed to be ready to support the change. Second, it was assumed that what management needed was also what employees needed to prepare for the change. Third, it was assumed that employees' requirements to implement the change successfully was known by management.

Hence, research is scarce on the perspectives of employees during organisational change and what is needed to prepare and enable employees to successfully transition the change. Research is, furthermore, almost non-existent about organisational change in the public sector and it is non-existent from the employees' perspective in the public sector.

1.3.1 Research Aim and Question

This research study sets out to explore the experiences of employees who are going through organisational changes in the Canadian Federal public service so as to contribute to the organisational change literature by exploring and evaluating the factors to enhance readiness for change and by providing recommendations to further enhance readiness for change in the Canadian public service.

In view of the poor track record of successful organisational change implementations in the Canadian public service, the researcher's main question is "How do employees develop readiness for change in the Canadian public service?".

1.3.2 Research Objectives

In order to achieve the aim of the research, a number of research objectives were developed:

1. To perform a critical review of key literature in relation to organisational change, readiness for change and the public sector;

2. To explore and evaluate key features of employees' readiness for change in the Canadian federal public service from the employees' perspective and to provide an overview of the mechanisms of readiness for change within the federal public service; and

3. To provide some recommendations to enhance employee support within the Canadian public service during organisational change to senior management.

1.4 Research Methodology Overview

The choice of the methodology for any research is important since the same research question can be examined from different perspectives or approaches with potentially different conclusions (Mingers, 2003). Approaches are linked to the study's implicit and explicit philosophical assumptions about *ontology* or the way that the researcher

recognises objects and relations in existence; *epistemology* or the way that the researcher recognises, creates and represents knowledge; and *axiology* or the way that the researcher distinguishes the values in existence for the user of the study.

The researcher used the critical realism approach as defined by Roy Bhaskar (Benton & Craib, 2011) since she has an objective ontology whereby reality exists independent of her cognition and a subjective epistemology (Ackroyd, 2010). Furthermore, she adopted an emancipatory axiological position aligned with critical realism whereby she recognises her values and preconceptions and makes these explicit. In addition, the focus of the research is on the problems and situations as experienced by employees with employees in the foreground and management and other stakeholders in the background. Critical realism is well suited for her research study since it aims to explain and to understand to make the world better and to influence change agents (Van de Ven, 2007).

While the research is focussed on readiness for change, the context of the phenomenon is during organisational transformations in the Canadian federal public service. Organisational transformation is an episodic large-scale change, driven by management, which moves an organisation to a new fixed state through a number of intentional planned steps (Weick & Quinn, 1999; Jian, 2007). The study does not focus on emergent smaller changes which assume that the organisation operates in a stable and predictable environment to allow it to change incrementally (Bamford & Forrester, 2003). Rather, the focus is on organisation transformations when changes are planned by management to drastically change the status-quo within the public service.

1.5   Study Contributions

The study provides various contributions to knowledge and practice. First, it provides a contribution to methodology through its process of identifying the probable critical

realism mechanisms for readiness for change. The process of identifying critical realism mechanisms does not seem to have been adequately covered in the literature.

The study also provides a new conceptualised framework using the employee lens based upon the research findings and the probable mechanisms for readiness for change in the public service. Thus, the new conceptual framework reflects the probable causes, motives and choices affecting readiness for change in the public service from the perspectives of the change recipients.

In addition, the study makes various contributions through its findings. First, it identifies that ambivalence of emotions (hope and fear) simultaneously exists by the same individual while this has not been identified in the literature. Second, it shows that readiness for change is not a dichotomous state at the beginning of organisational changes as determined by the literature. Instead, readiness for change fluctuates throughout the change across a continuum. Third, it shows that public servants come to hate their jobs because they feel powerless and helpless during organisational changes. Fourth, contrary to the literature, it shows that the stages of powerlessness are not linear and sequential but that public servants can move from one stage to another and then back again in an iterative way. Fifth, it shows that failure of organisational changes in the public service tend to be due to a lack of leadership which should be better defined and assessed. Sixth, the study shows that peer support is important for the younger generation change recipients and that this has not been explored in the literature. In addition, the study provides a definition of *perceived peer support* which is not available from the literature. Seventh, the study suggests that curiosity should be encouraged in organisations going through continuous organisational changes. Eighth, the study suggests that job embeddedness may account for the difference between the support needed and the resilience of younger and older public servants. Ninth, the study identifies that while social comparison during organisational changes exists, it does not seem to have been explored in the literature.

Finally, it provides a comprehensive framework to help senior management and practitioners to understand the lived experiences of change recipients and to inform them of the factors to avoid and the factors to enhance to help change recipients better support organisational changes in the public service.

1.6   Structure of the Report

This section provides an outline of the thesis report which contains eight chapters organised in a logical order based upon their specific purposes but linked across together with a number of supported appendices.

Chapter 1 – Introduction

Chapter 1, this chapter, provides an overview of the research including the aims of the research, the research questions being studied, the theoretical framework and the research methodology used.

Chapter 2 – Literature Review

Chapter 2 provides a review of existing theory and relevant literature related to the topics of organisational change, readiness for change and the public sector. It examines the theoretical and research issues related to the study and provides an initial conceptual framework for change from the literature review.

Chapter 3 – Research Methodology

Chapter 3 presents the methodological approach and methods used to answer the research question. It provides the justification why a critical realism approach has been used. A justification of the data collection methods of interviews and focus groups is also provided. The chapter, in addition, outlines the procedures that were developed to conduct the techniques for data gathering and analysis together with

the research issues of generalizability, reliability, trustworthiness and ethical considerations.

Chapters 4 – 7 Analysis and Findings

Chapters 4, 5 and 6 present the analysis and findings from the data collection phase and thematic analysis. Each of these three chapters present one of the three themes that emerged from the research study together with a discussion of the themes. The various research findings are considered to address the research question and integrated with the literature review. Building on these three chapters, chapter 7 presents the probable mechanisms for readiness for change and provides and new conceptualised framework from the employee lens based upon the likely critical realism analysis mechanisms.

Chapter 8 – Conclusion

Chapter 8 is the final chapter and it presents the implications for knowledge and practice and provides some recommendations for the public service. It also presents a critical evaluation of the study with suggestions for work to be developed as future research.

1.7   Chapter Summary

This chapter provided an overview of the research study including its aims, its research question, its theoretical framework and its methodology. The study is using the critical realism philosophy to capture the voice of the change recipients in the public service to explore the mechanisms for readiness for change and to provide some recommendations to enhance readiness for change in the Canadian public service. **Chapter 2**, the next chapter, provides an overview of the literature review specific to the research question.

2 Literature review

Introduction

A literature review provides a critical and succinct snapshot (Bell, 2010) of the research topic from relevant literatures to highlight the gaps and key issues to be addressed as part of the research study (Hart, 2018; Ridley 2012). This chapter, hence, provides a review of the relevant literature to highlight the conceptual and theoretical issues as well as the gaps that underpin the concept of readiness for change in the public service.

The chapter starts with a section on the broader topic of organisational change which is then narrowed to readiness for change in the second section. It then continues with a section on the public service with respect to organisational change. Finally, it provides an initial conceptual framework for change from the reviewed literature for the research design and methodology.

2.1 Organisational Change

This section, on organisational change, contains six sub-sections. First, it begins with a sub-section on the need for change to set the context for organisational changes. Second, it highlights the various theories of organisational change over the years. Third, it provides a sub-section on failure of organisational change despite the various theories about organisational change. Fourth, it provides a summary of the complexity of organisational change. Fifth, it provides an overview of some popular change models that are available to deal with complex organisational change to avoid failure if change implementation. Finally, it concludes with a sub-section on resistance to change by individuals.

2.1.1 Need for change

Constant shifts within and across the various domains of political, economic, social, technological, legal/regulatory, environmental, demographical and global arenas are straining organisations to change and to adapt rapidly for growth, success and sometimes even for survival. The pace of change is increasing because of the integration and intertwinement of these various domains with technology. A change in one domain brings a resulting change in the other domains such that change becomes more complex to implement or to have a "planned" outcome. Paradoxically, change has become the only thing that is constant everywhere (Rothwell & Sullivan, 2005).

This may explain why theories about organisational change abound over the years in both academic and popular literatures. A Google search on organisational change theory currently returns more than 2 million pages with more than 60,000 books from Google books. Google Scholar, similarly, returns more than 1 million records from a simple search on organisational change theory with more than 300,000 of these records from the past 10 years. This body of knowledge on organisational change is increasing day by day.

2.1.2 Theories of Organisational Change

While some can argue that organisations existed for several thousands of years as early as when Moses delegated authority to other tribes of Israel based upon his father in law's instructions in 1491 B.C. or when general Sun Tzu acknowledged that troops had to be organised hierarchically for proper inter-organisational communication and planning in 500 B.C., Adam Smith in the Wealth of Nations (1776) proposed an optimal way to arrange a factory with the division of labour. The modern organisation was born and Taylor (1916) added rigour to organisations with "*The principles of scientific management*". Even though that these principles provided a systematic approach to organisational change, there is not one organisational theory that predominates.

Various organisational change theoretical approaches, borrowing ideas from different disciplines (such as biology, physics, ecology, sociology and psychology) exist (Burke, 2010). The debate on theoretical approaches is still ongoing since authors of organisational change theories have different conceptions of the organisation with respect to factors such as "*how change works*" (Smith & Graetz, 2011; pp. 1), planned or emergent change approaches (Burnes, 2004; Cummins & Worley, 2004) or, as argued by Demers (2007), on a series of factors such as the environment in which organisations operate, the ultimate reason for change, the model to be used for change, the nature of the change, how change is to be driven, who is to drive the change, the expected result of change and how much free will management has. Thus, organisations change theories span over a broad range of ideologies (Burnes, 2004; Demers, 2007; Smith & Graetz, 2006; Cummins & Worley, 2004; Burke, 2010).

2.1.2.1　Organisation and Environment

Some researchers argue that organisations are flexible open systems with exchange of information and resources with its environment (Cummings & Worley, 2004; Burnes, 2004). Hence, organisational change is about adaptation to the environment and management, as a strategic analyst (Bourgeois, 1984), has to find a fit between exploration and exploitation (March, 1996). Demers (2007) argues that rational adaptation theoretical approaches of organisational change such as contingency theory (Burns & Stalker, 1961), resource dependency theory (Pfeffer & Salancik, 1978) and strategic choice theory (Child, 1972) use this view of the organisation since management has control over environmental constraints that would impact the technical expertise of the unitary entity of the organisation. Management will, thus, adapt the functions of the organisation rationally to return the organisation back to stability. Smith & Graetz (2011),

nevertheless, add that rational adaptation approach focuses on manageable components of change only and that it ignores pressures from the external environment.

Similarly, the life-cycle approach of change (Chandler, 1962) portraits management as having control over change but the organisation is likened to a living organism that evolves through a series of stages (Hanks, 1990) for existence, survival, success, renewal and decline (Lester et al., 2003). This theoretical approach promotes change only when the fit with the environment is so bad that it cannot be sustained (Hanks, 1990) and it neglects planned change (Smith & Graetz, 2011).

On the other hand, change in the institutional approach (DiMaggio & Powell, 1983; Meyer & Rowan, 1977), is seen to be initiated because of industry pressure instead of management initiating it. The objective of change is for the loosely-coupled organisation to gain legitimacy, stability, success and survival by adopting new institutional practices and norms appropriate to its field. Since the industry controls the change, the organisation is not able to compete on its sole advantages.

While the population ecology approach (Hannan & Freeman, 1984) evolved from biology like the life-cycle approach, it is closer to the institutional approach because it views change as initiated by the market. However, this approach portraits organisations as similar throughout the industry because organisations copy each other and compete for the same resources in the industry. Weaker organisations die to the detriment of stronger ones if they cannot follow such that the remaining organisations become inertial eventually.

Finally, in the series of theoretical approaches focussing on the organisation and its environment is the system complexity approach to change since authors of this approach

argue that systems consist of many interacting parts and that the behaviour of the main system cannot be derived just by looking at the parts or at the interactions of parts. The approach recognises that systems and their parts are in flux and that chaos and innovation co-exist (Thietart & Forgues, 2011). The approach adopts alternative viewpoints to changes which are planned to seek equilibrium or changes which are selected because of the competitive landscape for adaptation (Stacey, 1995). Instead, it embraces non-equilibrium with chaotic dynamics and change can be implemented in all the parts and system at once. Thus, this approach evolved from various disciplines such as mathematics, biology, physics and computer science to manage chaotic changes through self-organisation. The two main theories in this approach are chaos theory (Thietart & Forgues, 1995; Cheng & Van de Ven, 1996) and complex adaptive system (CAS) theory (Stacey, 1995) which can bring a sudden major change by just changing a small part of the system. The main weakness of this approach is that it is not possible to keep track of the organisational variables and their relationships.

2.1.2.2 Focus on People

Yet, some theoretical approaches discard the organisation and environment in their focus but instead they focus on the transitioning people through the change. The interpretative approach focusses on change using an interpretative perspective (Isabella, 1990; Bartunek, 1984; Gioia & Chittipeddi, 1991; Dutton & Jackson, 1987) with the actors in the centre to get the required affective responses and behaviours from the actors. The interpretative approach adopts a process of giving sense to the change by the change leader and a process of making sense of the change by the change recipient. Hence, the approach discards the other aspects of the organisation in the change elaboration and implementation.

Contrary to the interpretative perspective which focuses the change at the individual level, the cultural approach of change (Schein, 1985; Gagliardi, 1986; Meyerson & Martin, 1987; Hatch, 1993) use a sociological perspective with shared values, norms, assumptions and patterns to focus the change at the group level. This approach appeals with its top-down symbolic and emotional management of collective beliefs, values and norms but it is difficult to manage (Demers, 2007) because of the complexity of getting everyone in the organisation on the same wavelength.

Then again, the political theoretical approach of change (Kanter, 1983; Quinn, 1980; Pettigrew, 1985) focuses on power relations, conflict, empowerment and continuous negotiations among individuals and groups to drive the change process. The critical management theories of change (Alvesson & Deetz, 2013; Hardy & Clegg, 2013; Boje & Winsor, 1993) can be also included in this theoretical approach of change since critical management exposes domination and promotes political action and emancipation. Smith & Graetz (2011), however, suggest that the political approach may cause confusion because the purpose of the change may not be clear. Thus, this approach may handicap the change implementation due to the confusion throughout the organisation.

In sum, theoretical approaches to change are various based upon the perspectives of the authors. **Table 1** below summarises these approaches. March (1981) remarks that while theories of change depict organisations in action differently, the theories themselves are not that different. Hence, these theories may not be in conflict with each other but may provide a complementary view of organisational change.

18

Theoretical Approach	Considerations	Critique	Comments
Rational adaptation	▪ Management as strategy analyst ▪ Required to find fit between exploration and exploitation ▪ Objective is to return to stability	▪ Ignores external environment pressures	▪ Includes contingency theory, resource dependency theory and strategic choice theory.
Life-Cycle	▪ Organisation is like a living organism (existence, survival, success, renewal and decline) ▪ Management has control over the change	▪ Neglects planned change	▪
Institutional	▪ Change initiated by market pressure ▪ Loosely-coupled organisation ▪ Objective is to gain legitimacy, stability, success and survival through industry norms and practices	▪ Cannot use competitive advantage	▪
Population ecology	▪ Change initiated by market pressure ▪ Similar organisations throughout the market ▪ Weaker ones die and organisations become inertial eventually	▪	▪
System complexity	▪ Natural selection because everything is in flux and chaos and innovation can co-exist ▪ Embraces non-equilibrium and chaotic dynamics ▪ All parts and system can change simultaneously	▪ Cannot track organisational variables and their relationships	▪ Includes chaos theory and complexity adaptive system theory
Interpretative	▪ Uses processes of sense giving and sense making ▪ Works at the individual level (psychology)	▪ May not consider other change aspects	▪
Cultural	▪ Focus at group level to create shared values, norms, assumptions and patterns ▪ Top-down approach to create symbols and collective beliefs, values and norms	▪ Can be difficult to manage	▪
Political	▪ Focus on power relations, conflict, negotiations, emancipation and empowerment.	▪ May handicap implementation because of unclear goals	▪

Table 1: Summary of Change Theoretical Approaches adapted from Smith & Graetz (2011) and from Demers (2007)

Legend:

Theoretical approaches in blue background focus on the organisation and the environment.

Theoretical approaches in orange background focus on people.

2.1.3 Failure of Organisational Changes

While organisational change theories abound, the rate of organisational change failure seems to be high. However, even though there is some controversy about the exact rate of failure of organisational changes (Hughes, 2011; Candido & Santos, 2015), Smith (2002) highlights that the rate of failure may be different for different types of organisational changes.

To demonstrate, Smith (2002) reviewed 49 reports and classified them into 10 categories of organisational changes to be able to analyse the sampling used and the median success rate per category (see **Table 2**). The first category of changes, strategy deployment, whereby organisational capabilities are created or modified were deemed to have the highest median success rate at 58%. The second group, restructuring and downsizing of organisations by modifying the organisation structure and reducing assets and workforce, was suggested to have a median success rate of 46%. The median success rate of the third group, technology changes, to introduce new hardware and software, was suggested to be 40% based upon the 5 reports and the project management key performance indicators. The fourth group comprised a mixture of change efforts which could not be classified in the other 9 categories and this group was suggested to be having a median success rate of 39% followed by the fifth group of Total Quality Management (TQM) at 37%. The sixth group, mergers and acquisitions, was deemed to have a success rate of 33% while the seventh group, re-engineering and process design of new business process or update of existing process, was suggested to have a 30% median success rate.

Type of Change	Number of Studies	Sum of Sample Sizes	Median Success Rate
Strategy Deployment	3	562	58%
Restructuring and Downsizing	9	4,830*	46%
Technology Change	5	1,406*	40%
Mixed Collection of Change Efforts	1	23	39%
TQM-driven Change	5	863	37%
Mergers and Acquisitions	9	395*	33%
Re-engineering and Process Design	7	3,442*	30%
Software Development and Installation	6	31,480	26%
Business Expansion	1	200	20%
Culture Change	3	225*	19%
All	49	43,426*	33%

*One or more reports did not state the sample size.

Table 2: Summary of Organisational Change Success Rate from Smith (2002: 27)

This success rate corroborates the rate of failure of 50%-70% of re-engineering initiatives as suggested by Hammer & Champy (1993). It may also be why several studies refer to the 70% rate of failure without elaborating on this rate.

Based on the classification, Smith (2002) suggested that the group with the lowest rate of success at 19% was cultural change initiatives that are to modify enduring behaviours of employees. He, however, cautioned that the standard used to define success rate was not the same across the 49 studies. This was also supported by Hughes (2011) who examined 5 studies with a reported 70% success rate. He indicates that the reliability of the success or failure rate was dubitable and he even questions whether this rate has a useful meaning if all the stakeholders were not asked to comment on the success of the change. Unfortunately, there does not seem other study, apart Smith (2002), to review organisational change failure rates and to classify them into categories.

Classifying organisational change has merit since it helps to establish common understanding about the type of change that is being referred to. Hence, several researchers have tried to categorise organisational changes into various levels or types to highlight the complexity of organisational changes.

2.1.4 Topology of Organisational Changes

This sub-section provides the various ways that organisational changes are classified to situate the category of change in the public service and the type of change that the study focuses on. Golembiewski et al. (1976) and Golembiewski (2002) use a three levels' classification of organisational change based upon how participants perceive their world with the change. First, *alpha* change is the least complex organisational change since it involves incremental change with constant change progress, variables and measurement. Participants' perception of reality remains fairly stable. An example of an alpha change would be upgrading a system with minor versions of a software to make the software more stable without adding major functionalities. Second, *beta* change involves variable change progress and changing variables and measurement. Again, taking the software development context, a beta change would be an upgrade of the software with a major version that modifies existing functionalities and add new functionalities. Users would need to change their business processes with the upgrade. Third, a *gamma* change involves, in addition to a beta change, a paradigm shift in the way that things are done and about how individuals conceptualise their world. An example would be the replacement of several disparate systems in an organisation with an enterprise resource planning system that integrates all functions of the organisation. Thus, this involves thinking of new ways of doing things to be efficient and transforming all the business processes with modified or different user roles.

Other authors used different groupings to classify organisational changes. Weick & Quinn (1999) categorise organisational changes into two levels based upon duration and scope. They called them *continuous* and *episodic* changes. *Continuous changes* are ongoing, emerging and micro changes in the environment while *episodic changes* or sporadic and discontinuous changes that are planned. Weick & Quinn (1999) also suggest that

organisations need to execute both episodic and continuous changes to survive. Likewise, Tushman & O'Reilly (1996) argue that organisations evolve by going through *incremental changes* for a period of time followed by *discontinuous* or *revolutionary change*.

Hill & Collins (2000) also uses two levels based upon duration and scope of the change to classify organisational changes but they define four transitionary states instead. Organisational changes with great impact or large scope automatically take longer and these fall into the revolutionary zone. These changes are termed *radical changes* or *organisation transformation* while the *incremental changes* remain in the evolutionary zone because their scope is lesser. Francis et al. (2003) use the same definition as well but modify the terminology slightly by renaming radical changes to *radical organisational transformation*.

Similarly, Sheldon (1980) classifies organisational change into two levels based upon the degree of evolution and the scope of the change to have *adaptation* and *paradigm* changes. Hence, *adaptation* is defined as a change that is organic with limited modification of the organisation to regain efficiency whereas *paradigm change* is defined as a change that has wide impact on the organisation and is discontinuous. These levels are akin to Kindler (1979) incremental and transformational changes which are based upon the level of turbulence of changes. According to Kindler (1979), *incremental changes* cause slight variations along an established framework whereas *transformational changes* cause in-depth variations that involve reconfiguration and discontinuity of the original system. Bartunek & Moch (1987) uses suchlike definitions but instead uses *first-order changes* for incremental changes in the established framework and *second-order changes* for changes in the framework itself.

Nadler & Tushman (1989), on the other hand, uses the term *incremental changes* for those changes that impact individual components and *strategic changes* for changes that impact the whole organisation to reshape or break it. However, in addition to the scope dimension, they added the dimension for whether the change is in response to an event or in anticipation of an event. Thus, they came up with four levels of change based upon these two dimensions. First, *tuning* is an incremental change to anticipate events. Second, *adaptation* is an incremental change to respond to external events. Third, *reorientation* is a strategic change to anticipate future events. Finally, fourth, re-*creation* is a strategic change that is needed to respond to external events.

Yet, Anderson & Ackerman-Anderson (2001) classify changes into three types of changes based on the purpose of the change. First, *developmental* changes are improvement to improve skills, knowledge, practice or performance through training and process improvement. Second, *transitional* changes are to fix a problem by redesigning the strategy, structures, systems and processes, technology or work practices. However, this type of change does not involve change of culture. Third, *transformational* changes are for survival of the organisation which otherwise would die or to grow by repositioning the organisation anew. They, hence, suggest that the level of complexity for developmental changes is 1, 2 for transitional changes and 1 to 4 for transformational changes.

In sum, no matter how the authors classify organisational changes, they come up with a term for changes that are used to give the organisation an impetus to recreate itself or reposition itself completely once in a while. This level is termed gamma change (Golembiewski et al., 1976; Golembiewski, 2002), transformational change (Kindler, 1979; Anderson & Ackerman-Anderson, 2001), paradigm change (Sheldon, 1980), second-order change (Bartunek & Moch, 1987), strategic change (Nadler & Tushman, 1989), recreation (Nadler & Tushman, 1989), discontinuous change (Tushman & O'Reilly,

1996), episodic change (Weick & Quinn, 1999), radical change (Tushman & O'Reilly, 1996; Hill & Collins, 2000), organisation transformation (Hill & Collins, 2000) and radical organisational transformation (Francis et al., 2003). This level of organisational change is the one that is mostly studied because it is the most complex as it involves changes to strategy, processes, structure, culture and technology all at once. The current study also focuses on this type of change in the public service.

2.1.5 Common Change Models

In view of the complexity of organisational changes, several change models have been elaborated over the years to provide process steps and success factors for better change implementations to minimise failures. According to Armstrong (2014), "*change models explain the mechanisms for change and the factors that affect its success*" (pp. 633). Since change models provide the big "what" is needed for changes to be effective, they may impact readiness for change.

The most classical change model is attributed to Lewin (1951) and consists of three stages of *unfreezing* the organisation's status quo by creating uncertainty, *changing* the organisation and its approach to look at things after resolving the uncertainty and *refreezing* the organisation once the change is implemented and has started to stabilise to make the change permanent. However, Cummings et al. (2015) argue that Lewin did not elaborate this model but that Lewin contributed only to the first stage since there is no mention of the other stages in the work of Lewin.

Nonetheless, this model, attributed to Lewin, remains the most popular and has been used by other researchers to come up with various versions of it (Armstrong, 2014; Rothwell & Sullivan, 2005; Mento et al., 2002).

Kotter (1995), on the other hand, provided another popular change model with 8 stages (see **Figure 3**) to help "*reduce the error rate*" of change implementations (pp. 8). According to Kotter (1995), failure is often caused by managers who do not treat the change as a process with multiple steps and who omit steps in the change process. Thus, Kotter (1995) argues that organisations should first build a sense of urgency that the change is needed. Second, organisations should create a group of people who are committed to the change and who have enough power to lead the change. Third, the leader must craft a vision to channel the change efforts with appropriate strategies. Fourth, the leader must communicate the vision and, together with the group leading the change, act congruently with the change efforts. Fifth, the group leading the change must remove barriers to the vision and empower others to follow. Sixth, the group leading the change must set up the reward system so that employees can be recognised for their efforts. Seventh, the group leading the change must monitor the change implementation and adjust it accordingly for complete implementation. Finally, the group leading the change must establish the change as a normal practice by embedding the new behaviours and norms in the organisation with supporting training, development and succession plans.

**EIGHT STEPS TO TRANSFORMING
YOUR ORGANIZATION**

1 Establishing a Sense of Urgency
· Examining market and competitive realities
· Identifying and discussing crises, potential crises, or major opportunities

2 Forming a Powerful Guiding Coalition
· Assembling a group with enough power to lead the change effort
· Encouraging the group to work together as a team

3 Creating a Vision
· Creating a vision to help direct the change effort
· Developing strategies for achieving that vision

4 Communicating the Vision
· Using every vehicle possible to communicate the new vision and strategies
· Teaching new behaviors by the example of the guiding coalition

5 Empowering Others to Act on the Vision
· Getting rid of obstacles to change
· Changing systems or structures that seriously undermine the vision
· Encouraging risk taking and nontraditional ideas, activities, and actions

6 Planning for and Creating Short-Term Wins
· Planning for visible performance improvements
· Creating those improvements
· Recognizing and rewarding employees involved in the improvements

7 Consolidating Improvements and Producing Still More Change
· Using increased credibility to change systems, structures, and policies that don't fit the vision
· Hiring, promoting, and developing employees who can implement the vision
· Reinvigorating the process with new projects, themes, and change agents

8 Institutionalizing New Approaches
· Articulating the connections between the new behaviors and corporate success
· Developing the means to ensure leadership development and succession

Figure 3: Kotter's Eight Steps to Transforming Your Organisation, 1995, pp. 6

Beer et al. (1990) similarly argue that managers have key roles in change implementation and that senior managers should just provide the desired vision and let the managers and others implement the vision since senior managers do not quite understand what is needed for change implementation. According to Beer et al. (1990), successful change implementation is a process with six stages requiring "*commitment, co-ordination and competency*" (pp. 1). Their required six steps are to build a commitment to change by common problem diagnosis, to develop a vision shared throughout the organisation to

ensure that the organisation remains competitive, to promote agreement of the new vision with the required competency to implement it and cohesiveness of the group to advance the implementation, to encourage teamwork and collaboration to disseminate the change, to institutionalise the change implementation with updated systems and structures and to monitor and tweak the change implementation in case of issues.

Other popular models include the one from Ulrich (1998) with 7-steps and the one from Anderson & Anderson Ackerman (2001) with 9-steps. However, these change models are quite similar (see **Table 3**) since they all have phases of *planning and designing* for when organisations need to elaborate and communicate out the vision or new reality of the organisation based upon an imperative, *implementation* when a team is to develop the tools and strategies to enable employees to go through the change across the organisation to perform the required changes throughout the organisation and *post-implementation* for when the team has to fine-tune the implementation and make the change permanent after implementation. It does not seem to matter which change model is used for organisational change as long as the various stages are followed as part of the chosen model. Thus, the detailed steps for organisational changes are what mattered.

While change models, as frameworks, provide the outline that suggest what is needed to make changes successful, they do not provide the details of what should be done and how change should be done throughout the three stages. Hence, they provide limited value to the current study on readiness for change.

	Planning and Designing	Implementation	Post-Implementation
Lewin, 1951	1. Unfreeze	2. Movement	3. Refreeze
Beer et al. (1990)	1. Mobilize commitment to change through joint diagnosis of problems. 2. Develop a shared vision of how to organize and manage to achieve goals such as competitiveness. 3. Foster consensus for the new vision, competence to enact it, and cohesion to advance it.	4. Spread revitalization to all departments without pushing it from the top. 5. Institutionalize revitalization through formal policies, systems and structures.	6. Monitor the revitalization process, adjusting in response to problems.
Kotter, 1996 Kotter, 2002	1. Establish a sense of urgency 2. Form a powerful guiding coalition 3. Create a vision 4. Communicate the vision	5. Empower others to act on the vision 6. Plan for and create short-term wins 7. Consolidate improvements and produce still more change	8. Institutionalise new approaches
Ulrich, 1998	1. Lead change 2. Create a shared need 3. Shape a vision 4. Mobilize commitment	5. Change systems and structures 6. Monitor progress	7. Make change last
Anderson & Ackerman Anderson (2001)	1. Prepare to Lead the Change. 2. Create Organizational Vision, Commitment, and Capacity. 3. Assess the Situation to Determine Design Requirements.	4. Design the desired state. 5. Analyse the impact. 6. Plan and organise the implementation. 7. Implement the change.	8. Celebrate and integrate in the new state. 9. Learn and course correct.

Table 3: Some Common Change Models

2.1.6 Resistance to Change

The planning and designing stage of organisation change seems to be important since various researchers (Oreg, 2006; Erwin & Garman, 2010; Prochaska et al., 2001; Del Val & Fuentes, 2003) argue that change failure is often due to poor planning and design of the change that cause resistance to change by employees. Resistance "*can be viewed as an outcome, a process, a motivation, or a quality of attitudes or people*" (Tormala & Perry, 2013, pp. 66). Resistance, as an outcome, is about the individual not changing his attitude or changing his attitude in a counter way from the persuasive proposal (Johnson & Smith-McLallen, 2013). Resistance, as a process, is about the various mechanisms used by the individual to avoid the persuasive proposal to change his attitude (Briñol et al., 2013). As a motivation, resistance is about aiming to prevent the change in attitude (Tormala & Perry, 2013). Resistance, as a quality, refers to the description of certain individuals and attitudes that remain the same despite the persuasive proposal (Tormala & Perry, 2013).

Accordingly, Knowles & Lin (2013) argue that resistance can be viewed as having four related faces with affective, cognitive and behavioural aspects. First, resistance can be seen as *reactance* when the individual perceives that there is an attempt to influence him and that the change proposal is limiting his choice alternatives. The individual then displays an affective reaction of "I don't like it" or a motivation reaction of "I won't do it". Second, resistance can be seen as *distrust* when the individual impacted by the change doubts the motive of the change proposal. The individual's reaction can be affective as "I don't like it" or cognitive as in "I don't believe it". Third, resistance can be seen as *scrutiny* when the individual receiving the change proposal takes time to carefully analyse all aspects of the proposal and thoroughly question the proposal. The reaction is cognitive as in "I don't believe it". Finally, resistance can be seen as *inertia* when the individual receiving the change stays put as if there is no change.

On the other hand, Bovey & Hede (2001) contend that resistance to organisational change is due to employees' unconscious response to psychic danger arising from their feelings of anxiety, stress and job insecurity (Ashford et al., 1989). Furthermore, Bovey & Hede (2001) categorised the response to psychic danger as either adaptive or maladaptive. Employee's adaptive response can be through humour or through emotions and consideration of realistic solutions by anticipating the result of the danger. Maladaptive response is, however, varied and can range from the employee denying the painful reality and his experience of the change; the employee dissociating himself from the environment or the perception of himself; the employee isolating his feelings about the origin of the danger from the change; the employee wrongly attributing to someone's else his unacceptable feelings, impulse and thoughts about the change; and the employee acting out rather than reflecting on his feelings.

Moreover, Meyer & Hamilton (2014) claim that employees have different comfort level with change and, further, argue that employees may have a more positive outlook of organisational change when they are in control of their actions and the outcomes of the change. Thus, employees may tend to resist change if they do not feel that they are autonomous. Autonomy is one of the five core job characteristics (Hackman & Oldham, 1980) and contributes to the feeling of being responsible of work outcomes. The four other characteristics are skill variety, task identity, task significance and feedback from the job. The first three contribute to the feeling of meaningfulness at work while feedback from the job contributes to knowing the results of the work activities. Together the five core characteristics result in high internal work motivation, high growth satisfaction, high job satisfaction and high work effectiveness. Hence, during organisational change, maintenance or enhancement of the five job characteristics are to be considered to prevent negative impacts on employees and resistance to change. In addition, Petrou et

al. (2016) argue that all jobs have both a demand aspect and a resource aspect. Thus, any job demands physical or psychological effort that use resources for completing the work goals and for offsetting the costs of the demands. Consequently, resources enhance work motivation while demands either affect employee's health or increase work motivation if the employee sees the demands as challenging work. Job demands are higher during organisational change with increased risk of negatively affecting employee's health and causing burnout (Demerouti et al., 2001). Furthermore, Michel & Gonzáles-Morales (2014) illustrate with various studies that organisational change can affect mental health, physical health and work-related well-being of both employees and managers.

Yet, others (Piderit, 2000; Ford et al., 2008) claim that the literature on resistance to change only provide the unilateral perspective of management without understanding the perspective of employees. Moreover, Knowles & Linn (2013) state that resistance is legitimate and that it provides valuable information about why the recipients are not agreeing with the message. Furthermore, Dent & Goldberg (1999) propose to discard the term of resistance to change since individuals resist loss from the organisational change but not the change itself.

2.2   Readiness for change

This section contains three sub-sections. Readiness for change is first defined followed by two sub-sections on the predictors and moderators of readiness for change respectively.

2.2.1 Definition of Readiness for Change

Armenakis et al. (1993) recommend using the term readiness for change instead of resistance to change since readiness for change captures the dynamics of change and is

made up of employees' beliefs, attitudes and intentions to either resist or support the change. Thus, managing readiness for change is more important than using a particular change model for successful change implementation.

Several researchers have since then provided alternate definitions for readiness for change (Eby et al., 2000; Jansen, 2000; Holt et al., 2007) while others have come up with alternate terms such as *commitment to change* (Herscovitch & Meyer, 2002; Jarros, 2010; Neves & Caetano, 2009; Chawla & Kelloway, 2004), *openness to change* (Miller et al., 1994, Wanberg & Banas, 2000) and *willingness to accept change* (Mignonac, 2008; Erwin & Garman, 2010; Vakola, 2014) to express similar concept but with slightly different foci. To illustrate, commitment to change is defined as the force or mindset that obliges employees to do what is needed for the change to be successful (Meyer & Herscovitch, 2002) and readiness for change is defined as the cognitive state of employees to either support or resist the change effort based upon their individual and collective beliefs, attitudes and intentions (Armenakis et al., 1993). Then, mindset would seem to include the beliefs, attitudes and intentions of individuals. Thus, both terms seem to be alluding to the same construct. Similarly, Miller et al. (1994) define openness to change as to the condition necessary to support for the change together with a positive affect about the result of the change for this support. Again, the openness to change seems to be alluding to similar construct to readiness for change since it encompasses the support of the change together with the affective state about the change. A summary of definitions for readiness for change, commitment to change and openness to change is provided in **Table 9** in **Appendix B**. While the term *willingness to accept change* is used widely in research articles, it does not seem to have a definition that allows comparison.

Thus, even with different foci, the term and definition used do not seem to matter because these terms all corroborate. Regardless of the term used, employees need to

support the change effort for successful organisational change implementations (Piderit, 2000). For the purpose of the current study, the researcher is standardising on the definition of readiness for change from Armenakis et al. (1993) since this definition is the one that is used most in the organisational change literature.

Various research studies (Armenakis et al., 1993 ; Gravenhorst et al., 2003; Bouckenooghe et al., 2009; Brown & Humphreys, 2003; Devos et al., 2007; Eby et al., 2000; Hanpachern et al., 1998; Holt et al., 2003; Madsen et al., 2005; Covin & Kilmann, 1990; Oreg & Berson, 2011; Del Val & Fuetes, 2003; Lizar et al., 2015; Wanberg & Banas, 2000; Miller et al., 1994) and conceptual papers (Buono & Kerber,2010; Nesterkin et al., 2013; Rafferty et al., 2012; Rusly et al., 2012; Appelbaulm, Degbe et al.,2015; Weiner, 2009; Gilley et al., 2009; Smith, 2005) are available to suggest the key elements for creating support for organisational changes. However, most of them are conducted in the private sector and studies focussing on public administration are almost non-existent.

To determine what makes readiness for change, the researcher adopted a process perspective since it allows the acknowledgement that all things are related to each other (Langley & Tsoukas, 2012). In addition, ""*processes" is important for uncovering and understanding the underlying causal mechanisms in a predictor-mediator-outcome logic*" (Fisher et al., 2016, pp.1726). To clarify, according to Baron & Kenny (1996), "*a moderator is a qualitative (e.g., sex, race, class) or quantitative (e.g., level of reward) variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable*" (pp. 1174). Hence, readiness for change is the outcome and its predictors would be the independent variables (inputs) that would directly impact the level of readiness for change. As an example, taking the qualitative study of Fedor et al. (2006), the predictors are change fairness and change favourableness to produce the outcome of commitment to change. This study suggests

that by increasing the perception of employees that the change is being conducted in a fair way and that the change is favourable to them, the organisation would get increased commitment for change from its employees.

In addition, Baron & Kenny (1996) argue that a moderator relationship is supported if the interaction of the moderator and the predictor is significant, i.e. path c in **Figure 4** below. The moderator, moreover, can either be a dichotomy, such that it is present or absent, or it can be a continuous variable. In the Fedor et al. (2006) study's example, the moderator is organisational commitment.
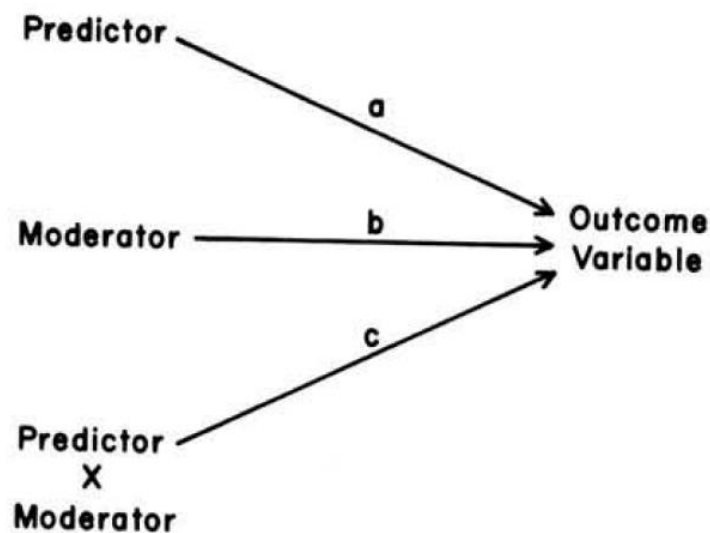
Figure 4: Moderator Model, Baron & Kenny (1996, pp. 1174)

The researcher analysed various studies on readiness for change to expose the predictors and moderators of readiness for change.   Her analysis is provided in **Table 10** in **Appendix B**.

To find commonality and frequency of predictors and moderators across studies, the researcher input the details of **Table 10** in the software MAXQDA11 for computation and

further analysis. While the expected outcome of readiness for change is similar across studies, the predictors and the moderators are not the same across the studies. The frequency analyses are depicted in **Figure 5** and **Figure 6** and the various predictors and moderators are elaborated on in the next two sections.

2.2.2 Predictors of Readiness for Change

2.2.2.1 Communication and Information

Communication, in term of its appropriateness, information quantity, consistency and persuasiveness, seems to be the most popular predictor of readiness for change across the studies (Armenakis et al., 1993; Bouckenooghe et al., 2009; Devos et al., 2007; Holt et al., 2003; Rafferty et al., 2012; Weiner, 2009; Colvin & Kilmann, 1990; Gilley et al., 2009; Stanley et al., 2005; Del Val & Fuetes, 2003; Smith, 2005; Schneider et al., 1996; Gravenhorst et al., 2003).

Moreover, according to Klein (1998), communication about organisational change needs to happen throughout the change and communication messages need to provide the rationale of the change, the progress of the change and impact of the change. The author further states that the message should be clear and relevant to the recipients such that repetition through various media, including face to face communication, will cause memorisation of the message. Similarly, Lewis (2011) argues that communication should be provided throughout the change to disseminate information to reduce employees' uncertainty by providing required information to decrease confusion, to solicit input to empower employees and to allow employees to socialise the messages among themselves for meaning which is established through interaction with others (Jabri et al., 2008).

2.2.2.2   Participation and Involvement

Participation or involvement of employees in the organisational change (Armenakis et al., 1993; Bouckenooghe et al., 2009; Eby et al., 2000; Marsden et al., 2005; Rafferty et al., 2012; Appelbaum, Degbe et al., 2015; Colvin & Kilman, 1990; Smith, 2005) followed closely communication. Furthermore, Lines (2004) illustrated that participation of employees in organisational change increase organisational commitment and decrease resistance to change. However, Sagie & Koslowsky (1996) established that it was employees' participation in tactical change, as opposed to their participation in strategic decisions, which increase change acceptance.
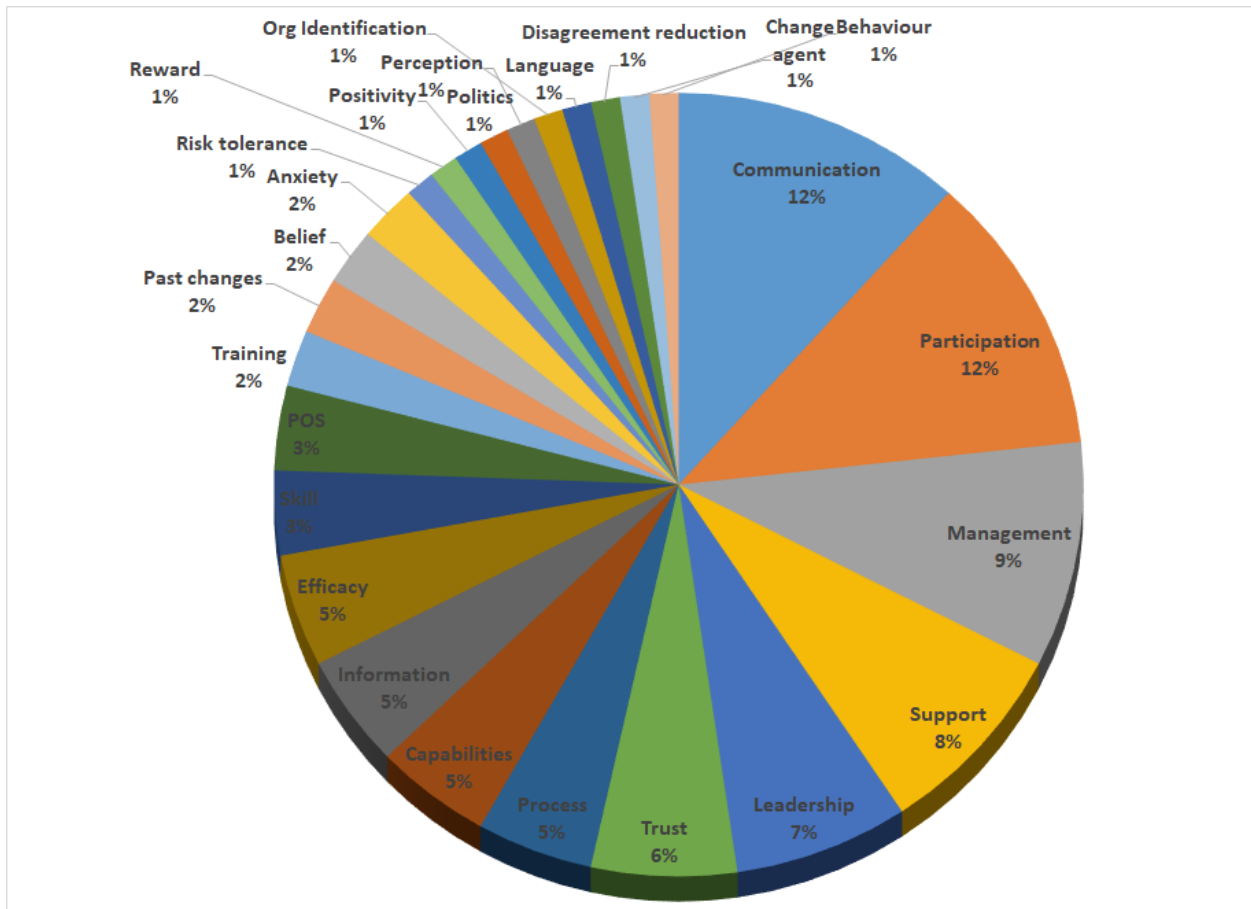
Figure 5: Frequency of Predictors for Readiness for Change

2.2.2.3 Management

Management is frequently mentioned in the readiness for change studies as a predictor for readiness for change but in different ways throughout the studies. Bouckenooghe et al. (2009) suggest that readiness for change is increased if management has a positive attitude towards change. Likewise, Colvin & Kilman (1990) argue that visible commitment from management about the change increases readiness for change. On the other hand, improved relationship between management and employees and providing opportunities to employees interact with management seem to increase readiness for change (Schneider et al., 1996; Del Val & Fuentes, 2003; Hanpachern et al., 1998). In addition, Devos et al. (2007) show, in a small simulation, that having trust in upper and lower management increases readiness for change. Similarly, Stanley et al. (2005) argue that lack of trust in management increased the intentions of employees to resist change and decreased readiness for change.

2.2.2.4 Support

Supporting employees through the change is also frequently argued to increase readiness for change (Gravenhorst et al., 2003; Bouckenooghe et al., 2009; Buono & Kerber, 2010; Eby et al., 2000; Colvin & Kilman, 1990; Schneider et al., 1996). However, Bouckenooghe et al. (2009) highlight that support from supervisors seem to increase readiness for change while the other studies argue that having a support infrastructure from the organisation seem to increase readiness for change. Eisenberg et al. (2001) and Rhoades & Eisenberger (2002) show that employees reciprocate with positive behaviours if they perceive that the organisation is providing them with a supportive environment, also termed as perceived organisational support (POS). Thus, in times of change, it is likely that employees would be better receptive of the change if they perceive support from the organisation. Furthermore, Eisenberger et al. (2002) demonstrated that perceived support from supervisor (PSS) contribute to perceived organisational support (POS).

Thus, employees would be more readily support change if they receive support from their organisation as well as from their supervisors.

2.2.2.5   Leadership

Leadership is suggested as a predictor for increasing readiness for change either by having the required skillsets (Covin & Kilman, 1990; Gilley et al., 2009) or by having the required style of leadership (Oreg et al., 2011; Appelbaum, Degbe et al., 2015) to lead the change. Yet, Appelbaum, Degbe et al. (2015) argue that it is not one particular style of leadership that is required but that a mixture of leadership styles is needed throughout the change implementation. On the other hand, Oreg et al. (2011) suggest that the traits, values and behaviours of leaders can reduce employees' intentions to resist the change and increase readiness for change.

Interestingly, a number of leadership theories or perspectives exist (Yukl, 2013; Alvesson & Spicer, 2011; Daft & Lane, 2011; Western, 2013). Various authors have come up with alternate theories of leadership such as transactional leadership (Bass, 1990), transformation leadership (Bass, 1990), charismatic leadership (Lewin et al., 1939; Conger & Karungo, 1987; Stone et al., 2004), participative leadership (House, 1975), servant leadership (Greenleaf, 2007; van Dierendonck, 2017) shared leadership (Pearce et al., 2002; Pearce et al., 2008) and sustainable leadership (Hargreaves, 2007; Avery & Bergsteiner, 2011; Strachan et al., 2014). The definitions of these leadership theories are provided in **Table 4**. However, Alvesson & Spicer (2011) claim that the existence of the number of leadership theories and perspectives is confusing to some people.

Transactional Leadership	*"Transactional leadership refers to the exchange relationship between leader and follower to meet their own self-interests. It may take the form of **contingent reward** in which the leader clarifies for the follower through direction or participation what the follower needs to do to be rewarded for the effort. It may take the form of **active management-by-exception**, in which the leader monitors the follower's performance and takes corrective action if the follower fails to meet standards. Or it may take the form of **passive leadership**, in which the leader practises passive managing-by-exception by waiting for problems to arise before taking corrective action or is laissez-faire and avoids taking any action."* (Bass, 1999)
Transformational Leadership	*"Transformational leadership refers to the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration. It elevates the follower's level of maturity and ideals as well as concerns for achievement, self-actualization, and the well-being of others, the organization, and society."* (Bass, 1999)
Charismatic Leadership	*"as referring to a leader who has charismatic effects on followers to an unusually high degree. These effects include devotion, trust, unquestioned obedience, loyalty, commitment, identification, confidence in the ability to achieve goals, and radical changes in beliefs and values."* (House, 2005)
Participative Leadership	*"Participative leadership is characterized by a leader who consults with subordinates, solicits their suggestions and takes these suggestions seriously into consideration before making a decision."* (House & Mitchell, 1975)
Servant Leadership	*"a multidimensional leadership theory that starts with a desire to serve, followed by an intent to lead and develop others, to ultimately achieve a higher purpose objective to the benefit of individuals, organisations, and societies"* (van Dierendonck, 2017)
Shared Leadership	*"Leadership that emanates from the members of teams, and not simply from the appointed team leader"* (Pearce et al., 2002)
Sustainable Leadership	*"Sustainable leadership embraces aspects of humanistic management in that it includes valuing people and considering the firm as a contributor to social wellbeing. These practices form a self-reinforcing leadership system that enhances the performance of a business and its prospects for survival"* (Avery & Bergsteiner, 2011).

"advocates that organisations should shift emphasis from a traditional singular focus on finances, to a view that organisations are contributors to wider environmental and social influences that exist" (Strachan et al., 2014) |

Table 4: Definition of Leadership Theories

From these theoretical definitions, the common characteristic of is that there must to be a leader, followers and recipients of leadership. However, the process of how to make the followers follow the leader, what the recipients receive from the leader and the timeframes for the outcomes differ across the theories.

Moreover, Van Wart (2003) argues these theories span through the era of great man based upon historical leadership figures in pre-1900s; trait theory or importance of natural leadership talents from 1900 to 1948; contingency theory based upon the situational context from 1948 to 1980s; transformational theory based upon leaders' capacity to make deep changes from 1948 to the present; servant theory based upon the ethical obligations of the leaders to various communities from 1948 to the present; and multifaceted theory based on a blend of the previous theories from 1990s to the present in view of the need for various models to gear towards productivity and customer service. Thus, according to Van Wart (2003), the present dominant theory is a mixture of previous theories and the author further argues that while these leadership theories have been assimilated in the private sector over the years, it has not been the case in the public service which has been lagging with unsuccessful reforms. As a result, it is this mixture of leadership theories that has been integrated in public administration leadership theory. But, in view that the definition of leadership is itself quite elusive, the integration of these theories in the public service has been problematic and the proper integration has yet to materialise. This lack of integration is also evidenced by the small number of public administration leadership articles over the past 25 years (Chapman et al., 2016).

2.2.2.6   Trust

Trust is defined as the "*willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party*" (Mayer et

al., 1995, pp. 712) and it is important in any relationship (Brower et al., 2009). Having trust in the leader and management reduces employees' negative intentions (Dirks & Ferrin, 2002). In addition, various authors suggest that having trust in various organisational parties lead to increased readiness for change. Thus, having trust in the person leading the change (Bouckenooghe et al., 2009), in management (Stanley et al., 2005; Devos et al., 2007; Schneider et al., 1996) or even in peers as part of an improved group dynamics and work environment (Eby et al., 2000; Hanpachern et al., 1998) are posited as predictors of readiness for change.

Moreover, according to Whitener et al. (2006), employees perceive the trustworthiness of management through their behaviours namely the consistency and integrity of their behaviour, the delegation and sharing of control, the accuracy and openness of management communication and management demonstration of concern for its employees. Thus, this suggests that management should pay attention to how employees view its behaviour during organisational change since employees would likely not support the change if management is not seen to behave in a moral, open and consistent way with accurate communication and concern for its employees. In addition, Zigarmi et al. (2018) argue that the intentions of employees to remain in the organisation and to support the organisation are related to the positive emotional trust in the leader because of their emotional bonds and connections while their intentions to use discretionary efforts to support organisational outcomes are related to the cognitive trust, based upon rational reasons, in the leader.

2.2.2.7   Process

Pettigrew et al. (2001) argue that organisational change processes should be viewed as continuity and change and, thus, as "*sequences of individual and collective events, actions, and activities unfolding over time in context*" (pp. 700) to eliminate fragmentation

across the organisation. In the readiness for change literature, an improved human resource management process (Weiner, 2009) particularly the change process is posited as a common predictor for readiness for change (Gravenhorst et al., 2003; Bouckenooghe et al., 2009, Rafferty et al., 2012). Bouckenooghe et al. (2009) define the change process as including the management of the quality of change, management of communication, provision of supervisor support, perception of the attitude of top management and involvement and participation. However, Gravenhorst et al. (2003) include other change process attributes such as the management of goals and strategy of the change, the management of the technological aspects, the management of tensions within and between groups in the organisation, the management of the timing of the process, the management of the supply of information, the management of generation of support for the change, the definition of the role of change managers, the definition of the role of line managers, the management of expected outcome and the management of support for change. Yet, Rafferty et al. (2012) refer to participation, communication and leadership for the change processes impacting readiness for change. Thus, the change process is not consistently defined throughout the reviewed literature. However, Woodman & Bartunek (2014) remark that the change process is extensive with potentially numerous individual, group and organisational attributes' interactions.

Moreover, while various researchers argue that organisational change is multi-level with interactions from various parts (Rafferty et al., 2012; Appelbaum, Degbe et al., 2015; Rusly et al., 2012), Devos et al. (2007) propose that the structure, content and process elements of the change influence readiness for change separately.

2.2.2.8 Capabilities and Skillsets

Furthermore, having the necessary capabilities or skillsets to change at individual level (Rusly et al., 2012; Lizar et al., 2015; Hanpachern et al., 1998), at group's level (Eby et

al., 2000), at manager and leader's level (Gilley et al., 2009) or at organisational level (Smith, 2005) seem to contribute to increased readiness for change. In addition, Del Val & Fuertes (2003) suggest that by reducing the gap between the existing capabilities and the required capabilities to change can contribute to increased readiness for change. While the authors argue about capabilities for effective change, they do not expand on these capabilities.

However, the focus group study, of 1040 participants from 100 organisations, by Longenecker et al. (2007) show that the primary reasons for managerial failure in changing organisations were linked to their capabilities. The lack of capabilities are ineffective communication skills and practices, poor work relationships and interpersonal skills, failure to clarify directions and performance expectations, failure to adapt and break old habits, failure to delegate and empower, inability to develop cooperation and teamwork, inability to lead and motivate others, poor planning practices and reactionary behaviour, failure to monitor actual performance and to provide feedback, failure to remove barriers and roadblocks, failure to and inability to use critical resources properly. In addition, their focus group study pointed also to character issues such as lack of personal integrity and trustworthiness, ego, attitude and indifference.

2.2.2.9 Self-Efficacy

Linked to capabilities is perceived self-efficacy which is defined as "*people's beliefs in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives.*" (Wood & Bandura, 1989, pp. 364). Organisational change necessarily implies stressors in the changing work environment (Terry & Jamieson, 2003) and employees have to find the resources to cope with the stress. Eby et al. (2000) and Lizar et al. (2015) argue that higher readiness for change is produced by increasing employees' self-efficacy for employees to believe that they are

capable to go through the change. Furthermore, "*efficacy beliefs include not only personal self-efficacy but also perceived collective efficacy...extends the conception of individual human agency to collective agency, that is, people's shared beliefs in their collective power to produce desired results*" (Salanova & Llorens, 2011, pp. 256). However, Wanberg & Banas (2000) argue that it is change self-efficacy that promotes higher readiness for change and they define change self-efficacy as the "*individual's perceived ability to handle change in a given situation and to function well on the job despite demands of the change*" (Wanberg & Banas, 2000, pp. 134). Furthermore, based upon their study, they recommend that management provide enough training to employees and reinforce employees' confidence in being capable to reconcile with the demands of the change to lower resistance to change.

2.2.2.10 Training

Both Smith (2005) and Schneider et al. (1996) also argue in their conceptual papers that training is a must in order to increase readiness for change because training helps with changing the organisation culture and beliefs and it helps employees to deliver based upon the expectations from the change. Furthermore, Smith (2005) argues that in addition to training and development, role modelling and team building are required to increase readiness for change. The impact of training on change of beliefs and culture is however questionable since Henderson & McMillan (1993) highlight, based upon their case study of the NHS, that training may not induce and maintain change in organisation culture and beliefs. In addition, these authors argue that training participants may be more open to change because they feel more valued due being sent to the training event but not because of the training content. Thus, training may be providing a "Hawthorne effect" of short duration.

2.2.2.11 Past changes

Another common predictor for increased readiness for change seems to be situational when employees have had a good experience of organisational changes in the past (Nesterkin et al., 2013; Devos et al., 2007; Weiner, 2009). These authors posit that employees, on introduction of a new change, remember past organisational changes and this activates moods and emotions that they felt previously. Thus, if employees have had a good experience of organisational change in the past, they would be more open to the change and will show an increased readiness for change as a result.

2.2.2.12 Beliefs

Rafferty et al. (2012), furthermore, argue that the collective beliefs of employees that the change is required increases readiness for change because employees negotiate the meaning of change together over time to support it while Lizar et al. (2015) argue that it is the employees' beliefs that they are able to perform the required work activities for the implementation of the change together with the alignment of the roles of employees and the beliefs that increase readiness for change. Thus, belief that change is required by the group and belief of individual self-efficacy may enhance readiness for change.

2.2.2.13 Anxiety

On the other hand, Appelbaum, Degbe et al. (2015) in their conceptual paper, argue that employees experience anxiety because they anticipate the potential intensity and impact of the change on them and that employees will show less resistance to change and an increased readiness for change if the organisation reduces employees' anxiety during the change. In the same line, Gilley et al. (2009) argue, in their conceptual paper, that resistance to change can be decreased and readiness for change increased by changing behaviours of employees through stress management programs for employees during the change and by the organisation creating a culture of change.

2.2.2.14 Perceptions

Additionally, perceptions as a predictor or as a moderator seem to play an important role in producing readiness for change. Gravenhorst et al. (2003) assert that both employees' perception about the organisation condition for change and employees' perception of the process for change have an impact on their capacity to change. Similarly, Covin & Kilman (1990) maintain that employees' perception that the change is indeed needed increases readiness for change. In addition, Armenakis et al. (1993) show that perceiving that the change is urgent and perceiving that the change can be done have an impact on readiness for change. Moreover, Hanpachern et al. (1998) suggest that the perception of the energy required mentally and physically can impact readiness for change.

2.2.2.15 Other Predictors

Finally, some authors suggest some unique predictors that others did not mention for enhancing readiness for change. These predictors can be classified in four categories. First, the nature of the change on readiness for change seems to matter since Gravenhorst et al. (2003) argue that a shorter duration of organisational change enhances readiness for change and Nesterkin et al. (2013) argue that the frequency of organisational changes impact readiness for change. Second readiness for change may be impacted by the type of organisation and its management but this links back to capabilities as a predictor for readiness for change. Hence, Bouckenooghe et al. (2009) argue that readiness for change depends on the type of organisation and its climate for successful change implementation while Schneider et al. (1996) maintain that a strong management enhances readiness for change. Third, the personality of employees appears to also impact readiness for change. Thus, Wanberg & Banas (2000) argue that self-esteem and optimism enhance readiness for change whereas Rafferty et al. (2012) suggest that individual risk tolerance impacts readiness for change. Fourth and lastly what

the change leader do may enhance readiness for change. Therefore, to enhance readiness for change, the change leader is to hide the change by gradually implementing it and by using non-threatening language (Gilley et al., 2009), control cynicism (Stanley et al. 2005), perform role modelling and sensegiving (Smith, 2005), involve line managers (Holt et al. 2003), link the reward system to the change process (Colvin & Kilman, 1990), minimise organisational politics and disagreement among groups (Del Val & Fuentes, 2013) and minimise role ambiguity and increase organisational identification (Miller et al., 1994).

2.2.3 Moderators of Readiness for Change

Various transformation processes or "moderators" (Fisher et al., 2016) are suggested for readiness for change including those that were proposed as predictors of change such as availability of quality information (Miller et al., 1994; Holt et al., 2003), perceptions (Gravenhorst et al., 2003; Covin & Kilman, 1990; Armenakis et al., 1993; Hanpachern et al., 1998), self-efficacy (Rusly et al., 2012; Lizar et al., 2015; Hanpachern et al., 1998; Eby et al., 2000; Gilley et al., 2009; Smith, 2005), and collective beliefs (Rafferty et al., 2012; Lizar et al., 2015).

2.2.3.1   Beliefs

Both Rafferty et al. (2012) and Rusly et al. (2012), in their respective conceptual papers, suggest that readiness for change can be increased through positive individual and group beliefs to change and affective responses to change. Weiner (2009), on the other hand, suggest that belief is important but that it is through the shared employees' belief that they can implement the change (change efficacy) and through change commitment that readiness for change is increased.

2.2.3.2   Perceptions

Perceptions are mentioned a few times as a moderator for readiness for change but these perceptions differ by study. Thus, Armenakis et al. (1993) argue that readiness for change is increased through both perception for the necessity of the change and perception of the feasibility of change. Gravenhorst et al. (2003) seem to be suggesting the same thing by arguing perception of employees about both the state of the organisation and the change process can increase change capacity and readiness for change. On the other hand, Hanpachern et al. (1998) argue that readiness for change is increased through the perception of employees about their load because employees spend energy mentally and physically through the change. In other words, readiness for change seems to be promoted if employees perceive that the change will not consume a lot of their energy.

2.2.3.3   Commitment

Fedor et al. (2006) argue that employees' commitment to the organisation moderates employees to commit to the change and, hence, to increase readiness for change. However, both Weiner (2009) and Smith (2005) in their conceptual papers suggest that readiness for change is increased only through employees' commitment to the change and not through commitment to the organisation. Yet, both increased commitment to change and increased readiness for change seem to be alluding to the same construct as mentioned previously. Thus, this does not seem to be a valid moderator to enhance readiness for change.

2.2.3.4   Participation

Participation is thought to moderate the decrease of resistance to change and the increase of readiness for change (Appelbaum, Degbe et al., 2015). Moreover, Rafferty et al. (2012) also conceptualise that it is through the change management process which

includes communication, participation and leadership that readiness for change is moderated.

2.2.3.5   Learning

Learning has been found to promote openness to change (Crouse et al., 2011). Buono & Kerber (2010) suggest that increase to change capacity and readiness for change are moderated through continuous learning and adjustment while Appelbaum, Degbe et al. (2015) posit that decrease to resistance to change and increase to readiness for change are moderated through learning. The latter argue that learning is critical for successful change and for adapting to market realities. On the other hand, Armenakis et al. (1993) link participation with learning since through participation in the organisational change, individuals acquire vicarious learning to adapt to the new environment.

2.2.3.6   Self-Efficacy

In addition to self-efficacy being suggested to be a predictor of readiness for change (Rusly et al., 2012; Lizar et al., 2015; Hanpachern et al., 1998; Eby et al., 2000; Gilley et al., 2009; Smith, 2005), it is also suggested to be a moderator to increased readiness for change (Buono & Kerber, 2010; Weiner, 2009).

2.2.3.7   Positivity

Some researchers posit the emotional aspects such as positive group emotion (Rafferty et al., 2012), enthusiasm (Smith, 2005), positive energy (Hanpachern et al., 1998) and triggering of past emotions (Nesterkin et al., 2013) as moderators for readiness for change. Organisational change implies stress because of the stressors from the changing working environment and employees see organisational change as an important life event (Terry & Jamieson, 2003). Positivity may help with coping with organisational change since, as illustrated by Tugade & Fredrickson (2004), individuals who are more resilient

have higher positive emotionality and are more able to bounce back from negative situations. In addition, Fredrickson et al. (2008) suggest that positive emotions and personal psychological resources have a positive reciprocity relationship such a way that if positive emotions are increased, personal psychological resources are also increased to provide greater emotional well-being over time.

2.2.3.8   Other Moderators

Moreover, some researchers suggest some moderators for change based upon their studies that are not common across studies. Brown & Humpreys (2003) suggest that readiness for change is moderated by sensemaking of employees and sensegiving by the leader. Rusly et al. (2012) posit that alignment of the organisation through culture, climate and structure is a moderator of readiness for change. Moreover, in their conceptual paper, Nesterkin et al. (2013) suggested that with frequent changes, readiness for change is reduced but is moderated by the triggering of past moods and emotions. The breakdown of the moderators, as per the reviewed literature, is represented in **Figure 6**.
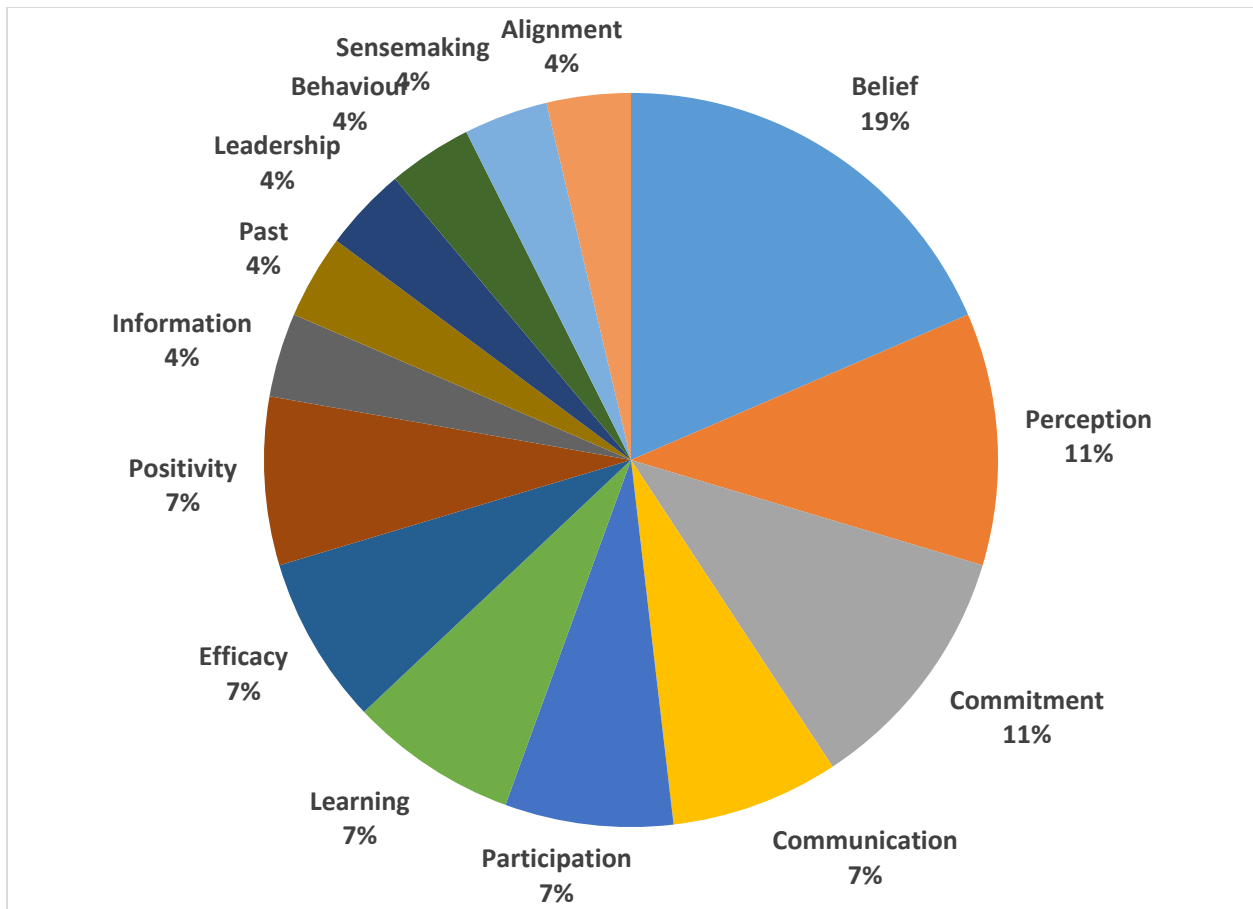
Figure 6: Frequency of Moderators for Readiness for Change

In sum, various predictors and moderators are suggested for readiness for change but they are not the same across studies. While some studies have slightly common predictors and moderators, other studies have specific predictors and moderators for readiness for change. This means that confusion still exists about readiness for change and how readiness for change is promoted.

In addition, the studies for readiness for change were conducted mostly in the private sector. While there is still an ongoing debate about whether the context of public service is similar to that of the private sector, the researcher elaborates on the public service in

the next section and how organisational changes in the public service is different from those in the private section.

2.3 Public Service

This section covers the differences and similarities of the public service and the private sector and highlights the importance of the differences for organisational change.

The public service is often being criticised and commented upon for its inefficient service delivery, ineffective policies and incoherent decision-making (de Vries, 2016) and this even more so when it is time for citizens to pay taxes. Some even question whether a public service is needed and how the public service is different from the private sector. However, Johnston Miller & McTavish (2014) argue that in democratic states, politicians are elected by citizens to articulate policies to represent the interests of citizens while a neutral and impartial public service is to implement these policies as directed by the elected politicians in a series of discussions during elaboration, implementation and evaluation of the policies in an iterative way. While public servants have to be accountable to the government of the day for programme delivery and implementation of policies, they have to maintain their neutrality and be non-partisan as a pre-condition of their jobs to treat citizens with fairness and equity regardless of the citizens' political opinions, inclinations, race, gender and orientations (Matheson et al., 2007). The delineation of the roles of the elected politicians and the public servants, therefore, legitimise the existence of a public sector. Nonetheless, the public service has been asked to adopt the reckoned superior private sector management practices across the world since the 1980s (Savoie, 2015). All the same, the public sector is "publicness" since it is influenced by the political authority to a great extent (Bozeman & Bretschneider, 1994).

Allison (1980), in a seminal paper, reflected on the differences and similarities of the public and private sectors. He summarised the common functions of general management under three categories. First, strategy which comprises of objectives and priorities setting and operational planning. Second, managing internal components including organising and staffing, personnel directing and management, and performance control. Third, managing external constituencies which involves dealing with external units throughout the organisation, dealing with independent organisations from other branches and government and dealing with the press and the public to ensure approval of actions. However, Allison (1980) noted 10 differences between the two sectors which are somewhat still valid nowadays. First, the public service has a shorter focus which is prescribed by the political calendar and needs while the private sector management works towards longer period of market development, innovation and investment. Second, the highest level of government officials is politically appointed and typically has a short service length in the organisation. Top private managers on the other hand can stay within their organisations for a very long time. Third, the performance measurement of the highest level of officials in the government is not specific while the top private managers are appraised using a variety of indicators such as financial return, market shares, etc. Fourth, the highest level of officials appointed politically work in conflict with the lower levels of the public service which has most of its members unionised including a big portion of the middle managers. Thus, all the organisational processes in the public service have to abide to the contractual documents of the various unions. In the private sector, management is not unionised and have greater latitude in managing subordinates even if these subordinates are unionised. Fifth, public service management has to deal with equity management of the different constituencies while private sector management focuses on efficiency and competitive performance. Sixth, public service is more exposed to public scrutiny including its internal processes while the private sector is more "private" and does not even have to disclose its internal processes to the public. Seventh, top

public service management has to deal regularly with the press and the media with their decisions anticipated by the press because of the political environment. As posited by Christensen et al. (2000), "*Politics is not merely a question of distributing goods and burdens by making decisions efficiently; it is also about interpreting experiences in such a way that people's goals, values, beliefs, attributes and opinions are influenced and their sympathies and antipathies shaped*" (pp. 16). All stakeholders have to be satisfied with the answers provided in the press and this is a balancing act for public sector managers. Top private sector management does not have to report on the content, process and timing of their decisions in the press as often as their counterparts. Eighth, public service managers need to reconcile decisions arising from various types of pressures and to survive they need to build coalitions with internal and external groups. Private sector managers proceed with more direct orders to subordinates with less risk of contradictions. Public service managers tend to respond to many superiors while private sector managers look at more direct hierarchy. In addition, as suggested by Nutt (2006), public sector managers have to live with a decision-making process with more interruptions, conflicts and turbulence. Ninth, public sector managers are accountable to legislative oversight groups or judicial orders which are not common in the private sector. This level of oversight demands more formalisation and structure which create longer and heavier organisational processes or "red tape" (Rainey & Bozeman, 2000) in anything from hiring, firing, purchasing, project implementation or reporting. Lastly, public sector managers seldom have a clear bottom line with numerous goals while private sector managers have a defined one in terms of profit, market performance and survival.

There have, however, been many debates about governance without government to weaken the ability of the state to define and control policy to instead steer society through indirect ways (Peters & Pierre, 1998). Rhodes (1996), however, points out that governance has many meanings and is already a "*blanket term redefining the extent and*

form of public intervention and the use of markets and quasi-markets to deliver 'public services'" (pp. 653). Frederickson (2007) also remarks that the term governance is misused throughout the public administration literature with some scholars defining it fuzzily, some not bothering to define it, some equating it to values associated with anti-bureaucratic, anti-government and pro-market values without recognising the added burdens and the rest inferring with embellishment that governance is to replace the public administration.

Moreover, according to Hood (1991), the New Public Management (NPM) reform since the late 1980s emerged from the 4 administrative trends of reducing or reversing government growth in expenditures and human resources, moving towards privatisation and quasi-privatisation of services, automating the creation and delivery of public services and focusing on a global agenda instead of being country centric. NPM is, thus, composed of five components. First, it is to make the public sector focus on professional management with clear accountability, defined standards and measurement of performance; Second, it is to make the public sector results-oriented as opposed to procedures-based; Third, it is to break public sector organisations into manageable units for efficiency; Fourth, it is to bring competitiveness within the public sector for cost efficiency and better quality; and finally, it is to make the public sector adopt private sector management practices which have been proven for doing more with less by being disciplined and frugal. In other words, moving from Public Administration (PA) with street-level bureaucracy policy and professional practice in a political environment to NPM policy stressing the costs of democracy through organisational performance in a competitive market environment (Osborne, 2010). But then again, Baker (2004) interprets it as shifting political accountability to managerial accountability (Baker, 2004).

Nevertheless, Rhodes (1996) maintains that NPM is paradoxical in adopting private sector management practices because it focusses on intra-organisational value for money (economy, effectiveness and efficiency) but not on inter-organisational relationships and negotiations in view that it lacks hierarchical control to do so, it is guided by objectives to the detriment of network relationship management, it cannot push for agreement among parties in a complex environment where various actors are contributing towards an outcome and finally it is in conflict with itself since it has to compete with various parties and steer at the same time for a negotiated equilibrium. Moreover, Baker (2004) deduces that NPM has been applied for "*doubtful efficiency gains for governments at the cost of democratic values. It is a process that lacks the democratic legitimacy that comes from public debate prior to government implementation*" (pp. 53). Osborne (2010), furthermore, concludes that public sector is now beyond NPM as it is now in the dominant New Public Governance (NPG) regime with policy on stakeholder management in a multi-organisations' environment requiring boundary spanning and maintenance for sustainable public policy and services. As such, policy implementation and service delivery has become much more complex for the public sector than with public administration or NPM.

As highlighted by Ferlie et al. (2003) "*political and policy considerations are significant and pervade the leadership, strategy and management of public service organizations*" (pp. s9). This suggests that organisational change in the public sector is more complicated than in the private sector and that there are high chances that the predictors and moderators of readiness for change may be impacted differently in the two sectors.

2.3.1.1 Canadian Public Service

With respect to the context of the research study, Canada is similar to the United Kingdom because it is part of the countries with Westminster parliamentary democracies with institutional roots in the British tradition but there are few differences because Canada is

influenced by the United States due to its regional position and Canada has a federal government institutions' structure instead of a unitary system like the United Kingdom or New Zealand (Halligan, 2009). Hodgetts (2005) also reflects that the Canadian public service goes back and forth between American practices and British tradition and this despite Canada's defensive position against cultural infiltration from the United States.

However, a high level of devolution of authority has occurred in the Canadian public administration system over the years due to decentralisation of human and financial resources and program delivery, more discretion and flexibility given to managers, more collaborative arrangements, independent structures that can evade parliamentary reporting and streamlining of public service capacity particularly in oversight and analysis functions (Aucoin & Jarvis, 2005). In addition, Savoie (2015) argue that the Canadian public sector, like public sectors in other Westminster democracies, is continuously trying to adopt private sector management practices with more professionalism but at a high cost with a false bottom line of more process-oriented evaluation and performance reports. Moreover, the author points out that ambitious public servants, wanting to move up, are proficient in navigating easily through the process-oriented system and by using the managing up culture.

In the same line, Aucoin (2006) highlights that governance and accountability in the Canadian system are hindered by five elements that put political pressure on the public service. First, power is concentrated under the prime minister and a few ministers, political aides and public servants. Second, the roles, number and influence of political staff have been increased. Third, the prime minister appoints senior public servants and pays personal attention to these appointments; fourth, the public service has to communicate government activities in favour of the present government. Finally, public

servants are expected to show enthusiasm for the agenda of the government of the day. These elements affect organisational changes in the public service.

Moreover, the Canadian public sector has to address particular issues when implementing organisational changes in addition to dealing with the conflict of parliamentary efficiency and administrative efficiency. Public administration in Canada is scattered geographically across 6 time zones with each federal department having a specific mandate that does not overlap with others making it difficult to focus on having a common approach for a specific outcome across the public sector (Johnson, 2005). In addition, it is a national policy requirement that the federal public service use both English and French effectively for Canada's survival (Laframboise, 2005). Moreover, Canada has an indigenous population and it has to protect its cultural diversity, identity and heritage (Dwivedi & Mau, 2009).

Even though NPM did not bring a major reform effort to Canada, the Canadian public administration has undergone various reforms over the past 30 years to achieve greater effectiveness, efficiency and economy and to manage public resources with probity and prudence (Dwivedi et al., 2009; Savoie, 2015). Program review was conducted in Canada in the 1990s in response to the international reform movement followed by changes to centralise government power, to innovate service delivery and to renew the public service since the mid-2000s as well as to cater for the New Public Governance (Harrigan, 2009).

To conclude this section, quoting Allison (1980, pp. 472), "*public and private management are at least as different as they are similar and the differences are more important than the similarities*" and public administration or public management "*in the future, far from the discipline declining, it is evolving, drawing upon a plurality of disciplines and research approaches to study*" (Johnston Miller, 2012, pp.20).

2.4   Initial Conceptual Framework

Maxwell (2012) argues that a conceptual framework, from a realist perspective, uses multiple theories to avoid ideological hegemony and is not constrained by how it is built. Also, the conceptual framework does not capture everything about the phenomenon being studied since it represents what reality exists at this time and it evolves throughout the research (Maxwell, 2012). Thus, the researcher is proposing an initial and rudimentary conceptualised framework for change (see **Figure 7**) using the critical realism philosophy that takes into account that her understanding of the real world is limited and that multiple perspectives are needed to know the complex reality through theoretical and methodological triangulation. In addition, she has selected the model that better fit the problem to be solved at that time to enable an evolutionary growth of knowledge (Van de Ven, 2007). A new conceptualised framework using the employee lens is created based upon the findings from the analysis of findings in **Chapter 7**.

Moreover, the researcher has created this rudimentary conceptual framework based upon the theories, constructs and networks of relationships among the concepts relating to readiness for change and the public service from her literature review. The intersection of the organisational change and public service Venn diagram (in white background) are concepts related to the research problem and it provides focus for the data collection methods, coding and analysis. This framework was elaborated taking into consideration the predictors (in blue) and moderators (in orange) uncovered from the review of the readiness for change literature with a greyish text backdrop for the requirements that guide the public sector. She did not elaborate on the organisational change and public sector circles in this rudimentary framework because the non-intersection part is not directly the focus of the research problem.
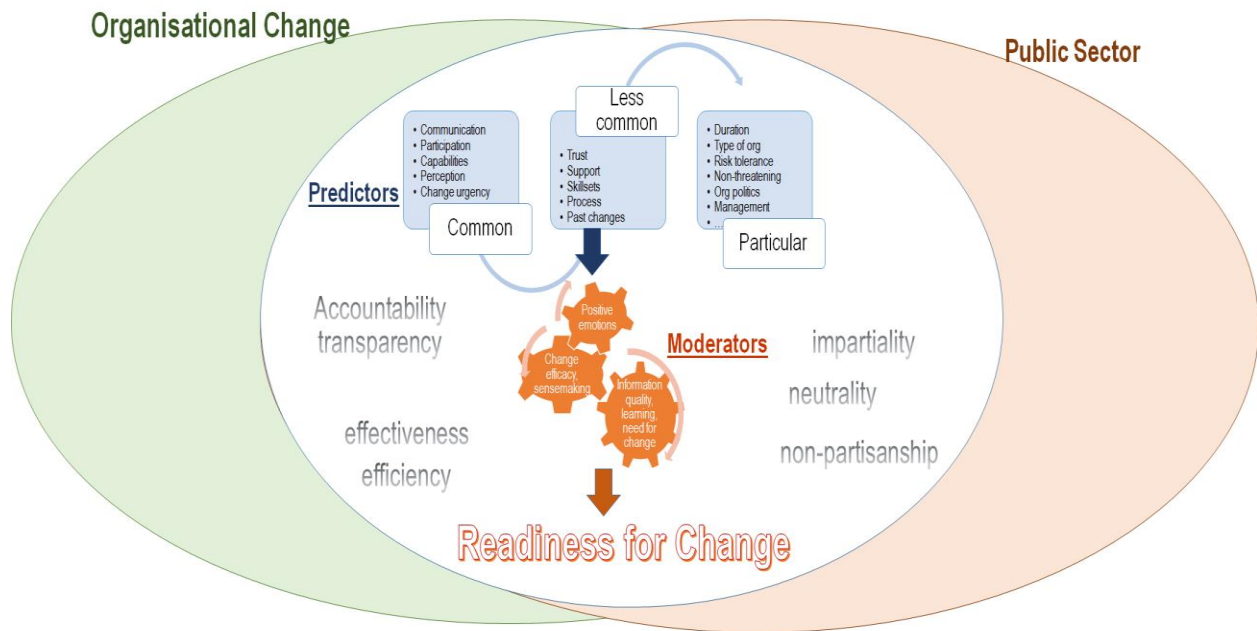
Figure 7: Initial Conceptualised Framework for Change

2.5 Chapter Summary

This chapter has provided a review of existing literature about organisation change, readiness for change and the public service with respect to the research study. Organisational changes continue to fail despite the change models to guide change implementation. One of the factors posited for the failure is that organisations do not prepare employees enough to be ready for the change. The review also indicates that there is a need to do further studies on readiness for change in the public sector and to gather the perspectives of employees rather than management about what is needed to make employees support changes in the public sector. An initial conceptualised

framework for change was elaborated from the review to guide the research design and methodology of the study. In the next chapter, **Chapter 3**, the research design and methodology used for the research study are elaborated.

3 Research Methodology

3.1 Introduction

Through this research methodology chapter, the researcher sets out the scope of the research study and provides the details about how the study was conducted. This chapter has five sections. First, the chapter starts with a discussion of the research philosophy and elaborates on the researcher's ontology, epistemology and axiology to justify the selected philosophy. Second, it moves to the research strategy and approach section to discuss about the choice of approach and strategies for the study. Third, it continues with the discussion on the data collection methods selected for the studies. Fourth, it discusses the various ethical and trustworthiness aspects of the research and how these aspects were addressed as part of the study. Finally, it concludes with a section on data analysis protocol and methodology.

3.2 Research Philosophy

According to Mingers (2003), any research question can be examined from different perspectives or approaches with potentially different conclusions. Approaches are linked to the study's implicit and explicit philosophical assumptions (see **Figure 8**) about *ontology* or the way that the researcher recognises objects and relations in existence; *epistemology* or the way that the researcher recognises, creates and represents knowledge; and *axiology* or the way that the researcher distinguishes the values in existence for the user of the study.

Forms of knowledge and knowledge creation the method uses. Realised in terms of where the model comes from ('the world', someone's beliefs, an abstract viewpoint), and the form in which it is represented.

Ontology

Epistemology

Research study

Axiology

Types of entities taken to have existence. Exemplified by what kinds of things the method will build models of.

What is valued or considered good. Manifested in what the purposes or uses of the model are, and who develops and uses the model.
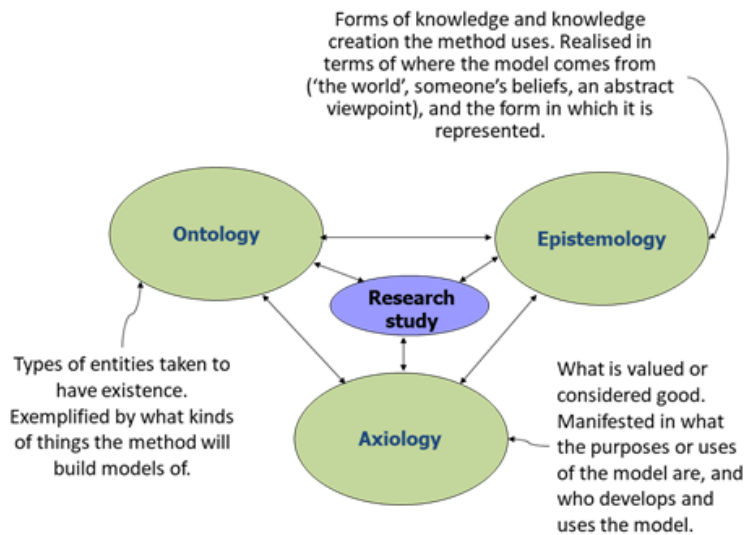
Figure 8: Ontology, Epistemology and Axiology, adapted from Mingers (2003, pp. 561)

Thus, the researcher recognised that she needed to review and assess which approach was best for the research study on readiness for change since different approaches may have different emphasis and may lead to potentially different conclusions.

Moreover, according to Van de Ven (2007), philosophical approaches can be broadly grouped under logical positivism, realism, pragmatism and relativism based upon ontology and epistemology. Guba & Lincoln (1985) similarly grouped philosophical assumptions, which they term paradigms positions, broadly under positivism, post-positivism, critical theory and related positions and constructivism.

In addition to ontology and epistemology, selection of what is considered good or valuable (axiology) defines the purpose, development and usage of the study, thereby adding another dimension to the chosen approach (Mingers, 2003). Axiology thus allows the study to have a voice - from disinterested scientist to passionate participant through transformative intellectual depending on whether the study is to explain, to reconstruct or to transform (Guba & Lincoln, 1985).

The researcher has created **Figure 9** to integrate the perspectives of both Van de Ven (2007) and Lincoln & Guba (1985) so as to illustrate where her study fits. Hence, the first column is about the degree of objectivity and subjectivity of the ontology whereas the second column is about the degree of objectivity and subjectivity of the epistemology. The third column illustrates the different aims or voices that are possible and finally the fourth column is the grouping of the philosophical approach based upon the selected ontology, epistemology and axiology.

Unlike relativist researchers who believe that truth is socially constructed from their interpretations, the researcher recognises that reality is independent of her own cognition and that this reality is imperfect and probabilistic. She believes that multiple perspectives are needed to know the complex reality and that theoretical and methodological triangulation are needed for robust knowledge even if this may produce inconsistency and contradictory evidence. She also believes that selection of models is based upon the best fit model for the problem to be solved, thereby enabling an evolutionary growth of knowledge (Van de Ven, 2007). Hence, she has an objective ontology.

However, unlike positivist researchers who believe that all events are discrete and observable with value-free language, the researcher acknowledges that the language used is not theory neutral and that this language provides only a partial description of the underlying mechanism and structure of phenomena being studied. She has a certain history and culture and she learns from the materials that she reads, the experiences that she had and the conversations that she participated in. Thus, her reasoning is value-laden and she has a subjective epistemology. In addition, she attempts to understand whether the values promulgated from her research are consistent with her values.

Ontology | Epistemology | Aim/Voice | Grouping of Philosophical Approaches/Paradigm Positions

Ontology	Epistemology	Aim/Voice	Grouping of Philosophical Approaches/Paradigm Positions
Objective → Reality is the empirical world. Value free language provides means to mirror and correspond to empirical world.	**Objective** → Statements and reality correspondence through inductive verification or deductive falsification. Researcher is passive observer. Mind can mirror empirical reality (positivist). Replicable findings true.	To explain: predict and control. Disinterested scientist to inform decision makers, policy makers and change agents.	**Logical positivism.** Inspired by empiricism, instrumentalism, and positivism. (Vienna Circle, Berlin School)
Reality exists independent of our cognition – imperfect and probabilistic. Language is not theory neutral – partial description of underlying mechanism and structure of phenomenon.	No predefined methodology or criteria to judge veracity of knowledge. Researcher has a priori cognitive framework affecting his/her perception of world (perspectivalist). Replicable findings probably true.	To explain and understand so as to make the world better (restitute and emancipate). Interested scientist to influence decision makers, policy makers and change agents.	**Realism.** Existence of mind-independent reality and ability of a theory to capture partial aspects of reality (conjecture realism, structural realism, realistic pragmatism, critical realism ...)
Reality places limitations and constraints on our actions. Language not self-referential but actionable and functions to meet the agent's goals and purposes.	Subjective and dependent on practical consequences. Researcher has a priori cognitive frameworks which affect his/her perception of world (consequentialist). Value-mediated findings.	To critique and transform (emancipate). Transformative intellectual as advocate and activist.	**Pragmatism.** Relation of theory and praxis specifically in predetermined outcomes of an inquiry (relativism - Dewey and Rory; Realism - Peirce, James and Recher)
Subjective → Reality is socially constructed – multiple, apprehendable and sometimes conflicting social realities. Language is self-referential - does not refer to other transcendental entity . Is value and interest-laden.	**Subjective** → No privileged epistemology due to inconsumerability of discourses. Researcher is in world and cannot stand outside of his/her socio-linguistic constructs to view it objectively (constructualist). Findings literally created.	To understand and reconstruct. Passionate participant as facilitator of multi-voice reconstruction.	**Relativism.** Skepticism about the foundations of Western philosophy (historical relativism, social constructivism, post-modernism, critical theory, hermeneutics)

Figure 9: Grouping of Philosophical Approaches/ Paradigm Positions
Adapted from Van de Ven (2007: pp. 39, 70) and Guba & Lincoln (1985: pp. 109-116)

66

The researcher adopted an axiological position which recognises her values and preconceptions and to make these explicit:

- A belief that the Canadian public service and each individual public servant make a deep impact on Canadians, on the communities and on wider social outcomes.
- A belief that public servants want to abide in general to the required Values and Ethics Code for the Public Sector (Treasury Board Secretariat of Canada, 2017b).
- A sense that senior management does not recognise the level of confusion and complexity that employees have to face in the public service to deliver the services to Canadians.
- A view that much of the lack of consistency and state of the public service working environment is due to the lack of long-term planning because government may change every 4 years.
- A deep belief that senior management and employees can work together in alignment towards the organisational goals.

Yet, the researcher is not a pragmatist who has an a priori cognitive framework which affect her perception of the world to guide her towards predetermined outcomes which are value-mediated. She does not have a predetermined outcome and her aims are to explain and understand readiness for change in the public service and to provide recommendations for easier introduction of changes within the public service. These positions are consistent with the broadly defined emancipatory axiological position of critical realism and its realist ontology. Therefore, critical realism is well suited for this study because this approach allows an a priori cognitive framework affecting the

researcher's perception of world and the approach determines that replicable findings are probably true. The researcher, hence, adopted the critical realism approach as defined by Roy Bhaskar (Benton & Craib, 2011) (see **Figure 9** and Figure **10**).

Objective Ontology

Subjective Epistemology ⟶ Critical Realism

Emancipatory Axiology
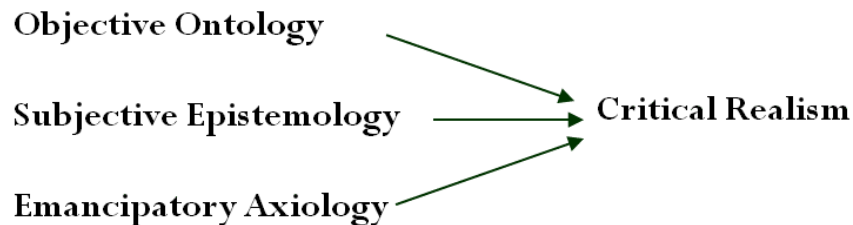
Figure 10: Chosen Research Philosophy

In addition, the focus of the research is on the problems and situations as experienced by employees with employees in the foreground and management and other stakeholders in the background. Thus, critical realism is well suited since it aims to explain and understand to make the world better and to influence change agents (Van de Ven, 2007).

Critical realism does not restrict the researcher in the choice of data collection methods and allows individual and group research with an emic viewpoint (Sparks, 2002). The emic perspective is to look at the issue from the native point of view (Malinowski, 1922; Morris et al., 1999) to get the interconnectedness while the etic perspective is to look at it from an outside perspective without focussing on the insiders (Morris et al., 1999). The researcher chose to do a qualitative study since this type of study is "*intended to generate knowledge actually grounded in human experience*" (Sandelowski, 2004, pp. 1368). Furthermore, she uses a qualitative study that draws on the case study method for exploring key characteristics in readiness for change because the case study method is well suited to explore the "*emergent and changing properties of life in organisations*" (Hartley, 2004, pp. 325). In addition, Perry (1998) noted that the case study method fits

well the critical realism philosophical approach. The qualitative study further uses a mixture of focus groups and interviews as data collection methods to gather the "voice" of employees about readiness for change using the critical realism approach.

3.2.1 Critical Realism Philosophy

Critical realism, as defined by Roy Bhaskar (Benton & Craib, 2011; Sayer, 2000), purports that the aims of scientific research is to generate understanding and explanation about how and why things happen in detail (Reed, 2011). Bhaskar argues that individuals, as human agents, are able to exercise choice, motive, intention and creative reflection to form their social world but that human agents are, however, constrained by social structures such as social rules, prescriptions and norms (Houston, 2014).

In the social realm, individuals, institutions and groups have capacities or powers that cause properties to emerge through processes or mechanisms during interactions. Thus, the unobservable mechanisms and causal sequences of events have to be established and supported in critical realism (Ackroyd, 2004). In addition, critical realism recognises that there is more than one view of the world which can be seen as made of the three stratified layers of *empirical*, *actual* and *real* (see **Figure 11** below).

First, the *empirical* layer is made of our perceptions based upon our senses and observations. Second, the *actual* layer contains the events that are happening and these events may be different from what we perceive as being true. Finally, the *real* layer contains the underlying mechanisms together with the physical and social structures that generate the other two layers (O'Mahoney & Vincent, 2014).

Entities, which can be human or things, can have an effect on behaviour (Fleetwood, 2004) and they are arranged in hierarchical arrangements called *structures* because of their inter-relationships. Since entities can have an effect on behaviour, they possess

causal powers that they can exercise or actualise through a *mechanism* to make an event happen (Mason et al., 2013). Mingers (2015) defines an event as something that happens in a place with a duration and which involves a change to or within mechanisms and structures. In addition, causal powers of people or of group of people are referred to as *agency* and the agents will use knowledge, ideas and beliefs in the cultural system or material resources in the structural system to pursue interests that have causal effects on other people (Archer, 1998; Morton, 2006; Njihia & Merali, 2013).

Thus, the mechanisms in the real layer may generate an event that can be observed or experienced in the empirical and actual layers. However, mechanisms may not be observable and it is only when a mechanism is exercised that a change may occur based upon the social setting and timing (Sayer, 2000; Elder-Vass, 2011; Mingers et al., 2013). As an example, we can observe students and teachers interacting in a school. The *entities*, in this example, include students, teachers, school, classes, lessons, rules and regulations, books and the physical architecture while the *agents* include students and teachers. The *mechanisms*, in this example, include learning, discourse, power relations, rules creation and enforcement, communication and socialisation. The *structures* in turn include the school organisation and ideological power.

Therefore, it is through a mechanism that events are generated by entities which are constrained by structures. Both entities and structures have causal powers that are expressed through the critical realism mechanisms.

Figure 11: Critical Realism Layers

3.2.2 Critical Realism Mechanism

The concept of mechanism is present in all critical realism studies but the definition of mechanism is not clear despite its broad references in these studies. Mingers (2011) states that Roy Bhaskar himself does not provide a proper definition of mechanism even though critical realism is considered to be founded by Bhaskar (Benton & Craig, 2011;

Gorski, 2013). In addition, Mingers (2011, 2013) also states that Bhaskar even refers to mechanism as structure which is another different concept in critical realism. Thus, the definition is taken for granted in studies. The critical realism literature merely refers to mechanisms to as what produce events because of their causal powers and that mechanisms may not be actualised, may not be observable or may be exercised without any effect even though they exist in the real layer (Volkoff et al., 2007; Morton, 2006; Njihia & Merali, 2013; Volkoff & Strong, 2013; Mingers, 2011). Moreover, Morton (2006) provides activities and structure as mechanisms in his popular critical realism article which has been cited more than eighty times by scholars as an approach for critical realism in information systems. In addition, some researchers would just mention the term mechanism in their critical realism studies without giving any mechanism or they would altogether not talk about mechanisms when the purpose of critical realism studies is to provide the mechanisms that most probably provide the explanation of the phenomenon of study.

Furthermore, according to Pawson & Tilley (1997), the analysis of critical realism mechanism cannot be done in a flash. The authors further offer the metaphor of "underlying mechanism" to help picturing what a mechanism is in critical realism because the metaphor implies that an in-depth analysis has to be conducted in hidden places.

The term mechanism in critical realism seems to have been borrowed from biology and it does not have a proper meaning in the social sciences. Even in biology, it is loosely used as either system or parts of something with functions or activities (Tabery, 2004). On the other hand, Moss (2012) defines mechanism as something which must be seen to have some purpose for the living cell or organism while Glennan (2002) defines it as something with interacting parts that bring change in the entity when one of the parts is changed. However, Machamer et al. (2000) rejects the concept of interacting parts since for these authors a mechanism produces regular changes through entities and activities.

While the debate has been ongoing for the past twenty years about the actual definition of a causal mechanism in social sciences (Mahoney, 2001; Hedstrom & Yikoski, 2010; Illari & Williamson, 2012; Mason et al., 2013), 6 and Bellamy state that "*mechanisms are the forces that cause interventions in social or organisational problems to produce observable outcomes, though not always, of course, the intended or publicly stated ones*" (2014, pp. 181). Moreover, Hedstrom & Swedberg (1998), while stating that a general definition of mechanism is not easy to fully encapsulate its concept, argue that mechanisms can be considered as important set of statements or analytical constructs because they provide explanations in social sciences. The authors, however, define three types of mechanisms depending on their level of social interaction and predictability of the outcome of the mechanisms. First, *situational mechanism* links the macro level (e.g. organisation or society) to the micro (individual) level and is enacted when an individual is exposed to a specific social context such that the individual is affected in a systematic and precise way, e.g. the vacancy chain (Whyte, 1970). Second, the *action-formation mechanism* is situated at the micro level and links desires and beliefs with action opportunities to generate a specific action, e.g. the theory of cognitive dissonance (Festinger, 1957) or the self-fulfilling prophecy mechanism (Merton, 1968). Third, *transformational mechanism* links the micro level to the macro level when several individuals interact in a social setting to produce a planned or unplanned effect at the macro level, e.g. the Schelling tipping model.

In addition, Pawson & Tilley (1997) and Olsen (2012) also argue that a mechanism (M) when exercised in a particular context (C) results in an outcome (O). Thus, C+ M = O. Furthermore, according to Elster (2015) "*mechanisms are frequently occurring and easily recognisable causal patterns that are triggered under generally unknown conditions or with indeterminate consequences*" (pp. 26) which allows explanation but not prediction. Elster (2015) further argues that mechanisms tend to work in pairs in opposite directions

such that the net result may not be known in view that mechanisms are contextual and time sensitive.

Elder-Vass (2011) also posits that events are made up of complex interaction of causal powers of the entities involved in open systems. Based upon the arguments of Elder-Vass (2011) and Elster (2015), when triggered causal mechanisms interact with each other to produce net outcomes which may be observable through easily recognisable and frequent causal patterns.

To the researcher, this implies that if we transpose the definition of 6 and Belamy (2014) to the philosophy of critical realism, context becomes the structure that constrains or enables the actions of human agents and outcomes become the events that are observed or experienced in critical realism. Again, while events can be observed or experienced, mechanisms are not necessarily observable and mechanisms can co-exist and interfere with each other. The researcher, thus, is adopting the definitions of 6 and Bellamy (2014), Pawson & Tilley (1997) and Elster (2015) to conduct the analysis of mechanisms in readiness for change because these definitions are congruent with the intent of the function of mechanism in critical realism.

For the purpose of the current study, human agents include public servants and all individuals or groups who impact readiness for change. On the other hand, readiness for change can be assumed to be the final event that is enacted by a set of mechanisms. The event in question, readiness for change, is distinct from the structures and mechanisms producing it as argued by Mingers et al. (2013). The mechanisms of this study then become the triggered logic or reasoning behind the frequent and easily recognisable set of causal patterns affecting readiness for change.

In addition, since the researcher is analysing the accounts of employees about their experiences of organisational changes to explain readiness for change, the explanatory mechanisms are mostly action-formation and transformation mechanisms (Hedstrom & Swedberg, 1998). These mechanisms are, hence, the causes, motives and choices of individuals influencing the events (Blom & Moren, 2011) leading to readiness for change.

3.3   Research Approach and Strategy

3.3.1 Research Design

Van de Ven & Huber (1990) argue that researchers, studying organisational change, need to undertake longitudinal studies with an organisational process view when sequence of events matters. A longitudinal design requires that the same participants be surveyed at least twice during the study for the researcher to be able to analyse variation in the data due to the sequence of events. However, longitudinal studies are costly and time consuming in addition to being prone to design issues and they are not common in business and management research (Bryman & Bell, 2011). Design issues are various (Bryman & Bell, 2011; Pettigrew, 1990). First, there is the loss of participants along the study because participants may leave the organisation or are no longer available. Second, the selected timings of the data collection may not be relevant for studying the particular phenomenon. Third, it is difficult sometimes to know when to begin and end the study and when to make the final assessment of the outcome. Fourth, lack of planning of the study can result in inability of processing large volume of data and gathering unnecessary data collection. Fifth, participants may provide skewed responses, varied behaviours and degree of involvement because of the length of the study. Finally, the researcher's degree of involvement may compromise the integrity of the study as time goes by.

On the other hand, experimental design involves a true experiment by manipulating independent variables that do not influence the study with experimental groups of

participants subject to various experiments and a control group that does not get the intervention to be able to compare and determine the influence of the various experiments on the dependent variable (Bryman & Bell, 2011). However, experimental design is not possible for this study in view of the level of control needed for organisational behaviour. Hence, the researcher chose to undertake a cross-sectional study to gather the accounts of employees about readiness for change by collecting all the data from the participants within a snapshot in time for analysis of variation. Nevertheless, since "*organisational change necessarily incorporates time*" (Gray et al., 2012, pp. 128), the researcher did not want to potentially lose data on mechanisms and processes of change from the responses of the cross-sectional study. She, thus, decided to ask participants about their accounts of organisational changes in the past and presently. Participants were not restricted to account only on their experiences and feelings of a specific organisational change at a specific time. Hence, a cross-sectional analysis was used to explore the research question with longitudinal data but without the issues of a longitudinal study over a long period of time. Retrospective accounts of participants on organisational change have been previously used by other researchers (Nelson & Jansen, 2009; Glick et al., 1990).

The researcher chose to conduct the study in a large Canadian Federal public service department, in the National Capital Region (Ottawa in the province of Ontario and Gatineau in the province of Quebec), that has tried to undergo several significant organisational changes. The department had 13 branches and the Information Technology (IT) branch where voluntary participation was sought had more than 1,000 employees. Employees at this department, particularly the IT branch, have lived prior radical organisational changes at other departments previously and their experiences and feelings were captured as part of the study.

3.3.2 Pilot Study

The researcher used the initial conceptualised framework for change to come up with the questions for the data collection instruments (see **Appendix C**). She chose the semi-structured interview as pilot instrument to explore readiness for change and organisational change in the public service with the participants. The researcher evaluated whether to use a questionnaire or survey but these instruments would only have allowed the researcher to get responses to a set of well-defined questions and they would not have allowed her to probe the topics. Similarly, a focus group format would not have allowed her to explore the topics with the limited set of participants she had for the pilot.

The semi-structured interview format, on the other hand, allows for a formalized and limited set questions but is flexible enough to allow new questions to be brought up during the interview as a result of what the interviewee says to explore the response further (Gill et al., 2008; Patton, 2002). This format, thus, allows to probe for more information and clarification of answers as well as it allows to explore perceptions and opinions of interviewees with regards to the complex and sometimes sensitive issues (Patton, 2002; Gill et al., 2008) around readiness for change and organisational change in the public service.

The researcher conducted a pilot with 3 participants at the director level (see **Table 5**) to pre-test the semi-structured interview format and to test the adequacy of the interview instrument for feasibility assessment of the main study. Directors, in the Canadian Public Service, are part of middle management and they coordinate between the strategic and operational layers (Floyd & Wooldridge, 1997). Deputy Minister, Associate Deputy Ministers and Director Generals are considered as part of Senior Management or the strategic executive layer. The pilot, thus, allowed the researcher to validate that the

research protocol was realistic and workable. The pilot interview guide and the checklist also worked well for the researcher.

Study	Instrument	#	Level	Code	Gender	Years in Public Service
Pilot	Interview	PI1	Director	PDir1	Female	More than 20
Pilot	Interview	PI2	Director	PDir2	Male	More than 20
Pilot	Interview	PI3	Director	PDir3	Female	More than 20

Table 5: Pilot Study Demographic Breakdown

The researcher prefers to listen to others rather than to talk. She was, thus, able to control her body language and did not comment on the responses when the participants were talking in order to keep the objectivity of the pilot. The researcher thought of herself as coming from outside of the organisation with no prior knowledge of the participants and this mindset helped her to better probe the participants too. From the pilot, she discovered that she needed to clarify what she meant when she referred to organisational change since participants asked her to clarify on which organisational change they needed to comment on. Hence, the researcher had to clarify that it was not about a specific one that they were to comment on but that they can comment on a specific one if it helped them to illustrate. She took note of that issue and addressed it for the main study.

During the pilot, the researcher took quick notes during the interviews supplemented with tape recording to facilitate transcription thereafter. The participants did not mind the tiny recorder after a couple of minutes and they confirmed, in the second part of the interview, that the pre-interview and interview processes and tools worked for them. She purchased a voice recognition software to help with the transcription but the quality of the transcription was very poor. She, thus, listened to the tapes and manually transcribed the interviews in their entirety. Even though it was time-consuming, the researcher kept the transcripts as verbatim as possible for thick description to improve accuracy and reliability (Kvale, 2007). The researcher asked participants to validate the transcripts to increase credibility (Lincoln & Guba, 1985) and she updated the transcripts based upon the comments from participants.

The transcription of the interviews took more time than she anticipated and the researcher took note that she needed to set enough time for the transcription of the interviews and focus groups for the main study.

The provisional findings from the pilot first highlighted the importance of planning and good communication during organisational change for employees to understand what is being done. Second, there was a recurrent theme of doubt and uncertainty about what was going on during the change. Third, there was the element of cynicism about organisational change since the same change would occur after a period of time when a new leader would come in the department and that the change would never be completed to satisfaction. Moreover, too many changes were happening at the same time and prevented the organisational change to be a success from the start. Finally, emotions were present during organisational change and the pilot highlighted frustration, hopelessness and helplessness of middle managers particularly when they viewed that the leaders were "playing the system" to get promoted and to get big bonuses.

From the pilot, the researcher realised that she had to review the coding to be used for abstraction for the main study. The smaller list of codes worked for the pilot but they were too broad for the main study data analysis with the volume of data within and across cases or transcripts. Therefore, for the main study, the researcher opted to derive better abstracted codes from the existing ones and from the initial conceptualised framework for change since going through a second abstraction step to refine the coding during the main study would have been more time consuming. Also, from the pilot, the researcher learned that she needed to spend time exploring the emotions of middle management during organisational change and how these emotions affect the communication and the management of emotions of employees in times of change. There was a gap about this element in the reviewed literature.

Finally, the pilot allowed the researcher to test the research protocol satisfactorily and obtained lessons learned, such as time to set up the interviews and to transcribe the interviews, for the main study. The researcher felt more confident, after the pilot, to move to the main study.

3.4   Data Collection Methods

For the main study, the researcher chose two data collection methods to explore readiness for change and organisational change in the public service with 36 participants at the director, manager and non-managerial employee levels. Out of the 36 participants for the main study, 19 were female and 17 were male (see **Table 6**). Data was collected from participants with the notion of data saturation up to the point when no new information was collected from participants (McLafferty, 2004; Patton, 2002).

Participants from the senior management group (director generals, assistant deputy ministers and deputy ministers) were not invited to the study since the researcher wanted to explore the lived experiences of employees during organisational changes in the public service. The perspectives of change recipients were missing in the organisational change literature and senior management drives organisational changes to the employees in the public service. Moreover, employees would be best to tell what they were experiencing and feeling during organisational changes and what can help them to better support organisational changes.

The semi-structured interview worked well for the pilot at the director level and the researcher continued with the semi-structured interview format for the 7 directors included in the main study.

Study	Instrument	#	Level	Code	Gender	Years in Public Service
Main	Focus Group	FG 1	Employee	Emp1	Female	More than 20
Main	Focus Group	FG 1	Employee	Emp2	Female	11 to 15
Main	Focus Group	FG 1	Employee	Emp5	Female	16 to 20
Main	Focus Group	FG 2	Employee	Emp6	Female	Less than 5
Main	Focus Group	FG 2	Employee	Emp7	Female	6 to 10
Main	Focus Group	FG 2	Employee	Emp8	Female	More than 20
Main	Focus Group	FG 2	Employee	Emp10	Female	Less than 5
Main	Focus Group	FG 4	Employee	Emp17	Female	Less than 5
Main	Focus Group	FG 4	Employee	Emp18	Female	Less than 5
Main	Focus Group	FG 4	Manager	Mgr 11	Female	6 to 10
Main	Focus Group	FG 5	Manager	Mgr1	Female	More than 20
Main	Focus Group	FG 5	Manager	Mgr2	Female	More than 20
Main	Focus Group	FG 5	Manager	Mgr3	Female	More than 20
Main	Focus Group	FG 5	Manager	Mgr6	Female	11 to 15
Main	Focus Group	FG 6	Manager	Mgr8	Female	More than 20
Main	Focus Group	FG 6	Manager	Mgr9	Female	16 to 20
Main	Interview	I 2	Director	Dir2	Female	More than 20
Main	Interview	I 6	Director	Dir6	Female	16 to 20
Main	Interview	I 7	Director	Dir7	Female	More than 20
Main	Focus Group	FG 1	Employee	Emp3	Male	11 to 15
Main	Focus Group	FG 1	Employee	Emp4	Male	More than 20
Main	Focus Group	FG 2	Employee	Emp9	Male	Less than 5
Main	Focus Group	FG 2	Employee	Emp11	Male	11 to 15
Main	Focus Group	FG 3	Employee	Emp12	Male	11 to 15
Main	Focus Group	FG 3	Employee	Emp13	Male	11 to 15
Main	Focus Group	FG 3	Employee	Emp14	Male	More than 20
Main	Focus Group	FG 3	Employee	Emp15	Male	11 to 15
Main	Focus Group	FG 3	Employee	Emp16	Male	6 to 10
Main	Focus Group	FG 5	Manager	Mgr4	Male	11 to 15
Main	Focus Group	FG 5	Manager	Mgr5	Male	More than 20
Main	Focus Group	FG 6	Manager	Mgr7	Male	16 to 20
Main	Focus Group	FG 6	Manager	Mgr10	Male	11 to 15
Main	Interview	I 1	Director	Dir1	Male	More than 20
Main	Interview	I 3	Director	Dir3	Male	11 to 15
Main	Interview	I 4	Director	Dir4	Male	11 to 15
Main	Interview	I 5	Director	Dir5	Male	11 to 15
Mock	Focus Group	PFG1	Manager	PMgr1	Female	11 to 15
Mock	Focus Group	PFG1	Manager	PMgr2	Male	16 to 20

Table 6: Main Study Demographic Breakdown

However, the researcher chose the focus group instrument for the remainder 29 participants (10 managers and 19 non-managerial employees) since there was enough participants to explore the topics in focus groups. The focus group format, unlike questionnaire, would also enable participants to build over each other replies for better data (Kitzinger, 1995) and it enables the discovery of attitudes and opinions that may not be revealed in questionnaires (Dawson et al., 1993). Moreover, it provides the individual a feeling of safety in a group and it encourages greater candour from participants with common experience and attribute (Barbour, 2007). The researcher also opted for the focus groups with managers and non-managerial employees since, contrary to the directors, managers and non-managerial employees would be more open and comfortable in groups rather than in face-to-face with the researcher who was herself a director in view of the power structure and social position (Barbour & Schostak, 2005). A group setting decreases the power differential between the researcher and the employees. In addition, the focus group format allowed the researcher to explore and probe the topics with groups of participants at the same level. The researcher opted for the focus groups with managers and non-managerial employees since, contrary to the directors, managers and non-managerial employees would be more open and comfortable in groups rather than in face-to-face with the researcher who was herself a director. A group setting decreases the power differential between the researcher and the employees. In addition, the focus group format allowed the researcher to explore and probe the topics with groups of participants at the same level.

Thus, the researcher conducted 7 semi-structured interviews with director and 5 focus groups with a total of 10 managers and 16 non-managerial employees (see **Table 6**). In addition, she set up an additional focus group with three participants of the departmental Youth Network to have a better representation of the employees' demography. The department selected for the study had set up a Youth Network for its younger generation employees to share ideas, promote innovation and collaborate on initiatives. The Youth

Network members are from generations Y and Z. Generation Y (also termed as Millennials) were born between early 1980s to mid-1990s or early 2000s and Generation Z (also termed Post-Millennials) as they were born as from mid-1990s or early 2000s. In addition to its regular members, the Youth Network had a dedicated core member with voting rights per branch at the meetings co-chaired by the Youth Network president and an Assistant Deputy Minister. Despite their age, a few of the Youth Network members are managers while the remainder are non-managerial employees. Thus, the researcher set up a special focus group with the Youth Network president and two core members of the Youth Network to capture their input on organisational change and readiness for change. These three participants, one at manager level and two at non-managerial level, represented the whole of the Youth Network since they discussed the topic prior with the core members. Hence, they brought the perspectives of the other core members of the network when they participated in the focus group.

Since the focus group instrument was not part of the initial pilot study, the researcher conducted an additional mock focus group with another 2 managers to pre-test the adequacy of the focus group instrument and the fluidity of the interaction of the focus group data collection method prior to the main focus groups. The profiles of all the participants are included in **Appendix F** of this report. The researcher set the size of the main focus groups to be between 4 to 6 participants to get meaningful interactions with this group size and to avoid participants' frustration and difficulty of group management with large groups (Gill et al., 2008).

3.4.1 Interview and Focus Group Guides

Prior to the pilot semi-structured interviews, the researcher produced an interview guide which was grounded in the literature and the initial conceptualised framework for change. The interview guide provided the subject areas for probing and exploring for the researcher to establish a conversational style with the participants while remaining within

the particular subject areas (Patton, 2002). Similarly, the researcher produced a focus group guide with groups of topics and questions that were grounded in the literature and the initial conceptualised framework for change for the main study. Thus, the guides allowed systematic and comprehensive interviewing of participants by determining in advance the issues to be explored (Patton, 2002). Since the researcher spoke French fluently, she translated the guides herself and asked one of her francophone friends to validate the guides to ensure readability. The interview and focus group guides are included in **Appendix C**.

During the interview, she tailored the questions to the interview context/situation and to the person that she was interviewing. She had, furthermore, an interview checklist as part of the guide to ensure that she did not forget key steps before and during each interview.

The researcher used a pre-determined conversational script at the start of the focus groups. This script highlighted the purpose of the focus groups, how the discussion material will be collected and used, what was allowed and not allowed as part of the discussion to minimise power dynamics conflicts (Duggleby, 2005) and she told the participants that she would ask a quick question to particular participant if she did not hear from that participant for quite some time during the discussion. She reminded the focus group participants that this was a discussion and that she wanted to hear from everyone and that there was no right or wrong question.

Similarly, as for the pilot study, the researcher took quick notes during the interviews and focus groups supplemented with tape recording to facilitate transcription. Again, she tried to use the voice recognition software that she purchased to help with the transcription but the quality of the transcription was still very poor. The researcher opted not to procure a third-party service for the transcriptions because of the sensitivity and confidentiality of

comments because she would have to anyway go through the transcriptions anyway to validate them and to link the transcriptions to focus group participants with her notes. The researcher preferred to listen to the tapes and to manually transcribe the interviews and focus group discussions in full. Again, even though it was time-consuming, she kept the transcripts as verbatim as possible for thick description to improve accuracy and reliability (Kvale, 2007). The respondents validated the transcripts to check the accuracy of the transcription to improve the study credibility (Lincoln & Guba, 1985). She had reminded the interview and focus group participants at the start of the interview or focus group that she would send them the transcript for validation and that if they did not revert back within the two weeks period of review, she would consider that they would accept the transcript as it was. So, the researcher sent the anonymised transcripts to the participants after transcription of the interview or focus group and gave the participants two weeks to come back for any addition, modification or deletion. Some of their comments were modified by the respondents as a result of the validation since respondents changed their minds or did not want their comments to be made public in the first place.

Even though the participants volunteered for the study, the researcher believed that they provided honest feedback because they did not try to make a good impression but elaborated on their vulnerabilities (Barbour & Schostak, 2005). Participants were willing to talk about their feelings and experiences even those that did not put them in a favourable light such as when they felt helpless and when they had to take a medical leave from the organisation.

To improve quality, triangulation has been used in the data analysis. The researcher tried to verify whether there were existing documents in the organisation that could help with verification of the comments and she used member check to verify salient comments from one respondent with another respondent (Lincoln & Guba, 1985). Thus, the

researcher was able to reconcile with some existing documents such as communication of organisational changes, implementation documents and organisational charts. The researcher also contacted interviewees to clarify their comments whenever there was a conflict among respondents' comments. Similarly, she gently asked for clarifications whenever she got conflictual comments in the focus groups.

3.5 Ethical Considerations

Prior to starting the study, the researcher completed the Edinburgh Napier University's Research Integrity and Approval Form and obtained approval from the Research Integrity Committee of the university on the study approach.

3.5.1 Consent

The research site, a large Canadian public service department, was the researcher's work organisation at that time. Therefore, the researcher has insights in the working of organisation. These insights increased the researcher's credibility since she had to gain their trust by using similar language and she needed to be able to understand the respondents and their perspectives instead of superimposing her academic perspectives on them (Fontana & Frey, 2008). However, this might impact the objectivity of her interpretation. While a few of the participants were previous employees of the researcher, these participants were no longer reporting to the researcher for at least two years prior to the focus groups. Finally, some participants, at the director level, were peers of the researcher but they did not work on the same projects.

To gain access to the site for the research for the pilot, the researcher prepared a short presentation (See **Appendix D**) for her senior management. This short presentation included the research objectives, the steps of the research process, the required contribution from the organisation (number and type of people to be interviewed and the

duration of the interview), potential benefits to the organisations, any ethical consideration and her experience and training as a researcher. The researcher used non-academic language to ensure that her senior manager would understand what she was saying. In addition, to get their approval, she had to reassure them that the name of the organisation will not be divulged and that the thesis may not be made public. Her organisation, thus, approved the pilot based upon the presentation and the main study subsequently.

The research study was conducted in Ottawa, Canada with participants over 18 years old from the organisation. The researcher prepared a consent form, explaining the purpose of the research and how the information gathered will be used, for potential interviewees. Similarly, the researcher prepared a consent form with background information about the study for the focus group participants. She chose different format but similar content to be closer to the participants. Thus, for the focus groups, she prepared the background information in the format of question and answers.

She also informed the potential participants that she would answer any questions they had about the study before the interview or focus group and had them signed the consent form prior the interview or focus group. In addition, she asked them to fill in an information sheet (See **Appendix E**) about their age, education level and management experience and to return it to her prior to the interview or focus group.

The researcher asked for voluntary participation through an email invite attaching the consent form and some sample questions. The researcher assured the participants about the confidentiality of the result of the study, i.e. confidentiality was preserved through anonymization of names of people and places. The files were kept on an encrypted USB drive with a backup under lock. All paper files were scanned for electronic storage and the paper files securely destroyed. After the publishing of the study, the electronic files

would be kept for a period of 1 year before destruction. Access to the files would be restricted to only the researcher.

For the interviews, the researcher told the respondents that she would need 60 minutes of their time. She arranged a date and time at the respondent's convenience to motivate the respondent while reassuring the person about confidentiality and anonymity.

For the focus groups, the researcher told the respondents that she would need 2 hours of their time. She grouped the participants in five focus groups based upon whether the participants were the language of choice of the participants, since the federal public service is bilingual (English and French) and the language of choice has to be respected, and whether the participant was a manager or not. She kept the focus groups to a size of 3-6 participants to enable higher level of interaction and to give enough time to participants to relate about their experiences and feelings with organisational change in detail (Morgan, 1998).

3.5.2 Power Differentials

The positions of the participants in semi-structured interviews were about the same level as the researcher's position in the organisation. To reduce power differentials, the researcher used unstructured questions at the start of the interviews to put the participants at ease and to allow respondents' true thoughts and feeling to emerge subsequently (Bryman & Bell, 2011).

The participants for the focus groups were managers and non-managerial employees. The researcher separated the employees from the managers to put both groups at ease so that they could talk freely about their experiences about organisational change from their positions in the organisation. The focus groups allowed to decrease the power

differential between the researcher and the participants at the managerial and non-managerial levels.

The researcher used meeting rooms in a neutral setting, away from the participants' offices, in order to put them at ease for the interviews and focus groups. The public service is multi-cultural and the researcher took into consideration relevant cultural issues and adjusted accordingly (Sparks, 2002). Interaction was both in French and English to address the language preferences of the participants. Two of the interviewees preferred French while the remaining 5 preferred English as the language of participation. Accordingly, the managers preferred English as the language of participation while the employees wanted bilingual. So, the three focus groups with managers including the mock one were held in English. As for non-managerial employees', there was 1 focus groups in English, two in French and a third one was bilingual whereby the respondent could reply in English or French.

3.5.3 Interaction with Participants

The way that researchers present themselves to participants is critical to the success of their studies (Fontana & Frey, 2008). The researcher did not want to be seen as a spy for senior management and she presented herself as someone who wanted to understand and learn from the participants' accounts for the benefit of the public service.

During the interviews and focus groups, the researcher tolerated silence before the response. She asked for clarification when needed and encouraged the participant to continue and showed that she was listening. She summarised what the participants said during the interview and focus groups to validate, synthesise and move to the next sub-topic. She redirected the participants gently on digression (Patton, 2002).

3.5.4 Data Quality and Reliability

The researcher preferred to take only important notes and to focus on the participants during the interviews or focus groups. She obtained the consent of the participants to tape the interviews and focus groups to improve the data quality. To increase trustworthiness (Lincoln & Guba, 1985), she carried out members' check and she provided the verbatim transcripts with the pauses and expressions of interviews and focus groups to the respondents to seek feedback, to ensure consistency and to ensure that the respondents still want their comments to be made public. The researcher used a line-by-line coding approach and started with initial a-priori codes derived from the initial conceptualised framework for change and added emergent ones. She constantly went back to previously coded transcripts on each emergent code to ensure that she did not miss this code previously and to ensure consistency. Also, to avoid definitional drift (Gibbs, 2007), the researcher adopted the definition of the term from the literature when new codes are added and she ensured that there is no inconsistency by doing constant comparison across the various transcripts. This procedure improved reliability since the terms were used consistently and in a predictable manner (Lincoln & Guba, 1985; Roberts et al., 2006).

3.5.5 Objectivity and Validity

The research site was the work organisation of the researcher and the researcher was aware that her prior insights of the organisation might impact her objectivity of my interpretation. The researcher put herself in the shoe of an external party during the interviews and focus groups to distance herself from her working environment. She used triangulation, across participants and with secondary documents, as much as possible to ensure objectivity. Since the researcher used the Interpretative Phenomenological Analysis (IPA) framework to immerse and acquaint herself with the data, she used bracketing by keeping out any judgement and beliefs to influence the data transcription

and analysis (Cutliffe & McKenna, 1999). Similarly, she made several pauses during the data transcription to keep some distance with the participants' accounts and to reduce bias. In addition, since any article prepared for publication may need to be cleared with the organisation, the researcher has guaranteed the organisation that its name will not be mentioned in any publication.

3.5.6 Triangulation

The researcher performed triangulation across research instruments for consistency of the data collection methods. In addition, the researcher performed triangulation across sources or cases for pattern holding (Yeung, 1997) and she performed theoretical triangulation across various fields of literature to examine and interpret the data. She, thus, used literature from organisation theory, organisation behaviour, management, sociology and public administration to synthesise and explain things since phenomena, in real life, do not live in only one theoretical discipline and to avoid ideological hegemony (Maxwell, 2012). Miller et al. (1994) also suggest that more integration is necessary across disciplines to investigate organisational change.

3.5.7 Study Trustworthiness

Lincoln & Guba (1985) argue that qualitative studies should demonstrate trustworthiness instead of the quantitative criteria of reliability, validity and objectivity. The authors further define trustworthiness as consisting of credibility, transferability, dependability and confirmability and as being equivalent to the quantitative standards of internal validity, external validity, reliability and objectivity respectively.

3.5.7.1 Credibility

The researcher has not used prolonged engagement for this study to increase credibility, as recommended by Lincoln & Guba (1985), since prolonged engagement is not

applicable to interviews and focus groups but to observation (Morse, 2015). However, according to Kreftling (1991), the length per interview, the number of participants and the timeframe when interviews were conducted are equivalent to prolonged engagement. Thus, in a way the study used prolonged engagement for increased credibility since the researcher has interviewed 39 participants in semi-structured interviews of more than 1 hour each and focus groups of about 2 hours each over more than a 3 months' period excluding the pilot. The researcher has also increased the study credibility on account of using member check and triangulation with methods, theory and data. She asked the participants to confirm the verbatim transcripts before she processed the data and she used two methods (semi-structured interviews and focus groups) for data collection supported by secondary organisational documentation. In addition, she borrowed theories from public administration, organisation and management, psychology and sociology in view that organisational phenomena do not live in only one theoretical discipline and to triangulate across theories. During the interviews, the researcher used reframing of questions, probes, indirect questions and hypothetical situations to verify the consistency of responses (Kreftling, 1991; Patton, 2002).

3.5.7.2 Transferability

The researcher has provided thick description (Lincoln & Guba, 1985) or rich and detailed descriptions of the research setting, study participants and extract of participants' accounts to allow readers to evaluate how much of the findings can be applied or transferred to other settings. The participants of the current study were asked to provide accounts of their experiences with organisational changes in general. They did not provide comments about only one particular organisational change but about organisational changes they went through during their careers. Thus, they provided accounts of various organisational changes in multiple contexts, at varied times during their lives and led by different people to increase confidence in validity and applicability (Polit & Beck, 2010). In addition, the researcher used the Interpretative Phenomenological Analysis (IPA)

framework to immerse herself on the data and to reflect on the data prior to the thematic analysis to ensure an accurate reflection of the participants' construction of reality (Cho & Trent, 2006) and to promote effective generalisation since "*the process of "making meaning" and developing powerful analytic generalizations in qualitative studies relies on the researcher's thorough understanding of and engagement with the data*" (Polit & Beck, 2010, pp. 1456).

3.5.7.3 Dependability

Dependability refers to consistency of findings (Kreftling, 1991) and the researcher ensured dependability by describing the processes of the study in detail (Shenton, 2004) and by putting comments in the MAXQDA software during immersion of the data, when she reflected on the data, and during data analysis so that someone else may follow the line of thinking of the researcher (Thomas & Magilvy, 2011). In addition, the researcher adopted the definition of terms of the literature when she created the coding system (see **Appendix H**) and she ensured that there was no inconsistency by doing constant comparison across the various transcripts.

3.5.7.4 Confirmability

Confirmability is related to the data and interpretational confirmability instead of the researcher objectivity (Kreftling, 1991). The researcher has kept all the raw data in electronic format for audit purposes together with the comments entered in the MAXQDA software to be able to reconstruct the data. She has also added the instrument development information in **Appendices B to D**.

3.6 Data Analysis

The researcher initially familiarised herself with the data by reading and re-reading the verbatim transcript as and when she received the agreement of the participant(s) that

the transcript was a correct account of the interview or focus group discussion for both the pilot and main study.

3.6.1 Interpretative Phenomenological Analysis for Data Engagement

The researcher chose to use thematic analysis for the data analysis since thematic analysis is a methodological technique to identify, analyse and interpret patterns of meaning or "themes" within the data, without being linked to a particular research paradigm, to organise and report the analytic observations of the researcher (Braun & Clarke, 2017).

However, Morse & Field (1995) argue that themes are not explicit and that they do not jump out of the data and the authors recommend that researchers step back and consider what the participants are actually trying to tell by using complementary techniques such as phenomenology to identify the obvious beneath the surface of the data. Hence, prior to undertaking thematic analysis for the main study, the researcher drew upon the interpretative phenomenological analysis (IPA) framework to immerse herself in the data and to become engaged with the data (Smith et al., 2009). The researcher chose to use the IPA framework for emersion because IPA aims to explore participants' perceptions of their lived experiences and, through the study, the researcher wants to give "voice" to employees as they would be the best persons to inform about their experiences and about how they can become ready for organisational changes in the public service. Thus, the IPA framework allows the researcher to make sense of the participants making sense of their world in a two-step sensemaking (Smith & Osborn, 2015).

The researcher began the familiarisation of the main study data using IPA by analysing the content of the transcripts, by putting notes against anything of interest and by keeping an open mind. As such, the researcher tried to understand what the participant meant when the participant used certain words in a metaphorical way, when the

participant stressed on certain words or when the participant used particular grammatical constructions. She listened to the tape several times while reading the transcripts. She also paid close attention to the words used by Francophones when they replied in English and when Anglophones replied in French to ensure that the meaning was correct. To conclude the familiarisation of the data, she added comments against particular data segments about the description of that data segment or the language used. Once the researcher has familiarised herself with the data and has understood the data using IPA, she moved to the data analysis using thematic analysis.

According to Willig (2008), a full IPA analysis comprises four stages. First, it requires reading and re-reading of the text to produce numerous notes about initial thoughts and observations from the encounter with the text. This can include associations, questions, summary statements, comments on language use, absences, descriptive labels, etc. The second stage involves identification and labelling of themes for each section of the text. The third stage involves structuring the themes identified in stage two in clusters and in relation to each other. The fourth stage involves the creation of a summary table with the quotations for each theme.

The researcher conducted only the first stage of the IPA analysis in order to familiarise herself with the data prior to conducting thematic analysis. She opted to continue with thematic analysis (see section 3.6.2) because, unlike IPA, thematic analysis requires the researchers "*to describe how they have identified and abstracted themes during data analysis beyond stating that they have been developed through reading and immersion in data*" (Vaismoradi et al., 2016, pp. 106). However, since the study is using the critical realism philosophy, the researcher continued with critical realism data analysis to identify mechanisms and derive explanation after the identification of the themes from thematic analysis. Thus, the researcher strengthened her analysis by using IPA for data

engagement, thematic analysis for themes identification, analysis and interpretation and critical realism data analysis for mechanism identification and

3.6.2 Thematic Analysis

To perform thematic analysis after the data familiarisation, the researcher opted for a structured set of operations to find the important but not necessarily common threads across the whole dataset to address the specific research question (Braun & Clark, 2012). She used the operations of *categorisation*, *abstraction*, *comparison*, *dimensionalisation*, *integration*, *iteration* and *refutation* (Spiggle, 1994) iteratively (see **Figure 12)**. These operations, thus, allow "*researchers to organize data, extract meaning, arrive at conclusions, and generate or confirm conceptual schemes and theories that describe the data*" (Spiggle, 1994, pp. 493).

To begin categorisation, she derived 10 a-priori categories or codes that came from her literature review and initial conceptualised framework for change (Spiggle, 1994): Communication, Participation, Leadership, Management, Trust, Support, Self-Efficacy, Perception, Efficiency and Effectiveness. She also used the software MAXQDA for tracking the coding of the interview and focus group transcripts and for extracting code data for analysis. MAXQDA kept track of the number of times that she used each code (grounded field) and the relationships that she defined between the codes.

The researcher adopted a manual line-by-line coding approach in view of the terminology respondents used and the complexity of relationship of the information. She coded the data based upon the 12 types of information that can be coded (Gibbs, 2007) as listed in **Table 7**. As she coded the transcripts, she identified additional emergent codes (Spiggle, 1994; Gibbs, 2007).
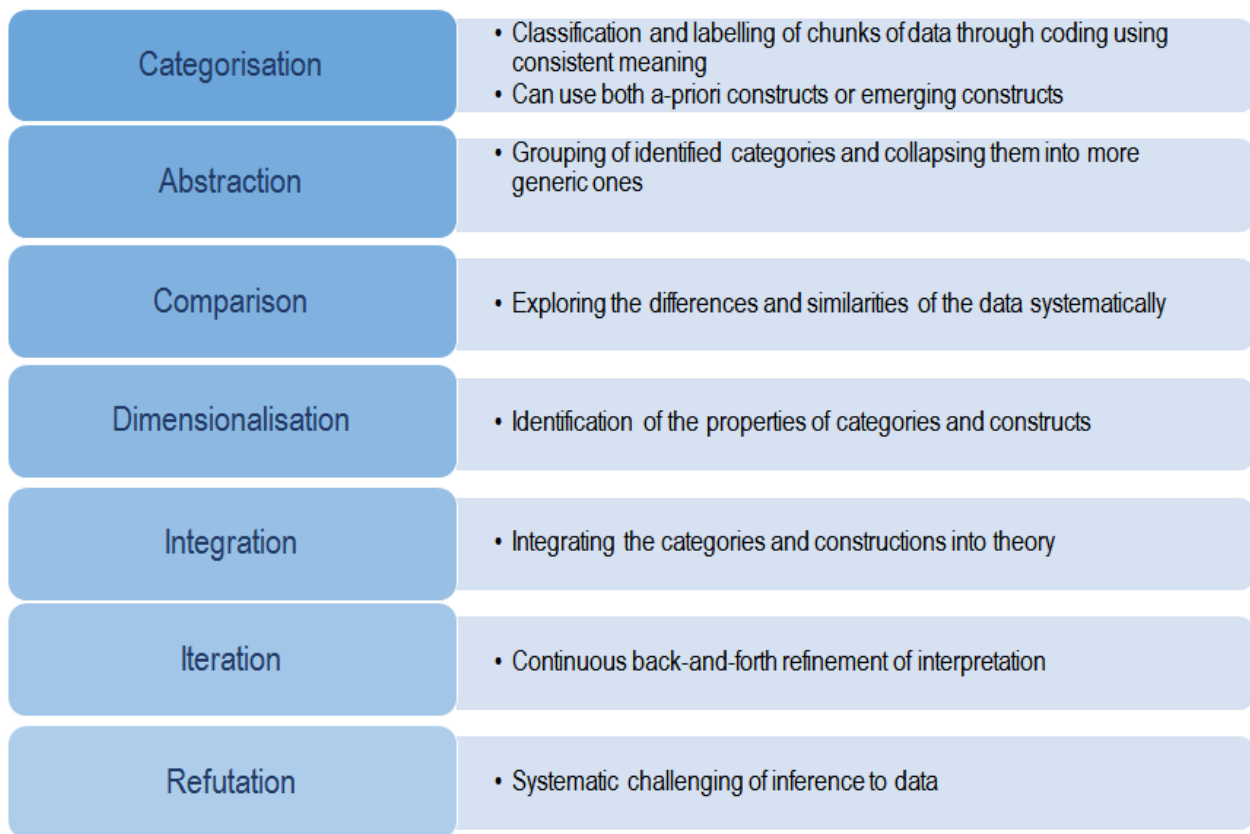
Figure 12: Thematic Analysis Operational Steps

Since she used an iterative approach, she constantly went back to previously coded transcripts on each emergent code to ensure that she did not miss this code previously and to ensure consistency. Also, to avoid definitional drift (Gibbs, 2007), the researcher adopted the definition of the term from the literature when new codes are added and she ensured that there was no inconsistency by doing constant comparison across the various transcripts (see **Appendix H**). This procedure improved reliability since the terms were used consistently and in a predictable manner (Lincoln & Guba, 1985).

Group of Information	Short Description
Specific acts and behaviours	What people do or say
Events	Usually brief, one-off events or things someone has done

Group of Information	Short Description
Activities	Longer duration acts in particular setting
Strategies, practices and tactics	Activities aimed towards some goal
States	General conditions experienced by people or found in organisations
Meanings	What it means to the participant
Participation	Involvement or adaptation to a setting
Relationship or interaction between people	The relationship or the interaction between two people or within a group
Conditions or constraints	Precursor to or cause of events or actions, things that restrict behaviours/actions
Consequences	Results and what happens if …
Settings	Entire context of the events under study
Reflection	Researcher's role in the process

Table 7: Type of information coded

Furthermore, she determined which focus group participant said what during the discussions and coded the focus group discussions under the individual participants in order to be able to draw similarities and differences among participants.

At the end of the coding exercise, she had an additional 93 emergent codes including one for thinking time when participants would pause or would say euh, hmm, eh, etc. In addition, she had 8 emoticons codes to code the emotion showed by the participants during the interviews/focus groups. 5 of the emergent codes were used less than 3 times. This would suggest that they were less important to the study in view that there were 39 participants and that the durations of the interview and focus group were 1 hour and 2 hours respectively. If these codes were important, they would have been mentioned more than 3 times. **Table 9** in **Appendix G** provides an illustration of how the codes were distributed among the participants.

After the coding exercise, the researcher proceeded with abstraction (Spiggle, 1994) to derive patterns of codes (Miles et al., 2014; Patton, 2002) by collapsing the 103 codes

into 7 families of codes. The listing of codes used for de-contextualisation and their classification in families of codes are listed in **Table 12** in **Appendix H**.

While doing abstraction or deriving the patterns of codes, the researcher also proceeded with comparison of data extracts across transcripts to identify differences and similarities. At the same time, the researcher performed dimensionalisation and integration to identify relationships and meanings across the patterns. In addition, she continuously proceeded with iteration by extracting and analysing the information based upon each family of code, with back-and-forth consultation to the codes, to make sense of what was happening and what the participants were experiencing during organisational changes. Extraction of data was facilitated by the MAXQDA software. Moreover, she proceeded with refutation by systematically challenging the inference of the data while she determined the major themes. In drawing the themes using an inductive approach, the researcher reminded herself that the theme should provide meaning through the data set and link closely to the research questions and data (Braun & Clarke, 2006). At the end of the thematic analysis, the researcher came up with three major themes linked to the research questions which are related and which are built on each other without overlapping (Braun & Clarke, 2012). These themes are (1) "*experiencing changes in the public service*"; (2) "*leadership of change in the public service*"; and (3) "*supporting elements for public service changes*". Using these themes, she reported the findings (see **Chapter 4** of this report).

3.6.3 Grouping Procedure

The researcher collected participants' feedback separately for directors, managers and non-managerial employees. This feedback is provided in the thick description vignettes in the thematic analysis where the researcher has anonymised the participants with a prefix to indicate the position of the participant in the organisation. Hence, DIR8 would refer to director number 8 participating in the study whereas MGR8 and EMP8 would refer

to the manager number 8 and non-managerial employee number 8 participating in the study respectively (see **Appendix F** for the list of anonymised participants).

3.6.4 Critical Realism in Data Analysis

Data analysis, using the critical realism philosophy, searches for mechanisms in the key elements of agency, culture and social structure (Morton, 2006) for explanation instead of looking for causality according to the Humean contingent sequence (Elder-Vass, 2011). Thus, the researcher used the critical realism explanatory logic of *abduction* in the thematic analysis to describe the everyday objects in an abstract and more general form for the findings. She continued with abduction to describe the sequence of causation of the observable pattern. She also performed *retroduction,* the second explanatory logic of critical realism, to ensure that the explanations are correct by challenging the causes and by asking *what-if* questions to discover any hidden mechanisms (O'Mahoney & Vincent, 2014). In addition, consistent with critical realism, she conducted theoretical triangulation to examine and interpret the data (Patton, 2002) to explain how and why things happen in her analysis.

While doing abduction and retroduction, the researcher looked for probable mechanisms to explain readiness for change in the public service (see **Chapter 7**). As the public service is an open system and mechanisms interact among them with different results based upon the context (Mingers, 2015; Elder-Vass, 2011; Sayer, 2000), the researcher performed the analysis of likely mechanisms in groups interacting with one another instead of just focussing on one mechanism. She, thus, proceeded to examine and report on the mechanisms based upon the themes that she produced from the thematic analysis because a theme is a logical grouping of patterns of data recognition that are important to the phenomenon of study (Fereday & Muir-Cochrane, 2006).

Moreover, she used the same methodology that Pawson & Tilly (1997) used, for their realist evaluation of mechanisms in the introduction of CCTV cameras in the car park to reduce crime, but in the context of organisational change with readiness for change as outcome. Pawson & Tilly (1997; 2004) argue that human agents interpret and act upon change interventions through mechanisms. Similarly, Blom & Moren (2011) describe mechanisms as analytical constructs consisting of causes, motives and choices that influence observable events. Thus, using the argument of Pawson & Tilly (1997; 2004), she followed the chain of logical thinking and response about organisational change since "*realist evaluation is all about turning this moment's thought into a comprehensive theory of the mechanisms*" (Pawson & Tilly, 1997, pp. 78) through which public servants are cognisant about organisational change and for the necessary powers to be actualised for readiness for change.

3.7 Chapter Summary

This chapter has provided the research design and methods of the research study using the critical realism philosophy. The aim of critical realism is to provide explanation of empirically observed events through mechanisms which are drawn from analysis that is based upon empirical observations. The research approach was grounded in the theoretical framework and initial conceptualised framework for change from the literature review. The data collection methods selected were interviews and focus groups with typical case sampling from volunteered public servants at director, manager and non-managerial levels. A pilot study was conducted prior to the main study to validate the research protocol. The study participants provided accounts of their lived experiences of organisational changes for studying readiness for change in the public service. Interpretative phenomenological analysis was used to make sense of the data while thematic analysis was used for data analysis. In addition, critical realism mechanisms for readiness for change were identified during the thematic analysis. The researcher

adopted a definition of mechanism and a methodology of uncovering mechanism, based upon linkages across various literatures that are consistent of the intent of critical realism mechanism, to provide a critical realism explanation of readiness for change.

The choice of data collection methods as well as the process of inquiry have been described and justified. The ethical issues have been discussed together with the measures taken to ensure rigor and trustworthiness. The explanation of the design, data collection methods and the analytical process may enable other researchers to assess transferability to their sites. The findings are reported in the next four chapters.

4 Thematic Analysis Findings

4.1 Introduction

This chapter presents the findings from the thematic analysis according to the methodology described in **Chapter 3**. To begin, the chapter provides a short description the themes that emerged from the thematic analysis. It then provides an elaboration of the first theme. Finally, it concludes with a chapter conclusion.

4.2 Findings from Thematic Analysis

The study findings directly correspond with the conceptualised framework created from the literature review with some slight differences. In addition, the study provided additional findings not mentioned previously in the reviewed literature. These findings are discussed in the presentation of the three themes.

Overall, even though the participants occupied different levels within the organisation, they provided similar feedback about their experiences and feelings about organisational change. This may be explained by the fact that all three levels are recipients of organisational changes as they are not the ones driving organisational changes in the public service. Since the findings are mostly similar across levels, the researcher has opted not to collate separate findings for directors, managers and non-managerial employees (see **Appendix G** for distribution of codes across levels) to avoid repetition. The participants are collectively referred to as public servants subsequently unless where there are key differences when they are then referred to their respective levels.

Three themes emerged from the thematic analysis according to the methodology described in **Chapter 3**. As stated by Braun & Clarke (2012), themes are not necessarily common threads across the data but themes are the most important threads related to the research question, i.e. in this study, about readiness for change in the Canadian public service. These themes are *"experiencing changes in the public service"*, *"leadership of change in the public service"* and *"supporting elements for public service changes"*. The researcher has opted to present these themes in this order because the first theme is about what public servants experience during changes to provide a backdrop about organisational changes from the change recipients' perspectives and to introduce the next two themes. The second theme is about how the change is being led so that it highlights how the experiences are linked with the way that the change is led. Finally, the third theme is about providing the elements to support the change recipients during organisational changes. Thus, the themes support each other with respect to the research question.

The first theme is presented in the next section of this chapter while the next two themes are presented in **Chapter 5** and **Chapter 6** respectively. All of the themes are supported with thick description vignettes of participants' feedback (in blue table) and with reference to the initial conceptual model. The researcher has selected vignettes across the group to illustrate the findings.

4.3 Experiencing Changes in the Public Service

Theme 1 originated from interview and focus group questions such as "*what does organisational change mean to you?*"; "*Can you identify some challenges with change within the public service?*"; "*Taking example of a change, can you tell me how the change affected your level of energy, enthusiasm and workload?*", "*How easy is it to work in this*

environment of change?"; "*How did your feelings evolve with the change?*" and "*Are you proud of the work that you are doing every day?*".

This theme is presented in 6 sub-sections, namely *emotional aspect of change; lack of organisational justice; uncertainty, anxiety, stress and change fatigue; powerlessness and helplessness; victims and survivors*; and *loss of faith*.

4.3.1 Emotional Aspects of Change

As illustrated by the thick description vignette below, participants revealed that they all experienced various emotions during organisational changes. Excitement and hope, fear and a mix of emotions are their common initial feelings upon hearing that an organisational change is going to happen. Public servants are excited and hopeful about the possibilities that the change will bring but, simultaneously, they fear that the organisational change will bring job loss or that the change will negatively modify their job or role in the organisation.

Excitement, hope and fear
"A whole bunch of things all at once. One word that you can use and everybody identifies with is fear. Oh, what's that going to be? Or excitement. Oh, yeah, that looks great… I have been through a bunch of organisational changes in the past and I have never seen one that has been so lousy, poorly communicated, hum, just an abominable, hum, failure, this one. Like I said before, it's just never ends. It's going to be probably as long as I am an employee at this department. Hum, [sigh], but when somebody tells me that there is going to be a major change that will directly affect me, there, it's, it's a whole engine of motion because some, one of those may be hum, hope, maybe I can think of better place to be, or maybe I can meet new people as, as I move in and out of the reorganisation. So, there is no single answer."
EMP4: Male, > 20 years as a public servant

Excitement, hope and fear
"It's also excitement and hope… Because we are kind of going through a reorg with a bit confusion right now. It is colouring the thing. But I usually like change quite a bit. Even when I saw the first announcement, my first thought was awesome. I thought it was awesome. So, I think that it becomes negative, it can become negative, I think it is not always a fearful thing. It is exciting."
EMP3: Male, 11-15 years as a public servant
"So, that's exciting but at the same time the employees are afraid that these services will be outsourced and (they will) be repatriated and managed by DEPT1 but outsourced to the private sector."
MGR3: Female, > 20 years as a public servant
As soon as you talk change and you talk economies, people, their natural tendency was ok, we are trying to do more with less, am I going to be affected by that less? Hum, [pause] and I think that [pause] but in all, [pause] things tend to look after themselves. You know, there were a couple of employees that chose that point in time to find an assignment opportunity outside of the organisation. That's, that's how some people deal with change. If the organisation changes, I am going to go for six months and let the change happen and then come back."
DIR3: Male, 11-15 years as a public servant
"My first thought is will I keep my job? Will I, will I work in another place that I do not like? Will I be forced to do something I do not like?"
EMP16: Male, 6-10 years as a public servant

An analysis of this finding, on hope, fear and ambivalence of simultaneous emotions during change, is provided in the next three sub-sections respectively.

4.3.1.1 Hope and Excitement

Snyder (2002), in his article about hope theory, defines hope as "*the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways*" (pp. 249). Furthermore, Lazarus (1999) argues that hope stems from the inadequacy of the current condition in life making one to either desire a better

outcome for oneself or to making one to desire that an adverse condition will not happen to worsen the existing condition. This implies that cognitively one has to appraise the existing condition or well-being and the relationship of self with respect to the environment. This study finding, hence, suggests three things about public servants and organisational change. First, public servants appraise their current condition in the organisation and infer meaning about what is happening; second, they derive desired goals of what organisational changes can be based upon the inferred meaning; and third they perceive how they can put energy and thinking towards reaching these desired goals to improve their current conditions. Therefore, public servants have already a perception of their potential benefits from the change and a perception of how to enable those benefits to be reaped even before the change is implemented. The feeling of excitement seems to be merely a joyful anticipation of the potential benefits from organisational changes.

4.3.1.2   Fear

Participants also revealed that they simultaneously experience fear with hope and excitement on hearing that an organisational change will occur. This fear being due to the threat of losing their jobs and/or to the threat of not liking their redefined jobs or roles as part of the organisational change. In sum, their feeling of fearfulness is linked to job insecurity and the actual or potential loss of their jobs or roles. According to Bailey and Raelin (2015), change undeniably implies loss and that loss can be either positive, as in the case of unburdening employees from past obligations, or negative as in a layoff when it generates uncertainty and anxiety. Positive loss, hence, is desired and it seems similar to how hope works since it allows public servants to perceive ways to improve their existing condition. While both types of loss involve letting go of something, negative loss is painful and is not desired. The degree of job insecurity, due to the potential of losing one's job or to forsaking some valued features of one's job, depends on the severity

of the threat and on one's sense of powerlessness or ability to overcome the situation (Greenhalgh & Rosenblatt, 1984). In this case, the severity of the threat being the perceived probability that the threat will materialise times the perceived consequence if the threat materialises. Thus, if the organisation does not provide clear communication, public servants will use their senses to make sense of the situation and they may believe that the threat is more severe than it actually is.

In addition to job insecurity, which results in economic loss, the fear of job loss or the fear of not liking the job or role are associated to the losses of personal, professional and social identities. Personal identity or what defines one as an individual, has a direct impact on self-esteem and is central to how one interacts with the social environment. Self-esteem which is based upon the four corners of *acceptance*, *evaluation*, *comparison* and *efficacy* and negative comparison with peers damages it (Hewitt, 2011). Hence, because of the potential loss compared to others, self-esteem of public servants declines.

Moreover, face (Goffman, 1967), or the social image that the other group members share about the public servant, would be impacted by the potential loss and the lowered self-esteem. Moreover, one has multiple social identities when one becomes we within inclusive social units (Brewer, 1991) with similar group values and practices. These social identities provide one with prestige associated with identification to these groups as opposed to the out-groups (Ashforth & Mael, 1989). Public servants have various social and professional identities because of organisational structure and because the public service encompasses various professions. Identities within the profession and with other social groups are altered as a result of job loss or when the job is redefined within the organisation. To illustrate, a particular public servant could be working as a project manager in the information technology branch and he would identify himself with the information technology group broadly but also with the project management group in the

public service and in the project management community where he may have a professional membership. Losing his job would mean that he would lose his identity as information technologist and his identity as project manager internally and within the community. This public servant may also be a visible minority belonging to the visible minority network and the loss of his job would also mean that his relational self or self-concept with significant members (Brewer & Gardner, 1996) of his community will be altered as a result. The alteration or loss of identities and face add to the pain of job loss and/or redefined job or role in the public service.

4.3.1.3   Ambivalence of Simultaneous Emotions

Participants revealed that they have ambivalent responses about change. Piderit (2000) maintains that employees can exhibit ambivalence of responses about organisational change since their responses are along the three dimensions of emotion, cognition and intention. This means that their responses can differ and be in conflict across the three dimensions over time. However, the finding of the current study shows that ambivalence can also exist simultaneously across only one dimension, namely emotion since hope and fear can exist simultaneously. Hence, this suggests that the public service needs to acknowledge and factor in ambivalence of simultaneous emotions in developing the strategy to enhance readiness for change for public servants.

Moreover, even though that organisational change is a process with multiple steps that can be iterative, the readiness for change literature implicitly and explicitly suggests that readiness for change has to be built at the start of organisational changes and then the change is managed through change management practices (e.g. Armenakis et al., 1993). However, as seen from the current study, the emotions of public servants, including hope and fear, may be altered at any moment during an organisational change based upon their perceptions and realities of the ongoing change process. The current study findings

indicate that in reality readiness for change is not a situation about whether to either adopt or to resist organisational change. Instead, readiness for change is an indicator along the spectrum of adoption and resistance and that the readiness indicator fluctuates along this spectrum throughout organisational changes. This means that readiness for change needs to be constantly monitored and managed in an iterative way and that various strategies have to be used depending on the degree of readiness. This even more so since readiness for change may vary from public servant to public servant at any given point in time.

In sum, public servants are hopeful and excited about organisational changes because they perceive that they can potentially obtain benefits from the change and they think about ways to obtain those benefits. However, they are fearful of organisational changes at the same time in case the changes impact their jobs and their roles in the organisation negatively. Thus, they are anxious and stressed about potential job losses and roles minimisation that could impact them financially or make them lose their identities and faces. The findings suggest that ambivalence of responses can exist within the sole dimension of emotions and that readiness for change can fluctuate throughout the period of organisational change for the same individual.

4.3.2 Lack of Organisational Justice

Participants revealed that they believe that there is no longer any loyalty in the public service since they can lose their jobs at any time during an organisational change. In addition, they disclosed that they believe that the organisation has no respect for employees because the organisation does not inform them in advance about potential layoffs for them to adjust and to prepare their future. They, hence, have a feeling that there is no organisational justice.

No Loyalty from Organisation after Signing the Letter of Offer
"At the last DPI conference, the CIO of Canada made some remarks together with her US counterpart… we've certified a number of third party cloud providers, secured to provision infrastructure services to the US services and then with respect to our staff we need people who can manage requirements, manage projects, task solutions but not so much develop because it cost too much to bring staff from where they are, from their current level of expertise to where they need to be…The deal we came in is changing… The deal we came in… is that you sign for the long run and we'll take care of you…They said that the deal would not change!"
MGR1: Female, 16-20 years as a public servant

According to Cropanzano et al. (2007), organizational justice takes the perspective of employees in order to ensure that the organisation is taking an ethical and moral standing in the treatment of its employees. Thus, organisational justice is more than just having favourable outcomes since it is made up of the three components of *distributive justice*, *procedural justice* and *interactional justice*. *Distributive justice* is about having appropriate outcomes based upon equitable rewards for employees, equal treatment of employees and appropriate benefits according to the needs of the employees. *Procedural justice*, on the other hand, is about the appropriateness of the process based upon the consistency of treatment of employees, lack of bias of the process for any individual or group, decision taken by considering accurate information, representation of employees through input in the decision, correction mechanisms to correct any mistake in the process and ethical conduct. Finally, *interactional justice* is about appropriate treatment from management through interpersonal justice by treating employees with dignity, courtesy and respect and through informational justice by sharing any relevant information with employees.

The current study findings suggest that public servants suffer from procedural justice and interactional justice during organisational changes. Specifically, public servants do not

feel that decisions are accurate and that organisational changes leading to downsizing are not necessary and justified since the same change is recycled over a period of time and then abandoned at the expense of taxpayers. Public servants also do not feel that they have a say in the decision about organisational changes and that they cannot appeal to the way that the changes are implemented. In addition, the organisation does not share relevant information in advance with its employees for them to take necessary measures to mitigate the outcomes for them.

No Respect and Procedural Justice
"See, for me, that's a matter of respect. Because I respect the organisation strategy. I will accept it. Our organisation has to have a strategy. But please also respect my strategy. And to have my own personal strategy, I have to know things. So, please tell me that maybe, hum, I will not be required two years from now and I will build my personal strategy around it. That kind of, hum, straightforward statement will prompt me a lot. I would appreciate that."
EMP6: Female, 1-5 years as a public servant

Moreover, public servants do not feel that they are treated with respect, courtesy and dignity since they perceive that the public service is no longer keeping its promise that it will take care of its employees in the long run and that the organisation does not hesitate to lay off its employees. Thus, the organisation is breaching the psychological contract or employees' expectation of a reciprocal agreement with them. Employees' perceived breach of psychological contract by the organisation, in turn, causes them to lack trust in the organisation (Hopkins & Weathington, 2006). Barbalet (1996) also contends that trust is the emotional cornerstone of cooperation since one depends on others for successful action and that without cooperation one cannot be sure of the future outcome of the action. Otherwise one could resort to coercion which is driven by fear or self-interest which itself will lead the individual towards some cooperation. For this reason, the public service may need to ensure that it maintains the trust of public servants during

organisational change since it depends on their cooperation for successful implementation (Piderit, 2000) from initiation to post-implementation of the change.

4.3.3 Uncertainty, Stress, Anxiety, Self-Efficacy and Change Fatigue

Participants revealed that, as the organisational change progresses, their excitement thins out and uncertainty about the change builds up. They, then, become anxious and stressed. This stress subsequently becomes change fatigue as the duration, number and pace of organisational changes increase. The vignettes below are just some examples that participants face a lot of uncertainty and ambiguity during organisational changes. An analysis of these findings is provided in the next three sub-sections on uncertainty and stress; anxiety; and self-efficacy and change fatigue.

Stress and Change Fatigue
"Like, we all know that this kind of change is stressful and we figure, yeah, we can go through this over and over and over. But I just went through some personal stress and, and, it hits me that it's like managing the work stress is one thing but if you have other stuff going on, it is a lot harder… is it worth doing this? You know, there is a price. Even a positive change has stress with that. And, you know, maybe we should just let things be the same for a while and give people a breather."
MGR8: Female, > 20 years as a public servant
"We have had too many experiences in the government to say … that this will not happen. That it will last too long and that we will lose our objective … I call it a corporate fatigue. Hum, because not only is it us personally but the whole team will feel it too… is it still a good thing to do? If it is not, it is better to stop. There is a tremendous amount of difficulty for the government to do that…You're not going to have a quality product and you're going to burn a lot of people too. Why don't we stop and reposition ourselves?"
DIR7: Female, > 20 years as a public servant
"Wait, there's too much change. There's way too much change... You can't nail anything down because every time that you start to nail it down there's going to be a change. And, I very seldom am told why anything is changing. So, I don't know whether it is for a good reason or a bad reason. All, I know is that I say to myself, oh god, here we go again!"
EMP8: Female, > 20 years as a public servant

Continuous Changes
"So, I have been here for three years, more than three years, and I saw few changes from, like the, organisation changes and now they are saying we are changing again. But each time when they say changes and like EMP4 mentioned it, it takes a long time and they stay in the same stage. If the change takes a long time, I don't think that we need to change. Because you are probably thinking about another change again."
EMP5: Female, 16-20 years as a public servant

4.3.3.1 Uncertainty and Stress

Folkman (2010) argues that uncertainty, which can be classified into the four categories of *temporal uncertainty*, *event uncertainty*, *efficacy uncertainty* and *outcome uncertainty*, is accompanied by psychological stress. *Temporal uncertainty* occurs when the person is uncertain *when something will happen*; *event uncertainty* occurs when the person is uncertain *what will happen*; *efficacy uncertainty* occurs when the person is uncertain *what can be done* about the situation; and finally, *outcome uncertainty* occurs when the person is uncertain about *the final result* of something (Folkman, 2010).

From the accounts of the current study, participants face all four types of uncertainty at various periods during organisational changes. To illustrate, from the accounts of participants, public servants may not know when a particular step in the change process will be done (temporal uncertainty) and what the change will consist of (event uncertainty) because the change recipients are not part of the decision-making group who is planning or implementing the change. Hence, these public servants do not have any control about when and what will happen. Also, as revealed by participants, when they get information about certain aspects of the change process, they more likely do not know what they can do (efficacy uncertainty) because they do not have the proper support mechanisms and, thus, they do not know what would be the outcome of the process (outcome uncertainty). Public servants, hence, experience the four types of

114

uncertainty along the organisational change process at multiple periods and they are constantly working under psychological stress.

4.3.3.2 Anxiety

During organisational changes, participants disclosed that they feel anxious on account of the threat of adverse working conditions impacting their roles and of the possibility of losing their jobs. They fear that their existence will no longer be what it is and they feel anxious due to this uncertain existential threat (Lazarus, 2005). The anxiety of public servants is further pronounced because they lack the information to enable them to perform a primary appraisal of the perceived threat for themselves and a secondary appraisal about their available options to allow them to cope based upon these analyses (Carver et al., 1989). Furthermore, Lazarus & Folkman (1987) suggest that, without the ability to do a secondary appraisal, individuals feel that that they do not have control over the threat outcomes and, consequently, their self-esteem may decrease. Thus, the self-esteem of public servants may decrease as a result of their anxiety.

4.3.3.3 Self-Efficacy and Change Fatigue

According to Bandura (1982), while repeated personal successes increase one's perceived self-efficacy, i.e. the control over unpleasant stimuli and experiences, repeated failures or limited personal accomplishments decrease one's self-efficacy. Thus, public servants need to have successes with organisational change to increase their perceived self-efficacy.

Moreover, Wanberg & Banas (2000) argue that individuals need to also have change-related self-efficacy during organisational changes. The authors define change-related self-efficacy as "*individual's perceived ability to handle change in a given situation and to function well on the job despite demands of the change*" (Wanberg & Banas, 2000, pp.

134). Hence, since public servants have limited control over the threats during organisational changes, their self-efficacy decrease so that they feel that they cannot mobilise the necessary resources to adapt and to deliver their tasks effectively and to control the events in their lives. Consequently, public servants constantly feel exhausted and they burnout over time, with repeated organisational changes, due to the disparity in the work environment and the coping resources available to them (Schaufeli & Peeters, 2000). This is also supported by Bernerth et al. (2011) who argue that change fatigue, or the feeling that too much change is happening, enhances the feeling of emotional exhaustion since employees are no longer able to align their energy with what the organisation is expecting from them. These arguments are, thus, consistent with the findings of the current study as the syndrome of change fatigue is prevalent across the public service as revealed by the participants.

Furthermore, the current study also uncovers that, in addition to the number of changes, the speed of the changes as well as the number of failed changes over time increase the feeling of change fatigue. By the same token, both pace of changes and failed changes deplete the energy and resources level of employees and prevent them from coping with current and future changes. Participants disclosed that when changes are not completed successfully, more changes are initiated but that these do not get completed either. As a result, public servants' energy and resource levels continue to deplete over time. Moreover, according to Swindle et al. (2001), work productivity increases greatly when energy level is improved for depressed individuals and, thus, public servants who are depressed may not also be able to increase productivity because their energy levels are not being restored with the ongoing changes.

In addition, the capacity to work, or the cognitive and psychological capabilities of employees to perform their tasks effectively, depends on the energy level as well as on

the knowledge, skills, intelligence, age, level of education, stamina, motor skills and health of the individuals (Blumberg & Pringle, 1982). As a result, public servants do not look forward to long organisational changes even though these changes may be beneficial and invigorating at the start because they have to put a lot of efforts but with trivial result. Equally important, they do not look forward to an organisational environment with repeated changes if they, themselves, are undergoing changes in their lives. Thus, this implies that change leaders should take into account the speed and impact of the change on employees when deciding to undertake an organisational change.

To summarise, public servants experience temporal uncertainty, event uncertainty, efficacy uncertainty and outcome uncertainty with stress during organisational changes. They are also anxious due to the changes becoming a threat of to their existence. Their anxiety becomes more pronounced when they lack proper information about the change and their self-esteem declines as a result. Furthermore, their self-efficacy also declines because of the limited control over the threat and they no longer have the resources to cope with the changes. Consequently, public servants are exhausted and burn out with the pace of changes and change fatigue.

4.3.4 Powerlessness and Helplessness

In addition to change fatigue, participants disclosed that they experience other emotions when the change does not happen the way that they anticipated. The change becomes painful for them to live every day. Some of them feel that they can no longer work in that continuously changing environment. Thus, at all hierarchical levels, participants informed that they are frustrated with organisational changes because they cannot control their work environment due to lack of information, ambiguity and uncertainty of the change outcome.

Despite that the organisational change is painful with negative impacts to change recipients, some participants disclosed that they need to provide input for the organisational change to work effectively and for them to stay engaged in the changing environment that they perceive as a mess. Thus, public servants believe that they need to provide feedback to correct the situation for the organisational change to be successful. However, the feeling of frustration eventually leads to disillusionment as the situation persists, making some public servants hate their jobs and disengage from the organisation. Hence, a few participants, at managerial and non-managerial employee levels, revealed that, when the change drags on, they become cynical and disengaged as a mechanism of self-defence and preservation against helplessness.

Moreover, participants who were initially excited and hopeful of the change, lose interest in the change because of the lack of information about the change and because they cannot provide feedback about it. Thus, they also become disengaged due to lack of information, direction and clarity about the organisational change. Similarly, some participants, at all levels including the director level, further commented that they felt left out of the change as if they were orphans of the organisation. According to the participants, they, then paradoxically, further alienate themselves from the rest of the organisation and from other public servants. The reasons given were for protection and for perception of contribution because they did not want to feel impacted by whatever is happening around them and because they want to feel that they are still contributing to the organisation in their bubbles.

Hating the job
"It's brutal. I hate my job. I feel like going elsewhere just to, to be where () I, I, I am being, doing what I like. I am trying to find the positive things but personally, like, it's been two years! I am wondering. What is this? I mean, it's not fun!"
MGR7: Male, 16-20 years as a public servant

Disillusioned and Cynical
"I think that when I hear change, I think it is going to be bad. And I'm not a person who is against change … I am for changes but I think I've been disillusioned just one too many times because I used to think that this is going to be great and we will do that. And even, this last one I thought that this is going to be great and now I am just like, oh, yeah, you know, like I'll believe it when I see it."
MGR8: Female, > 20 years as a public servant

Frustration and Demotivation
"What frustrates me the most is the fact that… When you are trying to do something, you can't get the assistance that you need to be able to move it forward. And, you spin your wheels and you waste an awful lot of taxpayers' money trying to do what it is you've been mandated to do."
MGR9: Female, >20 years as a public servant

Lack of Engagement
"I will not be running my shop this way if, if I didn't think it was temporary and now it's been a year and, and, but they keep saying that is going to change real soon. So, I think, well, what kind of changes can I make? I don't know what's good going to happen. I'm, I'm frustrated! I'm really frustrated. I may be a little angry … I am also used to being at least contributing. I have good ideas… somebody else up higher up can, can decide whether they would use them or not... Hum, but I don't feel that anyone is listening and that is frustrating too!"
MGR8: Female, > 20 years as a public servant

Lost and Confused
"Inside, I feel like I don't know where I am going. I don't know what I'm going to be doing, right. It's like, where do you want to go…? Well, what am I going to do in each role, you know? If you can't tell me, how do you want me to make a decision? Oh, well, we will make it for you. Okay, fine. Just don't treat me like a number… I don't have anything to tell my staff. Hum, my boss does not know… Continuous frustration… it is frustrating. If I were angry, it would mean that I cannot do my job. Like, I, I am still doing it. I'll just wait when it happens because at this point I cannot contribute, contribute more than I am."
MGR7: Male, 16-20 years as a public servant

Lost Orphan
"I always make an effort to know what is going on but I really don't know what is going on… at a minimal level there's, there's not enough engagement… I would take anything at this point in time… I feel pretty lost. I have even stopped asking questions. I put a little bubble around me in terms of okay, here is where I get to operate. Just leave me alone… It's about job satisfaction. I mean you can be an orphan… it's not a thing that you would think about. Let alone tell somebody to remember that you kind of exist, you know. And it's, it's not a good feeling at all… People have literally asked 'where is my job? Where is my job?' And they do not get any response."
EMP3: Male, 11-15 years as a public servant

These findings are consistent with Ashforth (1989) who argues that powerlessness, which she defines as a lack of autonomy and participation, consists of three stages. In the first stage, termed as *reactance*, the individual experiences frustration and tries to regain the desired or expected control over the work environment. Then, in the second stage, termed as *helplessness*, the individual experiences helplessness as the individual perceives that anything that there is nothing that he can do to change the situation. Finally, in the third stage termed as *work alienation*, the individual alienates himself from the workplace by dissociating himself from the organisation and by being less involved on the job.

While the reviewed literature indicates that these stages are either sequential or alternate, the study findings, however, highlight that public servants want to move from helplessness to regain control of their work environment by wanting to participate and by providing information/feedback about the change process even though they were not allowed to do so. Participants believed that they could influence the change, redress the mess and stay engaged if they were able to provide feedback and if they were involved in the change. Surprisingly, this happens even when these public servants went from reactance to helplessness before. In addition, some wanted to participate even after they alienated themselves from the workplace previously. Thus, the study findings suggest that the powerlessness stages are not linear and sequential (i.e. reactance -> helplessness -> work alienation) and that employees can move from one stage to another out of sequence and then back again in an iterative way.

4.3.5 Victims and Survivors

As mentioned, the study findings show that participants, who become alienated as part of the organisational change, feel that the organisation no longer appreciates and respects them for what they are and these participants believe that they are just a cog in a machine to be disposed of at the whim of the organisation. Thus, they identify themselves as victims of organisational changes and they live organisational changes as an act of bullying and aggression perpetrated against them.

Surviving the war
"Because you can either go on medical leave because you are so upset what they have done to you with all the changes and you are so depressed that you, you go on medical leave. Or, you can accept the changes and find a way to just work with it…I have to take care of my, my health. I am not going to let work damage my health. So, it's, it's a big responsibility working in the public service… it's like war, you know, you need to be able to survive. When change comes, you have to be able to survive."
EMP2: Female, 11-15 years as a public servant
"So, I can relate to that. I, I took kind of a sick leave in this reorg for the same reason. And then I kind of came back and said, you know, you have to be more laid back about this, you know. Sometimes you have to accept that you cannot be as effective as you were before. That's a tough thing. If you are proud of your job, you want to be as effective… No one is going to fire me but I cannot do the job as well as I would like to be doing. And, it's, it's not a great feeling, you know.
EMP3: Male, 11-15 years as a public servant

Aquino & Thau (2009) define workplace victimisation as when an employee's well-being is harmed through unmet fundamental psychological and physiological needs by one or more individuals in the organisation. While there is a public service framework to deal with aggression and bullying from other public servants, there is no such framework to deal with perceived aggression and bullying from the organisation. Employees are left to cope with the situation and to avail of psychological help on their own.

Moreover, some public servants are directly and indirectly impacted by organisational changes repeatedly and their feelings of anxiety, stress and victimisation are even more pronounced. This is consistent with the study findings of Hansen et al. (2006) who show that victims of bullying have increased levels of somatisation, depression, anxiety, and negative affectivity than non-bullied respondents. Similarly, Nielsen & Einarsen (2012) illustrate that exposure to workplace bullying have a negative job, health and well-being impacts including post-traumatic stress symptoms, mental and physical health issues,

122

burnout, reduced job satisfaction and organisational commitment. Furthermore, Vie et al. (2011) demonstrated that self-labelling as a victim of low bullying exposure moderates the impact on the individual's health but high exposure of bullying increases the impact on the individual's physical and mental health. Therefore, irrespective of whether the public servant feels that he is a victim or not, repeated negative direct or indirect impacts of organisational changes may be damaging to the public servant's health. This is compounded if the public servant is also exposed to stress outside of the work environment.

4.3.6 Loss of Faith

This sub-section is broken into two parts. The first part discusses the belief in organisational part while the second part discusses turnover due to organisational changes.

4.3.6.1   Belief in Organisational Change

According to participants, they have to implement changes, based upon the political decision, which are sometimes in conflict with their core values such as non-partisanship. In addition, they disclosed that they sometimes perceive organisational changes as having negative impacts on citizens and on themselves. They provided the examples of when changes are bringing "unjustified" layoffs or when they cannot deliver the expected service quality to citizens due to the organisational change. When this happens, public servants do not see the value of the change, do not believe in the change and lose faith in the whole system. Thus, since they do not believe in the change, readiness for change is not promoted (Armenakis et al., 1993; Armenakis & Harris, 2002; Rafferty et al., 2012).

Perceived impact of change
"I am always positive about what I do, I am not being negative. But this is such a big thing. It is friends and it could be within your circle. People could be affected by what you are doing and you are changing a service. You know in your mind that you cannot talk about it ... it could affect the loved ones."
MGR2: Female, > 20 years as a public servant
"Private is literally about the money that you invest and the money that you get. So for them, an employee is a dollar sign because he is there to make money for you or you spend for nothing. Hum, but we, and sometimes, we do not take into account dollars, but it is important that we realize that we are serving people. You know, it's the taxes of people paying your wages. Me, when I come in the morning, I have to work, do what I do and personally, I pay taxes."
EMP17: Female, 0-5 years as a public servant
"We don't have a profit motive. A lot of the stuff that the government does is not designed for efficiency. It is designed for tax money distribution… we are doing it to support the political decision that has already been made. It's not about efficiency. People who believe otherwise are just kidding themselves. So, when you try to impose that private sector mentality, you are kidding your staff. You know, it's, it's, you have to be good at what you are there to do, whatever that is."
EMP3: Male, 11-15 years as a public servant

4.3.6.2   Quitting the Existing Change for another Change

Finally, some public servants, who are no longer able to live the change, quit the organisation for a place where they feel that they would be more comfortable to work in. Paradoxically, they prefer to embrace another change at a new workplace rather than to continue to live the existing change that they feel painful. This suggests that public servants are not against changes but that they prefer changes that they feel are not detrimental to them. Furthermore, a few public servants even revealed that they need to change job every couple of years to stay motivated in the public service.

According to Armenakis & Harris (2002) and Rafferty et al. (2012), employees perform a cost and benefit analysis of the change with respect to their jobs or roles (*personal valence*) and their readiness for change will decrease if there is no added-value or if there are costs to them.

Leaving the Change
"If I were to choose my work, that's where I go and then I do not look anymore… Often I reflect what will be my responsibilities? What are my responsibilities that will change? Or rather who will authorise my work today? What is going to be different? My freedom, am I going to lose it? Every time we reorganise, we lose a little bit of freedom."
EMP14: Male, >20 years as a public servant

In sum, public servants do not believe in organisational changes when they perceive that the changes are not according to their core values or when they perceive that the changes will impact citizens or themselves adversely. They, then, lose faith in the whole system and readiness for change is not enhanced as a result. In addition, the study findings suggest that public servants are not against changes but that they do want to live changes that are not detrimental or painful to them. If they find the change too painful, public servants leave the organisation for another job. This concludes this section on the theme of experiencing changes in the public service.

4.4 Chapter Summary

In conclusion, this chapter has provided an introduction of the three study themes that emerged from the thematic analysis and it has elaborated on the first theme of "*experiencing changes in the public service*". Though the study had similar findings to the initial conceptualised framework for change, there were with some additional findings. First, public servants have ambivalent responses to organisational changes. They are

hopeful and excited as well as fearful of organisational changes. Thus, the study shows that contrary to the literature (Piderit, 2000) there can be ambivalence across the sole dimension of emotions during organisational changes. Second, the study shows that public servants are anxious and stressed throughout organisational changes and that readiness for change can fluctuate as a result throughout changes. Readiness for change is mentioned to be a state at the beginning of the change in the reviewed literature and readiness for change is posited to be either there or not in the reviewed literature. Third, public servants suffer from procedural justice and interactional justice during organisational changes and they believe that changes breach their psychological contract with the organisation. Fourth, public servants experience different types of uncertainty leading to stress and anxiety during organisational changes. Public servants subsequently do not have the coping resources and their self-esteem and self-efficacy decline. Fifth, due to the pace and number of organisational changes, public servants experience change fatigue and are exhausted and burnt-out. Sixth, public servants feel frustrated with the lack of control of their work environment during organisational changes. They also feel powerlessness and helplessness and some come to hate their jobs or become cynical about organisational changes. The hating the job factor is not present in the reviewed literature about readiness for change. Seventh, some public servants paradoxically alienate themselves from the organisation and their peers to function and survive throughout the organisational change. Eighth, participants tend to think that if they are offered to participate in the change, they will control the change better. Ninth, contrary to the reviewed literature, the study findings suggest that the powerlessness stages are not linear and sequential but that employees can move from one stage to another and then back again in an iterative way. Tenth, public servants who have lost their jobs previously due to organisational changes live changes as an act of bullying and aggression perpetrated against them. As a result, some have physical and mental health issues. Eleventh, public servants do not believe in changes contrary to their core values.

They lose faith in the system and some leave the organisation. Finally, the study show that public servants are not against organisational changes if these changes are not detrimental to them and to their core values.

This concludes this chapter and the second theme of "leadership of change in the public service is presented" in the next chapter (**Chapter 5**).

5 Findings: Leadership of Change in the Public Service

5.1 Introduction

This chapter continues with the thematic analysis findings and presents the second theme, i.e. "*leadership of change in the public service".* This theme surprisingly eventuates in great detail at every interview and focus group. Participants were passionate about this theme and this suggests that who is leading the change and how the change is done are important for public servants. The theme emerged when participants answered questions such as "*What is needed to make change a success in the public service?*", "*What are your feelings about the future with respect to the change?*" and "*Is there anything else that you want to share about change implementation within the public?*".

This theme is presented in 3 sub-sections, namely *leadership definition and legitimacy; leadership fellowship;* and *trust in the leader*.

5.2 Leadership Definition and Legitimacy

5.2.1 Definition of Leadership

As remarked by various researchers, there are many definitions of leadership theories and styles or perspectives across the literature (Yukl, 2013; Daft & Lane, 2011; Nohria & Khurana, 2014; Western, 2013; Alvesson & Spicer, 2011) to the point that some people can find it "*confusing, frustrating, and perhaps even a little depressing*" (Alvesson & Spicer, 2011, pp. 13). Western (2013), citing Grey (2004), further argue that the dominant thinking of leadership and organisations has been propagated by business

schools and this thinking is that organisations and leadership are to maximise profit and productivity privileging management science and the instrumental means-end rationale of efficiency and productivity solely. This thinking, thus, does not encompass the not-for-profit sector and the wider stakeholders and society at large. As argued by Christensen et al. (2007), the public service is far from having a full instrumental rationality of clear and consistent goals since the public service has bounded rationality with diffuse, inconsistent and unstable goals together with complex problems. Thus, the definition of leadership in the public service is blurred and public servants revealed that they want a clear and agreed upon definition of leadership in the public service.

5.2.1.1 Participants' Definition

When study participants were asked what leadership meant to them, they informed that leadership is about motivating the team and creating a sense of purpose, a sense of focus, a sense of accomplishment and a sense of belonging for the team. According to the interviews and focus groups, leaders should bestow respect to employees and consult with employees for alignment of delivery/implementation.

More Respectful and Human Leader Required
"I think one of the challenges… is to bring leadership that is more human… who is more aware of the realities of everyone. Respect is said, it is mentioned. But really, it is one thing to say, okay, respect, it is part of the values of our department but we must apply it… if there was an improvement to be made, would really be on the leadership side but with a more human aspect."
MGR11: Female, 6-10 years as a public servant
"Just go to people's offices and ask how it is going, what's new? I know that makes a huge difference because if you want to ask a question, you can ask a question and you feel like you have a little bit of respect for the worker bee. It's important… But I like to think that I have enough respect from senior management, that they might care and stop to say once in a while how are things going? … Then, you can ask questions and so often we don't have access to the information."
Emp8: Female, >20 years as a public servant

To be recognised as a "leader", the person should have regular interaction with the team, have an interest in the team, know the team issues and help the team to overcome these issues. The "leader" should understand the reality of the team and not be self-absorbed in his own issues or agenda. Participants believe that, in addition to the function of team motivation and development, leaders in the public service need to also reflect upon their deeds to further develop themselves. In addition, they believe that leaders should be service oriented and be capable to lead changes to improve public service value to citizens and other stakeholders. Change leaders need to have the capacity to decide and plan the change as opposed to perform the routine management activities along the line of administering and executing. Therefore, leaders need to have the vision and know-how to decide. They should not rely solely on external consultants or on their own mental models. In addition, they need to provide time to the team for validation of their understanding of the direction.

Vision and Know-How
"You may have been the world's best manager but you are probably not the best leader. And that is sometimes what might end up happening. You need the people who have the vision and the way to move on and the know-how to actually lead people because the biggest thing is people. If you don't have the know-how to, if you don't understand people, if you don't know how to motivate people, as a leader, you are not going any further."
DIR1: Male, >20 years as a public servant

Therefore, to the participants, the functions of public service leaders are trifold. First, there is the function of self-development whereby the leaders continuously reflect and develop themselves. Second, there is the function of team development where the leaders develop the team to its full potential and provide career growth opportunity. Finally and importantly, the leaders have to be oriented towards service delivery since

the public service exists to serve citizens. The third function distinguishes public service leaders from private sector leaders. As such, the leaders should be able to innovate and implement changes to better serve citizens.

This definition of leadership supports the argument of Yukl (1999) that leaders should show the three behaviours of task behaviours, relationship behaviours and change oriented behaviours. In addition, this definition suggests that public servants view leadership as a relational and developmental process. The definition from the participants is also closer to the definition of servant leadership (Greenleaf, 2007; van Dierendonck, 2017) since it is about service first and embeds the accountability of the public service to citizens and the need for leaders to be ethical in servicing multiple stakeholders. The public service, should hence, ensure that leaders of organisational change are more servant oriented than ego-centric for better chance of successful implementation. In addition, because participants want their leaders be "humanistic" and to be mutually dependent on their followers and other stakeholders, leaders in the public service can be thought as "sustainable leader" (Gerard et al., 2017).

5.2.2 Leadership Authenticity

Furthermore, participants revealed that they want their leaders to be fair, honest, authentic and courageous and not finaglers. They want the leaders to be honest to tell them what is happening about the change without giving them incomplete or inaccurate information. Participants informed that they would rather accept that leaders telling them that they do not have the answer yet rather than the leaders giving them false information. Public servants want their leaders to tell them if the change is going badly so that they can remediate at their levels. A participant even revealed that he felt better after hearing the truth about the leaders having doubts. Hence, when leaders show doubt while reassuring employees, the latter understand that leaders are not causing confusion

on purpose. Employees can better appreciate the complexity of the change and be sympathetic towards the leaders. However, at the same time they want the leaders to reassure them that they are working in the employees' interest and that they would support employees during the organisational change. Thus, leaders should be realistic and not tell only the good stories with heroes but they should share failure while providing a way forward. Leaders should engage in the big P of politics, i.e. to implement the political agenda of the government, but not in the small p of politics to promote themselves at the expense of the organisation or of other stakeholders. This suggests that leaders should be prepared to show some imperfections and ask for help from employees if needed. On the other hand, leaders may want to tell only success stories, even though employees may know that these stories are false, to feel good about themselves and because they think that they are paid to show confidence and are worried about their reputation. In addition, since leaders are accountable to higher authority such as the political leaders, the former may not want to show failure or weaknesses because the perception of this higher authority may be more important to them than the perception of employees.

Change Stories and Failure
"I wished they would tell us because I sooner know. I sooner to hear that we are having problems and this is what we are up against. We are going to try and we don't know how this is going to turn out. I sooner hear that than nothing because then, then we would be sympathetic. It does not have to be perfect. They just have to be honest!"
MGR8: Female, >20 years as a public servant
"I have an opportunity to, because of the nature of my current job, sometimes I get to sit with CIO and others. And, that's actually good for me because they sound just like us. It actually makes me feel better, you know. It was like it's different because they kind of have to act like they know everything because they are being paid to show confidence, right?"
EMP3: Male, 11-15 years as a public servant

Big P politics
"Politics with a big P, it's when you see the social programs…they are hard to manage but you have to do them. Politics with a small p is inside the department, any department and it is expensive because people are not able to work together"
DIR7: Female, >20 years as a public servant

Public servants want to have authentic leaders based upon the definition of Avolio et al. (2004), i.e. authentic leaders are leaders who seek and integrate different points of views in a collaborative manner and whose actions conform to their own personal values and convictions. So, through their actions, these leaders are able to win the credibility, respect and trust of their followers. However, while May et al. (2003) suggest that authentic leaders are responsible to act morally and in the interests of others, this may be difficult for leaders in the public service since these leaders are accountable to various stakeholders with conflicting agendas due to bounded rationality (Christensen et al., 2007). Therefore, because of the inconsistency of organisational goals and complexity of public service organisational problems, these leaders may want to try to please all stakeholders by telling the stakeholders what they want to hear or by using ambiguous language.

In addition, public servants want leaders to be able to take bold decisions when needed and to act based upon their true beliefs, to challenge the status quo and to be change implementers. Daft & Lane (2011) similarly argue that the qualities of an effective leader are the same as those of an effective follower and that both leaders and followers should be energetic and enthusiastic and be committed to something outside of their self-interest with an ability to stand up for what they believe in.

Therefore, based upon their definition, participants despaired that leadership is not so present in the public service. They see leadership as lacking and they believe that the deficiency is not given the required attention because of political motives.

Leadership Lip Service
"I think that this is very political and the leadership competencies when you get at those levels are probably more for show than they are in practice. Hum, the people who are assessing leadership competencies of senior management are senior themselves. And the definition of leadership is, is different from one person to the other."
DIR6: Female, 16-20 years as a public servant
"…we have all, all of these things that, hum, say, trust and transparency and fairness… Ethics, values. Guys, you know what? I know that I uphold them but are you doing that up there?"
MGR9: Female, 16-20 years as public servant
"In term of leadership competencies and all that, it's like it seems that, sometimes it's almost feel like a lot of buzz words. You turn around, it's like one of those public service words that people throw around and like, you know, you get the emails that talk about it and stuff but it would be nice to see it more concretely… Hum, it would be nicer to include it more in your everyday activities at work, you know. And try to include the leadership competencies, kind of, like almost be like your manager saying oh, you just did this and that falls in line with this competency."
EMP18: Female, 1-5 years as public servant

5.2.3 Legitimacy of Leadership

At most interviews and focus groups, participants revealed that "leaders" in the public service have big egos, are too ambitious and self-absorbed and are not able to lead changes effectively, like they claimed, as evidenced by the poor track record of successful organisational changes in the public service. This is supported by Khurana (2002) who argue that leaders are often appointed based upon their claims that they can do radical changes or transformations at the expense of other candidates who are better leaders.

Moreover, according to Fenwick & McMillan (2005), the public service tends to make consecutive organisational changes as a solution to governance problems. Thus, it is likely that people who claim that they can make radical changes are selected in leadership positions. The tendency to overestimate one's abilities and accomplishments, or self-aggrandisement, together with attributional egotism and the sense of entitlement are part of the narcissistic personality. The narcissistic personality is associated with acute self-absorption, exhibitionism, claim of uniqueness, a feeling on invulnerability, attributing favourable outcomes to self and unfavourable outcomes to external causes and a belief in the exploitation of others with a lack of empathy while constantly seeking admiration and approval (Brown, 1997). Narcissistic personality is part of the "dark triad" together with Machiavellianism as manipulative personality and psychopathy as low empathy and anxiety with high pleasure seeking (Spain et al., 2014; Furnham et al., 2013; Babiak & Hare, 2006). These three personality traits are related and they have the commonality of lack of empathy and exploitation that reproduce success (Furnham et al., 2013). Boddy et al. (2010) and Babiak & Hare (2006) further argue that psychopaths get promoted throughout the organisations and are often found in senior management and leadership positions.

Furthermore, Rosenthal & Pittinsky (2006) argue that the characteristics of narcissistic leadership include "*grandiose sense of self-importance, preoccupation with fantasies of unlimited success and power, excessive need for admiration, entitlement, lack of empathy, envy, inferiority, and hypersensitivity*" (pp. 629). In addition, Ouimet (2010), referring to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV, 1996), states that the narcissistic personality also has "*a belief that they are special and unique and that they can only be understood by other individuals or institutions of similar superior status;… a sense of entitlement; a propensity to exploit others to achieve their own ends; …a tendency to show arrogant or haughty attitudes and behaviours*" (pp. 714). However,

these leaders promote ineffective work behaviours among employees and lower affective well-being of employees (Boddy, 2014). Furthermore, several authors argue that true leadership should be anchored in moral foundations for them to have followers (Bass & Steidlmeier, 1999; Howell & Avolio, 1992). Thus, again it seems that the public service needs sustainable leadership (Gerard et al., 2017).

Participants, moreover, informed that leaders should first be recognised as leaders by their peers and by their employees. They do not believe that leaders should be self-proclaimed or be promoted further to a short interview about who they are and what they can do. In addition, a few managers at the focus groups mentioned that a compulsory 360 assessment (Facteau & Facteau, 1998) should be done as part of the leadership appointment process which should seek and evaluate carefully feedback from peers, subordinates, self, supervisors, higher level managers and customers to ensure that the right people are promoted as leaders.

Leaders with Big Egos
"…they start from the top down. And I think that now this is mine – And <u>I should do it, it's mine</u>… I'm afraid that at the higher level, they are trying to do, no, no, no, that's mine… Too much ego. It should not be personal. It's the government. Working for the government. You know, it should not be too personal."
Emp2: Female, 11-15 years as public servant

5.2.4 Working with the Public Servants' Realities

Participants revealed that they want to implement organisational changes with a leader who can win their hearts and minds. To support the change, public servants want the leaders to be more people oriented, to listen more to them and to adapt the change to the realities of everyone for success. As such, they prefer to have democratic style leaders who would let them voice their ideas and let them influence and participate in the

136

implementation of the change. However, they can also embrace an autocratic style leader if the latter is capable of driving changes according to the realities of public servants. Thus, the autocratic leader should understand the impact of the change at the lower levels and be able to resolve tactical issues appropriately.

Leadership Style
"Yeah, what I am seeing is that there are two ways of doing it. One is at the top, if he's got a plan and he says this is what we are going to do and he lays it all out and we suck it up and follow it. And that could work. Whereas the other is to say that he wants our input but he's got to take it and we've got to work together. What I find is happening is we are sort of being left on our own. We don't know if we are supposed to figure things out."
MGR8: Female, > 20 years as a public servant

Voice and Reality
"Hum, sometimes, I find that there is a disconnection between the decision making at the top and the reality. Sometimes you have just the impression that it is just that, it is just a political thing, or something else… To give voice and to give the opportunity to develop ideas at all the levels is awesome. It's really awesome."
EMP17: Female, 6-10 years as a public servant
"From the working level, a lot of times, their reaction of probably there is a change happening is something is going to be different than what we are used to now because somebody up in management or at the executive level has had a brain fart. They figure that, now, this is the best way that we should be doing things. But a lot of times, [small pause], I think from the working level, if they were involved in these conversations, then they can make sure that senior management is <u>aware</u> of what the impact is at the <u>working</u> level, whether this is going to work or not and that they can, you know, help out. But a lot of times, they feel that they are left out. It's a change that is imposed on them. And sometimes, also, they say, hey, we tried this five years ago, ten years ago. That did not work then because of these reasons and nothing really changed. So, I don't think that this is going to work… But that, I think, this is the impression of the working level. Somebody other than them has come up with this great idea and now they are expected to implement it. They are the ones who are going to bear all the pain and senior management is going to get all the kudos. That's basically the impression that they have."
DIR1: Male, >20 years as a public servant

To summarise this section, public servants want a clear and accepted definition of leadership in the public service. In the absence of one, an agreed upon definition of leadership by participants was provided, i.e. leadership is about motivating the team and creating a sense of purpose, a sense of focus, a sense of accomplishment and a sense of belonging for the team. Moreover, participants informed that leaders need to perform the functions of self-development, team development and be citizen service oriented in the public service. In addition, leaders should to be authentic and have the courage to make the right decisions to carry out organisational changes successfully for the benefit of Canadians. Moreover, the study shows that public servants do not believe that the promotion of leaders is appropriate because a number of narcissistic individuals are promoted and that these leaders do not work with the reality of public servants.

5.3 Leadership Fellowship

Participants informed that they want to attach themselves to collaborative leaders whom they can trust and from whom they can get respect. In addition, they revealed that if a "leader" meets their leadership definition, public servants would trust that person and readily sacrifice their personal time in order to help out and follow this "leader". However, they want the leaders to be available and to provide direction in view of the uncertainty of change. Thus, upon appointment of a new leader, participants assess whether they can trust and follow this "leader". If they do not see the person as a true leader, they would leave the organisation.

According to attachment theory (Bowlby, 1969), individuals seek proximity of others when they are in need and Mikulincer & Shaver (2005) argue that individuals attach themselves to others as a protective strategy when they feel insecure and that they feel psychological pain and anger when the attachment figure is unavailable or detached or when they feel rejection from the attachment figure. Hence, these arguments suggest that leaders'

behaviours, actions and availability deeply influence public servants during organisational changes.

From the study, participants were angry when the leader is not available for them or when the leader seems to be rejecting them. Managers and directors were the most to express anger when they could not get the required information to pass on to their team. Thus, they feel more insecure with the change without the relevant information. This tends to indicate that the attachment to the leadership figure is more important for managers and directors than for employees.

While managers and directors have to maintain a cool composure towards their employees and pretend that everything is under control, they experience anger and frustration when they cannot play their roles of managers and directors properly due to the unavailability, detachment and rejection of their leader during change. Thus, they may be experiencing emotional labour as they have to control their emotions in their interactions with their employees about the organisational change to conform to the organisation's expectations about their role requirements (Morris & Feldman, 1996). Likewise, Brotheridge & Lee (2008) posit that managers must be sagacious in the emotions that they display and that they are sometimes alienated from both their bosses and their employees because they cannot display their emotions freely to either party. This suggests that the emotions of directors and managers are further exacerbated since they experience emotional dissonance on account of the need to express emotions contrary to their inner feelings (Rafaeli & Sutton, 1987).

Change Execution
"How I really feel is angry. Because you cannot function in an environment like that. It doesn't work. People are mad. I don't have anything to tell my staff. Hum, my boss does not know... it all comes down to the people and people feel it… But I feel really angry because I hear other people, in other departments, things are going well. Well, not as bad. Let's put it that way… And the anger also is due to the fact that I don't feel that they are the right people to do this. I mean it () … they are not stupid because they are who, where they are because there is something in there, right. But now that it's been a while that they want to put the change in place, it's like, like he said, no execution is being, they don't have a sense of execution."
MGR7: Male, 16-20 years as a public servant

Fellowship
"The best kind of leadership is not because you have to follow the directions because he is 1, 2, 3, 4, 5 levels of management above you. It's because you want to. He instils it within you, or she instils within you a desire to one, work on weekend to help her out. If there is a problem or something that you had not anticipated, whether it's your screw-up, or hers or his. You want to do it and you'll, you'll, you'll put that out."
MGR1: Male, >20 years as a public servant

Choosing the Leader to be attached to
"And when we saw a change in organisational structure, we always looked at the opportunities. Then, for me… It is also for me to choose the leaders who will be there for me to attach myself to. So, that's important for me. That is, who the leaders are."
EMP14: Male, >20 years as a public servant

In sum, public servants want to attach themselves to individuals who are trustworthy and who are available to them. Leaders' availability is more important to managers and directors. In addition, managers and directors are likely to experience emotional dissonance and emotional labour during organisational changes.

5.4 Trust in the Leader

Participants informed that they want to be able to trust their leaders and have faith in their leaders' ability because of three reasons. First, organisational change causes chaos and confusion and employees want these to be minimised by the leaders' ability. Second, organisational change has potential impacts on employees and their work and employees want their leaders to guide them and minimise the impacts on them. Third, employees want to get back to a smooth environment with a capable leader as soon as possible. Thus, employees want to hear previous success stories from the leaders or that the change strategy has worked elsewhere. The finding supports the arguments of Mayer et al. (1995) and Butler (1991) that ability and competence are factors of perceived trustworthiness in addition to integrity and benevolence of leaders.

Moreover, participants do not want the leaders to be tendentious or ego-centric. Instead, they want leaders to have an integrated view of the issue and of the organisation so that leaders are able to negotiate with other stakeholders towards the common good and get buy-in from stakeholders and colleagues. In so doing, the leader should be able to maintain the trust of the public servants under him. Participants disclosed that when the trust is broken the leader is not seen as credible any longer. When this happens, public servants hide their feelings and play safe or they become cynical or withdraw from the organisation. Thus, the lack of trust in the leader contributes to public servants becoming deadwood.

In addition, trust in the leader is important for employees to commit to the decisions and goals set by the leader and for employees to believe in the information shared by the leader (Dirks & Ferrin, 2002). Yukl (2013) also points out that employees may resist changes because they do not have trust in the leader and that any distrust can in fact enhance other resistance factors for implementation of the change.

Furthermore, from the current study, public servants believe that most of the people in leadership positions in the public service do not consult employees enough, are arrogant and do not show respect to employees. In addition, public servants believe that these individuals have big egos, are self-serving and are not interested in team's issues and development. According to Bauman (2013), leaders should consistently behave with a commitment to moral values across all situations to have moral integrity and the resulting trustworthiness. Thus, it seems that most of the leaders are not showing moral integrity by being self-serving and arrogant to earn the trust of public servants. Hence, to the participants, most people in leadership positions do not demonstrate the leadership traits to be called a leader and cannot make change happen since they cannot rally people around them to focus on a vision.

Trust in Leadership
"How can you say the government? Hum, it's all <u>personal</u>. We are all dealing with personalities and that's it. 80% of the problems at the <u>top</u> are going to be inter-personal."
EMP4: Male, >20 years as a public servant
"And if, if I was in their position, I would be looking for help and asking people how would you do it because I don't know, I am stuck. And it's part of your pride… Maybe some people are lying to me, telling me it's all good but if I was really, like, I would go and check… If you want to incorporate change in an organisation, you want people involved, be involved yourself. Start by you being is involved. Don't expect that (from everybody). Exactly."
MGR1: Male, >20 years as a public servant
"The senior management came in and took a year and a half to meet with all staff. The first all-staff meeting was an <u>absolute</u> disaster in terms of communications, in terms of creating any confidence. I've never seen … in my forty years of work, that has had such a small amount of respect and confidence at the working level. That's my personal opinion. It may not be a correct opinion but I look at all the uncertainly in the branch … came in with swagger, with "I want to do things better"… And then, they did not deliver. And, I mean, if they were a little bit more humble, and instead of saying I came from XXX, therefore I do it better, and therefore I know how to do it"
MGR10: Male, >20 years as a public servant

Speak Truth to Power
"…you need to have an environment where people do not feel threatened if they speak truth to power. So, if they sit there and say, well, I think this is wrong. <u>Great</u>, you should allow people to express their <u>opinions</u> so that you know that upfront. It would be better to have, you know, overt resistance than covert resistance, right? … But that's again, that comes down to a trust between the working level and the management level."
DIR1: Male, >20 years as a public servant

Moreover, Yukl (2013) argues that employees may resist changes because they do not see the leader as having the legitimate authority to drive and implement the change and this is even so when the leader is seen by employees as using the organisational change to acquire more power and to advance his personal career as in the public service. Hence, "lack of leadership" seems to be a contributing factor to failure of organisational changes in the public service.

5.5   Chapter Summary

This chapter has presented the second theme of "*Leadership of change in the public service*". Again, the study is aligned with the initial conceptualised framework for change with additional findings. First, public servants want a clear and agreed upon definition of leadership in the public service. Second, public servants tend to believe that leadership is about motivating the team and creating a sense of purpose, a sense of focus, a sense of accomplishment and a sense of belonging for the team. Third, the study show that leaders need to perform the functions of self-development, team development and be citizen service oriented in the public service. Fourth, public servants want authentic leaders who have the courage to make the right and bold decisions to carry out organisational changes successfully for the benefit of Canadians. Fifth, public servants doubt the appropriateness

of the process for appointing leaders. Sixth, there seems to be a number of narcissistic leaders who do not work with the reality of public servants. Seventh, public servants attach themselves to leaders whom they trust and who are available to them. The availability factor is even more important for managers and directors. Eighth, managers and directors are likely to experience emotional dissonance and emotional labour during organisational changes. Ninth, public servants want to trust their leaders. Tenth, public servants hide their feelings and play safe or they become cynical or withdraw from the organisation when the trust is broken. Thus, the lack of trust in the leader seems to contribute to public servants becoming deadwood. Finally, lack of leadership seems to be a primary factor of organisational change failure in the public service.

The third and last theme "*Supporting Elements for Public Service Changes*" is presented in the next chapter (**Chapter 6**).

6 Findings: Supporting Elements for Public Service Changes

6.1 Introduction

The third and final theme, "*supporting elements for public service changes*", relates directly to the research questions about what can help to enhance readiness for change. The theme emerged from questions such as "*What helped you to understand and support change?*", "*How do the persons with whom you discuss change help you?*", "*What do you need to understand the change in general?*", "*What do you need to support the change in general?*" and "*What do you want to see happen when a change is announced and implemented?*".

This theme is presented in 5 sections, namely *participation and inclusion in organisational change; communication and sensemaking; sensible organisational change; supervisory support and network;* and *rebuilding the professional network*.

6.2 Participation and Inclusion in Organisational Change

Study participants informed that they want to feel included in the change and that they want to feel belonging to the final organisation. To feel included, employees look forward to consultation with the leader or the leader's representative(s) to provide input at the operational level, particularly on service delivery as they are closer to the front-line with internal clients or with citizens. They also want to participate in the implementation of the organisational change. However, this is an area where there is a difference across the three position levels. The degree of participation varies for directors, managers and

non-managerial employees. While some non-managerial employees want to participate in the implementation steps, most managers want to provide input and "build" the change. Directors, on the other hand, emphasise that they want to be consulted prior to the implementation to validate and contribute to the change strategy and approach in addition to leading part of the change. Nevertheless, of the level, Lines (2004) demonstrates that participation of employees in organisational change reduces resistance to change and enhances the success of the change particularly if the organisational change is to improve efficiency of the organisation.

Similarly, Sagie & Kowlowsky (1996) show that change leaders can improve employees' attitudes towards the change by giving opportunities for employees to participate in tactical issues related to the change for employees to accept the change and to increase their perception of control. According to Sagie & Kowlowsky (1996), there are different levels of decision making and, while strategic decision making cannot be delegated down to employees, decision making about tactical issues about organizational change should be delegated to employees for alignment and for their support of the change. Moreover, various literature (Esser, 1998; Mullen et al., 1994; Turner et al., 1992) have demonstrated that involvement and participation of employees in decision making increases the quality of decision making and reduces groupthink (Janis, 1971). Furthermore, Battilana et al. (2010) suggest that a team-based approach is worthy particularly when managers are included since managers may complement the missing competencies of the leader for a successful change implementation.

Moreover, according to the study participants, leaders do not often take the time to discuss organisational changes with them and to motivate them to go along with and actively support the changes. Most participants informed that they are not reluctant to change but that they do not know what is expected of them to facilitate the change

implementation and they, thus, remain in their comfort zone. Participants feel excluded in the change.

Cherrin & Mor Barak (1998) defines inclusion as the level of employees' integration with the organisation's critical processes such as for access to information and resources, getting involved in working groups and influencing the process for decision-making. Thus, inclusion is more than just providing information to change recipients. In addition, Ashforth (1989) argues that inclusion enables employees to feel that they are part of the team during organisational change to avoid work alienation when employees only want the status quo. Moreover, inclusion is considered to be at the heart of human psychological wellbeing (Davidson & Ferdman, 2002) and it enhances the sense of belonging (Hornsey & Jetten, 2004). From the study, public servants want to be able to access information and resources about the change, be involved in the groups defining or implementing the change, lead part of the change and more importantly they want to be able to influence the decisions about the change. The reason for the need to influence may be because the change has a deep impact on their roles, their daily work and their lives subsequently.

Staying in the Comfort Zone
"A change has be well thought through before it happens and it has to be well communicated. People don't like change... Why? Because, usually they don't know where they are going and they would rather stay in their comfort zone even if it is painful... it's a known zone, a comfort zone."
Dir6: Female, 16-20 years as public servant

Sense of Belonging
"… it is really important that you are telling people why it is happening, when it is going to impact them, where they are going, because at the end, if you have employees who are walking around, wandering where am I doing, going, what, who is my director, who is my manager, where do I belong, that's a big problem. Because now, you are going to have employees that they are just, they are not happy, they are confused… if they don't know where they fit in the bigger picture, they are going to have trouble performing even if in the job for years… Knowing where you belong is really important. It gives value to what you do on a daily basis"
EMP18: Female, 1-5 years as public servant

While organisational changes in the public service are defined and managed by senior management, participants also informed that change leaders do not include all the managers and directors in the definition and implementation of changes. Leaders sometimes select only few people that they trust and include in the definition and implementation of the change because they tend to believe that the organisation at large would resist the upcoming change. However, lack of inclusion and the formation of outgroup further decrease trust in the change leader. In addition, this situation further enhances uncertainty in the organisational change.

Management Involvement
"So, yes, I am energised about the work that I do currently. When I try and perceive what the future may hold, I'm not energised. But what is energising me is to go to the gym. Well, that's, that's the reality. If I can continue to do what I do, and provide the service that I think that I provide well, then I would be fine... Change, I need a definition... and not behind the scene... there are a lot of people involved, small groups involved in these working groups. Not all management is involved in this. Not all of us are involved. So, you know, it is all behind closed doors. Hush-hush and, you know, of course there are going to be wiki-leaks and everything else. But really that's all there is at the back of your mind and I am at the management level. So, what about the people who are the worker bees? And we have nothing to be able to tell them. So, change, what is it?"
MGR9: Female, > 20 years as public servant
"So, there is a change that senior management wants to implement. The working level has not been engaged, has not been involved and has not had a chance to put, you know, their say in these things, they feel that it has been imposed on them. So, they are going to actually resist it, which means that you are not going to get the change that management wants. So, you got to come up with some way of actually make that happen, right?"
DIR1: Male, >20 years as public servant
"So, this is where the senior management makes decision to drive this change down. But the work still has to happen at the bottom level but when we try filter that up, it is the usual roadblock that they did not decide or did not figure into the overall plan. So, it has to be reworked. When they came out with this big strategy, it was, I don't know if it was senior management again who came out with this roadmap and everybody is politically driven… But when you got DGs who do not understand what is going down underneath them that, you know, they don't care, and that is my problem. Basically, they don't care, you know, because somebody said they got to be (). They got to be educating themselves as to what is happening down below so that they can take that into account when they make a decision about change. And I don't see any of that happening, all these processes, they just pull out and say that this is a part of the business process but they need to understand what is happening down below to incorporate that lower... To me, it was a good strategy but they were missing the boat on what is actually happening in the trenches… A lot of the change I see is really being driven from the top. There's too much politics when it gets down to people who actually have to do the work."
MGR10: Male, >20 years as public servant

Furthermore, from the current study, it seems that sometimes leaders would also bring in people who have worked with them previously or external consultants to drive the change with them without much involvement of their current management group. The individuals brought in are likely to come from another organisational culture than the current organisation. By doing so, leaders create an in-group with the people they worked in the past and an out-group with their management team. Leaders then tend to promote the in-group over the out-group in evaluations, judgements and behaviours (Dasgupta, 2004). An issue of capacity for action limitation (Christensen et al., 2007) is created since the management group is unable to participate in all the decisions that it could participate in. Hence, managers and directors have highlighted that better decisions could have been taken if the leaders would have listened to their suggestions and feedback. They despair that their input are not sought and considered properly. Managers and directors also revealed that if leaders ever ask for input it is mostly for the sake of saying that they have engaged employees but the leader would dilute this feedback before its consideration in the change. Thus, input from lower levels is given lip service. As a result, managers and directors do not believe that they should embrace change fully in the absence of consideration of their feedback.

Moreover, Berson & Avolio (2004) also argue that the behaviour of the leaders influence how lower management interprets and propagates information about organisational changes. Directors, as middle managers, need to interpret the strategy and managers, as supervisors, need to apply the strategy (Kaiser et al., 2011). Consequently, when managers and directors are not fully "engaged" or when they are not supporting the change, non-managerial employees will likely distance themselves from the change because they sense a lack of engagement from their bosses. In addition, without

adequate information, these non-managerial employees would also not be able to understand the change to support it.

Inclusion and Outgroup
"They have blinders. This is what I am doing. I don't care what you say. But I will trust this and this person. That's it. And nobody else. Well, if you want to incorporate change, make sure that everybody trust you… you want me to be in your team. Well, make me feel part of it. Make me want to work weekends free…"
MGR7: Male, 16-20 years as public servant
"Sometimes when I talk to my director general, I get the same impression that there are certain things that he is not involved in and sometimes he's been told he can't talk to us about it because it has not been solidified... there were certain nuances there you realise that now you are going to have to deal with this and with this and that one is going counter to government policy but if you had included me I could have warned you about those and then you might have made a different decision… So, [pause] you know [pause] I don't mind supporting a change if I am included. If somebody is doing it to me… if they do not end up wanting to include me, then why am I, then why should I be committed to supporting the change if you are not going to sit there and keep me included in the process? … Does not seem to have, er, [pause] they haven't walked the talk, I think that's the proper term to put there."
DIR1: Male, >20 years as public servant

To summarise, public servants feel excluded in the change if they do not have an opportunity to participate in organisational changes. However, the type of participation depends on the hierarchical levels of public servants. The reason for public servants to want to influence the change through participation may be because the change has a deep impact on their roles, their daily work and their lives subsequently. It is important that there is no perception of out-groups and in-groups during organisational changes because public servants then no longer trust in the leader and the environment becomes more uncertain together with reduced readiness for change. Furthermore, managers and directors do not believe that they should embrace changes fully in the absence of consideration of their feedback. When the feedback of managers and directors is not sought and considered, employees are not likely to embrace the change too.

6.3 Communication and Sensemaking

6.3.1 Communication and Expectations

Participants stressed that they need the 5 Ws (What, When, Why, Who and Where) for them to understand what is being done and to continue to have a sense of belonging. According to Dierdorff & Rubin (2007), leaders need to provide clear expectations to employees because of the changing work roles or the expected patterns of behaviours of employees during change. Thus, the messages from the leader should clearly link to the direction of the government and the mandate of the department, branch or sector for public servants to understand the purpose and the planned outcome of changes. Even if the leader does not have the details of how the change will be implemented, he needs to provide the vision or the principles of the change and he needs to inform public servants about what the target end-state will look like for them to adapt to the change. As the organisational change progresses, more details about the different roles have to be provided to public servants for them to get a sense of inclusion and for them to know how they will function during the transition and in the end-state.

Unclear Expectations
"… tell us what you want? I don't know what, what, what he wants. So, then it comes from that way and, excuse me, CIO very much wants his, his, hum, senior management team attached to his butt. When he goes, everybody goes. But what is that really doing? It shows camaraderie, but it is still not providing the direction….the clarity, the direction, the why, the 5 Ws, right. Give us a little more…(Don't duck the leadership)"
MGR9: Female, > 20 years as public servant
"What do you expect of me? Okay, here is what I expect of you. We never got that. We never heard that and never felt that. So, I am like, why does it turn into that cryptic language that came out in a message to us that, you know, was here is what I expect of you but it does not say that. It said everything else except clear, you know ()."
Emp11: Male, 11-15 years as public servant

6.3.2 Communication Channels

Moreover, study participants informed that they want the communication from the change leaders to be clear and engaging without ambiguity. Failure to provide the correct information contributes to lack of openness. In addition, the leader is not showing ethical leadership by providing ambiguous or incorrect information. Brown & Trevino (2006) defines ethical leadership as "*the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making*" (pp. 595). This implies that leaders should have the courage to be frank and tell things as they are and that leaders should not spin the communication to make it look good and be rhetorical depending upon the audience. In addition, participants want to have regular and timely messages throughout the organisation change. While they want direct messages from the leader, participants informed that they also want messages to come from their bosses because they can then ask questions about the impact on their day to day work and clarify the meaning of the messages. They disclosed that the leader is not likely to know enough about the operational level to answer the impact at their level.

Furthermore, participants want the information to reach them through different means other than via emails. Slew of long email messages, with embedded documents, is the norm in the public service despite the fact that public servants find these email communiqués hard to understand. Participants are confused and do not know what is expected of them with respect to the change as a consequence of these type of messages. Public servants are, thus, inclined not to read these email communiques which are not structured properly for sensemaking. As a result, they consider these email communiqués as "noise".

Leaders' Communication
"I started off as a Private and finished as a Colonel after 28 years. So, I think that I have seen both sides of the leadership equation and one thing that I always told myself is, a promise, is that I know what it's like at the receiving end of orders. I want to make sure that when I am giving them that I understand and appreciate what I am asking those people to do… So, if I end up asking somebody to do something and they get screwed up, I am not going to sit there and berate that individual. It might be that I did something, I didn't clarify it properly or I didn't explain myself properly…"
DIR1: Male, >20 years as a public servant
"Employees were, I think, very confused. I don't think it was clear to them. You know, I remember being in the audience and I am like I am not sure that this is going to resonate with people. I am not sure the message was explaining, you know, what the change was about. I think they needed to keep the message simpler, much simpler."
DIR4: Male, >20 years as a public servant
"So, the more all-staff I go to, the more I count the salary dollars with the number of participants around the room - what a waste of money. Hum, I don't know whether there is a better way to do those."
DIR2: Female, >20 years as a public servant

Communiqués
"The language of the communiqués… is so cryptic sometimes and … it's almost serves a special purpose, it is almost like a special flavour of English... and it is almost that to be respected, one needs to know how to phrase some very straightforward way, notion in that, in that special lingo... Maybe it helps the players because … they are good at the linguistic game but it does not help the people that are at the bottom of the ladder because we, how do I interpret this? I have <u>no idea</u>. It can go left or it can go right."
EMP6: Female, 1-5 years as a public servant

Communication as Noise
"There is still no real meat into it. There is still no real info. It's platitudes."
MGR8: Female, >20 years as public servant
"And I think that another side of it is that employees are almost apathetic towards communications. Because either they get too many emails or maybe it's not necessarily that they get too many emails but they get too many emails that are too, they are too broad and they are too generic."
EMP18: Female, 1-5 years as public servant

Bacharach et al. (1996) assert that organisations are systems of exchange and transformation happen through the negotiation of aligned, misaligned and realigned actions of the various parties within the organisations.   Thus, it is important that communication is clear across the organisation to promote alignment. Moreover, the authors suggest that senior management ideas change quickly and these may not be aligned with implementation actions of mid-level or technical management such that dissonance and inconsistency may occur. As a result, it seems that particular care should be taken to ensure alignment with the working level for successful organisational changes in the public service. Furthermore, Zaccaro & Banks (2004) argue that leaders should develop their competencies to build a change vision, to communicate and share this vision widely and to manage change according to this vision for the survival of the organisation. Senge (1990) equally posits that a communicated vision, shared across the organisation, is critical for employees to excel, learn and commit to the organisation's future. Armenakis et al. (2002), in addition, maintain that the message of change should be aligned with the persuasiveness of the strategic vision by properly articulating the vision, demonstrating the shared vision and showing the appropriateness of the vision. So, it seems that leaders should have the capacity and competency to develop, communicate and share the vision with employees in order for employees to commit to organisational

changes and to the future of the organisation. Indeed, the current study findings show that employees want to understand the vision and to support the change. But public service leaders use fragmented communication scripts with polysemous language that hinders readiness for change. To make matter worse, the use of long and forked emails as the primary medium for communication of change further enhances confusion. Thus, leaders do not give sense to the new vision and employees are not able to construct the meaning of change so that they can understand the change (Gioia & Chippeddi, 1991) and support the change. Besides, employees' understanding may even lessen when employees speculate and try to make sense of the change among themselves because each of them has a limited understanding of the change and because of the cynicism of some of them.

In sum, leaders need to provide the 5 Ws for public servants to have a sense how they fit in organisational changes. Public servants need unambiguous and correct communication through different means for them to be ready for the change. Email communication is considered as noise and hinders alignment. To facilitate alignment, the same message should come throughout the hierarchy with more details as it cascades down.

6.4 Sensible Organisational Changes

6.4.1 Proud Contribution

Boezeman & Elemers (2008) argue that pride arises when one evaluates that either one is entrusted to a deserving social outcome or that one is a person that the society values. In addition, Tyler & Blader (2002) argue that employees feel pride if they strongly believe that the organisation is valued positively and that they are respected or valued by the organisation. Participants informed that they became public servants to serve Canadians

and they want to make a positive difference for Canada through their work. Thus, to participants, organisational changes have to be meaningful and in the interest of Canadians in order for them to fully support these changes. Participants revealed that they are disheartened when they think about the number of incomplete, costly and wasteful changes that taxpayers have to bear. They disclosed that on hearing an organisational change will happen, immediate questions such as "Will this change come to fruition" and "If yes, will it be done in a cost-efficient manner?" come to their mind. Ellickson & Logsdon (2002) showed that pride in the organisation was the most powerful determinant of job satisfaction in their study of more than 1,200 employees of 18 municipal departments. Thus, this suggests that public servants' job satisfaction declines when the organisational change fails in the public service.

Senseless Change
"…the new leader comes in and wants to put a stamp that this is mine… So, this is the problem with change. Why when the new person comes in, they do not want to learn from what the other person did? You know, and what if it was not even broken, right? What if it was working ok? What if it was not broken? And then you just come in and say it is broken… And then, they hang around and then they leave because it did not work."
EMP2: Female, 11-15 years as a public servant

Participants are not proud when organisational change fail and the failure of the change leaders become theirs. On the other hand, they are motivated when they see successful results from the change and are proud to be public servants. Thus, they want the change leaders to have a realistic plan and capacity to successfully deliver the change.

Proud to Contribute
"I have worked on a big project for 3 ½ years – a big national project. It was for the procurement of military vehicles… So, these vehicles are used by military personnel to carry medical equipment and food. But there is also a component about protection against the, the fires … So, our current vehicles are not very secure and these vehicles put at risk the lives of our military. Thus, me and my team, we are very, very proud to contribute to this big project… But the day that they will deliver the first vehicle, even if I no longer work on this project, I will be there. Because I tell myself that this is my contribution as Canadian. May be, we will save lives with these vehicles."
MGR11: Female, 6-10 years as a public servant

Most of the participants revealed that they joined the public service because of their perceived social impact (Grant, 2008) since they feel that their actions in the public service benefit Canadians. The findings accordingly show that public servants try to understand how the changes will bring efficacy and efficiency to Canadians. While the purpose of the change affects readiness for change, it is sometimes difficult for public servants to determine this purpose because of the embeddedness (Granovetter, 1973; Granovetter, 1983) or the inter-dependencies of the public service departments. The electoral platform of the government is implemented by various departments in the Canadian public service. The implementation of a specific change can span across various departments and, hence, the information available to employees in a specific department can be fragmented because of this embeddedness. Salancik & Pfeffer (1978) posited that individuals' attitudes and perceptions are conditional to the saliency or awareness of information available to them. As a result of the lack of appropriate information, public servants resist or do not fully support changes because they are not able to ascertain that these changes will bring efficacy and efficiency. This finding is congruent with Yukl (2013) who argues that employees resist changes which they believe are not necessary, are not feasible, are not effective and which are inconsistent with their personal values.

6.4.2 Complexity of Organisational Change

The public service is an environment with bounded rationality (Christensen et al., 2007) where the goals are pervasive and inconsistent across the various parts of the organisation and with complex problems that limit complete information about the choices in the public service and its consequences. This complexity can have a negative impact on organisational changes. Public service departments are embedded because each one has specific mandate(s) that are not replicated in others apart from the core administrative functions such as finance and human resources. Thus, changes in one department tend to have an impact on other departments in reciprocal interdependency because one stakeholder's input affect the output of another stakeholder and vice-versa (Lewis, 2011). This makes organisational change harder to implement and be successful since the strategy is not elaborated with all the departments together. This is reflected humorously by Lynn & Jay (1997) in their tragicomedy "Yes Minister", "*all government departments – which in theory represented the government to the outside world - in fact lobbied the government on behalf of their own client pressure group… each Department of State was actually controlled by the people whom it was supposed to be controlling… the Department of Industry lobbied for the employers. It was actually rather a nice balance. Energy lobbied for the oil companies, Defence lobbied for the armed forces, the Home Office for the police, and so on*" (pp. 435).

In addition, individuals within departments may want different outcomes of the change based upon their individual objectives. Thus, departments and individuals use their power to influence the direction of the change so that they benefit. Boonstra & Gravenhorst (1998) argue that the use of power then "*becomes visible when different interest groups negotiate about the direction of the change process*" (pp. 99).

Moreover, participants informed that they do not want unstructured organisational changes whereby the leader has not consulted with other stakeholders. They, however, recognise that bureaucracy due to the hierarchical organisational structures, evolving politically motivated priorities impacting the departments at any time and the various pressures for delivery of the different departments make it hard to strategise together in a coordinated way. Nevertheless, they maintained that they want the change leader to have a minimum of planning with other stakeholders to avoid changes that are never ending or changes which are abandoned midway without a successful and tangible deliverable.

Embeddedness
"… it's a house of cards because nobody can deliver because they are dependent on someone else and we all are dependent on DEPT2. Like, we are all in a big mess because there has been too much reorganisation."
MGR8: Female, >20 years as a public servant

6.4.3 Leader's Tenure and Recycling of Organisational Changes

Participants informed that they believe that organisational changes are cyclical and that abandoned changes are re-initiated after a period of time. While all organisational changes introduce ambiguity and confusion in the environment, organisational changes that are started and abandoned mid-way and then restarted again in a slightly different form later are the ones that participants find most confusing and hard to accept. The organisation is seen as being dysfunctional and confusing.

Participants informed that new leaders join the organisation with ideas of change that have already been tried and abandoned previously. To public servants, leaders come and go without implementing the change successfully. Interestingly, the recycling of these changes is made easier by the frequent changes of senior management or leaders every

few years since the senior management layer may not remember the full details of previous changes. However, public servants tend to be longer with the department. Thus, when they try to understand the impact of the changes on their day-to-day work life, they are prompt to remember organisational changes that were initiated before. In addition, public servants who lost their jobs because of the organisational change are not going to forget that change and the rationale of the change causing them to lose their jobs. Therefore, the longer public servants remain in the department, the more they have seen these recurring changes and they tend to be more cynical towards change. Alternatively, since they are no longer satisfied with their job, they think of exiting the organisation by quitting, retiring, transferring or searching for a different job (Rusbult et al., 1988). Thus, public servants would like leaders to stay longer in their positions to see the change through completion.

Recycled Change
"We have all been around sometime now and been there, done that. Somebody else is going to come in and do the same thing, only different. In our environment right now, we are moving back to the old… It's been six years … It's like, I would not say a 20 year cycle in this one but generally speaking, that's it. What's done is done but, oh, look, it's coming around again."
MGR9: Female, 16-20 years as a public servant
"Yes and there is no leveraging of what was done before because there were good things that were done. And leverage what was there, make some changes but don't do it drastically, especially now… I wonder, how big a plan was done but there's no leadership to take us there. That's what I feel. People want to integrate change."
MGR8: Female, > 20 years as a public servant
"…since that I am there, I find that we make 2 steps forward and 1 step back. You know, hum, I look at the major projects … this project was the main reason I came here … It was a multi-million project and then, well, the project is starting again … projects return in a cyclically way. You know, where you think it's a good idea… these are projects that have been tried in the past… you have to understand why the projects come back and the lessons learned. Those things, are not necessarily the things that we are very good at in the department."
EMP13: Male, 11-15 years as a public servant

6.5 Organisational Support and Network

Public servants always need support from their supervisors but they need the support even more during organisational changes and when changes are being institutionalised. They need to reflect with their supervisors on what the change means for their unit and themselves, how to operate in a bimodal way until the change implementation, how to implement the change successfully for their unit and how they will function in the end-state. In addition, some employees need more reassurance and more implementation details than others from their supervisors.

Support of Supervisor
"… if you put 10 people on the line, two, three people would just lose it because they are [small pause], you know, they need things very structured. Other people has other needs and as long as those are met, your life is good. And when you are struggling to have those needs met, it's then that the anxiety comes in, and you know, the uncertainty and this has also to do with your, your management. How approachable they are, how they simplify these processes for you, how they engage you in the process."
EMP5: Female, 16-20 years as a public servant
"I have never seen a plan. Like, where is the strategy to bring us there? You know, a big document is not sufficient to go out there… I need that person who wants to make a change to come and tell me how to do it. Not tell, you do this, you do that, no…. obviously nobody knows what, who is supposed to do what. So, who is guiding? … it's like as if I tell my staff do this and they don't know. Well, I am going to try to find a way to make them, hum, aware of what I want first of all. And then I am going to help them. If I don't know, we will work together to make it happen…. It's like, no, do-it-yourself and then come back with a strategy and then I will see whether I like it or not."
MGR7: Male, 16-20 years as a public servant
"If somebody is doing it to me… You are not going to get that same level of commitment and enthusiasm. I'll take care of my part because, er, you know, it's the people that I am working with, that work for me, I want to make sure that they're, they're looked after…"
DIR1: Male, >20 years as a public servant

6.5.1 Generational Difference

However, a key difference emerged in the findings about the level of required support for organisational change from the younger generation employees. The focus group participants informed that the younger generation employees would rather go to the Youth Network than to their managers for support. They view their managers as helping for administering matters rather than for enabling and supporting them with organisational change.

Network as Support
"I go to my network rather than my manager. My manager, I go to see him for the business, if there is a change in my unit or something like that. But else, I think that I have established a rather good network to know when I hear about something… And yes, I would make 2-3 phone calls to get the information. Then, I would go to my, my manager… My manager is really here as reference for the operational, the business."
EMP18: Female, 1-5 years as a public servant

The researcher explored the need for supervisory support across focus groups and found that the younger generation employees are more curious and inquisitive than the average public servant. Younger generation employees would dig for information to understand how everything is embedded. They use their youth network to find information about their work and anything happening in the department. If they do not get the information from the members of the Youth Network, they search for a contact person to get more information until they find what they require. Younger generation employees also look for opportunities of availing of mentorship as a means to be productive and to advance their careers in the evolving organisation. They believe more in themselves and in their capacity to get another job readily if they were to lose their current jobs. When comparing both groups of older and younger employees, support, curiosity and resilience were the

three areas which they differ the most. Else, all the participants have almost similar attitudes. The researcher has elaborated on these three key differences in the next three sub-sections.

<table>
<tr><td>Seeking for Information</td></tr>
<tr><td>*"Anyway, I think that in all organisations, there is always a go-to person. And, it's funny to say it because I have played this role frequently. Why? Because, by my nature, when I come to some place, I take the time to seek information, I take the time to talk to people… So, it's certain that the more that you are curious, the more you see things, huh. Often, these are the smiling persons, who are open and who are approachable… They are not the persons who will have the answer but who will know where to refer you to. So, these go-to persons, they are everywhere. We just need to find them."*</td></tr>
<tr><td align="right">EMP17: Female, 1-5 years as a public servant</td></tr>
</table>

6.5.2 Perceived Organisational Support

In addition to their personal values, employees develop general beliefs about their organisations to help them conceptualise the level of commitment their organisations have towards them (Eisenberger et al., 1986) and to guide them in their exchanges with their organisations (Eisenberger et al., 2001). Thus, employees have a perception of the level of support received from their organisations and they reciprocate in return (Gouldner, 1960) through psychological contracts (Rousseau, 1989). As demonstrated by Shanock & Eisenberger (2006), employees view their supervisors as the direct organisation's representatives and employees use their perception of the level of support, engagement and concern received from their supervisors for them to perform their work accordingly (Burke et al., 1992). Hence, the perception of the support from their supervisors, or perceived supervisory support (PSS), predicts their level of perceived organisational support (POS). The current study shows that public servants need more support from their organisations, and particularly from their supervisors, during organisational changes than during normal operations. Therefore, this suggests that in

times of organisational change, particular care should be taken to raise POS and PSS so that public servants can support organisational changes. Moreover, the current study show that managers have a deeper need for support from their organisations during organisational changes because they need to provide support to the employees beneath them. This current finding is supported by Shanock et al. (2006) who illustrate that PSS of employees is positively linked to the perceived organisational support of those who supervise employees.

However, the current study also shows that public servants in their early twenties or late teens have different work attitudes and values than the older generations' employees. These public servants, according to demographers and authors, fit in Generation Y (also termed as Millennials) as they were born between early 1980s to mid-1990s or early 2000s and Generation Z (also termed Post-Millennials) as they were born as from mid-1990s or early 2000s.

Twenge (2000) argue that major historical, social and cultural events happening in the world such as wars and global recession influence the personality of the then children and the personality of the latter is, thus, shaped by their birth cohort. Other researchers (Parry & Urwin, 2011; Gursoy et al., 2013) also argue that values and work attitudes of individuals are also shaped by their birth cohort. These studies suggest that the birth cohort have an influence on the personality, attitudes and values of employees. Public servants in their early twenties or late teens were born in the digital age with the World Wide Web in 1989, wireless networking and laptops in the 1990s and broadband internet in the 2000s. Thus, they had ready access to Web 2.0 technologies and mass online information at a young age and they are comfortable with technology and social media. They build and maintain a network of "friends" easily online. Younger public servants

come from this generation and this may explain their eagerness to look for support from their network instead of support from their manager.

6.5.3 Perceived Peer Support

The current study shows that public servants in their early twenties or late teens do not have a deep need for supervisory support compared to older employees. These younger public servants prefer to go to their network of colleagues in their organisation or other organisations rather than to their supervisors for support. The researcher termed the "*support provided by peers in the work environment*" as perceived peer support (PPS) since this type of support does not seem to be defined in the literature.

However, the term social support is used in the literature despite having various definitions (Barrera, 1986; Shumaker & Brownell, 1984). To clarify its meaning, Shumaker & Brownell (1984) defined it as "*an exchange of resources between at least two individuals perceived by the provider or the recipient to be intended to enhance the wellbeing of the recipient*". Social support seems to be well integrated with coping in times of stress due to severe health issues like cancer (e.g. Thoits, 1986; Lakey & Cohen, 2000; Wortman, 2006). In addition, social support is frequently associated with the small primary group of family, relatives and friends who have intimate and enduring relationships with the individual (Thoits, 2011) instead of peers in a working environment. Hence, social support is not linked to support provided by peers who are not in an intimate or enduring relationship with the employee in a work environment.

Moreover, it seems that research studies on the level of PSS of younger employees compared to PSS of older employees, particularly during organisational changes, are non-existent. Furthermore, the younger public servants in the current study show that they are more resilient and they easily rebound from the negative aspects of organisational

changes compared to older employees. The younger public servants believe in themselves and in their adaptability such that they do not think that they are tied to one organisation. They believe that they are mobile and can move easily to other organisations if they feel that they have to. On the other hand, older public servants tend to be more cynical about organisational changes because they believe that they have seen the change before and they believe that the change will not be implemented properly.

6.5.4 Curiosity and Resilience

In addition to their adaptability, the younger public servants reveal that they are curious about anything unusual happening in the organisation and that they are eager to investigate and learn more about how to address issues and overcome obstacles. Kashdan & Silvia (2009, p368) defines curiosity as the "*recognition, pursuit, and intense desire to explore novel, challenging, and uncertain event*" and Windle et al. (2011) defines resilience as "*the process of negotiating, managing and adapting to significant sources of stress or trauma*". Resilience, thus, enables one to adapt to changing environment (Cohn et al., 2009). Though there is some literature about resilience and curiosity with respect to depression (Southwick et al., 2012), the literature on resiliency and curiosity of employees seems to be inexistent with respect to organisational changes. Since the group of baby boomers, born between 1946 and 1964, has almost completely retired from the Canadian public service on account that they could retire as early as they are 55 years old and the group of generation X, born between 1965 and 1976, are planning retirement in the next two decades, more studies are needed to understand how organisational changes are going to affect the new public servants born who are entering the workforce now.

While more studies are needed to explore and explain the difference in PSS, curiosity and resilience during organisational changes for the younger generations, the researcher

suggests that the construct of job embeddedness may provide some insights to account for the differences in the current study findings. The construct of job embeddedness was introduced by Mitchell et al. (2001) to explain turnover and this construct has been widely used since then to explain the phenomenon of turnover. Job embeddedness is based upon the belief that every individual is engrossed in his background and that he is connected to other individuals in a social web. Also, those who are most attached to the web find it hard to leave it. Specifically, the construct of job embeddedness is made up of the three dimensions of *links*, *fit* and *sacrifice*. Thus, according to Mitchell et al. (2001), *Links* is the degree of connection between each individual and other individuals or activities. *Fit* is the degree of integration of the individual's job and communities within his "life space". Finally, *sacrifice* is the degree of ease of breaking the links without giving up much if the individual was to relocate elsewhere. Younger generation public servants are *linked* to other younger colleagues and they participate in activities together on the job and outside of work and share similar communities. They tend to befriend those who are similar (Armichai-Hamburger et al., 2013). They have also a more integrated *life space* in the sense that they do not easily dissociate their job and their life easily. But then, their degree of *sacrifice* is less because they believe that they can relocate elsewhere without giving up much since their social web will continue to exist irrespective of distance. In contrast, older generation public servants do not have this need to have a tight linkage to a network of colleagues of similar generation and they do not tend to participate in activities together outside of work. Older generation public servants keep a barrier between personal life and the job. However, they self-identify with the organisation and they tend to hesitate before leaving the department. Hence, using the job embeddedness construct, one can argue that younger generation feel that they have a readily accessible network at work and outside work for support and that they do not feel that they need to have readily supervisory support when things are not clear. They have a sense of security and they believe that there is always somebody who can help

them in their network. This may also explain why they are more confident and more resilient than older generation public servants. Also, since a network consists of various nodes with varied informational resources, younger generation may also feel that they need to be curious about what they can learn and bring back to their network to be of value to the network and to even become central nodes.

In sum, public servants need special support during organisational changes. However, younger public servants seek support from their peers rather than from their managers like the older public servants. The concept of peer support during organisational changes is not discussed in the reviewed literature and the researcher provides a definition for this type of support since it is important for the younger generation public servants. Younger public servants seem to be also more curious and resilient than the older generation. Again, curiosity and resilience during organisational changes are not discussed in the reviewed literature. The researcher suggests, with illustration, that the construct of job embeddedness may provide some explanation about the difference between the younger and older public servants.

6.6 Time to Change

To conclude this third theme, participants revealed that they need time in order to change because of the need to rebuild the professional network, to cope with the change and to perform the necessary steps for operating in the change. These elements are covered in the next three sub-sections.

6.6.1 Rebuilding the Professional Network

Participants informed that they have to rebuild their professional network after each organisational change because the stakeholders with whom they transact regularly also

change. In addition, the organisational change may not be implemented at the same pace across the various units impacted by the change due to the nature and priority of that particular change. This lack of synchronisation of organisational change brings more complexity and confusion because the processes and responsibilities may not be aligned across units impacting negatively the delivery of service to citizens. Hence, it takes time for public servants to be functional during and after organisational changes because of the time it takes for them to re-establish a proper network and to ensure that the right process is being followed. The process can be seen as a series of events that require time. "*Learning and adjustment are "lumpy" in the sense that they are typically driven by episodes that precipitate new experiences, reflection, and perhaps reinterpretation of previous episodes*" (Ashforth, 2012, pp. 162). Thus, leaders need to take this lag time for events into consideration when they plan for organisational changes in the public service.

Therefore, the current study reveals that public servants want their leaders to give them time to rebuild their relationships with stakeholders because roles and responsibilities as well as processes change with organisational changes. While people typically view public institutions as cold with massive buildings, a lot of activities and relationships' building take place in the background in order to provide public services (Denhart, 2007). Relationship building, in case of organisational changes, takes more time than normal because parties are figuring out how they will function together with the change. Granovetter (1973) argues that interpersonal relationships or ties provide information and influence resources to groups and that the strength of a tie is dependent on the time spent, the intensity of emotions, the level of reciprocal confidence and mutual services rendered through the relationship. Gittell (2006) also argues that when participants have to perform tasks which are highly inter-dependent in an uncertain and time constrained environment, they must maintain a relationship with shared goals and mutual respect to ensure proper coordination. Therefore, public servants need time to clarify the process

and their roles and to build relationships with other parties to provide services in the changing and changed environment. The time taken for public servants to build relationships after an organisational change, even after the processes and roles have been clarified, may explain why it takes longer to provide the same level of service as before the change.

6.6.2 Coping Strategies

In addition, coping with organisational changes takes time. Individuals come up with different coping strategies to reduce stress and these strategies can be broadly grouped into *problem-focused coping strategies* and *emotion-focused coping strategies. Problem-focused coping strategies* occur when efforts are focused on changing the interaction between the person and the environment through cognitive or behavioural methods such as focusing on the main task to overlook difficulties and delaying the required tasks respectively while *emotion-focused coping strategies* where efforts are focused at controlling emotions (Lazarus & Folkman, 1987). Problem-focussed coping strategies are preferred to emotion-focussed coping strategies because the former are aimed towards problem resolution instead of dealing with distress like the latter (Terry & Jamieson, 2003). Carver et al. (1989) also argue that seeking for social support can be interpreted as a problem-focussed coping strategy when the individual is seeking advice, information and help on resolving the problem or as an emotion-focussed coping strategy when the individual is looking for moral support and understanding. However, the authors also argue that active problem-focussed coping requires time to think and plan activities on how to remove the stressor. Thus, during organisational change, public servants need time to come up with proper problem-focused coping strategies.

6.6.3 Social Comparison for Well-Being

The current study also show that public servants perform social comparison (Festinger, 1954) with their peers to evaluate whether the others are doing well or are struggling to cope with the organisational change. Taylor et al. (1995) suggest that individuals need to compare with others and perform self-evaluation through the four steps of *self-assessment*, *self-enhancement*, *self-verification* and *self-improvement* when there is a past threat or failure or when there is an anticipated future threat or challenge. In the case of organisational change, public servants are dealing with an anticipated threat or challenge. Thus, according to Taylor et al. (1995), individuals first need to do a *self-assessment* to have precise information about themselves. Second, they need to perform *self-enhancement* to maintain a positive self-image. Third, they need to perform *self-verification* to maintain consistency with their self-image and finally, they need to perform *self-improvement* to improve self-enhancement further. The need to maintain precise perceptions of self and the world are critical for mental health and well-being (Taylor & Brown, 1988; Taylor & Brown, 1994). Maintaining and enhancing well-being during organisational change also takes time. Interestingly, the finding from the current study, about social comparison in times of organisational change for coping and well-being, does not seem to have been raised in previous literature.

To summarise, public servants need time to rebuild their relationships with stakeholders because roles and responsibilities as well as processes change with organisational changes. Similarly, they need time to cope with the change using problem-focussed coping strategies. Furthermore, public servants perform social comparison with their peers during organisational changes and they need time again to maintain and enhance their well-being.

6.7 Chapter Summary

This chapter has elaborated on the third and final theme of the thematic analysis, i.e. "*Supporting elements for public service changes*". Again, the findings were similar yet slightly different from the initial conceptualised framework for change. In addition, there were additional findings not mentioned in the reviewed literature. First, public servants joined the public service because of their perceived social impact. They are proud of successful organisation changes and their job satisfaction declines with failed changes. Leaders should, thus, be capable to lead organisational changes successfully. Second, implementation of organisational changes is complex in the public service because of the embeddedness of the public service and the need to have all the required stakeholders on board. Third, the short tenure of leaders does not facilitate organisational changes which public servants believe are recycled with slight modification by new leaders. Fourth, public servants resist changes that they believe are not necessary, are not feasible, are not effective and which are inconsistent with their personal values. Fifth, public servants need special support during organisational changes but younger public servants seek support from their peers rather than from their managers like the older public servants. Sixth, since the concept of peer support during organisational changes is not discussed in the literature, the researcher provided a definition for this type of support which it is important for the younger generation public servants. Seventh, younger public servants seem to be also more curious and resilient than the older generation but curiosity and resilience during organisational changes are not discussed in the reviewed literature. Eighth, the researcher has suggested, with illustration, that the construct of job embeddedness may provide some explanation about the difference between the younger and older public servants. Ninth, public servants need time to rebuild their professional relationships with relevant stakeholders during organisational changes. Tenth, public servants also need time to avail of problem-focussed coping strategies with changes.

Finally, public servants need time to perform social comparison with their peers during organisational changes to maintain and enhance their well-being. Yet again, social comparison is not mentioned in the organisational change literature.

This concludes the thematic analysis findings. In the next chapter (**Chapter 7**), the critical realism mechanisms that give the probable causes, motives and choices of individuals influencing the readiness for change in the public service are discussed.

7 Mechanisms of Readiness for Change

7.1 Introduction

The critical realism philosophy aims to provide explanation of events through its underlying mechanisms and the objective of this chapter is to provide a critical realism explanation of the events leading to readiness for change in the public service through probable mechanisms. These mechanisms are the probable causes, motives and choices of individuals influencing the readiness for change in the public service as uncovered during the data analysis explanatory logic of abduction and retroduction.

The chapter consists of five sections. The first section is the introduction followed by three sections providing the probable mechanisms of each of the thematic analysis groupings. The fifth section provides a new conceptualised framework using the employee lens instead of the one in **Chapter 2** subsequent to the uncovered critical realism mechanisms. The chapter finally concludes with a chapter summary.

7.2 Experiencing Changes in the Public Service

This section provides the probable mechanisms linked to the first theme of *experiencing changes in the public service* are discussed under the same six sub-sections as the thematic finding. These sub-sections are *emotional aspects of change*; *lack of organisational justice*; *uncertainty, stress, anxiety, self-efficacy and change fatigue*; *powerlessness and helplessness*; *victims and survivors*; and *loss of faith*.

7.2.1 Emotional Aspects of Change

Hope and excitement are positive emotions that public servants feel on hearing about upcoming organisational changes in the public service. Together with hope and

excitement, fear and ambivalence of simultaneous emotions are two negative emotions that public servants feel on hearing about upcoming changes.

Based upon abduction and retroduction, the two mechanisms of "*my job will be great*" and "*my role will be great*" may be enacted by public servants under hope and excitement. On the other hand, the mechanisms of "*I will lose my job*" and "*I will not like my role*" may be triggered by public servants due to fear. In addition, the "*motivational conflict*" mechanism may be enacted by public servants due to their ambivalence of simultaneous emotions. These mechanisms are explained in the next five sub-sections.

7.2.1.1 My Job Will Be Great Mechanism

This mechanism may be enacted by public servants when they appraise their situation on hearing about an upcoming organisational change and anticipate a change of job for the better such that they are hopeful and excited about the change. They, thus, derive positive meanings through sensemaking (Gioia & Chittipeddi, 1991), look forward to the change and anticipate the benefits to them. This mechanism has a positive effect and enhances readiness for change.

However, this mechanism can also comprise wishful thinking if the anticipated benefit does not materialise. Then, public servants may become disillusioned and frustrated when they realise that the benefits will not be reaped. Yet, they may also keep thinking that that the new and better job will materialise despite new information indicating that there will not be a better job. Thus, they may reaffirm their beliefs through confirmation bias and undergo cognitive dissonance (Festinger, 1957).

7.2.1.2   My Role Will Be Great Mechanism

This mechanism is similar as for "my job will be great mechanism" apart that instead of anticipating a better job, public servants believe that their roles will be enhanced with the change. Thus, this mechanism may be triggered when they believe that they will keep their current job but they will be having better roles in their positions with the organisational change. Again, through this mechanism, public servants look forward to the change because of anticipated benefits. So, this mechanism is positive and enhances readiness for change. Yet, this mechanism may become negative if they used wishful thinking with the result that they become disillusioned and frustrated when they realise that the benefits will not be reaped.

7.2.1.3   I Will Lose My Job Mechanism

This mechanism may be enacted by public servants who anticipate that they may either lose their job through layoff or that they will lose their current job for a job that they may not like because of organisational changes. This mechanism may decrease readiness for change since public servants become fearful, stressed about the change and anxious about what would happen to them. As a result, public servants have visceral reactions about the change. Lack of information further exacerbates the situation on account of them feeling powerless (Greenhalgh & Rosenblatt, 1984). In addition, they begin to worry about losing face (Goffman, 1967) vis-à-vis their peers, family and community and losing their identities (Ashford & Mael, 1989; Brewer, 1991; Brewer & Gardner, 1996).

7.2.1.4   I Will Not Like My Role Mechanism

This mechanism is quite similar to the mechanism of "I will lose my job". This mechanism may be triggered by public servants who fear that their role will either be decreased or that they will not like what they will need to do in their new positions with the change. While this mechanism also brings anxiety, stress, uncertainty and loss of face and

identities, it is less severe than "I will lose my job" mechanism because they still have a job. However, the mechanism also can reduce readiness for change because it elicits negative emotions in public servants making them dread organisational changes and resist them as a consequence.

While the researcher noted that public servants who lost their jobs in the past due to organisational changes are more likely to avail of the "I will lose my job" mechanism, she does not have enough data on the participants to analyse whether personality also plays a role in availing of "I will lose my job" or "My job will be great" mechanisms.

7.2.1.5   Motivational Conflict Mechanism

The "Motivational conflict" mechanism may be enacted by public servants when they are driven by two different sets of contrary behaviours because they simultaneously experience hope, excitement and fear. Thus, public servants may be energised because they are excited and hopeful of the impact of the change to them so that they want to steer towards the change but at the same time they want to retrograde because they fear the impact of change on their livelihoods. However, because they are not certain about the change, they may be so confused and conflicted that they do not want to support the change. This mechanism impacts readiness for change negatively.

7.2.2 Lack of Organisational Justice

The mechanism of "there is no justice" may be triggered by public servants who feel that there is a lack of organisational justice.

7.2.2.1   There is No Justice Mechanism

"There is no justice" mechanism may be enacted by public servants who feel that the organisation and the leaders do not respect them because they perceive that the latter

do not provide adequate communication about the change and treat them like a disposable commodity. In addition, public servants may believe that there is a breach of psychological contract because of the high possibility of job loss during organisational changes. Moreover, public servants tend to be bitter about organisational changes when they have lost their jobs in the past and they cannot comprehend the change. "There is no justice" mechanism consequently decreases readiness for change.

7.2.3 Uncertainty, Stress, Anxiety, Self-Efficacy and Change Fatigue

Two mechanisms, "I don't get it" and "No longer able to cope" may be enacted by public servants during uncertainty, stress and anxiety.

7.2.3.1 "I don't get it" Mechanism

The "I don't get it" mechanism may be enacted by public servants who cannot make sense of the change or when they cannot find the resources they need within themselves to cope with the change. Lack of sensemaking may be due to unclear communication or because of the poor rationale offered for the changes or because of the complexity of the change. As a result, public servants are uncertain about the change and anxious about what would happen. Organisational changes in the public service are complex due to the potential impact of the change on the country, the visibility of the change on account of the budget allocated to the change from taxpayers' funds, the potential linkage to integrity and competence of the government if it fails, the promise from the electoral platform and the involvement of various stakeholders from various departments and private sectors with diverse and conflicting motivations. In addition, communications are sometimes full of rhetoric because of the complexity of the change. Nevertheless, the "I don't get it" mechanism may affect readiness for change negatively because it reduces motivation of public servants for working on implementing the change, supporting the change and accepting the change.

7.2.3.2 "No longer able to cope" Mechanism

The "No longer able to cope" mechanism may be enacted by public servants who feel that they do not have enough energy and resources to deal with the change. Thus, Public servants feel that they are overwhelmed with work, feel fatigue due to the continuous changes that do not seem to come to fruition and they think that the change is hard to live. This mechanism decreases readiness for change.

7.2.4 Powerlessness and Helplessness

Three mechanisms may be enacted by public servants when they feel powerless and helplessness during organisational changes. These are "The magical thinking", "There must be something to help" and "Hating the job" mechanisms.

7.2.4.1 "The magical thinking" Mechanism

The "magical thinking" mechanism may be trigged when public servants believe that magically their wishes about a better outcome will come true when they feel threatened and when they do not have enough coping resources to allocate to processing the information at hand (Keinan, 1994). Despite seeing signs that things are not going well with the change, some public servants may want to be positive about the change. They want to believe that the change will be successful and that they will not be impacted adversely by the change. Thus, the "magical thinking" mechanism may temporarily increase readiness for change but in the longer term it may reduce readiness for change when public servants have to face that their wishes will not come true and they have to face reality.

7.2.4.2 "There must be something to help" Mechanism

This mechanism may be enacted by public servants who become hopeful about the change and who try to find something to remedy to deficiency in information, process or structure about the organisational change. They look at what can help them. The mechanism involves resilience, curiosity and learning. Thus, the individuals want to rebound back from adversity and use their abilities to learn, to question and to inquire in order to find what is missing to progress with the change. This mechanism, as a result, may increase readiness for change.

7.2.4.3 "Hating the job" Mechanism

The "Hating the job" mechanism may be enacted by public servants who no longer see how the change can be beneficial to them since they feel like prisoners and trapped in jobs that they have come to hate. Their jobs have become so painful with the change that they are struggling on how to get by. They are depressed and may become deviant or violent against themselves or others on the job or at home as a way to take control of the situation. This mechanism, thus, reduces readiness for change.

7.2.5 Victims and Survivors

The mechanisms "I am a victim", "I am a survivor" and "Better me than them" may be enacted by public servants during organisational change.

7.2.5.1 "I am a victim" Mechanism

This mechanism may be enacted by public servants when they feel that they are orphans because they are alienated in an organisational change that they cannot comprehend and cannot participate in. Alternatively, this mechanism may be enacted when public servants

have lost their jobs more than once because of organisational changes. Thus, this mechanism may decrease readiness for change.

7.2.5.2 "I am a survivor" Mechanism

On the other hand, the "I am a survivor" mechanism may be enacted when some public servants feel that they are survivors of change because they will not let the change get the better of them even though they have lost their jobs in the past or even though they feel alienated by the change. The "I am a survivor" mechanism may increase readiness for change because it increases self-efficacy. Hence, their self-precepts of efficacy may influence their patterns of thinking, actions and stimulation of emotions (Bandura, 1982) positively making them ready for any adversity and steering them towards the change.

7.2.5.3 "Better me than them" Mechanism

The "Better me than them" mechanism may be enacted by public servants when they do a social comparison (Festinger, 1954) between themselves and others. Thus, the public servant compares himself with others about how his job or position is changing or how he is faring in the change process. If he finds that others are in worse posture than him, he rationalises that he is happy about the change and supports the change. It may increase readiness for change for self even though one or many others may be in worse posture than self.

7.2.6 Loss of Faith

The "Quitting the job" mechanism may be triggered by public servants when they lose faith in the leader and the change.

7.2.6.1 "Quitting the job" Mechanism

The last mechanism in this theme, the "Quitting the job" mechanism, may be enacted by public servants who may no longer sees how they can work with the change and they, thus prefer to opt out for another change – a change in job somewhere that he believes he would be better. This mechanism is neutral for readiness for change on the overall because mixed reactions may arise from the departures. On the one hand, some employees may think that they need to leave particularly if they are close to the public servant who is leaving and if the departure is breaking their teams. On the other hand, others may see the departure as positive since they get the message that they have an option if they can no longer live with the change. Yet, others may rationalise that the departure has nothing to do with the change and that the change is going well for all public servants. The last behaviour being another situation of cognitive dissonance (Festinger, 1954).

7.3 Leading Changes in the Public Service

This section provides the details of the mechanisms which may be enacted by public servants due to the leadership of change in the public service. In addition, the section highlights whether the mechanisms increase or reduce readiness for change in the public service.

7.3.1 Leadership Definition and Legitimacy

Four mechanisms may be enacted by public servants based upon their definition of leadership and their speculation about legitimacy of the leader. These are "Wrong appointment of leaders", "It's all about them", "Showing leadership" and "Speaking like a leader" mechanisms.

7.3.1.1 "Wrong appointment of leaders" Mechanism

The "Wrong appointment of leaders" mechanism may be enacted by public servants when they believe that the "leader" being appointed is not the right person because the appointee does not display the leadership characteristics required to lead and implement changes according to them. Public servants do not want to support such leaders. As argued by Khurana (2002), the appointment process of charismatic leaders who claim that they can do transformational programmes may promote destruction of the core competencies of organisations. Thus, this mechanism decreases readiness for change.

7.3.1.2 "It's all about them" Mechanism

The "It's all about them" mechanism be enacted by public servants when they think that their leaders are ego-centric and narcissistic individuals who have a great need for power and admiration rather than having concerns for their followers, stakeholders and the public service in general. This mechanism decreases readiness for change because public servants do not think that the leader care for them and they would likely not support the change.

7.3.1.3 "Showing leadership" Mechanism

The "Showing leadership" mechanism may be enacted by public servants when they perceive that their leader acts upon his true beliefs, challenges the status quo, is a change implementer and shows courage of his decisions. To public servants, leaders have to motivate the team and create a sense of purpose, a sense of focus, a sense of accomplishment and a sense of belonging for the team. Thus, the leaders need to do the three functions of self-development, team development and citizens' service delivery. This mechanism enhances readiness for change.

7.3.1.4 "Speaking like a public service leader" Mechanism

The mechanism "Speaking like a public service leader" may be enacted by public servants when they think that the public service leader is using rhetorical communication to please stakeholders with conflicting interests during organisational change. Rhetorical communication is confusing and public servants are not able to know the real situation with the change. In addition, managers and directors are not able to properly plan accordingly for their teams and their clients based upon rhetorical communication. Thus, this mechanism decreases readiness for change.

7.3.2 Leadership Fellowship

Together with the mechanisms under leadership definition and legitimacy, the "Fellowship" mechanism may be enacted by public servants to determine whether they have to follow the leader.

7.3.2.1 "Fellowship" Mechanism

The "Fellowship" mechanism may be enacted by public servants when they think of attaching themselves to a leader whom they respect and whom they believe work collaboratively with others. This mechanism may increase readiness for change depending on the type of leader leading the change. Public servants want to follow a "good" leader. However, if the leader is not seen to be the right one, this mechanism may actually decrease readiness for change because they would not want to spend more emotional resources and efforts than needed by their job on the change to make it a success.

7.3.3 Trust in the Leader

The "Us and them" mechanism may be enacted by public servants when they need to trust the leader.

7.3.3.1 "Us and them" Mechanism

In particular, the mechanism of "Us and them" may be enacted by public servants when they perceive that the leader is selecting individuals within and outside the organisation to form a close in-group for leading and implementing the change and that in-group does not blend well with the rest of the organisation. The rest of the organisation, hence, feels that they are outsiders and that the change is being done to them and not with them. They do not have a voice in the change and they cannot redirect the change. Directors and managers particularly expressed their disapproval of this type of mechanism and they stated this does not lead to successful change. This mechanism decreases readiness for change because employees do not trust the leader and the select group.

7.4 Supporting Changes in the Public Service

This section provides the details of the mechanisms that can be triggered by public servants due to the support received during changes in the public service. Furthermore, the section highlights whether the mechanisms increase or reduce readiness for change in the public service.

7.4.1 Participation and Inclusion in Organisational Changes

Two mechanisms may be triggered by public servants due to participation and inclusion in organisational changes. These mechanisms are "making the change" and "doomed to fail without me".

7.4.1.1 "Making the change" Mechanism

The "Making the change" mechanism may be enacted by public servants when they volunteer to participate in the change to define it and to implement it with the leader. Participation involves the leader sharing power with public servants and this can increase the sense of control and ownership of the organisational change for public servants (Han et al., 2010). As demonstrated by Sagie & Koslowsky (1996), the work attitudes of employees are improved if they participate in tactical decision making. Moreover, through inclusion, public servants are integrated with the critical processes for influencing the definition and implementation of the change and they have access to the required information and resources (Cherrin & Mor Barak, 1998). This mechanism increases readiness for change since the involvement of public servants improves their attitudes towards the change (Sagie & Kowlowsky, 1996).

7.4.1.2 "Doomed to fail without me" Mechanism

The "Doomed to fail without me" mechanism may be triggered by public servants when they determine that the change leader is not able to successfully implement the change and that they have valid suggestions to provide to the change leader for the change to be successful.

On the one hand, this mechanism has elements related to the need for public servants to make a difference by their contributions. Public servants feel helpless during organisational change and their level of commitment decrease as a result. However, they also reveal that they want to participate to make the change a success after some time.

On the other hand, it has elements of ego whereby public servants believe that they are important in the success of the change. Either way, this mechanism is an enabling one because the individuals want the change to be successful despite that they think that the

change is not going in the right direction. Participation in organisational change reduces resistance to change (Lines, 2004). Thus, this mechanism suggests that it increases readiness for change.

7.4.2 Communication and sensemaking

The mechanisms "Following the crumbs", "Criss-crossed communication" and "Living the Change" may be enacted by public servants upon receiving communication and during sensemaking.

7.4.2.1 "Following the crumbs" Mechanism

The "Following the crumbs" mechanism may be triggered by public servants when they are able to put together the communication, processes and structure to make sense of what is happening and what will be happening as they go through the organisational change.

Going through an organisational change requires motivation and effort from public servants for them to handle new demands in team structure, team membership, norms and ways of functioning in the new environment. This is somewhat akin to the process of joining a new organisation. Thus, public servants have to go through a socialisation process where they are all newcomers in the new environment at once. However, instead of transitioning from organisation outsiders to organisation insiders (Bauer et al., 2007), public servants would transition from a dying organisation to a newly born organisation which implies that they have to grieve and let go of the dying organisation. Hence, similar as newcomers to reduce uncertainty, public servants need referent information to know what is required as part of the job, appraisal information to know what is the performance level needed to be considered successful in the job and relational information to understand the relationship with others and their own self-image and identities (Miller &

Jablin, 1991). Still, all the required information may not be available when the change is initiated because it takes time to create detailed procedures, instructions, roles and job goals, updated organisational symbols, performance standards, etc. Thus, the organisation has to "lay the crumbs" for public servants to follow for sensemaking as the change is elaborated in greater details. This mechanism increases readiness for change.

7.4.2.2   "Criss-crossed communication" Mechanism

The "Criss-crossed communication" mechanism may be enacted by public servants when they perceive that the communication is consistent throughout the hierarchical layers and across teams and units so that the same messages are propagated throughout the organisation. As mentioned, public servants want congruent messages to come from the leaders as well as from their bosses but they want more elaboration from their bosses to reflect their day-to-day jobs and functions. This mechanism increases readiness for change because everyone in the organisation has the same view of what is happening and what will happen. They are better able to support the change as a result.

7.4.3 Sensible Organisational Changes

The mechanisms of "Living the change", "Change recycling" and "Proud contribution" may be triggered by public servants as part of their evaluation of reasonableness of organisational change.

7.4.3.1   "Living the change" Mechanism

The "Living the change" mechanism may be triggered by public servants when they are able to see themselves in the change. This means that the leader has been able to see the change from the perspective of the change recipients to make them see how they fit in the environment. Thus, this implies that the leaders have to adapt the change to the realities of the work of public servants. However, since the perspectives of change

recipients can be various, it implies a close collaboration between the leader and the recipients for the change to be seen as reflecting the realities of each. In addition, it involves working with the bosses of change recipients to help defining the realities of their employees. This mechanism, thus, enhances readiness for change.

7.4.3.2   "Change recycling" Mechanism

The "Change recycling" mechanism may be enacted by public servants when they perceive that the change is a repetition of a past change that was started but abandoned mid-way. This mechanism decreases readiness for change because public servants believe that it is a "déjà vu" and that they have to support a past failed change which once again will not be institutionalised.

According to Hornstein (2010), the Canadian public service has to implement radical changes as administrative reforms with every elected government and these changes go from one extreme to another based upon the ideology of the party in power. Thus, there may not be much that can be done to control this mechanism since it depends on the party in power.

7.4.3.3   "Proud contribution" Mechanism

The "Proud contribution" mechanism may be triggered by public servants when they acquire a sense of pride in serving the country as part of their job or role in public service. Jin & Guy (2009) demonstrated that public servants who are invested in their work have an increased sense of job satisfaction and pride in their work while Ellickson & Logston (2002) demonstrated that pride in the organisation was the first contributing factor for job satisfaction of municipal workers while Liobert & Fito (2013) showed that job satisfaction increases organisation commitment and intention to stay. Since both

organisational commitment and intention to stay are impacted by organisational change, pride may increase readiness to change.

7.4.4 Organisational Support and Network

The "Being supported" mechanism may be triggered by public servants when support is needed from the organisational and peers.

7.4.4.1 "Being supported" Mechanism

The "Being supported" mechanism may be enacted by public servants when support is needed during organisational change. In addition, it may be triggered by both younger public servants, who need more support from their peers and their informal network, and by public servants in general who need more support from the organisation and from their supervisors during times of change. This mechanism, thus, encompasses perceived organisational support (POS) for support received from the organisation (Eisenberger et al., 1986), perceived supervisory support (PSS) for support from the supervisors (Shanock & Eisenberger, 2006) and perceived peer support (PPS) for support received from peers. Several researchers suggest that POS is linked to POS (Shanock & Eisenberger, 2006) and that employees would in turn support the organisation if they feel supported by the organisation (Eisenberger et al., 2001). Hence, this mechanism increases readiness for change.

7.4.5 Time to Change

The "Netting the ties" mechanism may be triggered by public servants when they need time to change.

7.4.5.1 "Netting the ties" Mechanism

The "Netting the ties" mechanism may be enacted by public servants when they feel that they have to rebuild the required relationships to be effective during and after organisational change. While this mechanism is a lot about relationship building outside of the hierarchical organisation structure, it also involves getting clarity and accepting who does what (roles), what is needed to be done in a step fashion (process), how it should be done (procedures), to what extent it should be done by each party (responsibility), what is needed in case of issues (escalation) and how it will be completed to satisfaction (performance and quality criteria) during and after the organisational change. Thus, this mechanism may decrease readiness for change because it involves spending efforts to get people to agree on the level and extent of roles, responsibilities, processes, procedures and performance during and after the change. In addition, each individual may have a different mental model about what each of these elements should be and conflicts may arise if the mental models are not aligned.

Table 8 below provides a summary of the mechanisms for the three themes of experiencing changes, leading changes and supporting changes in the public service.

Mechanism	Potential Effect on Readiness for Change	Comments
1. I will lose my job	Decrease	
2. My job will be great	Increase	May decrease eventually with reality check.
3. I will not like my role	Decrease	
4. My role will be great	Increase	May decrease eventually with reality check.
5. Motivational conflict	Decrease	
6. The doomed to fail without me	Increase	May decrease eventually with reality check.
7. I don't get it	Decrease	
8. There is no justice	Decrease	
9. I am a victim	Decrease	
10. Better me than them	Increase	
11. I am a survivor	Increase	
12. The magical thinking	Increase	May decrease eventually with reality check.
13. There must be something to help	Increase	
14. No longer able to cope	Decrease	
15. Hating the job	Decrease	
16. Quitting the job	Increase/Decrease	May tend to be neutral on the overall if all public servants are considered.
17. Appointment of change leaders	Decrease	
18. It's all about them	Decrease	
19. Us and them	Decrease	
20. Showing leadership	Increase	Increased with leadership as defined by public servants.
21. Speaking like a public service leader	Decrease	
22. Fellowship	Increase	
23. Following the crumbs	Increase	
24. Criss-crossed communication	Increase	
25. Living the change	Increase	
26. Making the change	Increase	
27. Change recycling	Decrease	
28. Proud contribution	Increase	
29. Being supported	Increase	
30. Netting the ties	Increase	

Table 8: List of Mechanisms

7.5 New Conceptualised Framework

Since the mechanisms provided in this chapter suggest the causes, motives and choices (Blom & Moren, 2011) that impact readiness for change for public servants, the researcher has provided a new conceptualised framework using the employee lens taking in account the critical mechanisms (see **Figure 13**). The new conceptualised framework is different from the initial one which was based upon the predictors and moderators. This new framework highlights the resulting readiness for change from the interaction of mechanisms, i.e. drivers, motivations and options taken by change recipients, during organisational change. The advantage of this new conceptualised framework is that it illustrates the cognitive, affective and behavioural aspects of change from the employees' perspective. It allows managers and practitioners to understand the lived experiences of change recipients and to inform them of the factors to avoid and the factors to enhance to help change recipients better support organisational changes in the public service. This will be helpful in view that the public service will continue to implement organisational changes in support of governmental priorities, adaptation to global pressures and for evolving the public service model with the future of work (World Economic Forum, 2016).

The mechanisms in the blue wheel are those that enhance readiness for change while those in the red wheel are those that hinder readiness for change for individuals and groups. The result of mechanisms can link individual's desires and beliefs with action opportunities so as to generate actions at the individual level. It can, however, also be at group level when several change recipients interact to produce a planned or unplanned group effect. Thus, mechanisms tend to play together with the resulting readiness for change at individual and group levels.

In the background, we have the public service requirements of accountability, impartiality, neutrality and non-partisanship which also affect these mechanisms and the resulting readiness for change.
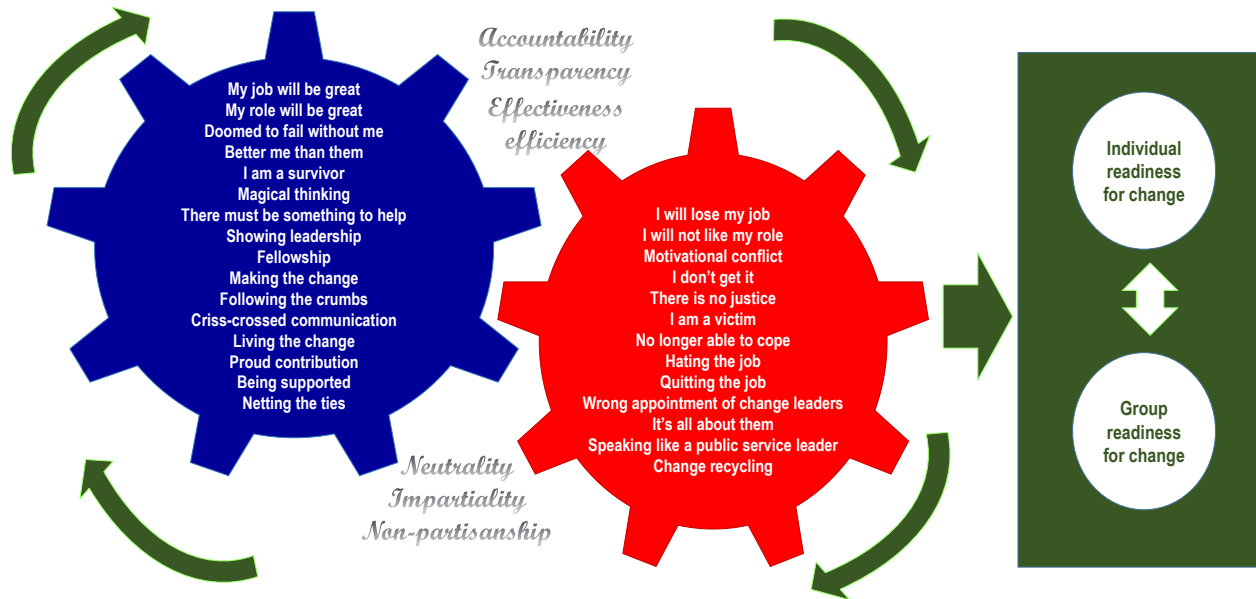
Figure 13: New Conceptualised Framework: an Employee Lens

7.6   Chapter Summary

This chapter has presented an overview of the probable mechanisms for readiness for change in the Canadian federal public service under the three themes identified during the thematic analysis. This chapter, hence, fulfils the research aim of providing an overview of the mechanisms for readiness for change in the federal public service. In addition, a new conceptualised framework using the employee lens has been created to reflect the probable causes, motives and choices affecting readiness for change in the public service. Some recommendations are presented to enhance readiness for change

195

in the public service in **Chapter 8** together with the contributions of the study and its limitations.

8   Conclusion

8.1   Introduction

This chapter discusses the conclusions and recommendations of the study. The chapter begins by illustrating the achievement of the research objectives. The chapter then suggests research implications for practitioners and academics. Finally, the chapter looks at the study limitations, recommendations for future research and provides a short chapter summary.

8.2   Achievement of Research Aim and Objectives

This research study set out to explore the experiences of employees who were going through organisational changes in the Canadian Federal public service to contribute to the organisational change literature by exploring and evaluating the factors to enhance readiness for change and by providing recommendations to further enhance readiness for change in the Canadian public service. With this aim, the study had three objectives and this section provides the details on how these objectives were met.

8.2.1 Objective 1

The first objective was to conduct a critical review of key literature in relation to organisational change, readiness for change and the public sector. The relevant literature was identified and examined critically in **Chapter 2** through the theoretical framework. The research question in the primary research was also based upon the literature review.

An initial conceptualised framework for change was developed to guide the research design and methodology. A new and unique conceptualised framework using the employee lens was created based upon the research findings and the probable

mechanisms of readiness for change in the public service. The resulting framework provides a novel approach to view readiness for change in the public service as it reflects the probable causes, motives and choices affecting readiness for change in the public service from the perspectives of change recipients. This new conceptual framework using the employee lens is useful for practitioners to help them understand the lived experiences of change recipients and to inform them of the factors to avoid and the factors to enhance to help change recipients better support organisational changes in the public service. The first study objective can, thus, be considered to have been met.

8.2.2 Objective 2

The second objective was to explore and evaluate key features of employees' readiness for change in the Canadian federal public service from the employees' perspective and to provide an overview of the mechanisms of readiness for change within the federal public service. The exploration and evaluation of key features of employees' readiness for change were conducted as part of the thematic analysis which revealed three themes with sub-themes. These themes and sub-themes were discussed with the key features of employees' readiness for change in **Chapters 4-6**. The process of identifying the mechanisms was discussed in **Chapter 3** and probable mechanisms of readiness for change were identified as part of data analysis and an overview provided in **Chapter 7**. Hence, the thematic analysis discussion and the mechanisms overview provided in these chapters can be considered to have met the research aim and this study objective.

8.2.3 Objective 3

The third and final objective was to provide some recommendations to enhance employee support within the Canadian public service during organisational change to senior management. Some salient recommendations from the perspective of change recipients

will be provided in the following section of this chapter. As a result, this study objective can be inferred to have been met.

8.2.4 Research aim

The study aimed to contribute to the organisational change literature by exploring and evaluating the factors to enhance readiness for change and by providing recommendations to further enhance readiness for change in the Canadian public service. Through the completion of the four objectives, the aim can be concluded to have been met since factions to enhance readiness for change were explored and evaluated and recommendations provided. In addition, the study contributes to the organisational change literature with its contributions to knowledge and practice (see next section).

8.3 Recommendations to Enhance Readiness for Change

This section builds on the research findings, the probable mechanisms identified for readiness for change and the new conceptualised framework using the employee lens to provide some recommendations to senior management to enhance readiness for change in the Canadian public service. While the study has used a bottom-up approach to emancipate employees, the recommendations are being addressed to senior management who has the capacity to address them for the benefit of employees. Employees in the public service are limited in what they can do to address these findings. In addition, even though there are many findings, the researcher has focused on the findings and mechanisms which are more salient from the change recipients' perspectives for academic implications. Furthermore, these research recommendations can be extended to the United Kingdom's civil service or to the public sector of other developed countries with Westminster parliamentary democracy similar to that of Canada.

- **Recommendation 1. Use change management strategies to enhance positive emotions.** Change recipients are more supportive of organisational changes when they experience positive emotions (Smith, 2005; Hanpachern et al., 2008), like hope and excitement, during organisational changes. Change recipients are also better able to cope with organisational change if positive emotions are increased (Tugade & Fredrickson, 2004; Fredrickson et al., 2008). Furthermore, Garland et al. (2009) suggest that mindfulness can help with positive reappraisal of stressful events such that these events are viewed as beneficial and not threatening. Therefore, it is recommended that change management strategies, such as mindfulness, be developed to enhance positive emotions during organisational changes.

- **Recommendation 2. Communicate better and honestly during organisational Change.** Public servants face uncertainty, are confused and cannot understand organisational changes because of the way that changes are communicated to them. Hence, it is recommended that better communication, in terms of content, structure and process (Armenakis et al., 1993), be used throughout the change process (Klein, 1998) to allow public servants to make sense and to support changes (Lewis, 2011; Jabri et al., 2008). In addition, it is recommended that the organisation communicates honestly the reasons how any previous change that was stopped will be implemented differently to meet the defined critical success factors this time. Furthermore, it is also recommended that the communication messages highlight the options offered to change recipients if there are job losses. Particular care has to be taken when discussing with change recipients who have lost their jobs at least once previously.

- **Recommendation 3. Engage middle management to participate in the definition and implementation of the change.** Managers and directors experience emotional labour (Morris & Feldman, 1996) and emotional dissonance (Rafaeli & Sutton, 1987) when their participation is not sought in the definition and implementation of the change and when the leader is not available to them. Hence, it is recommended that middle management be engaged to participate in the definition and implementation of the change so that they understand, influence and promote the change (Lines, 2004; Boukenooghe et al., 2009; Brotheridge & Lee, 2008).

- **Recommendation 4. Enlist the participation of employees in the tactical decision-making of the change.** Employees are more supportive of changes when they understand the change and when they participate in the tactical decision-making or tactical issues management during implementation of the change (Sagie & Kowlowsky, 1996, Lines 2004). Thus, it is recommended that participation of employees be sought to implement part of the change at the tactical level.

- **Recommendation 5. Set up a supportive environment for change recipients to get support and information about the change.** Change recipients are stressed when there are numerous changes simultaneously, changes are fast-paced in addition to operational delivery, changes seem recycled or when the change is terminated prematurely. Hence, it is recommended that a supportive environment with change agents and psychologists be available to provide psychological support and ad-hoc information about the change (Rhoades & Eisenberger, 2002; Nesterkin et al., 2013; Devos et al. 2007; Weiner, 2009) or for

them to discuss the change among their peers for sensemaking (Jabri et al., 2008; Lizar et al., 2015).

- **Recommendation 6. Provide appropriate support strategies to get change recipients out of the powerlessness cycle.** The feelings of change recipients can be iterative in a powerlessness cycle and change recipients can become stuck in the cycle of reactance, helplessness and work alienation (Ashforth, 1989). Therefore, it is recommended that proper support strategies be defined to watch out for signs of powerlessness, to empower change recipients and to provide them with some sense of control of their work environment (Meyer & Hamilton, 2014) through participation and inclusion (Sagie & Kowlowsky, 1996) in the change or through other means.

- **Recommendation 7. Promote sustainable leadership attributes.**
Public servants do not believe that all appointed leaders have the right competencies to lead organisational changes. They despair in the capacity of leaders to lead the changes to fruition and they want sustainable leadership (Avery & Bergstein, 2011; Strachan et al., 2014) from leaders with a humanistic perspective for the wider environment and social outcomes. Thus, it is recommended that, in addition to the leadership competencies in the public service, some attributes such as risk management and innovation as well as strong project management be considered in the process of appointment of change leaders. Moreover, it is recommended that the development of these attributes be added to the mandatory training courses for leaders.

- **Recommendation 8. Encourage learning as a competency across the organisation.** Learning promotes openness to change (Crouse et al., 2011).

Younger public servants want to continuously learn and they are more open to changes as a consequence. Hence, it is recommended that learning be encouraged across the organisation to have a better outcome with organisational changes. Fugate et al. (2004) show that learning activities promote employability through identification and realisation of job and career opportunities. Moreover, Froehlich et al. (2014) demonstrate, through their study across different countries and cultures, that informal learning promote expertise on the job, adaptation and flexibility despite age of employees.

▪ **Recommendation 9. Ensure that organisational changes are seen to benefit the public service and the country.** Perceived social impact (Grant, 2008) is important for public servants and they need to see the value of the change and that their contributions are meaningful to support the change. Bourgault & Gusella, (2001) also suggest that employees who are proud of their work contribute to a positive Canadian public service perception and recognition. Hence, it is recommended that the benefits of organisational changes to the public service and to the country be properly highlighted for support by public servants and the general public. It is also recommended that the public service take advantage of the perceived social impact factor for its human resources management, particularly for recruitment and retention in view of the need to renew the public service due to retirement of boomers and generation X in the next coming years.

▪ **Recommendation 10. Promote peers' interaction and group events during organisational change.** Younger public servants need to interact with peers for support and sensemaking (Isabella, 1990; Bartunek, 1984; Gioia & Chittipeddi, 1991; Dutton & Jackson, 1987) during organisational changes. These interactions allow them to socialise the change (Jabri et al., 2008). Thus, it is

recommended that group events and group learning sessions be set up to promote peers' interaction for support and sensemaking of the change.

- **Recommendation 11. Build in time for coping and relationship building in the change implementation plan.** Public servants need time to participate in the change, in group events, in information sharing sessions, for coping and for rebuilding their professional relationships with the appropriate stakeholders in order to fully support the change. Productive organisational changes require adaptation and time (Huy, 2001) and employees need time to reflect and reinterpret events to learn and adjust properly (Ashforth, 2012). Therefore, it is recommended that the public service sanction and provide time for these activities.

- **Recommendation 12. Ensure that perceived organisational justice is being respected.** Public servants conduct social comparison (Festinger, 1954) with their peers during organisational changes to maintain precise perceptions of themselves and their world for their mental health and well-being (Taylor et al., 1996; Taylor & Brown, 1994; Taylor & Brown, 1988). They also need to ensure that they are treated fairly and ethically by the organisation (Cropanzano et al., 2007). Thus, it is recommended that perceived organisational justice is paid attention to for public servants to accept that they are treated fairly and respectfully compared to others for them to support the change.

- **Recommendation 13. Manage the multi-generational workforce effectively.** The outlooks and aspirations of public servants differ based upon their birth cohorts (Parry & Urwin, 2011; Gursoy et al., 2013). More than one third of public servants are older than 50 years old while one fifth of public servants are millennials and this will increase in the coming years with more retirement from

boomers and generation X (Treasury Board Secretariat of Canada, 2017d). Therefore, it is recommended that the public service manage its multi-generational employees with different strategies for knowledge management and succession planning (Pollack, 2015) and to maintain harmonious working relationships during organisational change.

8.4 Limitations and Recommendation for Future Studies

8.4.1 Limitations

As for any study, this study has limitations that can be addressed as part of future studies. First, because the study was to capture the voice and emancipate change recipients, the perspective of senior management was not sought. Thus, the study suffers from the problem of self-report like for almost all organisational studies (Podsakoff & Organ, 1986; Podsakoff et al., 2012). Second, the study is cross-sectional instead of longitudinal to gather the accounts of change recipients about readiness for change. Participants were, however, not encouraged to give accounts of a specific organisational change at a specific time. Retrospective accounts of participants on organisational change have been previously used by other researchers (Nelson & Jansen, 2009; Glick et al., 1990). Third, the study focusses on only on the public service sector because of the need to research the phenomenon in this sector. Thus, the study cannot be extended to private sector. Fourth, the study was conducted in one country, Canada, and it can be transferred only to similar country's settings. Fifth, the study uses qualitative research methods (interviews and focus groups) and does not avail of quantitative research methods.

8.4.2 Recommended Future Studies

While this study has met the research aim and objectives, the research design and findings raise a number of considerations for future research studies. Further studies can

explore and examine readiness for change in the public service using a longitudinal approach and taking the perspectives of senior management as well as the change recipients for validation. Similarly, further studies can be undertaken with respect to deeper investigation of the study findings. First, studies can be conducted to examine ambivalence of simultaneous emotions in general and during organisational changes. Second, further studies can be undertaken to investigate the fluctuation of readiness for change during organisational changes. Third, the "hating the job" phenomenon can be investigated empirically through further studies. Fourth, the stages of powerlessness can be investigated further since the study suggests that the stages are not linear and sequential as posited by the literature. Fifth, further studies can be conducted to investigate emotional dissonance and emotional labour during organisational changes. Both emotional dissonance and emotional labour have been investigated as part of customer service but not as part of employees' management during organisational changes. Sixth, further studies need to be undertaken to investigate the perceived peer support by the younger generation. Seventh, further studies can be conducted to investigate the relationship of curiosity during organisational changes. Eighth, further studies need to be undertaken to investigate empirically whether job embeddedness can explain the differences between younger and older public servants. Finally, further studies can investigate social comparison during organisational changes and how it affects readiness for change.

8.5   Chapter Summary

This chapter has provided some recommendations to enhance readiness for change in the Canadian public service. It has also provided a review of how the research aim and objectives were met and has concluded that the study aim and objectives were met. Furthermore, it has highlighted limitations of the study and has provided recommendations for further studies based upon the research design and findings.

Appendix A: References

6, P., Bellamy, C. (2012). *Principles of Methodology: Research Design in Social Science*. 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom, SAGE Publications Ltd.

Ackroyd, S. (2004). Methodology for management and organisation studies: some implications of critical realism. In Steve Fleetwood, Stephen Ackroyd (Eds.): *Critical realist applications in organisation and management studies*. London, New York: Routledge, pp. 137–163.

Ackroyd, S. (2010). Critical Realism, Organization Theory, Methodology, and the Emerging Science of Reconfiguration. In Peter Koslowski (Ed.): *Elements of a Philosophy of Management and Organization*: Springer Berlin Heidelberg (Studies in Economic Ethics and Philosophy), pp. 47–77.

Alavi, M. and Yoo, Y. (2009). Use Information Technology for Organizational Change. In Edwin A. Locke (Ed.): *Handbook of principles of organizational behavior.* 2nd ed. [Hoboken, N.J.]: John Wiley & Sons, pp. 595–614.

Allison, G. (1992). Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects? (1980). In Jay M. Shafritz, Albert C. Hyde (Eds.): *Classics of public administration.* 3rd ed. Pacific Grove, Calif: Brooks/Cole Pub. Co. (Brooks/Cole series in public administration), pp. 457–475.

Alvesson, M. and Spicer, A. (2011). Theories of leadership. In Mats Alvesson, André Spicer (Eds.): *Metaphors we lead by. Understanding leadership in the real world*. Abingdon, Oxon, New York, NY: Routledge, pp. 8–30.

Amichai-Hamburger, Y., Kingsbury, M. and Schneider, B. (2013). Friendship. An old concept with a new meaning? *Computers in Human Behavior*, **29**(1), pp. 33–39.

Anderson, D., Ackerman-Anderson, L. (2001). *Beyond change management. Advanced strategies for today's transformational leaders*. San Francisco, Jossey-Bass/Pfeiffer (The Practicing organization development series).

Appelbaum, S., Degbe, M., MacDonald, O. and Nguyen-Quang, T.-S. (2015). Organizational outcomes of leadership style and resistance to change (Part One). *Industrial and Commercial Training*, **47**(2), pp. 73–80.

Aquino, K. and Thau, S. (2009). Workplace victimization: aggression from the target's perspective. *Annual Review of Psychology*, 60, pp. 717–741.

Archer, M. (1998). Addressing the cultural system. In Margaret Scotford Archer (Ed.): *Critical realism. Essential readings*. London, New York: Routledge (Critical realism--interventions), pp. 503–543.

Armenakis, A. and Bedeian, A. (1999). Organizational Change: A Review of Theory and Research in the 1990s. *Journal of Management*, **25**(3), pp. 293–315.

Armenakis, A. and Harris, S. (2002). Crafting a change message to create transformational readiness. *Journal of Organizational Change Management*, **15**(2), pp. 169–183.

Armenakis, A., Harris, S. and Mossholder, K. (1993). Creating Readiness for Organizational Change. *Human Relations*, **46**(6), pp. 681–703.

Armstrong, M., Taylor, S. (2014). *Armstrong's Handbook of Human Resource Management Practice*. 13th ed. London, Kogan Page [Online] Available at: http://gbv.eblib.com/patron/FullRecord.aspx?p=1658904.

Ashford, S.; Lee, C. and Bobko, P. (1989): Content, Cause, and Consequences of Job Insecurity: A Theory-Based Measure and Substantive Test. In *Academy of Management Journal,* **32** (4), pp. 803–829.

Ashforth, B. (2012). The Role of Time in Socialization Dynamics. In Connie R. Wanberg (Ed.): *The Oxford handbook of organizational socialization*. New York, NY: Oxford University Press, pp. 161–186.

Ashforth, B. and Mael, F. (1989). Social Identity Theory and the Organization. Academy of Management. *The Academy of Management Review*, **14**(1), pp. 20.

Aucoin, P. (2006): Improving Government Accountability. In *Canadian Parliamentary Review* 29 (3), p. 20.

Aucoin, P.; Jarvis, M. (2005): Modernizing government accountability. A framework for reform. [Ottawa]: *Canada School of Public Service*.

Avery, G. and Bergsteiner, H. (2011). Sustainable leadership practices for enhancing business resilience and performance. *Strategy & Leadership*, **39**(3), pp. 5–15.

Avolio, B., Gardner, W., Walumbwa, F., Luthans, F. and May, D. (2004). Unlocking the mask: a look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, **15**(6), pp. 801–823.

Babiak, P., Hare, R. (2006). *Snakes in Suits. When psychopaths go to work*. New York, NY, US, ReganBooks.

Bacharach, S., Bamberger, P. and Sonnenstuhl, W. (1996). The organizational transformation process: The micropolitics of dissonance reduction and the alignment of logics of action. *Administrative Science Quarterly*, **41**(3), pp. 477–506.

Bailey, J. and Raelin, J. (2015). Organizations Don't Resist Change, People Do: Modeling Individual Reactions to Organizational Change Through Loss and Terror Management. *Organization Management Journal*, **12**(3), pp. 125–138.

Baker, B. (2004). Uneasy Partners: Democratization and New Public Management in Developing Countries. In Pauline Dibben, G. Wood, Ian Roper (Eds.):

Contesting public sector reforms. Critical perspectives, international debates. Houndmills, Basingstoke, Hampshire, New York: Palgrave Macmillan, pp. 38–53.

Barbalet, J. (1996). Social emotions: Confidence, trust and loyalty. *The International Journal of Sociology and Social Policy*, **16**(9/10), pp. 75–96.

Barbour, R. (2007). Doing focus groups. London, Thousand Oaks, Calif, SAGE Publications (SAGE qualitative research kit).

Barbour, R. and Schostak, J. (2005). Interviewing and Focus Groups. In Bridget Somekh, Cathy Lewin (Eds.): *Research methods in the social sciences*. London: Sage, pp. 41–48.

Baron, R. and Kenny, D. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, **51**(6), pp. 1173–1182.

Bartunek, J. (1984). Changing Interpretive Schemes and Organizational Restructuring: The Example of a Religious Order. *Administrative Science Quarterly*, **29**(3), pp. 355–372.

Bartunek, J. and Franzak, F. (1988). The Effects Of Organizational Restructuring On Frames Of Reference and Cooperation. *Journal of Management*, **14**(4), p. 579.

Bass, B. (1990). From Transactional to Transformational Leadership: Learning to Share the Vision. *Organizational Dynamics*, **18**(3), pp. 19–31.

Bass, B. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, **8**(1), pp. 9–32.

Bass, B. and Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly*, **10**(2), pp. 181–217.

Battilana, J., Gilmartin, M., Sengul, M., Pache, A.-C. and Alexander, J. (2010). Leadership competencies for implementing planned organizational change. *The Leadership Quarterly*, **21**(3), pp. 422–438.

Bauer, T., Bodner, T., Erdogan, B., Truxillo, D. and Tucker, J. (2007). Newcomer adjustment during organizational socialization: a meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, **92**(3), p. 707.

Beer, M., Eisenstat, R. and Spector, B. (1990). Why Change Programs Don't Produce Change. *HBR's 10 Must Reads on Change*, p. 110.

Bell, J. (2010). *Doing your research project. A guide for first-time researchers in education, health and social science*. 5th ed. Maidenhead, McGraw-Hill Open University Press (Open UP study skills).

Benton, T., Craib, I. (2011). *Philosophy of social science. The philosophical foundations of social thought*. 2nd ed., 10th anniversary ed. Houndsmill, Basingstoke, Hampshire, New York, Palgrave Macmillan (Themes in social theory).

Bernerth, J. (2004). Expanding Our Understanding of the Change Message. *Human Resource Development Review*, **3**(1), pp. 36–52.

Bernerth, J., Walker, H. and Harris, S. (2011). Change fatigue: Development and initial validation of a new measure. *Work & Stress*, **25**(4), pp. 321–337.

Berson, Y. and Avolio, B. (2004). Transformational leadership and the dissemination of organizational goals. A case study of a telecommunication firm. *The Leadership Quarterly*, **15**(5), pp. 625–646.

Blom, B. and Morén, S. (2011). Analysis of Generative Mechanisms. *Journal of Critical Realism*, **10**(1), pp. 60–79.

Blumberg, M. and Pringle, C. (1982). The missing opportunity in organizational research: Some implications for a theory of work performance. *Academy of Management*. **7**(4), pp. 560.

Boddy, C. (2014). Corporate Psychopaths, Conflict, Employee Affective Well-Being and Counterproductive Work Behaviour. *Journal of Business Ethics*, **121**(1), pp. 107–121.

Boezeman, E. and Ellemers, N. (2008). Pride and respect in volunteers' organizational commitment. *European Journal of Social Psychology*, **38**(1), pp. 159–172.

Boonstra, J. and Gravenhorst, K. (1998). Power dynamics and organizational change: A comparison of perspectives. *European Journal of Work and Organizational Psychology*, **7**(2), pp. 97–120.

Bouckenooghe, D., Devos, G. and Van den Broeck, H. (2009). Organizational Change Questionnaire–Climate of Change, Processes, and Readiness: Development of a New Instrument. *The Journal of Psychology*, **143**(6), pp. 559–599.

Bourgault, J. and Gusella, M. (2001). Performance, Pride and Recognition in the Canadian Federal Civil Service. *International Review of Administrative Sciences*, **67**(1), pp. 29–47.

Bovey, W. and Hede, A. (2001): Resistance to organisational change: The role of defence mechanisms. In *Journal of Managerial Psychology,* **16** (7/8), pp. 534–548.

Bowlby, J. (1969). *Attachment and Loss, Volume I. Attachment*. 1st Thus edition. London, Basic books.

Bozeman, B. and Bretschneider, S. (1994). The "Publicness Puzzle" in Organization Theory: A Test of Alternative Explanations of Differences between Public and Private Organizations[*]. *Journal of Public Administration Research and Theory*.

Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, **3**(2), pp. 77–101.

Braun, V. and Clarke, V. (2012). Thematic analysis. In Harris Cooper, Paul M. Camic, Debra L. Long, A. T. Panter, David Rindskopf, Kenneth J. Sher (Eds.): *APA handbook of research methods in psychology, Vol 2: Research designs: Quantitative, qualitative, neuropsychological, and biological*. Washington: American Psychological Association, pp. 57–71.

Brewer, M. (1991). The Social Self. On Being the Same and Different at the Same Time. *Personality and Social Psychology Bulletin*, **17**(5), pp. 475–482.

Brewer, M. and Gardner, W. (1996). Who is this" We"? Levels of collective identity and self representations. *Journal of personality and social psychology*, **71**(1), p. 83.

Briniol, P., Rucker, D., Tormala, Z. and Petty, R. (2013): Individual Differences in Resistance to Persuasion: The Role of Beliefs and Meta-Beliefs. In Eric S. Knowles, Jay A. Linn (Eds.): *Resistance and persuasion*. New York: Routledge, pp. 83–104.

Brotheridge, C. and Lee, R. (2008). The emotions of managing: an introduction to the special issue. *Journal of Managerial Psychology*, **23**(2), pp. 108–117.

Brower, H., Lester, S., Korsgaard, M. Audrey and Dineen, B. (2009). A Closer Look at Trust Between Managers and Subordinates: Understanding the Effects of Both Trusting and Being Trusted on Subordinate Outcomes. *Journal of Management*, **35**(2), pp. 327–347.

Brown, A. (1997). Narcissism, Identity, and Legitimacy. *The Academy of Management Review*, **22**(3), pp. 643–686.

Brown, A. and Humphreys, M. (2003). Epic and tragic tales: Making sense of change. *The Journal of applied behavioral science*, **39**(2), p. 121.

Brown, M. and Treviño, L. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly Yearly Review of Leadership*, **17**(6), pp. 595–616.

Bryman, A., Bell, E. (2011). *Business research methods*. 3rd ed. Cambridge, New York, NY, Oxford University Press.

Buono, A. and Kerber, K. (2010). Creating a Sustainable Approach to Change. Building Organizational Change Capacity. *S.A.M. Advanced Management Journal*, **75**(2), 4-14,21,2.

Burke, M., Borucki, C. and Hurley, A. (1992). Reconceptualizing psychological climate in a retail service environment. A multiple-stakeholder perspective. *The Journal of applied psychology*, **77**(5), pp. 717–729.

Burke, W. (2010). *Organization change. Theory and practice*. 3rd ed. Thousand Oaks, SAGE Publications.

Burns, T. and Stalker, G. (1981). The Management of Innovation, Tavistock, London, 1961. *Burns The Management of Innovation 1961.*

Canadian Centre for Policy Alternatives. (2013) *Alternate Federal Budget 2013.* Doing Better Together [Online] Available at: http://www.policyalternatives.ca/afb2013, accessed: 24 July 2013.

Cândido, C. and Santos, S. (2015). Strategy implementation: What is the failure rate? *Journal of Management & Organization*, **21**(2), pp. 237–262.

Carver, C., Scheier, M. and Weintraub, J. (1989). Assessing coping strategies: a theoretically based approach. *Journal of personality and social psychology*, **56**(2), pp. 267.

CBC Radio-Canada. (2016a) *How the Phoenix pay system rose and fell* Available at http://www.cbc.ca/beta/news/canada/ottawa/phoenix-ottawa-timeline-1.3691812 Accessed: 3 January 2017

CBC Radio-Canada. (2016b) *Roll out of new federal-government-wide email system halted, again* Available at http://www.cbc.ca/news/politics/federal-email-system-halted-1.3565191 Accessed: 3 January 2017.

Chandler, A. (1962). Strategy and structure: Chapters in the history of the American enterprise. *Massachusetts Institute of Technology Cambridge.*

Chapman, J. (2002). A framework for transformational change in organisations. *Leadership & Organization Development Journal*, **23**(1/2), pp. 16–25.

Chawla, A. and Kelloway, K.E. (2004). Predicting openness and commitment to change. *Leadership & Organization Development Journal*, **25**(6), pp. 485–498.

Cheng, Y.-T. and Van de Ven, A. (1996). Learning the Innovation Journey: Order out of Chaos? *Organization Science*, **7**(6), pp. 593–614.

Child, J. (1972). Organizational Structure, Environment and Performance: The Role of Strategic Choice. *Sociology*, **6**(1), pp. 1–22.

Christensen, T., Lagreid, P., Roness, P., Rovik Kjell Arne (2007). Organization theory for the public sector. Abingdon, Oxon, England, New York, Routledge.

Conference Board of Canada (2012a) *Briefing September 2012 - Who Dimmed the Lights? Canada's Declining Global Competitiveness Ranking*, Ottawa [Online] Available at: http://www.conferenceboard.ca/temp/57111b24-035e-45ca-824d-da6eb59379f0/13-120_WhoDimmedtheLights.pdf, accessed: 15 July 2013.

Conference Board of Canada (2012b) *How did the recession affect Canada's Economy report card*? [Online] Available at: http://www.conferenceboard.ca/hcp/hot-topics/recession.aspx, accessed: 16 October 2012.

Conger, J. and Kanungo, R. (1987). Toward a Behavioral Theory of Charismatic Leadership in Organizational Settings. *Academy of Management review*, **12**(4), pp. 637–647.

Covin, T. and Kilmann, R. (1990). Participant Perceptions of Positive and Negative Influences on Large-Scale Change. *Group & Organization Studies*, **15**(2), pp. 233–248.

Cropanzano, R., Bowen, D. and Gilliland, S. (2007). The Management of Organizational Justice. *Academy of Management Perspectives*, **21**(4), pp. 34–48.

Crouse, P., Doyle, W. and Young, J. (2011). Workplace learning strategies, barriers, facilitators and outcomes: a qualitative study among human resource management practitioners. *Human Resource Development International*, **14**(1), pp. 39–55.

Cummings, S., Bridgman, T. and Brown, K. (2015). Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change management. *Human Relations*, **69**(1), pp. 33–60.

Cummings, T., Worley, C. (2004). *Organization Development and Change*. 8th, South-Western College Pub.

Daft, R., Lane, P. (2011). *The Leadership experience*. 5e [ed.]. Australia, Mason, OH, South-Western Cengage Learning.

Dasgupta, N. (2004). Implicit Ingroup Favoritism, Outgroup Favoritism, and Their Behavioral Manifestations. *Social Justice Research*, **17**(2), pp. 143–169.

Davidson, M. and Ferdman, B. (2002). Inclusion. What can I and my organization do about it. *The Industrial-Organizational Psychologist*, **39**(4), pp. 80–85.

Dawson, S., Manderson, L. and Tallo, V. (1993). *A manual for the use of focus groups*. Boston, MA, International Nutrition Foundation for Developing Countries.

de Vries, M. (2016). *Understanding public administration*. London, New York, Palgrave, Macmillan education.

del Val, Manuela Pardo and Fuentes, C. (2003). Resistance to change: A literature review and empirical study. *Management Decision*, **41**(1/2), pp. 148–155.

Demerouti, E., Bakker, A., Nachreiner, F. and Schaufeli, W. (2001): The job demands-resources model of burnout. In *Journal of Applied Psychology,* **86** (3), p. 499.

Demers, C. (2007). *Organizational change theories. A synthesis*. Los Angeles, CA, SAGE Publications.

Dent, E. and Goldberg, S. (1999). Challenging "resistance to change". *The Journal of applied behavioral science*, **35**(1), pp. 25–41.

Devos, G., Buelens, M. and Bouckenooghe, D. (2007). Contribution of Content, Context, and Process to Understanding Openness to Organizational Change: Two Experimental Simulation Studies. *The Journal of Social Psychology*, **147**(6), pp. 607–629.

Dierdorff, E. and Morgeson, F. (2007). Consensus in work role requirements: the influence of discrete occupational context on role expectations. *The Journal of applied psychology*, **92**(5), pp. 1228–1241.

DiMaggio, P. and Powell, W. (1983). The iron cage revisited: Collective rationality and institutional isomorphism in organizational fields. *American sociological review*, **48**(2), pp. 147–160.

Duggleby, W. (2005). What About Focus Group Interaction Data? *Qualitative Health Research*, **15**(6), pp. 832–840.

Dutton, J. and Jackson, S. (1987). Categorizing Strategic Issues: Links to Organizational Action. *Academy of Management review*, **12**(1), p. 76.

Dwivedi, O. and Mau, T. (2009). Comparative and Development Administration in Canada: A Preliminary Assessment and Call to Action. In O. P. Dwivedi, Byron M. Sheldrick, Tim A. Mau (Eds.): *The evolving physiology of government. Canadian public administration in transition*. Ottawa: University of Ottawa Press (Governance series), pp. 312–357.

Dwivedi, O., Mau, T. and Sheldrick, B. (2009). Canadian Public Administration in Transition: An Introduction. In O. P. Dwivedi, Byron M. Sheldrick, Tim A. Mau (Eds.): *The evolving physiology of government. Canadian public administration in transition*. Ottawa: University of Ottawa Press (Governance series), pp. xxvii–xlv.

Eby, L., Adams, D., Russell, J. and Gaby, S. (2000). Perceptions of organizational readiness for change: Factors related to employees' reactions to the implementation of team-based selling. *Human Relations*, **53**(3), pp. 419–442.

Eisenbach, R., Watson, K. and Pillai, R. (1999). Transformational leadership in the context of organizational change. *Journal of Organizational Change Management*, **12**(2), pp. 80–88.

Eisenberger, R., Huntington, R. and Sowa, S. (1986). Perceived Organisational Support. *Journal of Applied Psychology*, **71**(31).

Elcock, H., Fenwick, J. and McMillan, J. (2010). The reorganization addiction in local government: unitary councils for England. *Public Money & Management*, **30**(6), pp. 331–338.

Elder-Vass, D. (2011). *The causal power of social structures. Emergence, structure and agency*. Cambridge, New York, Cambridge University Press.

Ellickson, M. and Logsdon, K. (2002). Determinants of Job Satisfaction of Municipal Government Employees. *Public Personnel Management*, **31**(3), pp. 343–358.

Elster, J. (2015). *Explaining social behavior. More nuts and bolts for the social sciences*. Revised edition. Cambridge, United Kingdom, Cambridge University Press.

Emery, M. (2000). The Current Version of Emery's Open Systems Theory. *Systemic Practice and Action Research*, **13**(5), pp. 623–643.

Erwin, D. and Garman, A. (2010). Resistance to organizational change: linking research and practice. *Leadership & Organization Development Journal*, **31**(1), pp. 39–56.

Esser, J. (1998). Alive and Well after 25 Years. A Review of Groupthink Research. *Organizational Behavior and Human Decision Processes*, **73**(2), pp. 116–141.

Facteau, C. and Facteau, J. (1998). Reactions of leaders to 360-degree feedback from subordinates and peers. *Yearly Review of Leadership*, **9**(4), p. 427.

Fenwick, J. and McMillan, J. (2005). Organisational Learning and Public Sector Management. An Alternative View. *Public Policy and Administration*, **20**(3), pp. 42–55.

Fereday, J. and Muir-Cochrane, E. (2006). Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development. *International Journal of Qualitative Methods*, **5**, p. 1.

Ferlie, E., Hartley, J. and Martin, S. (2003). Changing Public Service Organizations: Current Perspectives and Future Prospects. *British Journal of Management*, **14**, pp. S1-S14.

Festinger, L. (1954). A Theory of Social Comparison Processes. *Human Relations*, **7**(2), pp. 117–140.

Fischer, T., Dietz, J. and Antonakis, J. (2016). Leadership Process Models. A Review and Synthesis. *Journal of Management*, **43**(6), pp. 1726–1753.

Fleetwood, S. (2004). An ontology for organisation and management studies. In Steve Fleetwood, Stephen Ackroyd (Eds.): *Critical realist applications in organisation and management studies*. London, New York: Routledge, pp. 27–53.

Folkman, S. (2010). Stress, coping, and hope. *Psycho-Oncology*, **19**(9), pp. 901–908.

Fontana, A. and Frey, J. (2008). The Interview: From Neutral Stance to Political Involvement. In Norman K. Denzin, Yvonna S. Lincoln (Eds.): *Collecting and interpreting qualitative materials.* 3rd ed. Thousand Oaks, Calif: SAGE Publications, pp. 115–160.

Ford, J., Ford, L. and D'Amelio, A. (2008). Resistance to change: The rest of the story. *Academy of Management review*, **33**(2), pp. 362–377.

Francis, D., Bessant, J. and Hobday, M. (2003). Managing radical organisational transformation. *Management Decision*, **41**(1), pp. 18–31.

Frederickson, G. (2007). Whatever Happened to Public Administration? Governance, Governance Everywhere? In Ewan Ferlie, Lynn, Laurence E. Jr., Christopher Pollitt (Eds.): *The Oxford handbook of public management.* 1. publ. in paperback. Oxford [u.a.]: Oxford University Press, pp. 282–304.

Fredrickson, B., Cohn, M., Coffey, K., Pek, J. and Finkel, S. (2008). Open hearts build lives: positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of personality and social psychology*, **95**(5), pp. 1045–1062.

Froehlich, D., Beausaert, S., Segers, M. and Gerken, M. (2014). Learning to stay employable. *Career Development International*, **19**(5), pp. 508–525.

Fugate, M., Kinicki, A. and Ashforth, B. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, **65**(1), pp. 14–38.

Furnham Adrian, Richards Steven C. and Paulhus Delroy L. (2013). The Dark Triad of Personality: A 10 Year Review. *Social and Personality Psychology Compass*, **7**(3), pp. 199–216.

Gagliardi, P. (1986). The creation and change of organizational cultures: A conceptual framework. *Organization Studies*, **7**(2), pp. 117–134.

Garland, E., Gaylord, S. and Park, J. (2009). The Role of Mindfulness in Positive Reappraisal. *EXPLORE*, **5**(1), pp. 37–44.

Gerard, L., McMillan, J. and D'Annunzio-Green, N. (2017). Conceptualising sustainable leadership. *Industrial and Commercial Training*, **49**(3), pp. 116–126.

Gibbs, G. (2007). *Analyzing qualitative data*. Los Angeles, SAGE Publications.

Gill, P., Stewart, K., Treasure, E. and Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*, **204**(6), pp. 291–295.

Gilley, A., Godek, M. and Gilley, J. (2009). Change, Resistance, and the Organizational Immune System. *S.A.M. Advanced Management Journal*, **74**(4), 4-10,2.

Gioia, D. and Chittipeddi, K. (1991). Sensemaking and Sensegiving in Strategic Change Initiation. *Strategic management journal*, **12**(6), p. 433.

Gittell, J. (2006). 5. Relational coordination: Coordinating work through relationships of shared goals, shared knowledge and mutual respect. In Olivia Kyriakidou, Mustafa Èzbilgin (Eds.): *Report images Relational Perspectives in Organizational Studies: A Research Companion*, pp. 74–94.

Glennan, S. (2002). Rethinking Mechanistic Explanation. *Philosophy of Science*, **69**(S3), pp. S342-S353.

Glick, W., Huber, G., Miller, C., Doty, D. and Sutcliffe, K. (1990). Studying Changes in Organizational Design and Effectiveness: Retrospective Event Histories and Periodic Assessments. *Organization Science*, **1**(3), pp. 293–312.

Goffman, E. (1967). *Interaction ritual. Essays on face-to-face behavior*. Garden City, NY, Doubleday (A Doubleday Anchor original).

Golembiewski, R. (2002). *Ironies in Organizational Development (Public administration and public policy; 100)*, Marcel Dekker.

Golembiewski, R., Billingsley, K. and Yeager, S. (1976). Measuring change and persistence in human affairs: Types of change generated by OD designs. *The Journal of applied behavioral science*, **12**(2), pp. 133–157.

Gorski, P. (2013). "What is Critical Realism? And Why Should You Care?". *Contemporary Sociology*, **42**(5), pp. 658–670.

Gouldner, A. (1960). The Norm of Reciprocity. A Preliminary Statement. *American sociological review*, **25**(2), pp. 161–178.

Granovetter, M. (1973). The Strength of Weak Ties. *American journal of sociology*, **78**(6), pp. 1360–1380.

Granovetter, M. (1983). The Strength of Weak Ties. A Network Theory Revisited. *Sociological Theory*, 1, pp. 201–233.

Grant, A. (2008). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. *The Journal of applied psychology*, **93**(1), pp. 108–124.

Gravenhorst, K., Werkman, R. and Boonstra, J. (2003). The Change Capacity of Organisations: General Assessment and Five Configurations. *Applied Psychology*, **52**(1), pp. 83–105.

Gray, B., Stensaker, I. and Jansen, K. (2012). Qualitative Challenges for Complexifying Organizational Change Research: Context, Voice, and Time. *The Journal of applied behavioral science*, **48**(2), pp. 121–134.

Greenhalgh, L. and Rosenblatt, Z. (1984). Job Insecurity: Toward Conceptual Clarity. *The Academy of Management Review*, **9**(3), pp. 438–448.

Greenleaf, R. (2007). The Servant as Leader. In Walther Ch Zimmerli, Markus Holzinger, Klaus Richter (Eds.): *Corporate Ethics and Corporate Governance*. Berlin, Heidelberg: Springer Berlin Heidelberg, pp. 79–85.

Hackman, J. and Oldham, G. (1980): *Work redesign*. Reading, MA: Addison-Wesley.

Halligan, J. (2009). Comparative Perspective on Canadian Public Administration within an Anglophone Tradition. In O. P. Dwivedi, Byron M. Sheldrick, Tim A. Mau (Eds.): *The evolving physiology of government. Canadian public administration in transition*. Ottawa: University of Ottawa Press (Governance series), pp. 292–311.

Hammer, M., Champy, J. (1993). *Reengineering the Cooperation, A Manifesto for Business Revolution*, Harper Business.

Han, T.-S., Chiang, H.-H. and Chang, A. (2010). Employee participation in decision making, psychological ownership and knowledge sharing. Mediating role of organizational commitment in Taiwanese high-tech organizations. *The International Journal of Human Resource Management*, **21**(12), pp. 2218–2233.

Hanks, S. (1990). The Organization Life Cycle: Integrating Content and Process. *Journal of Small Business Strategy.*(1), 1-12%V 1.

Hannan, M. and Freeman, J. (1984). Structural inertia and organizational change. *American sociological review*, pp. 149–164.

Hanpachern, C., Morgan, G. and Griego, O. (1998). An extension of the theory of margin: A framework for assessing readiness for change. *Human Resource Development Quarterly*, **9**(4), pp. 339–350.

Hargreaves, A. (2007). Sustainable Leadership and Development in Education: creating the future, conserving the past. *European Journal of Education*, **42**(2), pp. 223–233.

Hart, C. (2018). *Doing a literature review. Releasing the research imagination*. 2nd edition. Thousand Oaks, CA, SAGE Publications (SAGE study skills).

Hartley, J. (2004). Case Study Research. In Catherine Cassell, Gillian Symon (Eds.): *Essential guide to qualitative methods in organizational research*. London, Thousand Oaks: SAGE Publications, pp. 323–333.

Hatch, M. (2004). Dynamics in Organizational Culture. In Marshall Scott Poole, Andrew H. Van de Ven (Eds.): *Handbook of organizational change and innovation*. Oxford, UK, New York, N.Y: Oxford University Press, pp. 190–211.

Hedström, P. and Ylikoski, P. (2010). Causal Mechanisms in the Social Sciences. *Annual Review of Sociology*, **36**(1), pp. 49–67.

Hedström, P., Swedberg, R. (1998). *Social mechanisms: An analytical approach to social theory*, Cambridge University Press.

Henderson, A. and McMillan, J. (1993). A Case Study of the Effectiveness of Management Training and Development in the NHS and Implications for Achieving Cultural Change. In M. Malek, P. Vacani, J. Rasquinha, P. Davey (Eds.): *Managerial issues in the reformed NHS*. Chichester: Wiley, pp. 199–212.

Herscovitch, L. and Meyer, J. (2002). Commitment to organizational change: Extension of a three-component model. *Journal of Applied Psychology*, **87**(3), pp. 474–487.

Hewitt, J. (2011). 20: The Social Construction of Self-Esteem. In Shane J. Lopez, Charles R. Snyder (Eds.): *Handbook of positive psychology.* 1. issued as

paperback, 2. ed. Oxford [u.a.]: Oxford Univ. Press (Oxford library of psychology), pp. 217–224.

Hill, F. and Collins, L. (2000). A descriptive and analytical model of organisational transformation. *International Journal of Quality & Reliability Management*, **17**(9), pp. 966–983.

Hodgetts, J. (2005). Challenge and Response: A Retrospective View of the Public Service of Canada. In Barbara Wake Carroll, David Siegel, Mark Sproule-Jones (Eds.): *Classic readings in Canadian public administration*. Toronto: Oxford University Press, pp. 8–19.

Holt, D., Self, D., Thal, Alfred E, Jr and Lo, S. (2003). Facilitating organizational change: A test of leadership strategies. *Leadership & Organization Development Journal*, **24**(5/6), pp. 262–272.

Hopkins, S. and Weathington, B. (2006). The Relationships Between Justice Perceptions, Trust, and Employee Attitudes in a Downsized Organization. *The Journal of Psychology*, **140**(5), pp. 477–498.

Hornsey, M. and Jetten, J. (2004). The individual within the group. Balancing the need to belong with the need to be different. *Personality and Social Psychology Review*, **8**(3), pp. 248–264.

Hornstein, H. (2010). Successes and potential obstacles to change management in the public service. The Organization. *Ivey Business Journal*, **November/December**.

House, R. (2005). Charismatic Leadership Theory. In John B. Miner (Ed.): Organizational *behavior I. Essential theories of motivation and leadership*. Armonk N.Y., London: M.E. Sharpe, pp. 337–360.

House, R. and Mitchell, T. (1975). *Path-goal theory of leadership*. Washington University. Seattle. Department of Psychology.

Houston, S. (2014). Critical Realism. In David Coghlan, Mary Brydon-Miller (Eds.): *The SAGE Encyclopedia of Action Research*. 2455 Teller Road, Thousand Oaks, California 91320: SAGE Publications Ltd.

Howell, J. and Avolio, B. (1992). The ethics of charismatic leadership: submission or liberation? *The Academy of Management Perspectives (AMP)*, **6**(2), pp. 43–54.

Hughes, M. (2011). Do 70 Per Cent of All Organizational Change Initiatives Really Fail? *Journal of Change Management*, **11**(4), pp. 451–464.

Huy, Q. (2001). Time, Temporal Capability, and Planned Change. *The Academy of Management Review*, **26**(4), pp. 601–623.

Illari, P. and Williamson, J. (2012). What is a mechanism? Thinking about mechanisms across the sciences. *European Journal for Philosophy of Science*, **2**(1), pp. 119–135.

Isabella, L. (1990). Evolving interpretations as a change unfolds: How managers construe key organizational events. *Academy of Management Journal*, **33**(1), pp. 7–41.

Janis, I. (1971). Groupthink. *Psychology today*, **5**(6), pp. 43–46.

Jaros, S. (2010). Commitment to organizational change: A critical review. *Journal of Change Management*, **10**(1), pp. 79–108.

Jian, G. (2007). Unpacking Unintended Consequences in Planned Organizational Change: A Process Model. *Management Communication Quarterly : McQ*, **21**(1), p. 5.

Johnson, A. (2005). Efficiency in Government and Business. In Barbara Wake Carroll, David Siegel, Mark Sproule-Jones (Eds.): *Classic readings in Canadian public administration*. Toronto: Oxford University Press, pp. 299–312.

Johnson, B., Smith-McLallen, K., Ley, A. and Levin, K. (2013): Truth or Consequences: Overcoming Resistance to Persuasion with Positive Thinking. In Eric S. Knowles, Jay A. Linn (Eds.): *Resistance and persuasion*. New York: Routledge, pp. 215–234.

Johnston, D. (2013). *Speech of the Throne 2013*, Ottawa, Available [Online] at http://www.speech.gc.ca/eng/index.asp, accessed on 1st July 2015.

Johnston, K. (2012). The Future of the Discipline: Trends in Public Sector Management. In John Diamond, Joyce Liddle (Eds.): *Emerging and Potential Trends in Public Management. An Age of Austerity*. Bingley, UK: Emerald (Critical perspectives on international public sector management), pp. 1–24.

Johnston, K. M., McTavish, D. (op. 2014): Making and managing public policy. London, New York: Routledge (Routledge masters in public management).

Kaiser, R., Craig, B., Overfield, D. and Yarborough, P. (2011). Differences in Managerial Jobs at the Bottom, Middle, and Top: A Review of Empirical Research. *Psychologist-Manager Journal*, **14**(2), pp. 76–91.

Kanter, R. (1983). *The change masters: Binnovation and entrepreneturship in the American corporation*, Touchstone Book.

Kashdan, T. and Silvia, P. (2009). 34. Curiosity and Interest: The Benefits of Thriving on Novelty and Challenge. In C. R. Snyder, Shane J. Lopez (Eds.): *Oxford handbook of positive psychology.* 2nd ed. New York, Oxford: Oxford University Press (Oxford library of psychology), pp. 367–375.

Kashdan, T., Sherman, R., Yarbro, J. and Funder, D. (2013). How Are Curious People Viewed and How Do They Behave in Social Situations? From the Perspectives of Self, Friends, Parents, and Unacquainted Observers. *Journal of Personality*, **81**(2), pp. 142–154.

Kee, J. and Newcomer, K. (2008). Why Do Change Efforts Fail? *Public Manager*, **37**(3), pp. 5–12.

Keinan, G. (1994). Effects of stress and tolerance of ambiguity on magical thinking. *Journal of personality and social psychology*, **67**(1), pp. 48–55.

Khurana, R. (2002). *Searching for a corporate savior. The irrational quest for charismatic CEOs*. Princeton, N.J., Princeton University Press.

Kindler, H. (1979). Two Planning Strategies: Incremental Change and Transformational Change. *Group & Organization Studies*, **4**(4), p. 476.

Kitzinger, J. (1995). Qualitative research: introducing focus groups. *British Medical Journal*, **311**(7000), pp. 299–302.

Knowles, E. and Linn, J. (2013). The Importance of Resistance to Persuasion. In Eric S. Knowles, Jay A. Linn (Eds.): *Resistance and persuasion*. New York: Routledge, pp. 3–10.

Kotter, J. (1995). Leading Change: Why Transformation Efforts Fail. *Harvard business review.*

Krefting, L. (1991). Rigor in Qualitative Research: The Assessment of Trustworthiness. *American Journal of Occupational Therapy*, **45**(3), pp. 214–222.

Kvale, S. (2007). *Doing interviews*. London, SAGE Publications (SAGE qualitative research kit).

LaFramboise, H. (2005). Administrative Reform in the Federal Public Service: Signs of a Saturation Psychosis. In Barbara Wake Carroll, David Siegel, Mark Sproule-Jones (Eds.): *Classic readings in Canadian public administration*. Toronto: Oxford University Press, pp. 33–52.

Lakey, B. and Cohen, S. (2000). 2. Social support and theory. In Sheldon Cohen, Lynn G. Underwood, Benjamin H. Gottlieb (Eds.): *Social support measurement and intervention. A guide for health and social scientists*. Oxford, New York: Oxford University Press, pp. 29–52.

Langley, A. and Tsoukas, H. (2012). Introducing Perspectives on Process Organization Studies. In Tor Hernes, Sally Maitlis (Eds.): *Process, sensemaking, and organizing*. Oxford: Oxford University Press (Perspectives on process organization studies, v. 1), pp. 1–26.

Lazarus, R. (1999). Hope: An emotion and a vital coping resource against despair. *Social Research*, **66**(2), pp. 653–678.

Lazarus, R. (2006). Emotions and Interpersonal Relationships: Toward a Person-Centered Conceptualization of Emotions and Coping. *Journal of Personality*, **74**(1), pp. 9–46.

Lazarus, R. and Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality*, **1**(3), pp. 141–169.

Leach, S. (2009). Reorganisation, Reorganisation, Reorganisation: A Critical Analysis of the Sequence of Local Government Reorganisation Initiatives, 1979–2008. *Local Government Studies*, **35**(1), pp. 61–74.

Lester, D., Parnell, J. and Carraher, S. (2003). Organizational Life Cycle: A Five-Stage Empirical Scale. *International Journal of Organizational Analysis (2003)*, **11**(4), pp. 339–354.

Levy, A. (1986). Second-order planned change. Definition and conceptualization. *Organizational Dynamics*, **15**(1), pp. 5–23.

Lewin, K (1951) Field Theory in Social Science, New York, Harper & Row.

Lewin, K., Lippitt, R. and White, R. (1939). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, **10**(2), p. 271.

Lewis, L. (2011). *Organizational change. Creating change through strategic communication*. Chichester, West Sussex, Malden, MA, Wiley-Blackwell (Foundations of communication theory).

Lincoln, Y., Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, Calif., SAGE Publications.

Lines, R. (2004). Influence of participation in strategic change. Resistance, organizational commitment and change goal achievement. *Journal of Change Management*, **4**(3), pp. 193–215.

Lizar, A., Mangundjaya, W. and Rachmawan, A. (2015). The Role of Psychological Capital and Psychological Empowerment on Individual Readiness for Change. *The Journal of Developing Areas*, **49**(5), pp. 343–352.

Longenecker, C., Neubert, M. and Fink, L. (2007). Causes and consequences of managerial failure in rapidly changing organizations. *Business Horizons*, **50**(2), pp. 145–155.

Luthans, F. (2002). The Need for and Meaning of Positive Organizational Behavior. *Journal of Organizational Behavior*, **23**(6), pp. 695–706.

Lynn, J., Jay, A. (1997). *The complete Yes Prime Minister*. Reprint. London, BBC Books.

Madsen, S., Miller, D. and John, C. (2005). Readiness for organizational change: do organizational commitment and social relationships in the workplace make a difference? *Human Resource Development Quarterly*, **16**(2), pp. 213–234.

Mahoney, J. (2001). Beyond Correlational Analysis: Recent Innovations in Theory and Method. *Sociological Forum*, **16**(3), pp. 575–593.

Malinowski, B. (1922). *Argonauts of the western Pacific*. London: Routledge.

March, J. (1981). Footnotes to Organizational Change. *Administrative Science Quarterly*, **26**(4), pp. 563–577.

March, J. (1996). Continuity and change in theories of organizational action. *Administrative Science Quarterly*, **41**(2), p. 278.

Mason, K., Easton, G. and Lenney, P. (2013). Causal Social Mechanisms; from the what to the why. *Time and process in business network research*, **42**(3), pp. 347–355.

Matheson, A., Weber, B., Manning, N. and Arnould, E. (2007). Study on the Political Involvement in Senior Staffing and on the Delineation of Responsibilities Between Ministers and Senior Civil Servants. OECD Working Papers on Public Governance 2007/6. *Governance*, p. 6.

Maxwell, J. (2012). *A realist approach for qualitative research*. Thousand Oaks, SAGE Publications.

May, D., Chan, A., Hodges, T. and Avolio, B. (2003). Developing the Moral Component of Authentic Leadership. *Organizational Dynamics*, **32**(3), pp. 247–260.

McLafferty, I. (2004). Focus group interviews as a data collecting strategy. *Journal of Advanced Nursing*, **48**(2), pp. 187–194.

Mento, A., Jones, R. and Dirndorfer, W. (2002). A change management process: Grounded in both theory and practice. *Journal of Change Management*, **3**(1), pp. 45–59.

Merton, Robert K. 1968. *Social Theory and Social Structure*. New York: Free Press.

Meyer, J. and Hamilton, L. (2014). Commitment to organizational change: theory, research, principles, and practice. In Shaul Oreg, Alexandra Michel, Rune Todnem By (Eds.): *The psychology of organizational change. Viewing change from the employee's perspective*. Cambridge: Cambridge University Press, pp. 43–64.

Meyer, J. and Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American journal of sociology*, **83**(2), p. 340.

Meyerson, D. and Martin, J. (1987). Cultural Change: An Integration of Three Different Views. *Journal of Management Studies*, **24**(6), pp. 623–647.

Michel, A. and Gonzalez-Morales, G. (2014): Reactions to organizational change: an integrated model of health predictors, intervening variables, and outcomes. In Shaul Oreg, Alexandra Michel, Rune Todnem By (Eds.): *The psychology of organizational change. Viewing change from the employee's perspective*. Cambridge: Cambridge University Press, pp. 65–92.

Mignonac, K. (2008). Individual and contextual antecedents of older managerial employees' willingness to accept intra-organizational job changes. *The International Journal of Human Resource Management*, **19**(4), pp. 582–599.

Mikulincer, M. and Shaver, P. (2005). Attachment theory and emotions in close relationships. Exploring the attachment-related dynamics of emotional reactions to relational events. *Personal Relationships*, **12**(2), pp. 149–168.

Miles, M., Huberman, A. (op. 1994). *Qualitative data analysis. An expanded sourcebook*. Focusing and Bounding the Collection of Data Qualitative Data Analysis. 2nd ed. Thousand Oaks, California [etc.], SAGE Publications.

Miles, M., Huberman, A., Saldaña, J. (2014). *Qualitative data analysis. A methods sourcebook*. Third edition. California [etc.], SAGE Publications.

Miller, V. and Jablin, F. (1991). Information Seeking during Organizational Entry: Influences, Tactics, and a Model of the Process. *The Academy of Management Review*, **16**(1), pp. 92–120.

Miller, V., Johnson, J. and Grau, J. (1994). Antecedents to willingness to participate in a planned organizational change. *Journal of Applied Communication Research*, **22**(1), pp. 59–80.

Mingers, J. (2003). A classification of the philosophical assumptions of management science methods. *Journal of the Operational Research Society*, pp. 559–570.

Mingers, J. (2011). *Explanatory Mechanisms: The Contribution of Critical Realism and Systems Thinking/Cybernetics*. Working Paper. University of Kent. Canterbury.

Mingers, J. (2015). *Systems thinking, critical realism, and philosophy. A confluence of ideas*. London, New York, Routledge (Ontological explorations).

Mingers, J., Mutch, A. and Willcocks, L. (2013). Critical realism in information systems research. *MIS Quarterly*, **37**(3), pp. 795–802.

Mor-Barak, M. and Cherin, D. (1998). A Tool to Expand Organizational Understanding of Workforce Diversity. *Administration in Social Work*, **22**(1), pp. 47–64.

Morgan, D. (1998). Planning focus groups. Thousand Oaks, Calif., Sage (Focus group kit, v.2).

Morris, J. Andrew and Feldman, D. (1996). The Dimensions, Antecedents, and Consequences of Emotional Labor. *The Academy of Management Review*, **21**(4), pp. 986–1010.

Morris, M., Leung, K., Ames, D. and Lickel, B. (1999). Views from inside and outside: Integrating emic and etic insights about culture and justice judgment. *Academy of Management review*, **24**(4), pp. 781–796.

Morse, J. (2015). Critical Analysis of Strategies for Determining Rigor in Qualitative Inquiry. *Qualitative Health Research*, **25**(9), pp. 1212–1222.

Morse, J., Field, P. (1995). *Nursing Research - The Application of Qualitative Approaches*, Nelson Thornes.

Morton, P. (2006). Using critical realism to explain strategic information systems planning. *JITTA: Journal of Information Technology Theory and Application*, **8**(1), p. 1.

Moss, L. (2012). Is the philosophy of mechanism philosophy enough? *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences*, **43**(1), pp. 164–172.

Mullen, B., Anthony, T., Salas, E. and Driskell, J. (1994). Group Cohesiveness and Quality of Decision Making. An Integration of Tests of the Groupthink Hypothesis. *Small Group Research*, **25**(2), pp. 189–204.

Nelson, R. and Jansen, K. (2009). Mapping and managing momentum in IT projects. *MIS Quarterly Executive*, **8**(3).

Nesterkin, D. (2013). Organizational change and psychological reactance. *Journal of Organizational Change Management*, **26**(3), pp. 573–594.

Neves, P. and Caetano, A. (2009). Commitment to Change: Contributions to Trust in the Supervisor and Work Outcomes. *Group & Organization Management*, **34**(6), pp. 623–644.

Nielsen, M. and Einarsen, S. (2012). Outcomes of exposure to workplace bullying: A meta-analytic review. *Work & Stress*, **26**(4), pp. 309–332.

Njihia, J. and Merali, Y. (2013). The broader context for ICT4D projects: A morphogenetic analysis. *MIS Quarterly*, **37**(3).

Nohria, N. and Khurana, R. (2014). Advancing Leadership Theory and Practice. In Nitin Nohria, Rakesh Khurana (Eds.): *Handbook of Leadership Theory and Practice*. Boston: Harvard Business Review Press, pp. 3–26.

Nutt, P. (2006). Comparing Public and Private Sector Decision-Making Practices. *Journal of Public Administration Research and Theory*, **16**(2), pp. 289–318.

Office of the Auditor General Canada. (2015) *Information Technology Shared Services* Available at http://www.oag-bvg.gc.ca/internet/English/parl_oag_201602_04_e_41061.html Accessed: 21 June 2018.

Office of the Auditor General Canada. (2018) *Building and Implementing the Phoenix Pay System* Available at http://www.oag-bvg.gc.ca/internet/English/parl_oag_201805_01_e_43033.html Accessed: 21 June 2018.

Olsen, W. (2012). *Data Collection: Key Debates and Methods in Social Research*. 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom, SAGE Publications Ltd.

O'Mahoney, J. and Vincent, S. (2014). Critical Realism as an Empirical Project: A Beginner's Guide. In Paul K. Edwards, Joe O'Mahoney, Steve Vincent (Eds.):

Studying organizations using critical realism. A practical guide. First edition. Oxford: UK: Oxford University Press, pp. 1–20.

Oreg, S. (2006). Personality, context, and resistance to organizational change. *European Journal of Work and Organizational Psychology*, **15**(1), pp. 73–101.

Oreg, S. and Berson, Y. (2011). Leadership and Employees' Reactions to Change: The Role of Leaders' Personal Attributes and Transformational Leadership Style. *Personnel Psychology*, **64**(3), pp. 627–659.

Osborne, S. (2010). Conclusions: Public Governance and Public Services Delivery: A Research Agenda for the Future. In Stephen P. Osborne (Ed.): *The new public governance? Emerging perspectives on the theory and practice of public governance*. London, New York: Routledge, pp. 413–428.

Osborne, S., Brown, K. (2005). *Managing change and innovation in public service organizations*. 1st ed. London, New York, Routledge (Routledge masters in public management series, 1).

Ouimet, G. (2010). Dynamics of narcissistic leadership in organizations. *Journal of Managerial Psychology*, **25**(7), pp. 713–726.

Parliament of Canada (2017a) *Discover how Canadians govern themselves*, Ottawa, Available [Online] at: http://www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/touchpoints/touchpoints_content-e.html, accessed: 3 January 2017.

Parliament of Canada (2017b) *Parliamentary Institutions. Canada's System of Government*, Ottawa [Online] Available at: http://www.parl.gc.ca/MarleauMontpetit/DocumentViewer.aspx?Sec=Ch01&Seq=2&Language=E, accessed: 3 January 2017.

Patton, M. (2002). *Qualitative research & evaluation methods*. 3rd ed. Thousand Oaks (California), SAGE Publications.

Pawson, R. and Tilley, N. (2004). Realist Evaluation. *British Cabinet Office,* London.

Pawson, R., Tilley, N. (1997). *Realistic Evaluation*. London, Sage Publications.

Pearce, C. and Sims, H. (2002). Vertical versus shared leadership as predictors of the effectiveness of change management teams. An examination of aversive, directive, transactional, transformational, and empowering leader behaviors. *Group dynamics: Theory, research, and practice*, **6**(2), pp. 172–197.

Pearce, C., Conger, J. and Locke, E. (2008). Shared leadership theory. *The Leadership Quarterly*, **19**(5), pp. 622–628.

Perry, C. (1998). Processes of a case study methodology for postgraduate research in marketing. *European Journal of Marketing*. **32**(9/10), 785-802.

Peters, B. and Pierre, J. (1998). Governance Without Government? Rethinking Public Administration. *Journal of Public Administration Research and Theory*, **8**(2), pp. 223–243.

Petrou, P., Demerouti, E. and Schaufeli, W. (2016): Crafting the Change. The Role of Employee Job Crafting Behaviors for Successful Organizational Change. In *Journal of Management* XX (X), pp. 1–27.

Pettigrew, A. (1985). *The Awakening Giant: Continuity and Change in Imperial Chemical Industries*, Wiley-Blackwell.

Pettigrew, A. (1990). Longitudinal Field Research on Change: Theory and Practice. *Organization Science*, **1**(3), pp. 267–292.

Pettigrew, A., Woodman, R. and Cameron, K. (2001). Studying Organizational Change and Development: Challenges for Future Research. *The Academy of Management Journal*, **44**(4), pp. 697–713.

Pfeffer, J. and Salancik, G. (1978). The External Control of Organizations: A Resource Dependence Perspective.

Piderit, S. (2000). Rethinking resistance and recognizing ambivalence: A multidimensional view of attitudes toward an organizational change. *Academy of Management. The Academy of Management Review*, **25**(4), pp. 783–794.

Podsakoff, P. and Organ, D. (1986). Self-Reports in Organizational Research: Problems and Prospects. *Journal of Management*, **12**(4), pp. 531–544.

Podsakoff, P., MacKenzie, S., Lee, J.-Y. and Podsakoff, N. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *The Journal of applied psychology*, **88**(5), pp. 879–903.

Polit, D. and Beck, C. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International Journal of Nursing Studies*, **47**(11), pp. 1451–1458.

Pollack, J. (2015). Understanding the divide between the theory and practice of organisational change. *Organisational Project Management*, **2**(1), p. 35.

Poole, M. (2004). Central Issues in the Study of Change and Innovation. In Marshall Scott Poole, Andrew H. Van de Ven (Eds.): *Handbook of organizational change and innovation*. Oxford, UK, New York, N.Y: Oxford University Press, pp. 3–31.

Privy Council Office, (2006) "Why Public Service Renewal Matters" Available [Online] at http://www.pco-bcp.gc.ca/index.asp?lang=eng&page=clerk-greffier&sub=archives&doc=20060915-eng.htm, accessed: 3 January 2017.

Privy Council Office, (2013) *Twentieth Annual Report to the Prime Minister on the Public Service of Canada,* Ottawa. Available [Online] at: http://www.clerk.gc.ca/eng/feature.asp?pageId=318, accessed: 3 January 2017.

Privy Council Office, (2014) *Twenty-First Annual Report to the Prime Minister on the Public Service of Canada,* Ottawa. Available [Online] at:

http://www.clerk.gc.ca/eng/feature.asp?pageId=370, accessed: 3 January 2017.

Privy Council Office, (2015) *Twenty-Second Annual Report to the Prime Minister on the Public Service of Canada,* Ottawa. Available [Online] at: http://www.clerk.gc.ca/eng/feature.asp?pageId=408, accessed: 3 January 2017.

Privy Council Office, (2016) *Twenty-Third Annual Report to the Prime Minister on the Public Service of Canada,* Ottawa. Available [Online] at: http://www.clerk.gc.ca/eng/feature.asp?pageId=431, accessed: 3 January 2017.

Probst, G. and Raisch, S. (2005). Organizational crisis: The logic of failure. Academy *of Management Perspectives*, **19**(1), pp. 90–105.

Prochaska, J., Prochaska, J. and Levesque, D. (2001). A Transtheoretical Approach to Changing Organizations. *Administration and Policy in Mental Health and Mental Health Services Research*, **28**(4), pp. 247–261.

Quinn, J. (1980). Managing Strategic Change. *Sloan Management Review*, **21**(4), p. 3.

Rafaeli, A. and Sutton, R. (1987). Expression of emotion as part of the work role. Academy of Management. *The Academy of Management Review*, **12**(1), p. 23.

Rafferty, A., Jimmieson, N. and Armenakis, A. (2012). Change Readiness: A Multilevel Review. *Journal of Management*, **39**(1), pp. 110–135.

Rainey, H. and Bozeman, B. (2000). Comparing Public and Private Organizations: Empirical Research and the Power of the A Priori. *Journal of Public Administration Research and Theory*, **10**(2), pp. 447–470.

Reed, M. (2011). Critical Realism in Critical Management Studies. In Mats Alvesson, Todd Bridgman, Hugh Willmott (Eds.): The Oxford Handbook of Critical Management Studies. Oxford [u.a.]: Oxford University Press (Oxford handbooks in business and management), pp. 52–75.

Rhodes, R. (1996). The New Governance: Governing without Government. *Political Studies*, **44**(4), pp. 652–667.

Ridley, D. (2012). *The literature review. A step-by-step guide for students*. 2nd ed. London, SAGE Publications (SAGE study skills).

Roberts, P., Priest, H. and Traynor, M. (2006). Reliability and validity in research. *Nursing Standard*, **20**(44), pp. 41–45.

Rosenthal, S. and Pittinsky, T. (2006). Narcissistic leadership. *The Leadership Quarterly*, **17**(6), pp. 617–633.

Rothwell, W. and Sullivan, R. (2005). Models for Change. In Roland Sullivan, William J. Rothwell (Eds.): *Practicing organization change and development. A guide for consultants.* 2nd ed. San Francisco: Jossey-Bass, pp. 39–80.

Rousseau, D. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*, **2**(2), pp. 121–139.

Rousseau, D., Sitkin, S., Burt, R. and Camerer, C. (1998). Introduction to Special Topic Forum: Not so Different after All: A Cross-Discipline View of Trust. *The Academy of* Management *Review*, **23**(3), pp. 393–404.

Rusbult, C., Farrell, D., Rogers, G. and Mainous, Arch G, III (1988). Impact Of Exchange Variables On Exit, Voice, Loyalty, And Neglect: An Integrative Model of Responses to Declining Job Satisfaction. *Academy of Management Journal*, **31**(3), p. 599.

Rusly, F., Corner, J. and Sun, P. (2012). Positioning change readiness in knowledge management research. *Journal of Knowledge Management*, **16**(2), pp. 329–355.

Sagie, A. and Koslowsky, M. (1996). International Replication Note Decision Type, Organisational Control, and Acceptance of Change. An Integrative Approach to Participative Decision Making. *Applied Psychology: An International Review*, **45**(1), pp. 85–92.

Salancik, G. and Pfeffer, J. (1978). A Social Information Processing Approach to Job Attitudes and Task Design. *Administrative Science Quarterly*, **23**(2), pp. 224–253.

Salanova, M., Lorente, L., Chambel, M. and Martínez, I. (2011). Linking transformational leadership to nurses' extra-role performance: the mediating role of self-efficacy and work engagement. *Journal of Advanced Nursing*, **67**(10), pp. 2256–2266.

Sandelowski, M. (2004). Using Qualitative Research. *Qualitative Health Research*, **14**(10), pp. 1366–1386.

Savoie, Donald J. (2015). The Canadian public service: In search for a new equilibrium. In Andrew Massey, Karen Johnston (Eds.): *International Handbook of Public Administration and Governance*. Cheltenham: Edward Elgar Publishing (Elgar Original Reference), pp. 182–198.

Sayer, R. (2000). *Realism and social science*. London, Thousand Oaks, Calif., Sage.

Schaufeli, W. and Peeters, M. (2000). Job Stress and Burnout Among Correctional Officers: A Literature Review. *International Journal of Stress Management*, **7**(1), pp. 19–48.

Schein, E. (1985). How culture forms, develops, and changes. *Gaining control of the corporate culture*, pp. 17–43.

Senate of Canada (2018). The Phoenix Pay Problem. Working Toward a Solution. Report of the Standing Senate Committee on National Finance [Online], available at https://sencanada.ca/content/sen/committee/421/NFFN/reports/NFFN_Phoenix_Report_32_WEB_e.pdf, accessed 21 August 2018.

Senge, P. (1990). The fifth discipline. The art and practice of the learning organization. New York, Doubleday.

Sheldon, A. (1980). Organizational Paradigms: A Theory of Organizational Change. *Leadership: Character, Coaching, Context and Culture*, **8**(3), pp. 61–80.

Shumaker, S. and Brownell, A. (1984). Toward a Theory of Social Support: Closing Conceptual Gaps. *Journal of Social Issues*, **40**(4), pp. 11–36.

Smith Martin E. (2002). Success rates for different types of organizational change. *Performance Improvement*, **41**(1), pp. 26–33.

Smith, A. (2001). Of the Division of Labour (1776). In Steven J. Ott, Jay M. Shafritz (Eds.): *Classics of organizational theory*. 5th ed. Fort Worth, Tex, London: Harcourt College, pp. 37–41.

Smith, A., Graetz, F. (2011). *Philosophies of organizational change*. Cheltenham, UK, Edward Elgar.

Smith, I. (2005). Achieving readiness for organisational change. *Library Management*, **26**(6/7), pp. 408–412.

Smith, J. and Osborn, M. (2015). Interpretative Phenomenological Analysis. In Jonathan A. Smith (Ed.): *Qualitative psychology. A practical guide to research methods.* 3rd edition. Los Angeles: Sage, pp. 25–52.

Smith, J., Flowers, P., Larkin, M. (2009). Interpretative phenomenological analysis. Theory, method and research. Los Angeles, Sage.

Snyder, C. (2002). Hope Theory: Rainbows in the Mind. *Psychological inquiry*, **13**(4), pp. 249–275.

Southwick, S. and Charney, D. (2012). The science of resilience: implications for the prevention and treatment of depression. *Science*, **338**(6103), pp. 79–82.

Spain Seth M., Harms Peter and LeBreton James M. (2014). The dark side of personality at work. *Journal of Organizational Behavior*, **35**(S1), S41-S60.

Sparks, B. (2002). Epistemological and methodological considerations of doing cross cultural research in adult education. *International Journal of Lifelong Education.* **21**(2), pp. 115-129.

Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of consumer research*, pp. 491–503.

Stacey, R. (1995). The Science of Complexity: An Alternative Perspective for Strategic Change Processes. *Strategic management journal*, **16**(6), pp. 477–495.

Stewart, D., Shamdasani, P. (2014). Focus groups. Theory and practice. 3rd Edition. Thousand Oaks (California), SAGE Publications (Applied social research methods series, 20).

Stone, A., Russell, R. and Patterson, K. (2004). Transformational versus Servant Leadership: A Difference in Leader Focus. *Leadership & Organization Development Journal*, **25**(3/4), pp. 349–361.

Strachan, L., McMillan, J., D'Annunzio-Green, N. and McGuire, D. (2014). Conceptualising Sustainable Leadership.

Swindle, R., Kroenke, K. and Braun, L. (2001). Energy and improved workplace productivity in depression. In Kent Summers, Irina Farquhar, Alan L. Sorkin (Eds.): *Investing in health*: Emerald Group Publishing Limited (Research in human social conflict, v. 14), pp. 323–341.

Taylor, F. (2001). The Principles of Scientific Management (1916). In Steven J. Ott, Jay M. Shafritz (Eds.): *Classics of organizational theory*. 5th ed. Fort Worth, Tex, London: Harcourt College, pp. 61–72.

Tellier, P.M., and Emerson, D. (2013) *Seventh Report of the Prime Minister's Advisory Committee on the Public Service. Modernizing the Employment Model*, Ottawa [Online] Available at: http://www.clerk.gc.ca/eng/feature.asp?pageId=314 Accessed: 15 July 2013.

Terry, D. and Jimmieson, N. (2003). A Stress and Coping Approach to Organisational Change: Evidence from Three Field Studies. *Australian Psychologist*, **38**(2), pp. 92–101.

Thiétart, R.-A. and Forgues, B. (1995). Chaos Theory and Organization. *Organization Science*, **6**(1), pp. 19–31.

Thoits, P. (1986). Social support as coping assistance. *Journal of Consulting and Clinical Psychology*, **54**(4), pp. 416–423.

Tormala, Z. and Petty, R. (2013): Resisting Persuasion and Attitude Certainty: A Meta-Cognitive Analysis. In Eric S. Knowles, Jay A. Linn (Eds.): *Resistance and persuasion*. New York: Routledge, pp. 65–82.

Treasury Board Secretariat of Canada (2003). *Management Accountability Framework*, Available [Online] at: http://www.tbs-sct.gc.ca/maf-crg/index-eng.asp, accessed: 13 August 2015.

Treasury Board Secretariat of Canada (2007). *Expenditure Management System*, Ottawa, Available [Online] at: http://www.tbs-sct.gc.ca/ems-sgd/exms-sygd-eng.asp, accessed: 13 August 2015.

Treasury Board Secretariat of Canada (2010) *Policy on Financial Resource Management, Information and Reporting*, Ottawa, Available [Online] at: https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=18796&section=HTML, accessed: 3 January 2017.

Treasury Board Secretariat of Canada (2014). *Performance management program for employees*, Available [Online] at: http://www.tbs-sct.gc.ca/pmc-dgr/index-eng.asp, accessed: 2 September 2015.

Treasury Board Secretariat of Canada (2017a) *Population of the Federal Public Service*, Ottawa [Online] Available at: http://www.tbs-sct.gc.ca/res/stats/ssen-ane-eng.asp, accessed: 21 July 2013.

Treasury Board Secretariat of Canada (2017b). *Values and Ethics Code for the Public Sector*, Available [Online] at: http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=25049, accessed: 3 January 2017.

Treasury Board Secretariat of Canada (2017c). *Special Operating Agencies*, Ottawa, Available [Online] at: http://www.tbs-sct.gc.ca/reports-rapports/cc-se/corporate-societe/fip-pif-eng.asp#if16, accessed: 3 January 2017.

Treasury Board Secretariat of Canada (2017d). *Population of the Federal Public Service,* Ottawa, Available [Online] at: https://www.canada.ca/en/treasury-board-secretariat/services/innovation/human-resources-statistics/population-federal-public-service-age-group.html, accessed: 21 August 2018.

Tugade, M. and Fredrickson, B. (2004). Resilient Individuals Use Positive Emotions to Bounce Back From Negative Emotional Experiences. *Journal of personality and social psychology*, **86**(2), p. 320.

Turner, M., Pratkanis, A., Probasco, P. and Leve, C. (1992). Threat, cohesion, and group effectiveness. Testing a social identity maintenance perspective on groupthink. *Journal of personality and social psychology*, **63**(5), pp. 781–796.

Tushman, M. and Reilly, C. (1996). Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change. *California management review*, **38**, p. 4.

Tyler, T. and Blader, S. (2002). Autonomous vs. comparative status: Must we be better than others to feel good about ourselves? *Organizational Behavior and Human Decision Processes*, **89**(1), pp. 813–838.

Ulrich, D. (1998). A new mandate for Human Resources. *Harvard business review*, **76**, 124+.

Vaismoradi, M., Jones, J., Turunen, H. and Snelgrove, S. (2015). Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing Education and Practice*, **6**(5).

Van de Ven, A. (2007). *Engaged scholarship. A guide for organizational and social research*. Oxford,, New York, Oxford University Press.

Van de Ven, A. and Huber, G. (1990). Longitudinal Field Research Methods for Studying Processes of Organizational Change. *Organization Science*, **1**(3), pp. 213–219.

Van de Ven, A. and Sun, K. (2011). Breakdowns in Implementing Models of Organization Change. *The Academy of Management Perspectives (AMP)*, **25**(3), pp. 58–74.

van Dierendonck, D. (2010). Servant Leadership: A Review and Synthesis. *A Special Issue Of The Journal Of Management*, **37**(4), pp. 1228–1261.

Vie, T., Glasø, L. and Einarsen, S. (2011). Health outcomes and self-labeling as a victim of workplace bullying. *Journal of Psychosomatic Research*, **70**(1), pp. 37–43.

Volkoff, O. and Strong, D. (2013). Critical Realism and Affordances. Theorizing IT-Associated Organizational Change Processes. *MIS Quarterly*, **37**(3), pp. 819–834.

Volkoff, O., Strong, D. and Elmes, M. (2007). Technological Embeddedness and Organizational Change. *Organization Science*, **18**(5), pp. 832–848.

Wanberg, C. and Banas, J. (2000). Predictors and Outcomes of Openness to Changes in a Reorganizing Workplace. *Journal of Applied Psychology*, **85**(1), pp. 132–142.

Weick, K. (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, **40**(3), p. 385.

Weick, Karl E. and Quinn, Robert E. (1999). Organizational change and development. *Annual Review of Psychology*, **50**(1), p. 361.

Weiner, B. (2009). A theory of organizational readiness for change. *Implementation Science*, **4**(1), p. 67.

Western, S. (2013). *Leadership. A critical text*. Second edition. London, Thousand Oaks, California, Sage.

Whitener, E., Brodt, S., Korsgaard, M. Audrey and Werner, J. (2006). Managers as Initiators of Trust: An Exchange Relationship Framework for Understanding Managerial Trustworthy Behavior. In Roderick M. Kramer (Ed.): *Organizational trust. A reader*. Oxford, New York: Oxford University Press (Oxford management readers), pp. 140–178.

Willig, C. (2008). *Introducing qualitative research in psychology. Adventures in theory and method*. 2nd ed. Maidenhead, Open University Press.

Windle, G., Bennett, K. and Noyes, J. (2011). A methodological review of resilience measurement scales. *Health and Quality of Life Outcomes*, **9**(1), p. 8.

Wood, R. and Bandura, A. (1989). Social Cognitive Theory Of Organizational Management. *Academy of Management. The Academy of Management Review*, **14**(3), p. 361.

Woodman, R. and Bartunek, J. (2014). Commentary: change processes and action implications. In Shaul Oreg, Alexandra Michel, Rune Todnem By (Eds.): *The psychology of organizational change. Viewing change from the employee's perspective*. Cambridge: Cambridge University Press, pp. 301–323.

World Economic Forum. (2010) *The Global Competitiveness Report 2010-2011: Country Profile Highlights* Available [Online] at: http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2010-11.pdf, accessed: 3 January 2017.

World Economic Forum. (2016) *The Future of Jobs. Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution* Available [Online] at: http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf, Accessed: 15 February 2018.

World Economic Forum. (2016) *The Global Competitiveness Report 2016-2017: Country Profile Highlights* Available [Online] at: http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2016-17.pdf, accessed: 3 January 2017.

World Economic Forum. (2017) *The Global Competitiveness Report 2017-2018: Country Profile Highlights* Available [Online] at: http://www3.weforum.org/docs/GCR2017-2018/05FullReport/TheGlobalCompetitivenessReport2017–2018.pdf, accessed: 21 June 2018.

Wortman, C. (2006). Social Support and the Cancer Patient. *Cancer*, **53**(S10), pp. 2339–2360.

Yeung, H. W. (1997). Critical realism and realist research in human geography: a method or a philosophy in search of a method? *Progress in Human Geography*. **21**(1), pp. 51-74.

Yukl, G. (1999). An Evaluative Essay on Current Conceptions of Effective Leadership. *European Journal of Work and Organizational Psychology*, **8**(1), pp. 33–48.

Yukl, G. (2013). *Leadership in organizations*. 8th ed., global ed. Essex, England, Pearson Education Limited.

Zigarmi, D., Nimon, K. and Conley, D. (2018). Employee Affect- and Cognition-Based Trust in Their Leader and the Implications for Employee Work Intentions: A Canonical Correlation Study. *New Horizons in Adult Education and Human Resource Development*, **30**(3), pp. 23–40.

Appendix B – Readiness for Change Analysis

Authors	Term Used	Definition of Term Used	Foci
Armenakis et al. (1993)	Readiness for Change	*"Readiness is the cognitive precursor to the behaviors of either resistance to, or support for, a change effort…. in terms of the organizational members': 1. beliefs, 2. attitudes, and 3. intentions."*	Beliefs Attitudes Intentions Resistance / support Individual
Eby et al. (2000)	Perception of Readiness for Change	*"Readiness for change is conceptualized in terms of an individual's perception of a specific facet of his or her work environment — the extent to which the organization is perceived to be ready to take on large-scale change."*	Perception Readiness Individual and organisational
Jansen (2000)	Readiness for Change	*"Readiness for change considers an organization's capacity for making change and the extent to which individuals perceive the change as needed."*	Perception Capacity for change Organisational
Jones et al. (2005)	Readiness for Change	*"The extent to which employees hold positive views about the need for organizational change (i.e. change acceptance), as well as the extent to which employees believe that such changes are likely to have positive implications for themselves and the wider organization."*	Beliefs Positive impact Individual and organisational
Holt et al. (2007)	Readiness for Change	*"A comprehensive attitude that is influenced simultaneously by the content (i.e., what is being changed), the process (i.e., how the change is being implemented), the context (i.e., circumstances under which the change is occurring), and the individuals (i.e., characteristics of those being asked to change) involved. Furthermore, readiness collectively reflects the extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a particular plan to purposefully alter the status quo."*	Attitude towards change Emotion Individual and group

Authors	Term Used	Definition of Term Used	Foci
Herscovitch & Meyer (2002)	Commitment to change	*"Commitment to change as a force (mind-set) that binds an individual to a course of action deemed necessary for the successful implementation of a change initiative. The mindset that binds an individual to this course of action can reflect (a) a desire to provide support for the change based on a belief in its inherent benefits (affective commitment to change), (b) a recognition that there are costs associated with failure to provide support for the change (continuance commitment to change), and (c) a sense of obligation to provide support for the change (normative commitment to change)."*	Force towards change Desire Costs to support Sense of obligation
Jarros (2010)	Commitment to Change	*"Commitment to change is an 'action commitment', in that unlike other forms of work commitment that are directed at relatively static entities such as 'teams' or 'the organization', C2C usually reflects an employee's level of attachment to the implementation of new work rules, policies, programs, budgets, technology, and so forth, all of which are dynamic processes"*	Commitment Level of attachment Dynamic change
Meyer & Hamilton (2014)	Commitment to Change	*"Commitment is a force (mind-set) that binds an individual to a target and/or a course of action of relevance to that target. In the case of commitment to change, the change initiative is the target and the course of action refers to behaviours required to make that change successful."*	Force to change Behaviour
Miller et al. (1994)	Openness to Change	*"Openness is conceptualized as support for change, positive affect about the potential consequences of the change, and it is considered a necessary, initial condition for successful planned change."*	Support for change Positive affect

Table 9: Related Definitions Used for Readiness for Change

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
Appelbaulm, Degbe et al. (2015)	▪ Conceptual paper	▪ Anxiety reduction ▪ Attitude to change ▪ Normative and affective commitment	▪ Participation ▪ Learning ▪ Rewards	▪ Decreased resistance to change

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
		- Perceived benefits of change - Involvement in change - Leadership style - Mix of transformation and transactional leadership - Flexible to organisation structure		
Armenakis et al. (1993)	Case study of Whirlpool to validate conceptual framework	- Enhanced message for change - Enhanced change agent attributes - Persuasive communication - Active participation - Management of external sources - Adjusted effort to change based upon readiness assessment	- Perception for necessity to change - Perception for feasibility of change - Collective understanding and influences of members	Increased readiness for change
Bouckenooghe et al. (2009)	- Quantitative study with questionnaire 42 organisations. N=1358	- Enhanced process for change - Enhanced quality of change communication, - Members participation - Positive attitude of top management toward organisational change - Increased support by supervisors - Enhanced climate for change - trust in leadership - cohesion - politicking	- Emotional readiness for change - Cognitive readiness for change - Intentional readiness for change	Increased readiness for change
Brown & Humphreys (2003)	- Experimental study using the merger of 3 organisations. - Ethnography	- Participants' understanding - Narratives and stories	Sensegiving / Sensemaking	Increased readiness for change

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
	and 75 semi-structured interviews			

Buono & Kerber (2010)	▪ Conceptual paper	▪ Interventions on organisational members
		   ○ Understanding and acceptance of different approaches to change
		   ○ Enhanced willingness and ability to change
		▪ Enhanced structure
		   ○ Creating a supportive infrastructure
		   ○ Ensuring appropriate resources
		▪ Enhanced culture
		   ○ Building a facilitative culture
		   ○ Ongoing strategising
		▪ Supporting change and making it part of organisational life
			▪ Continuous learning and adjustment
			▪ Implementation ability
				▪ Increased change capacity

Covin & Kilmann (1990)	▪ Quantitative study with questionnaire
	▪ N = 1005 (managers and consultants but no employees)
		▪ +ve:
		▪ Visible management support and commitment
		   ▪ Managerial leadership
		   ▪ Managerial commitment
		   ▪ Visible support for change program
		▪ Diagnosis and preparation of organisation for change
		▪ Employee participation
		▪ Constant communication
		▪ Perception of need for change
		▪ Reward system support
		
		▪ -ve:
		▪ Lack of support from management
		▪ Forced change top-down
		▪ Inconsistent actions from managers
			▪	▪ Successful change

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
		- Unrealistic expectations - Lack of meaningful participation - Poor communication - Unclear program - No identified responsible party		
Del Val & Fuetes (2003)	- Small empirical study - Low response to questionnaire	- Deep routed values and emotional loyalty - Capabilities gap - Departmental politics - Different interests among management and employees - Communication barriers - Strong disagreement among groups about problems and solutions - Lack of appropriate response to resignation to inevitable problems		Resistance to change
Devos et al. (2007)	Experimental small simulation	- Non-threatening content of change message - Trust in lower and upper management - Positive record of past changes - Opportunities to participate		Increased readiness for change
Eby et al. (2000)	- Quantitative survey - Sample from two national divisions	- Enhanced individual attitudes and preferences - Increased self-efficacy for change - Increased perceived organisational support - Enhanced preference for working in teams - Enhanced work group and job attributes - Increased trust in peers - Increased skill variety - Increased perceived participation - Contextual variables - Increased flexibility in policies and procedures - Increased logistics and systems support - Increased trust in division leadership		Increased readiness for change

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
Fedor et al. (2006)	▪ Quantitative study	▪ Increased change fairness ▪ Increased change favourableness	▪ Organisational Commitment	▪ Increased commitment to change
Gilley, Godey and Gilley (2009)	▪ Conceptual paper	▪ Hide the change ▪ Gradually implement the change ▪ Use unalarming language ▪ Change behaviours ▪ Create a culture of change ▪ Reward efforts ▪ Offer stress management programs ▪ Develop the skills of leaders and managers to drive change ▪ Alter the immune system ▪ Appropriate communications in different ways ▪ Involve employees	▪ Remove change barriers (immune system)	▪ Decreased resistance for change
Gravenhorst et al. (2003)	▪ Quantitative study with questionnaire ▪ Set of organisations	▪ Enhanced organisation factors ○ Enhanced goals and strategy ○ Enhanced culture ○ Improved job characteristics ○ Enhanced structure ○ Improved technology ○ Enhanced political relations ▪ Enhanced change processes ○ Enhanced goals and strategy ○ Decreased tension within and between groups ○ Better timing of process ○ Increased information supply ○ Creating support for change ○ Increased technological aspects ○ Enhanced role of change managers ○ Enhanced expected outcome	▪ Perception of the members about the state of the organisation ▪ Perception of change process	▪ Increased change capacity

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
		o Increased support for change o Enhanced role of line managers		
Hanpachern et al. (1998)	▪ Voluntary quantitative survey (n=131)	▪ Increased work aspects o Enhanced job knowledge and skill o Decreased job demands o Enhanced social relations within the workplace o Improved management-leadership relations o Enhanced organisation culture	▪ Perception of load (energy dissipation from mentally entertained or physically implemented task) ▪ Power (source of positive energy creating joy, pleasure, strength or richness for person)	▪ Increased readiness for change
Holt et al. (2003)	▪ Quantitative survey ▪ Sampling	▪ Appropriateness messaging ▪ Extrinsic valence messaging (extrinsic reward through change) ▪ Supervisor support	▪ Communication ▪ Information quality assessment	▪ Increased readiness for change
Lizar et al. (2015)	▪ Quantitative study (n=175)	▪ Psychological capital (Luthans et al., 2007) ▪ Self-efficacy – confidence to succeed ▪ Optimism ▪ Hope – persevering and redirecting path to goal ▪ Resilience – sustaining and bouncing back and even beyond to attain success ▪ Psychological empowerment (Spritzer et al., 1997) ▪ Congruence between role and beliefs ▪ Belief in one's capability to perform work activities ▪ Choice in initiating and regulating one's action ▪ Degree that one's action can influence outcomes at work	▪	▪ Increased readiness for change

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes

Madsen et al. (2005)	▪ Survey of 4 companies (n=464)
	▪ 3 for profit and 1 non-profit
	▪ Questionnaire return > 50%
		▪ Increased organisational commitment
		  o Strong identification to organisation
		  o Increased involvement in organisation
		  o Increased loyalty to organisation
		▪ Enhanced social relationships within the workplace
			▪	▪ Increased readiness for change

Miller et al. (1994)	▪ Quantitative study (n=168). ▪ One site – loan organisation. With 30% new employees (less than 1 month)	▪ Decreased NETMA (no-one ever tells me anything) ▪ Decreased role ambiguity ▪ Increased organisational identification	▪ Quality of information	▪ Increased openness to change
Nesterkin et al. (2013)	▪ Conceptual paper	▪ Frequent organisation changes	▪ Triggering of past moods and emotions	▪ Reduced readiness for change
Oreg & Berson (2011)	▪ Quantitative study with questionnaires ▪ Public schools. 75 principals and 586 teachers	▪ Leaders' traits, vaues and behaviors – openness to change	▪	▪ Decreased followers' intention to resist the organisational change
Rafferty et al.	▪ Conceptual	▪ Individual attitudes	▪ Change management	▪ Increased

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
(2012)	paper	- Individual psychological traits - Positive self-concept - Risk tolerance - Work level vision and emotional aperture - Collective belief of required change - Positive organisational climate	process (communication, participation and leadership) - Positive individual beliefs and affective responses to change - Positive group beliefs and group affective responses to change - Positive collective emotion	readiness for change - Increased affective and cognitive readiness for change - Increased CEO readiness for change
Rusly et al. (2012)	Conceptual paper	- Enhanced personal elements - Increased motivation - Increased competence - Enhanced personality attributes - Enhanced organisational elements - Increased institutional resources - Enhanced culture - Enhanced climate - Increased financial resources - Improved technology utilisation	- Individual – personal beliefs and behaviours - Organisation – alignment of culture, climate and structure - Collective attitudes and beliefs of members on individual	Increased readiness for change
Schneider et al. (1996)	Conceptual paper	- Human potential philosophy - Employees are creative and want to grow and to develop if given the opportunities - Employees want formal and informal interactions with peers and with management - Employees want win-win situation with reciprocal trust, support and co-operation - Socio-technology philosophy		Total organisational change

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
		- Performance is improved only when the social aspects are integrated with the technological aspects - TQM philosophy - Pre-planning - Training - Rewarding employees for high quality - Employees uncovering and discussing issues - Continuous improvement instead of zero defect - Strong management - Escalation of issues through the hierarchy - Maintenance of operations and technology - Good articulation of change objectives - Courage to address tough issues and to make tough decisions		
Smith (2005)	Conceptual paper	- Creating a sense of urgency for change - Need for renewal - Nature of change - Capabilities of org to change - Communication of change message and ensuring participation and involvement - Realistic, honest and genuine - Providing anchoring points and base for achievement of change - People to see their roles and new ways of doing things - Role modeling, training and development and team building	- Destabilisation of status quo by dissatisfaction of present and shared vision - Enthusiasm building - Genuine commitment to change	Increased readiness for change
Stanley et al. (2005)	2 quantitative surveys	- Change specific cynicism - Lack of trust in management		Increased intentions to

Authors	Type of Study	Inputs or Predictors	Transformational Process / Mechanism	Outcomes
		• Doubting content of communications		resist change
Wanberg & Banas (2000)	• Quantitative study • US Department	• Self-esteem • Perceived control • Optimism	• Change openness	• Increased change acceptance • Increased job satisfaction • Less turnover intentions • Less work irritation
Weiner (2009)	• Conceptual paper	• Task demands • Resource availability (availability and unavailability of assets) • Situational factors – receptive organisational context for particular change • Change valence • • Consistent leadership messages and actions • Information sharing • Good past change experiences • Good HR processes (attraction, selection, socialisation and attrition)	• Change commitment • Shared belief that they can implement change (Change efficacy)	• Increased readiness for change

Table 10: Predictors and Moderators of Readiness for Change

Appendix C – Interview and Focus Group Guides

1. Interview Guide – English
2. Interview Guide – French
3. Focus Group Guide – English
4. Focus Group Guide – French

INTERVIEW GUIDE - QUESTIONS FOR DIRECTORS

A. **VALUES AND BELIEFS**

- **Can you tell me in your own words, what you understand are the values and beliefs of the department?**
- What is important to the organisation?
- Why is it important?
- How do you know that this is important?
- **What is evolving with the transformation?**
- **What are your major concerns about the organisation?**
- What are the challenges for implementation of the change in the organisation?

B. **ROLE AND IDENTITY**

- **What was it like to be in the department before the start of the transformation?**
- What were your role and responsibilities then?
- What were the effects of the transformation on your role and responsibilities?
- How did the change affect your capacity to direct or manage?
- **How did the change affect the role and responsibilities of the group that you manage?**
- How did the change affect the control of your employees over the way they worked?
- What were the main differences on the routines of your employees?
- What do you particularly enjoy with the change?
- **What are the challenges that you face with the change?**
- **How did the transformation affect your level of energy, enthusiasm and workload?**
- How meaningful or inspiring do you find your work?

C. **INTERPRETATION OF PRE-CHANGE**

- **What happened before the transformation?**
- How were these incidents or events important?
- What were the stories and rumours circulating?
- What did you think at that time?
- How did you feel about the incidents or events?
- What resources were formally available about the incidents or events?
- Who did you consult informally to interpret the incidents or events?
- What helped you to understand the change?
- What concerned you and others then?
- **What was the overall signification of these incidents and events?**
- **What resources were available before the transformation?**

D. **DISSEMINATION OF PRE-CHANGE**

- **What did you communicate about the incidents and events to your employees?**
- How did you communicate the incidents and events to your employees?
- **What were their questions and concerns?**

- What resources did you provide to the employees to help them understand the incidents and events?
- What were their reactions?

E. INTERPRETATION OF CHANGE

- **How did you learn about the transformation?**
- What did you think then?
- How prepared were you for the change?
- How did your feelings evolve with the change?
- **What resources helped you to interpret the transformation?**
- Who did you consult informally to interpret the change?
- How did the person help you with understanding the change?
- What questions do you remember having or asking?
- What helped you to understand the change?
- How confident were you about the change?
- What concerned you and others then?
- What would you have preferred happening?
- **What is the overall signification of the transformation?**

F. DISSEMINATION OF CHANGE

- What did you communicate the transformation to your employees?
- **How did you communicate the change to your employees?**
- What were the factors that you included in the communication for their understanding of the change?
- What illustrations did you include in the communication to help them understand the change?
- What resources did you provide to the employees?
- How prepared were your employees about the change?
- What were their reactions?
- What were their questions and concerns?
- **How did you address their concerns?**
- How frequent did you talk about the change to your employees after you knew it was happening?
- What did you do to make them accept the change?
- How well did they accept the change?
- **How did you deal with conflicts or challenges about the transformation?**

G. GOING FORWARD WITH CHANGE

- **What would like to see happen now that the transformation is in progress?**
- What are your feelings about the future with respect to this change?
- How do you think the future will be?
- What would be your challenges in the future?
- How prepared are your employees for the future?
- **How do you think your employees would react about the progress of the change?**
- **What support would you provide them?**
- How proud do you feel of your work?

Checklist

1. Check recording devices.	☐ YES ☐ NO
2. Introduction.	☐ YES ☐ NO
3. Make participant at ease.	☐ YES ☐ NO
4. Explain purpose of research, stressing that the aim is to get perspectives from the interviewees. There is no right or wrong answer.	☐ YES ☐ NO
5. Explain the process: • Read key points of information sheet; • Guarantee of anonymity and confidentiality; • Transcription of interview; • Transcript to be sent out to interviewee for validation; • No response within 2 weeks mean that interviewee is happy with the transcription; • Ask if there is any question and respond to any question from interviewee.	☐ YES ☐ NO
6. Speak up distinctly and take notes during interview.	☐ YES ☐ NO
7. Use probes • How? What?, When?, Where? • Clarify about feelings questions • Clarify about thinking or opinion questions • Explore areas • Encourage to expand, e.g. tell me more about it • Allow silence	☐ YES ☐ NO
8. Closing question e.g. what should I have asked you that I did not think to ask?	☐ YES ☐ NO
9. Socio-demographic sheet returned	☐ YES ☐ NO

C-250

A. VALEURS ET CROYANCES

- **Pouvez-vous me dire dans vos propres mots, qu'est-ce que vous pensez sont les valeurs et les croyances du ministère?**
- Qu'est-ce qui est important pour l'organisation?
- Pourquoi est-ce important?
- Comment savez-vous ce qui est important?
- **Qu'est-ce qui a évolué avec la transformation?**
- **Quels sont vos préoccupations majeures au sujet de l'organisation?**
- Quels sont les défis pour la mise en œuvre du changement dans l'organisation?

B. ROLE ET IDENTITE

- **Comment était le ministère avant le début de la transformation?**
- Quels étaient vos responsabilités alors?
- Quels sont les résultats de la transformation sur votre rôle et responsabilités?
- Comment est-ce que le changement a affecté votre pouvoir de diriger ou de gérer?
- **Comment est-ce que le changement a affecté le rôle et les responsabilités du groupe que vous gérez?**
- Comment est-ce que le changement a affecté le contrôle de vos employés sur la façon de travailler?
- Quelles sont les différences principales sur les routines de vos employés?
- Qu'est-ce que vous avez trouvé agréable avec le changement?
- **Quels sont les défis que vous avez à faire face avec le changement?**
- **Comment est-ce que la transformation affecte votre niveau d'énergie et d'enthousiasme et de travail?**
- Combien votre travail vous donne de la satisfaction et du sens ?

C. INTERPRETATION AVANT LE CHANGEMENT

- **Qu'est-ce qui s'est passé avant la transformation?**
- Comment ces incidents ou événements étaient importants?
- Quelles sont les histoires et les rumeurs qui circulaient?
- Qu'avez-vous pensé à cette époque?
- Qu'avez-vous ressenti au sujet de ces incidents ou évènements?
- Quelles ressources étaient formellement à votre disposition au sujet de ces incidents ou événements?
- Qui avez-vous consulté informellement pour interpréter ces incidents ou événements?
- Qu'est-ce qui vous a aidé à comprendre le changement?
- Quelles étaient vos préoccupations et celles des autres à cette époque?
- **Quelle était la signification de ces incidents et événements en général?**
- **Quelles ressources étaient à votre disposition avant la transformation ?**

D. DIFFUSION AVANT LE CHANGEMENT

- **Qu'est-ce que vous avez communiqué au sujet des incidents et des événements à vos employés?**
- Comment avez-vous communiqué les incidents et les événements à vos employés?
- **Quelles étaient leurs questions et leurs préoccupations?**

C-251

- Quelles ressources avez-vous donné à vos employés pour les aider à comprendre les incidents et les événements?
- Quelles étaient leurs réactions?

E. INTERPRETATION DU CHANGEMENT

- **Comment avez-vous appris la transformation?**
- Qu'avez-vous pensé alors?
- Dans quelle mesure étiez-vous préparé pour le changement?
- Comment ce que vous avez ressenti a évolué avec le changement?
- **Quelles ressources vous ont aidé à interpréter la transformation?**
- Qui avez-vous consulté informellement afin d'interpréter le changement?
- Comment est-ce que la personne vous a aidé à comprendre le changement?
- Quelles questions vous souvenez vous avoir eu or avoir demandé?
- Qu'est-ce qui vous a aidé à comprendre le changement?
- Dans quelle mesure étiez-vous confiant au sujet du changement?
- Quelles étaient vos préoccupations et celles des autres alors?
- Qu'auriez-vous préféré arriver?
- **Quelle était la signification de la transformation en général?**

F. DIFFUSION DU CHANGEMENT

- Qu'avez-vous communiqué au sujet de la transformation à vos employés?
- **Comment avez-vous communiqué le changement à vos employés?**
- Quels facteurs avez-vous inclus dans la communication afin de les aider à comprendre le changement?
- Quelles illustrations avez-vous inclues dans la communication afin de les aider à comprendre le changement?
- Quelles ressources avez-vous fourni aux employés?
- Dans quelle mesure vos employés étaient préparés au sujet du changement?
- Quelles étaient leurs réactions?
- Quelles étaient leurs questions et leurs préoccupations?
- **Comment avez-vous adressé leurs préoccupations?**
- Quelle était la fréquence de vos discussions avec vos employés au sujet du changement après avoir su ce qui se passait ?
- Qu'avez-vous dit afin qu'ils acceptant le changement?
- Dans quelle mesure ont-ils accepté le changement?
- **Comment avez-vous résolu les conflits ou défis liés à la transformation?**

G. ALLER DE L'AVANT AVEC LE CHANGEMENT

- **Que voulez-vous voir se passer maintenant que la transformation est en cours?**
- Que ressentez-vous au sujet du futur avec ce changement?
- Que pensez-vous ce que le futur sera?
- Quels seront vos défis dans le futur?
- Dans quelle mesure sont vos employés prépares pour le futur?
- **Comment pensez-vous que vos employés réagiront avec le changement en cours?**
- **Quel soutien allez-vous les offrir?**
- Quel niveau de fierté avez-vous de votre travail?

Liste

1. Vérification des dispositifs d'enregistrement.	☐OUI	☐NON
2. Introduction.	☐OUI	☐NON
3. Mettre le participant à l'aise.	☐OUI	☐NON
4. Expliquer le but de l'étude, soulignant que l'objectif est d'avoir les perspectives des répondants. Il n'y a pas de bonne ou mauvaise réponse.	☐OUI	☐NON
5. Expliquer le processus: • *Lire les points principaux de la feuille d'information ;* • *Garantie d'anonymat et de confidentialité;* • *Transcrit de l'entrevue ;* • *Transcrit de l'entrevue à envoyer pour validation par le répondant ;* • *Pas de réponse dans les 2 semaines signifie que le répondant est satisfait avec le transcrit;* • *Demander s'il y a des questions et répondre au participant.*	☐OUI	☐NON
6. Parler plus fort, distinctement et prendre des notes durant l'entrevue;	☐OUI	☐NON
7. Utiliser des sondes • *Comment ? Quoi? Quand? Où?* • *Donner des clarifications au sujet des questions liés aux sentiments;* • *Donner des clarifications au sujet des questions liées à la réflexion ou aux opinions* • *Explorer les domaines* • *Encourager à développer ex. dites-moi un peu plus à ce propos* • *Permettre le silence*	☐OUI	☐NON
8. Question de clôture ex. Qu'est-ce que j'aurai du vous avoir demandé et que je n'ai pas pensé vous demander?	☐OUI	☐NON
9. Questions sociodémographiques	☐OUI	☐NON

C-253

FOCUS GROUP GUIDE

Examples of Questions
• Can you tell me what you think everyone believe in and value generally in the department?
• How does your energy level vary at work?
• How absorbing is your job? Do you forget the time at work?
• Are you proud of the work that you are doing every day?
• What does change mean to you?
• How do you typically learn about changes in the public service?
• *Is there any typical event before a change in the public service?*
• Can you identify some challenges with change within the public service?
• Can you give me an example of a successful change? How about an unsuccessful one?
• *What worked and what did not work?*
• Taking example of a change, can you tell me how the change affected your level of energy, enthusiasm and workload?
• *How easy is it to work in this environment of change?*
• What helped you to understand and support change?
• With whom (e.g. supervisor, colleague, etc.) do you discuss change formally and informally?
• *How do they help you?*
• What is needed to make change a success in the public service?
• What do you need to understand the change in general?
• What do you need to support the change in general?
• What do you want to see happen when a change is announced and implemented?
• Anything else that you want to share about change implementation within the public service?

C-254

WELCOMING NOTES

WELCOME
Good morning. I am conducting a few focus groups with managers and employees to explore the factors for successful change implementation within the public service and to come up with some recommended strategies to enhance the support of change initiatives within the public service.

Thank you for agreeing to be part of the focus group for the managers. I appreciate your willingness to participate in this focus group.

INTRODUCTIONS
Moderator: My name is Belinda Chavremootoo and I will facilitate the discussion.

To begin, let's do a round table for us to know each other. Please state your chosen first name for the discussion and write it down on your name tag. You can use your existing one or one that you want to use for the purpose of the discussion.

PURPOSE OF THE FOCUS GROUP
The purpose of the focus group is to gather your experiences and perspectives around change during the transformation. The discussion will field questions regarding the values and beliefs of the organisation; the role and identity of your group; success factors for change; the search for and attribution of meanings; level of energy, enthusiasm, inspiration and resilience during changes within the public service. You may skip any question that you feel uncomfortable answering during the session.

GROUND RULES

There are certain ground rules for our focus group:

1. **I WANT YOU TO DO THE TALKING**
   - I would like everyone to participate.
   - I may call on you if I haven't heard from you in a while.

2. **THERE ARE NO RIGHT OR WRONG ANSWERS**
   - Every person's experiences and opinions are important.
   - Speak up whether you agree or disagree.
   - We are not here to reach a consensus.
   - I want to hear a wide range of opinions.

3. **WHAT IS SAID IN THIS ROOM STAYS HERE**
   - I want you to feel comfortable sharing when sensitive issues come up.

4. **I WILL BE RECORDING THE DISCUSSION**
   - I want to capture everything you have to say.
   - I will not identify anyone by name in my report. You will remain anonymous.
   - I will share the transcript with you.

5. **LANGUAGE OF YOUR CHOICE**
   - I want you to feel free to speak in the language of your choice.

Checklist

1. Check recording devices.	☐YES	☐NO
2. Introduction.	☐YES	☐NO
3. Make participant at ease. Read welcoming script.	☐YES	☐NO
4. Explain purpose of research, stressing that the aim is to get perspectives from the participants. There is no right or wrong answer.	☐YES	☐NO
5. Explain the process: • *Read key points of information sheet;* • *Guarantee of anonymity and confidentiality;* • *Transcription of focus group;* • *Transcript to be sent out to participant for validation;* • *No response within 2 weeks mean that participant is happy with the transcription;* • *Ask if there is any question and respond to any question from participant.*	☐YES	☐NO
6. Explain ground rules and stress its importance for integrity of focus group.		
7. Speak up distinctly and take notes during focus group.	☐YES	☐NO
8. Monitor group dynamics and ensure all participants contribute.	☐YES	☐NO
9. Use probes • *How? What?, When?, Where?* • *Clarify about feelings questions* • *Clarify about thinking or opinion questions* • *Explore areas* • *Encourage to expand, e.g. tell me more about it* • *Allow silence*	☐YES	☐NO
10. Closing question e.g. what should I have asked you that I did not think to ask?	☐YES	☐NO
11. Socio-demographic sheet returned	☐YES	☐NO

C-257

MOTS DE BIENVENUE

GUIDE DE GROUPE DE DISCUSSION

Exemples de Questions
• Pouvez-vous me dire ce que vous pensez que tout le monde apprécie et croit en en général dans le ministère?
• Quel est votre niveau d'énergie au travail?
• Est-ce que votre travail est absorbant? Est-ce que vous oubliez l'heure durant le travail ?
• Êtes-vous fier du travail que vous faites tous les jours?
• Qu'est-ce que le changement veut dire pour vous?
• Comment est-ce que vous apprenez normalement que des changements vont se faire dans la fonction publique ?
• *Y-a-t-il un évènement quelconque normalement avant le changement dans la fonction publique?*
• Pouvez-vous identifier certains défis relatifs au changement dans la fonction publique?
• Pouvez-vous me donner un exemple d'un changement qui fût un succès ? Un autre qui ne fût pas un succès ?
• *Qu'est-ce qui a marché et qu'est-ce qui n'a pas marché?*
• Prenant exemple d'un changement, pouvez-vous me dire comment le changement a affecté votre niveau d'énergie, d'enthousiasme et de travail ?
• *Comment est-ce facile de travailler dans cet environnement de changement ?*
• Qu'est-ce qui vous vous ont aidé à comprendre et à soutenir le changement?
• Avec qui (ex. superviseur, collègue, etc.) avez-vous discuté du changement formellement et informellement?
• *Comment vous ont-ils aidés?*
• Qu'est-ce qui est requis pour que le changement soit un succès dans la fonction publique ?
• Qu'avez-vous besoin pour comprendre le changement en général?
• Qu'avez-vous besoin pour soutenir le changement en général ?
• Que voulez-vous voir arriver quand un changement est annoncé et mis en œuvre?
• Y-a-t-il d'autres choses que vous voulez partager au sujet de la mise en œuvre du changement dans la fonction publique?

MOTS DE BIENVENUE

BIENVENUE

Bonjour. Je suis en train d'animer quelque groupes de discussion avec les gestionnaires et les employés afin d'explorer les facteurs de succès de la mise en œuvre du changement dans la fonction publique et de recommander des stratégies afin d'améliorer le soutien aux initiatives de changement dans la fonction publique.

Je vous remercie d'avoir accepté de participer à ce groupe de discussion de gestionnaires. J'apprécie votre empressement de participer au groupe de discussion.

PRESENTATIONS

Modératrice: Mon nom est Belinda Chavremootoo et je vais faciliter la discussion.

Pour commencer faisons un tour de table afin de faire connaissance. Veuillez dire le prénom que vous avez choisi pour la discussion et l'écrire sur votre étiquette de nom. Vous pouvez utiliser votre vrai prénom ou un prénom choisi spécialement pour la discussion.

BUT DU GROUPE DE DISCUSSION

Le but du groupe de discussion est de recueillir vos expériences et perspectives autour du changement durant la transformation. La discussion sera autour des questions sur les valeurs et les croyances de l'organisation; votre rôle et l'identité de votre groupe de travail; les facteurs de succès du changement ; la recherche et l'attribution des significations; le niveau d'énergie, d'enthousiasme, d'inspiration et de ressort durant les changements dans la fonction publique. Vous pouvez sauter des questions si vous ne vous sentez pas à l'aise d'y répondre pendant la session.

C-260

RÈGLES DE BASE

Il y a certaines règles de base à respecter pour notre groupe de discussion:

1. **JE VEUX QUE VOUS SOYIEZ CEUX QUI PARLENT**

    - J'aimerai que tout le monde participe.
    - Je peux vous demander si je n'ai rien entendu de vous pendant un moment.

2. **IL N'Y A POINT DE BONNES OU MAUVAISES RÉPONSES**

    - Les expériences et opinions de chacun sont importantes.
    - Dites si vous êtes d'accord ou pas.
    - On n'est pas là pour établir un consensus.
    - Je veux entendre un large éventail d'opinions.

3. **CE QU'ON DIT DANS CETTE SALLE RESTE ICI**

    - Je veux que vous soyez confortable de partager quand des enjeux sensibles sont soulevés.

4. **JE VAIS ENREGISTRER CETTE DISCUSSION**

    - Je veux capturer tout ce que vous dites.
    - Je ne vais pas vous identifier dans mon rapport. Vous serez anonymes.
    - Je vais partager le transcrit avec vous.

5. **LANGAGE DE VOTRE CHOIX**

    - Je veux que vous sentiez libre de vous exprimer dans le langage de votre choix.

C-261

LISTE

1. Vérification des dispositifs d'enregistrement.	☐OUI	☐NON
2. Introduction.	☐OUI	☐NON
3. Mettre le participant à l'aise. Lire les mots de bienvenue.	☐OUI	☐NON
4. Expliquer le but de l'étude, soulignant que l'objectif est d'avoir les perspectives des répondants. Il n'y a pas de bonne ou mauvaise réponse.	☐OUI	☐NON
5. Expliquer le processus: • *Lire les points principaux de la feuille d'information ;* • *Garantie d'anonymat et de confidentialité;* • *Transcrit de la discussion ;* • *Transcrit de la discussion à envoyer pour validation par le répondant ;* • *Pas de réponse dans les 2 semaines signifie que le répondant est satisfait avec le transcrit;* • *Demander s'il y a des questions et répondre au participant.*	☐OUI	☐NON
6. Expliquer les règles de base et leur importance pour l'intégrité de la discussion du groupe;	☐OUI	☐NON
7. Parler plus fort, distinctement et prendre des notes durant l'entrevue;	☐OUI	☐NON
8. Surveiller la dynamique du groupe et s'assurer que tous les répondants contribuent;	☐OUI	☐NON
9. Utiliser des sondes • *Comment ? Quoi? Quand? Où?* • *Donner des clarifications au sujet des questions liés aux sentiments;* • *Donner des clarifications au sujet des questions liées à la réflexion ou aux opinions* • *Explorer les domaines* • *Encourager à développer ex. dites-moi un peu plus à ce propos* • *Permettre le silence*	☐OUI	☐NON
10. Question de clôture ex. Qu'est-ce que j'aurai du vous avoir demandé et que je n'ai pas pensé vous demander?	☐OUI	☐NON
11. Questions sociodémographiques	☐OUI	☐NON

C-262

Appendix D – Presentation for Consent

Proposed Research Study

Enhancing Change Readiness with the Public Service

Objective

- To outline a proposed research study on:
  - how directors interpret and disseminate information about a transformation to employees;
  - how employees interpret the disseminated information;
  - the comparative analysis of perspectives; and
  - recommended strategies to enhance readiness for change.

Research Method and timeline

- **Semi-structured interviews with directors (1 hour each)**
  - 2 for pilot and 6 others for main study
- **Focus groups of 6-8 employees (2 hours each)**
  - 3 focus groups: 1 manager group and 2 employee groups

Pilot Interviews (*)
(x 2)
March 2014

Focus Groups
(x 3)
Nov-Jan 2014

Final report
Sep 2015

Main
Interviews
(x 6)
Oct 2014

Draft findings
Mar –Apr
2015
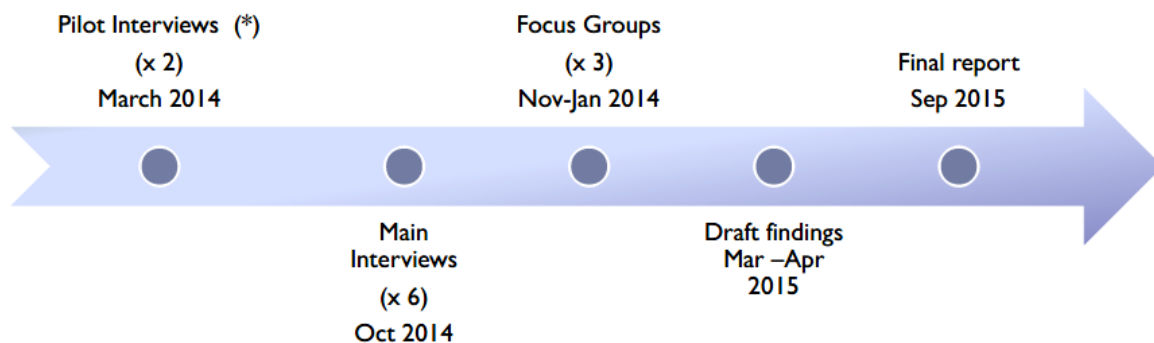
* Pilot interview is to test the interview tool and feasibility of main study

3

Ethical Considerations

▸ Participation will be voluntary

▸ Approval from organisation for study

▸ Participants will sign a consent form

▸ Preferred language of participant

▸ Preserved confidentiality

  ▸ Anonymisation of names and places

  ▸ No outside access

  ▸ Thesis not accessible to public if needed (theses from UK universities accessible by default)

▸ Destruction of main sources - 1 year after report

▸ 4

Contribution to Department/GC

- Better understanding of transformation within public service
  - Drivers and barriers to change readiness
  - Processes of interpretation and dissemination of information
- Recommended strategies for enhancing transformation within Branch and Department
- Some "guidelines" for other federal departments and other organisations with similar structure and/or constraints

5

Appendix E – Information Sheet and Consent Forms

1. Anonymous Participant Information Sheet – English
2. Anonymous Participant Information Sheet – French
3. Interview Consent Form – English
4. Interview Consent Form – French
5. Focus Group Consent Form – English
6. Focus Group Consent Form – French

ANONYMOUS PARTICIPANT INFORMATION

GENDER

☐ MALE ☐ FEMALE

LENGTH OF ACTIVE WORK LIFE

☐ 0-5 YEARS ☐ 6-10 YEARS ☐ 11-15 YEARS ☐ 16-20 YEARS ☐ +20 YEARS

LENGTH IN PUBLIC SERVICE

☐ 0-5 YEARS ☐ 6-10 YEARS ☐ 11-15 YEARS ☐ 16-20 YEARS ☐ +20 YEARS

LENGTH IN SUPERVISORY POSITION

☐ 0-5 YEARS ☐ 6-10 YEARS ☐ 11-15 YEARS ☐ 16-20 YEARS ☐ +20 YEARS

LENGTH IN CURRENT POSITION

☐ 0-2 YEARS ☐ 3-5 YEARS ☐ 6-10 YEARS ☐ +10 YEARS

NUMBER OF CURRENT EMPLOYEES SUPERVISED

☐ 0-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ +40

HIGHEST EDUCATION COMPLETED

☐ DIPLOMA

☐ BACHELOR DEGREE

☐ MASTER DEGREE

☐ DOCTORATE DEGREE

☐ PROFESSIONAL CERTIFICATION

☐ OTHER (PLEASE SPECIFY) _____

TYPE OF MANAGEMENT TRAINING COMPLETED (PLEASE CHECK ALL THAT APPLY)

☐ COLLEGE

☐ UNIVERSITY

☐ CANADA SCHOOL OF PUBLIC SERVICE

☐ PROFESSIONAL ASSOCIATION

☐ TRAINING ORGANISATION

☐ OTHER (PLEASE SPECIFY) _____

E-269

INFORMATION ANONYME SUR LE PARTICIPANT

GENRE

☐ HOMME ☐ FEMME

DURÉE DE VIE ACTIVE AU TRAVAIL

☐ 0-5 ANNÉES ☐ 6-10 ANNÉES ☐ 11-15 ANNÉES ☐ 16-20 ANNÉES ☐ +20 ANNÉES

DURÉE DANS LA FONCTION PUBLIQUE

☐ 0-5 ANNÉES ☐ 6-10 ANNÉES ☐ 11-15 ANNÉES ☐ 16-20 ANNÉES ☐ +20 ANNÉES

DURÉE DANS UNE POSITION DE SUPERVISION

☐ 0-5 ANNÉES ☐ 6-10 ANNÉES ☐ 11-15 ANNÉES ☐ 16-20 ANNÉES ☐ +20 ANNÉES

DURÉE DANS LA POSITION COURANTE

☐ 0-2 ANNÉES ☐ 3-5 ANNÉES ☐ 6-10 ANNÉES ☐ +10 ANNÉES

NOMBRE D'EMPLOYÉS SUPERVISÉS ACTUELLEMENT

☐ 0-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ +40

NIVEAU DE LA PLUS HAUTE ÉDUCATION COMPLÉTÉE

☐ DIPLÔME

☐ BACCALAURÉAT

☐ MAITRISE

☐ DOCTORAT

☐ CERTIFICATION PROFESSIONNELLE

☐ AUTRE (VEUILLEZ SPÉCIFIER) _____

GENRE DE FORMATION DE GESTION COMPLÉTÉE (VEUILLEZ COCHER TOUT CE QUI S'APPLIQUE)

☐ COLLEGE

☐ UNIVERSITÉ

☐ ÉCOLE DE LA FONCTION PUBLIQUE DU CANADA

☐ ASSOCIATION PROFESSIONNELLE

☐ ORGANISATION DE FORMATION

☐ AUTRE (VEUILLEZ SPÉCIFIER) _____

INFORMATION SHEET FOR POTENTIAL PARTICIPANTS

Research Problem: Critical factors in the Implementation of a Public Sector Transformation Initiative in Canada.

Purpose of Research Study

1.   I would like to invite you to participate in a Research Study that I am undertaking within the Doctor of Business Administration (DBA) programme at Edinburgh Napier University.

   The aim of the Research Study is to explore the factors for successful change implementation within the public service and to come up with some recommended strategies to enhance the support change initiatives within the public service.

2.   You have been invited to participate in the study because you may be able to provide helpful insights from your experience in providing guidance to and seeking support from your employees for the implementation changes within the public service.

3.   Please note that you may not benefit directly from participation in this research study. However, some people find that sharing their stories is a valuable experience.

4.   If you agree to participate in the study, you will be asked to take part in a face to face interview which it is anticipated will last approximately 1 hour. The interview will be held at a location, date and time convenient to you. The interview will field questions regarding: the values and beliefs of the organisation; the role and identity of your group; success factors for change; the search and attribution of meanings; level of energy, enthusiasm, inspiration and resilience during changes within the public service. The interview will conclude by asking you for any other comments.

5.   Your interview will be digitally recorded and later transcribed for analysis to ensure data quality. All of the transcribed discussion will be encrypted onto a word document on a USB, kept under lock. This indicates the level of confidentiality that is being employed throughout this research. Shortly after the completion of the interview, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish.

6.   All information you provide is completely confidential. The anonymity of all participants will be preserved and information will not implicate any participant

1

E-271

in any way. No personal information that could reveal your identity will be disclosed during the dissemination of the research results. Your name will not appear in any thesis or report resulting from this study. However, with your permission, anonymous quotations may be used. The research data will be analysed by the researcher alone. The findings of the study will appear in the thesis and a version of the main findings will be made available on request to the participant. I may get in touch at some point in the future to discuss any further points which may arise if you are comfortable with this arrangement

7. You have the option to decline to take part and are free to withdraw from the Research Study at any stage. If you decide to withdraw you would not have to give any reason. All data will be kept anonymous as far as possible. Your name, role and organisation will be replaced with a participant cipher and it should not be possible for you to be identified in any reporting of the data gathered. Specific roles will not be identified, though it is likely that broad categories such as "director" may be used. All data collected will be kept in a secure place (stored on an encrypted USB drive) to which only the nominated researcher has access. The results may be published in a journal or presented at a conference.

8. If you would like to contact an independent person who knows about this project but is not involved in it, you are welcome to contact Professor Sandra Watson ███████████████ or Dr Richard Whitecross ███████████████ █████████

9. If you have read and understood this Information Sheet and you would like to be a participant in the study, please complete the Consent Form below which you should complete and send to me electronically. You will be given another opportunity to ask any questions that you may have regarding the study at the interview.

2

CONSENT FORM OF PARTICIPANT

Research Problem: **Critical factors in the Implementation of a Public Sector Transformation Initiative in Canada.**

✓ I have read and understood the Information Sheet and this Consent Form.

✓ I have had an opportunity to ask questions about my participation and to receive satisfactory answers to my questions.

✓ I understand that I am under no obligation to take part in this study.

✓ I understand that I have the right to withdraw from this study at any stage without giving any reason.

✓ I agree to participate in this study.

✓ I agree to the information obtained from my participation being used by the researcher for the purposes of this study.

✓ I agree that anonymous quotations of my participation be used in the report or thesis.

✓ I agree to the data obtained from my participation be used for any subsequent publications or conference presentations.

Name of Participant: _____

Signature of Participant: _____

Date (dd/mm/yyyy): _____

Researcher Contact Details

Name of Researcher: Belinda Chavremootoo

Contact Address: ███████████████████████████████
███████

Email: ███████████████████████████

Telephone: ███████████████████

3

FEUILLE D'INFORMATION POUR DES PARTICIPANTS POTENTIELS

Problème de recherche: Facteurs critique dans la mise en œuvre d'une transformation dans le secteur publique Canadien.

But de l'étude

1. J'aimerai vous inviter à participer dans une étude que je suis en train d'entreprendre et qui fait partie d'un programme de doctorat en administration des affaires (DBA) à l'université d'Edinburgh Napier.

    Le but de cette étude est d'explorer les facteurs de la mise en œuvre du changement dans la fonction publique et de recommander des stratégies afin d'améliorer le soutien aux initiatives de changement dans la fonction publique.

2. Vous êtes invité à participer à cette étude car vous pouvez peut-être donner des idées utiles liées à votre expérience dans l'orientation et la demande de soutien de vos employés dans la mise en œuvre des changements dans la fonction publique.

3. Veuillez prendre note que vous n'allez peut-être pas bénéficier directement à travers votre participation dans cette étude. Néanmoins, beaucoup de personnes trouvent que le fait de partager leurs histoires est une expérience de valeur.

4. Si vous accepter de participer à cette étude, vous serez invité de prendre part à une entrevue face-à-face d'une durée d'environ une heure. L'entrevue se tiendra dans un lieu et à une date et heure convenable à vous. L'entrevue sera basée sur des questions liées aux domaines suivants: les valeurs et croyances de l'organisation; votre rôle et l'identité de votre groupe de travail; les facteurs de succès du changement ; la recherche et l'attribution des significations; le niveau d'énergie, d'enthousiasme, d'inspiration et de ressort durant les changements dans la fonction publique. L'entrevue se terminera en vous demandant si vous avez d'autres commentaires.

5. Votre entrevue sera enregistrée numériquement et transcrite plus tard afin d'assurer la qualité des données. Toute la discussion transcrite sera encryptée dans un document word sur une clé USB qui sera gardée sous clé. Ceci vous indique le niveau de confidentialité utilisé durant l'étude. Peu après l'entrevue, je vous enverrai une copie du transcrit de l'entrevue afin que vous puissiez confirmer la précision de notre conversation et afin que puissiez ajouter ou clarifier des points comme vous voulez.

6. Toute information donnée sera complètement confidentielle. L'anonymat des participants sera maintenu et il n'y aura pas d'information qui pourrait impliquer n'importe quel(le) participant(e) dans quel que manière. Il n'y

1

aura pas d'information personnelle qui pourra révéler votre identité lors de la diffusion des résultats de l'étude. Néanmoins, avec votre permission, des citations anonymes seront utilisées. Les données de l'étude seront analysées par la chercheuse seulement. Les conclusions de l'étude apparaitront dans la thèse et une version des conclusions principales sera disponible au/à la participant(e) sur demande. Je pourrai vous contacter dans le futur pour discuter plus amplement de certains points qui pourront survenir si vous êtes confortable avec cet arrangement.

7.   Vous avez le choix de refuser de faire partie ou de vous retirer de l'étude à n'importe quel stage. Si vous décidez de vous retirer vous n'avez pas à donner de raison. Toutes les données seront anonymes dans la mesure du possible. Votre nom, rôle et organisation seront remplacés par un code de participant et il ne sera pas possible de vous identifier par les données collectées et rapportées. Les rôles spécifiques ne seront pas identifiés mais c'est probable que les catégories générales comme « directeur » peuvent être utilisées.   Toutes les données collectées seront gardées dans un lieu sur (enregistrées en mode encrypté sur une clé USB) accessible seulement à la chercheuse nommée.   Les résultats peuvent être publiés dans un journal ou être présentés à une conférence.

8.   Si vous voulez contacter une personne indépendante qui connait ce projet de recherche mais qui n'y est pas impliqué, vous pouvez contacter le Professeur Sandra Watson ███████████████ ou le Dr Richard Whitecross ████████████████████████████.

9.   Si vous avez lu et compris cette feuille d'information et que vous voulez participer à l'étude, veuillez compléter le formulaire de consentement ci-dessous et me l'envoyer électroniquement.   Vous aurez une autre occasion de demander des questions que vous avez concernant cette étude.

FORMULAIRE DE CONSENTEMENT DU/DE LA PARTICIPANT(E)

Problème de Recherche: Facteurs critique dans la mise en œuvre d'une transformation dans le secteur publique Canadien.

- ✓ J'ai lu et compris la feuille d'information et ce formulaire de consentement.
- ✓ J'ai eu l'occasion de demander des questions au sujet de ma participation et de recevoir des réponses satisfaisantes à mes questions.
- ✓ Je comprends que je ne suis pas oblige de participer dans l'étude.
- ✓ Je comprends que j'ai le droit de me retirer de l'étude à n'importe quel stage sans donner de raison.
- ✓ Je suis d'accord de participer dans cette étude.
- ✓ Je suis d'accord que l'information obtenue de ma participation soit utilisée par la chercheuse pour les besoins de l'étude.
- ✓ Je suis d'accord que des citations anonymes de ma participation soient utilisées dans le rapport ou thèse.
- ✓ Je suis d'accord que les données obtenues de ma participation soit utilisées pour des publications ou présentations à des conférences ultérieures.

Nom du/de la Participant(e): _____

Signature du/de la Participant(e): _____

Date (jj/mm/aaaa): _____

Coordonnées de la chercheuse

Nom de la chercheuse: Belinda Chavremootoo

Adresse:

Courriel :

Téléphone:

E-276

INFORMATION SHEET FOR POTENTIAL FOCUS GROUP PARTICIPANTS

Research Problem: **Critical factors in the Implementation of a Public Sector Change Initiative in Canada.**

1.   **What is this information sheet?**

This information sheet will give you the information that you will need to understand why you are being invited to participate in a focus group. It will also describe what you will need to do to participate and inform you of any known risks, inconveniences or discomforts that you may have while participating. We encourage you to take some time to think this over and ask questions now and at any other time. If you decide to participate, you will be asked to sign the consent form and you will be given a copy for your records.

2.   **Who is eligible to participate?**

Participants must be public servants and need to be at least 18 years old.

3.   **What is the purpose of the study?**

The aim of the Research Study is to explore the factors for successful change implementation within the public service and to come up with some recommended strategies to enhance the support of change initiatives within the public service.

You have been invited to participate in the study because you may be able to provide helpful insights from your experience during the implementation of change(s) within the public service.

4.   **Where will the focus group take place and how long will it last?**

The focus group session will take place in a closed boardroom of Public Works & Government Services Canada (PWGSC) in the National Capital Region and it will be about 2 hours in duration.

5.   **What will I be asked to do?**

If you agree to take part in this study, you will be asked to provide your stories and experiences about change initiatives within the public service. The discussion will field questions regarding the values and beliefs of the organisation; the role and identity of your group; success factors for change; the search for and attribution of meanings; level of energy, enthusiasm, inspiration

1

E-277

and resilience during changes within the public service. You may skip any question that you feel uncomfortable answering during the session.

6. **What are my benefits of being in this study?**

To show our appreciation for your participation, you will have the opportunity to win a small prize in a drawing. While you may not receive a direct benefit from participating in this research, some people find sharing their stories to be a valuable experience. We hope that this study will contribute to better understanding of the change implementation process within the public service. Furthermore, we hope that the study will highlight recommended change strategies so as to improve support of future change initiatives by public servants.

7. **What are my risks in being in the study?**

We believe that there are no known or anticipated risks to you as a participant in this study. However, a possible inconvenience may be the time it takes you to devote to the study. Also, if you are uncomfortable answering a particular question, you are free to refuse to answer the question.

8. **How will my personal information be protected?**

All focus group members are asked to respect the confidence of other group members. You may tell others that you were in a focus group and the general topic of the discussion, but actual names and stories of other participants should not be repeated.

The session will be digitally recorded and later transcribed for analysis to ensure data quality. All of the transcribed discussion will be encrypted onto a word document on a USB, kept under lock. This indicates the level of confidentiality that is being employed throughout this research. Shortly after the completion of the discussion, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of the discussion and to add or clarify any points that you wish.

All information you provide is considered completely confidential. No personal information that could reveal your identity will be disclosed during the dissemination of the research results. Your name, role and organisation will be replaced with a participant cipher and it should not be possible for you to be identified in any reporting of the data gathered. Specific roles will not be identified, though it is likely that broad categories such as "employee" or "manager" may be used.

Also, your name will not appear in any thesis or report resulting from this study, however, with your permission anonymous quotations may be used. Both the medium containing the recording and the transcription will be kept in a safe place in the researcher's locked office. In addition, only the researcher will have access to the data. The research data will be analysed by the researcher alone. The findings of the study will appear in the thesis and a version of the main findings will be made available on request to the participant. I may get in touch at some point in the future to discuss any further points which may arise if you are comfortable with this arrangement

9. **What if I have questions?**

We will be happy to answer any question you have about this study. If you have further questions about this study, you may contact the researcher, Belinda Chavremootoo by phone at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ or by email at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

If you would like to contact an independent person who knows about this project but is not involved in it, you are welcome to contact Professor Sandra Watson ▮▮▮▮▮▮▮▮▮▮▮ or Dr Richard Whitecross ▮▮▮▮▮▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮

10. **Can I stop being in the study?**

You do not have to be in this study if you do not want to. If you agree to be in the study, but later change your mind, you may drop out at any time without giving a reason. There are no penalties or consequences of any kind if you decide that you do not want to participate.

Thank you very much in advance for your participation. It is much appreciated. Please do not hesitate to contact the researcher if you would like more information about the study.

Belinda Chavremootoo
DBA Student
Edinburgh Napier University
▮▮▮▮▮▮▮▮▮▮▮▮▮

▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

CONSENT FORM OF PARTICIPANT

Research Problem: **Critical factors in the Implementation of a Public Sector Change Initiative in Canada.**

✓ I have read and understood the Information Sheet and this Consent Form.

✓ I have had an opportunity to ask questions about my participation and to receive satisfactory answers to my questions, and any additional details I wanted in a language which I use and understand.

✓ I understand that I am under no obligation to take part in this study.

✓ I understand that I have the right to withdraw from this study at any stage without giving any reason.

✓ I agree to participate in this study.

✓ I agree to the information obtained from my participation being used by the researcher for the purposes of this study.

✓ I agree that anonymous quotations of my participation be used in the report or thesis.

✓ I agree to the data obtained from my participation be used for any subsequent publications or conference presentations.

✓ I understand that I will be able to keep a copy of the informed consent form for my records.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study. *(Please tick as appropriate)*

☐YES ☐NO

I agree to the use of anonymous quotations in any thesis or publication that comes of this research. *(Please tick as appropriate)*

☐YES ☐NO

I also agree to maintain the confidentiality of the information discussed by all participants and researcher during the focus group session. *(Please tick as appropriate)*

☐YES ☐NO (If you cannot agree to this particular condition, please see the researcher as you may not be eligible to participate in this study).

Participant's signature:

First name and last name of focus group participant

Participant's signature:

Date (dd/mm/yyyy):

Researcher Contact Details

Name of Researcher: Belinda Chavremootoo

Contact Address:

Email:

Telephone:

E-281

FEUILLE D'INFORMATION POUR DES PARTICIPANTS POTENTIELS

Problème de recherche: Facteurs critique dans la mise en œuvre d'un changement dans le secteur publique Canadien.

But de l'étude

1. **Quel est le but de cette feuille d'information?**

    Cette feuille d'information vous donne l'information nécessaire afin de comprendre pourquoi vous êtes invité(e) à participer à un groupe de discussion. Elle décrit aussi ce que vous devez faire afin de participer et de vous informer des risques, inconvenances ou inconforts connus que vous pouvez avoir durant la participation. Nous vous encourageons de prendre le temps d'y réfléchir et de demander des questions maintenant et plus tard. Si vous décidez de participer, vous devez signer le formulaire de consentement et nous vous donnerons une copie pour votre dossier.

2. **Qui peut participer à ce groupe de discussion?**

    Les participants devront être des fonctionnaires et être âgés de plus de 18 ans.

3. **Quel est le but de cette étude?**

    Le but de cette étude est d'explorer les facteurs de succès de la mise en œuvre du changement dans la fonction publique et de recommander des stratégies afin d'améliorer le soutien aux initiatives de changement dans la fonction publique.

    Vous êtes invité(e) à participer à cette étude car vous pouvez peut-être donner des idées utiles liées à votre expérience durant la mise en œuvre de changement(s) dans la fonction publique.

4. **Où est-ce que le groupe de discussion se tiendra et combien de temps dura-t-il?**

    Le groupe de discussion se tiendra dans une salle de conférence de la capitale nationale de Travaux publiques et Services gouvernementaux Canada (TPSGC) et cette discussion durera environ 2 heures.

5. **Que devrais-je faire?**

    Si vous acceptez de participer à cette étude, vous partagerez vos histoires et vos expériences de la mise en œuvre des changements dans la fonction publique. La discussion sera autour des questions sur les valeurs et croyances de l'organisation; votre rôle et l'identité de votre groupe de travail; les facteurs de succès du changement ; la recherche et l'attribution des

I

signifcations; le niveau d'énergie, d'enthousiasme, d'inspiration et de ressort durant les changements dans la fonction publique. Vous pouvez sauter des questions si vous ne vous sentez pas à l'aise d'y répondre pendant la session.

6.   **Que vais-je gagner en participant à cette étude ?**

Afin de montrer notre appréciation de votre participation, vous aurez l'occasion de gagner un petit cadeau dans un tirage au sort. Bien que vous n'alliez peut-être pas bénéficier directement à travers votre participation à cette étude, beaucoup de personnes trouvent que le fait de partager leurs histoires est une expérience de valeur. Nous espérons que cette étude contribuera à une meilleure compréhension du processus de la mise en œuvre du changement dans la fonction publique. En outre, nous espérons que cette étude surlignera des stratégies afin d'améliorer le processus de changement afin d'encourager l'appui des initiatives de changement par les fonctionnaires dans le futur.

7.   **Quelles sont mes risques de participation à cette étude?**

Nous croyons qu'il n'y a pas de risqué connus ou anticipés pour vous de participer à cette étude. Néanmoins, un inconvénient possible est votre temps à consacrer à l'étude. Aussi, si vous ne vous sentez pas à l'aise de répondre à une question spécifique, vous pouvez refuser d'y répondre.

8.   **Comment est-ce que mes données personnelles seront protégées ?**

Tous les membres du groupe de discussion seront appelés à respecter la confidentialité des autres membres du groupe. Vous pouvez dire aux autres que vous avez participé à un groupe de discussion et le thème de la discussion en générale, mais les noms courants et les histoires et expériences, des autres participants, ne devront pas être répétées.

La séance de discussion sera enregistrée numériquement et transcrite plus tard afin d'assurer la qualité des données. Toute la discussion transcrite sera encryptée dans un document word sur une clé USB qui sera gardée sous clé. Ceci vous indique le niveau de confidentialité utilisé durant l'étude. Peu après l'entrevue, je vous enverrai une copie du transcrit de l'entrevue afin que vous puissiez confirmer la précision de la discussion et afin que puissiez ajouter ou clarifier des points comme vous voulez.

Toute information donnée sera complètement confidentielle. L'anonymat des participants sera maintenu et il n'y aura pas d'information qui pourrait impliquer n'importe quel participant dans quel que manière. Votre nom, rôle et organisation seront remplacés par un code de participant et il ne sera pas possible de vous identifier par les données collectées et rapportées. Les rôles spécifiques ne seront pas identifiés mais c'est probable que les catégories générales comme « employé » ou « gestionnaire »peuvent être utilisées.

E-283

Il n'y aura pas d'information personnelle qui pourra révéler votre identité lors de la diffusion des résultats de l'étude. Néanmoins, avec votre permission, des citations anonymes seront utilisées. Les données de l'étude seront analysées par la chercheuse seulement. Les conclusions de l'étude apparaitront dans la thèse et une version des conclusions principales sera disponible au participant sur demande. Je pourrai vous contacter dans le futur pour discuter plus amplement de certains points qui pourront survenir si vous êtes confortable avec cet arrangement.

9.   **Que faire si j'ai d'autres questions?**

Nous serons heureux de répondre à n'importe quelle question que vous avez au sujet de cette étude. Vous pouvez contactez la chercheuse, Belinda Chavremootoo, si vous avez d'autres questions reliées à cette étude. Vous pouvez la rejoindre par téléphone au ███████████████ ou par courriel à ███████████████████

Si vous voulez contacter une personne indépendante qui connait ce projet mais qui n'en est pas impliqué, vous pouvez contacter la Professeur Sandra Watson ███████████████ ou le Dr Richard Whitecross ███████████████████

10.   **Puis-je arrêter ma participation à l'étude?**

Vous n'êtes pas obligé(e) de participer à cette étude si vous ne voulez pas y participer. Si vous acceptez d'en faire partie mais vous changez d'avis plus tard, vous pouvez abandonner sans donner de raison. Il n'y a pas de peine ou de conséquence de quelle que ce soit si vous décidez que vous ne voulez pas y participer.

Nous vous remercions de votre participation par anticipation. Elle est tres apréciée. N'hésitez pas à contacter la chercheuse si vous voulez plus d'information au sujet de cette étude.

Belinda Chavremootoo
Étudiante de Doctorat en Administration d'Affaires (DBA)
Université d'Edinburgh Napier
███████████████████████

E-284

FORMULAIRE DE CONSENTEMENT DU PARTICIPANT

✓ J'ai lu et compris la feuille d'information et ce formulaire de consentement.

✓ J'ai eu l'occasion de demander des questions au sujet de ma participation et de recevoir des réponses satisfaisantes à mes questions dans la langue de mon choix.

✓ Je comprends que je ne suis pas obligé(e) de participer dans l'étude.

✓ Je comprends que j'ai le droit d'abandonner l'étude à n'importe quel stage sans donner de raison.

✓ Je suis d'accord de participer dans cette étude.

✓ Je suis d'accord que l'information obtenue de ma participation soit utilisée par la chercheuse pour les besoins de l'étude.

✓ Je suis d'accord que des citations anonymes de ma participation soient utilisées dans le rapport ou thèse.

✓ Je suis d'accord que les données obtenues de ma participation soit utilisées pour des publications ou présentations à des conférences ultérieures.

✓ Je comprends que je peux garder une copie de ce formulaire de consentement pour mes dossiers.

Avec la pleine connaissance de tous les facteurs cités en haut, je suis d'accord, de mon plein gré à participer à cette étude. *(Veuillez cochez votre choix)*

☐OUI   ☐ NON

Je suis d'accord que des cotations anonymes soient utilisées dans la thèse ou la publication qui sera produite suite à l'étude *(Veuillez cochez votre choix)*

☐OUI   ☐ NON

Je suis aussi d'accord de maintenir la confidentialité de l'information discutée par les participants et la chercheuse durant le groupe de discussion. *(Veuillez cochez votre choix)*

☐OUI   ☐ NON   (Si vous n'êtes pas d'accord sur cette condition, veuillez voir la chercheuse car vous pouvez ne pas être admissible à participer dans l'étude).

E-285

Signature du Participant(e):

Prénom et nom du/de la participant(e) au groupe de discussion

_____

Signature du/de la participant(e):   _____

Date (jj/mm/aaaa):   _____

Coordonnées de la chercheuse

Nom de la chercheuse: Belinda Chavremootoo

Adresse: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮
▮▮▮

Courriel :   ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Téléphone: ▮▮▮▮▮▮▮▮▮▮▮▮

E-286

Appendix F – Anonymous Participants' Profiles

Transcript	Participant Alias	Gender	Worklife Period (Yrs)	Public Service Period (Yrs)	Supervisory Period (Yrs)	Current Position Period (Yrs)	Number of Current Employees	Highest Education	Mgt Trg1	Mgt Trg2	Mgt Trg3	Mgt Trg4	Visible Minority (Y/N)
Interview 1	Dir1	Male	5 (>20)	5 (>20)	5 (>20)	3 (6-10)	4 (31-40)	Master	University	Other			N
Interview 2	Dir2	Female	5 (>20)	5 (>20)	5 (>20)	1 (0-2)	5 (>40)	Bachelor	University	CSPS			N
Interview 3	Dir3	Male	5 (>20)	3 (11-15)	5 (>20)	2 (3-5)	1 (0-10)	Master	University	CSPS	Professional		N
Interview 4	Dir4	Male	5 (>20)	3 (11-15)	4 (16-20)	1 (0-2)	5 (>40)	Master	University	CSPS	Professional		Y
Interview 5	Dir5	Male	4 (16-20)	3 (11-15)	3 (11-15)	1 (0-2)	5 (>40)	Bachelor	University				N
Interview 6	Dir6	Female	5 (>20)	4 (16-20)	4 (16-20)	1 (0-2)	2 (11-20)	Bachelor	University	CSPS	Professional	Other	N
Interview 7	Dir7	Female	5 (>20)	5 (>20)	5 (>20)	2 (3-5)	2 (11-20)	Master	University	CSPS			N
Focus Group 1	Emp1	Female	5 (>20)	5 (>20)	2 (6-10)	2 (3-5)	1 (0-10)	Diploma	College	CSPS	Professional		N
Focus Group 1	Emp2	Female	4 (16-20)	3 (11-15)	1 (0-5)	1 (0-2)	1 (0-10)	Professional	Training				Y

Transcript	Participant Alias	Gender	Worklife Period (Yrs)	Public Service Period (Yrs)	Supervisory Period (Yrs)	Current Position Period (Yrs)	Number of Current Employees	Highest Education	Mgt Trg1	Mgt Trg2	Mgt Trg3	Mgt Trg4	Visible Minority (Y/N)
Focus Group 1	Emp3	Male	5 (>20)	3 (11-15)	2 (6-10)	2 (3-5)	1 (0-10)	Bachelor	CSPS	Trg Org			N
Focus Group 1	Emp4	Male	5 (>20)	5 (>20)	1 (0-5)	3 (6-10)	1 (0-10)	Diploma	College				N
Focus Group 1	Emp5	Female	5 (>20)	4 (16-20)	1 (0-5)	2 (3-5)	1 (0-10)	Other	University	CSPS			N
Focus Group 2	Emp6	Female	5 (>20)	1 (0-5)	1 (0-5)	2 (3-5)	1 (0-10)	Master	Other				N
Focus Group 2	Emp7	Female	4 (16-20)	2 (6-10)	1 (0-5)	1 (0-2)	1 (0-10)	Diploma	CSPS				N
Focus Group 2	Emp8	Female	5 (>20)	5 (>20)	3 (11-15)	3 (6-10)	1 (0-10)	Bachelor	University				N
Focus Group 2	Emp9	Male	5 (>20)	1 (0-5)	5 (>20)	1 (0-2)	1 (0-10)	Diploma	Other				N
Focus Group 2	Emp10	Female	4 (16-20)	1 (0-5)	1 (0-5)	2 (3-5)	1 (0-10)	Bachelor	University				Y
Focus Group 2	Emp11	Male	5 (>20)	3 (11-15)	1 (0-5)	4 (>10)	1 (0-10)	Diploma	CSPS	Trg Org			N
Focus Group 3	Emp12	Male	5 (>20)	3 (11-15)	1 (0-5)	2 (3-5)	1 (0-10)	Diploma	College				N
Focus Group 3	Emp13	Male	3 (11-15)	3 (11-15)	1 (0-5)	2 (3-5)	1 (0-10)	Bachelor					N

F-288

Transcript	Participant Alias	Gender	Worklife Period (Yrs)	Public Service Period (Yrs)	Supervisory Period (Yrs)	Current Position Period (Yrs)	Number of Current Employees	Highest Education	Mgt Trg1	Mgt Trg2	Mgt Trg3	Mgt Trg4	Visible Minority (Y/N)
Focus Group 3	Emp14	Male	5 (>20)	5 (>20)	4 (16-20)	4 (>10)	1 (0-10)	Diploma	College				N
Focus Group 3	Emp15	Male	3 (11-15)	3 (11-15)	2 (6-10)	2 (3-5)	1 (0-10)	Master	University				Y
Focus Group 3	Emp16	Male	5 (>20)	2 (6-10)	1 (0-5)	2 (3-5)	1 (0-10)	Bachelor	University	CSPS			N
Focus Group 4	Mgr11	Female	3 (11-15)	2 (6-10)	1 (0-5)	1 (0-2)	1 (0-10)	Master	University	Other			N
Focus Group 4	Emp17	Female	4 (16-20)	1 (0-5)	2 (6-10)	1 (0-2)	1 (0-10)	Bachelor	Professional				N
Focus Group 4	Emp18	Female	1 (0-5)	1 (0-5)	1 (0-5)	1 (0-2)	1 (0-10)	Master	University				N
Focus Group 5	Mgr1	Female	5 (>20)	5 (>20)	4 (16-20)	4 (>10)	2 (11-20)	Bachelor	University	CSPS			N
Focus Group 5	Mgr2	Female	5 (>20)	5 (>20)	5 (>20)	3 (6-10)	2 (11-20)	Other	CSPS	Professional	Trg Org		N
Focus Group 5	Mgr3	Female	5 (>20)	5 (>20)	5 (>20)	4 (>10)	2 (11-20)	Diploma	University	College	CSPS		N
Focus Group 5	Mgr4	Male	3 (11-15)	3 (11-15)	2 (6-10)	2 (3-5)	1 (0-10)	Bachelor	University	CSPS	Trg Org		N

Transcript	Participant Alias	Gender	Worklife Period (Yrs)	Public Service Period (Yrs)	Supervisory Period (Yrs)	Current Position Period (Yrs)	Number of Current Employees	Highest Education	Mgt Trg1	Mgt Trg2	Mgt Trg3	Mgt Trg4	Visible Minority (Y/N)
Focus Group 5	Mgr5	Male	5 (>20)	5 (>20)	3 (11-15)	2 (3-5)	2 (11-20)	Bachelor	University	CSPS	Professional		N
Focus Group 5	Mgr6	Female	5 (>20)	3 (11-15)	2 (6-10)	1 (0-2)	3 (21-30)	Master	University	CSPS	Trg Org		N
Focus Group 6	Mgr7	Male	4 (16-20)	4 (16-20)	2 (6-10)	2 (3-5)	2 (11-20)	Bachelor	University	CSPS	Trg Org		N
Focus Group 6	Mgr8	Female	5 (>20)	5 (>20)	5 (>20)	1 (0-2)	1 (0-10)	Master	CSPS				N
Focus Group 6	Mgr9	Female	5 (>20)	4 (16-20)	4 (16-20)	3 (6-10)	4 (31-40)	Professional	University	CSPS	Professional		N
Focus Group 6	Mgr10	Male	5 (>20)	3 (11-15)	5 (>20)	1 (0-2)	1 (0-10)	Master	University	CSPS	Professional		N
Pilot Interview 1	D1	Female	5 (>20)	5 (>20)	2 (6-10)	1 (0-2)	1 (0-10)	Bachelor	University	CSPS	Trg Org		N
Pilot Interview 2	D2	Male	5 (>20)	5 (>20)	5 (>20)	2 (3-5)	4 (31-40)	Bachelor	Other				N
Pilot Interview 3	D3	Female	5 (>20)	5 (>20)	4 (16-20)	2 (3-5)	1 (0-10)	Master	University				N

Transcript	Participant Alias	Gender	Worklife Period (Yrs)	Public Service Period (Yrs)	Supervisory Period (Yrs)	Current Position Period (Yrs)	Number of Current Employees	Highest Education	Mgt Trg1	Mgt Trg2	Mgt Trg3	Mgt Trg4	Visible Minority (Y/N)
Mock Focus Group 1	M1	Female	5 (>20)	3 (11-15)	4 (16-20)	1 (0-2)	1 (0-10)	Master	University	College	CSPS	Other	N
Mock Focus Group 1	M2	Male	5 (>20)	4 (16-20)	3 (11-15)	4 (>10)	2 (11-20)	Diploma	College				N

Table 11: Anonymous Participants' Profiles

Appendix G – Codes Distribution Across Participants

Director Level

	DIR1	DIR2	DIR3	DIR4	DIR5	DIR6	DIR7
Thinking	61	88	77	65	132	82	77
Change Management Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Challenges	1	0	0	1	1	2	4
Change Agent	0	0	0	0	0	0	3
Change Consultant	0	0	0	0	0	0	0
Change Execution	3	1	2	2	0	1	1
Change Transition	0	0	0	0	0	0	0
Decision Making	0	0	0	0	0	0	0
Enablers	0	0	0	0	0	0	0
Message	3	0	0	3	0	4	1
Results	1	0	1	0	3	1	4
Rumour	0	1	0	1	1	0	0
Time	2	0	0	1	1	0	2
Trial and Error	0	0	0	0	0	0	0
Public Service Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Bureaucracy	0	1	0	0	0	0	0
Buzzword	0	0	0	1	0	0	0
Cognitive Dissonance	0	0	0	0	0	0	0
Consolidation & Streamlining	2	0	0	0	4	0	1
Continuous Change	0	0	0	0	1	3	1
Customer Service	1	9	0	1	4	1	3
Effectiveness	1	1	2	0	0	2	1
Efficiency	1	5	2	0	0	2	1
Fragmentation	2	1	1	0	2	0	1
Privatisation	0	0	0	0	0	0	0

	DIR1	DIR2	DIR3	DIR4	DIR5	DIR6	DIR7
Employee Life Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Adaptability	0	0	0	1	0	1	3
Ambiguity	2	0	3	0	1	0	0
Change Definition	0	0	0	0	0	2	4
Change Dissonance	1	0	0	0	0	0	0
Commitment to Change	1	0	0	0	0	0	1
Curiosity	0	0	0	0	0	0	0
Cynicism towards change	0	0	0	1	0	1	0
Emotional Dissonance	0	0	0	0	0	0	0
Exit	2	0	2	1	0	0	0
Helplessness	1	0	0	0	0	2	0
Ingroup Favoritism	0	0	0	0	0	0	0
Job Loss	1	2	2	1	1	0	1
Job Stress	0	0	1	0	0	0	2
Loyalty	0	0	0	0	0	0	0
Negative Affect	0	2	2	0	0	3	2
Neglect	0	0	1	0	0	0	0
Noise	0	0	0	0	0	0	0
Organizational Cynicism	0	0	0	0	0	0	0
Perceptions	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Perceptions/Change Fatigue	0	0	0	0	0	0	0
Perceptions/Perception	2	0	0	0	0	0	1
Perceptions/Perception of Politics	0	1	0	0	0	0	0
Positive Affect	0	0	1	1	1	0	1
Powerlessness	0	0	0	0	0	0	0
Pride	0	0	1	0	0	1	0
Resilience	0	0	0	0	0	0	1
Self	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Self/Personal Identity	0	0	0	0	0	0	0
Self/Personality	0	0	0	0	0	0	0
Self/Sensemaking	6	6	2	4	5	1	2

	DIR1	DIR2	DIR3	DIR4	DIR5	DIR6	DIR7
Social Identity	1	0	0	0	4	0	0
Self-Efficacy	0	1	0	0	0	0	0
Work Alienation	0	0	0	0	0	0	0
Employee Needs Family	0	0	0	0	0	0	0
Career	3	0	0	0	0	0	0
Expectations	6	0	0	0	1	1	0
Job Autonomy	1	0	0	0	0	0	0
Job Satisfaction	1	1	0	0	0	0	0
Needs	6	5	1	6	5	3	4
Organisational Justice	0	0	0	0	0	0	0
Perceived Social Impact	0	0	0	0	0	0	0
Person-Oriented Skills	2	0	0	1	1	1	0
Respect	0	0	0	0	1	2	0
Task Significance	0	1	0	0	0	0	0
Values	1	0	3	0	0	2	1
Voice	0	0	0	2	0	0	0
Work-Life Balance	0	3	1	1	0	2	0
Leadership Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Authenticity	2	0	0	2	0	0	0
Change Leadership	3	3	0	0	0	0	2
Engagement	4	3	1	2	1	5	5
Hubris	0	0	0	0	0	0	0
Leader Bullying	0	0	0	0	0	0	0
Leadership	4	1	0	0	3	7	0
Leadership Style	0	0	0	0	0	0	0
Lip service	0	0	0	0	0	0	0
Political Activity	0	0	0	0	0	0	1
Political Behaviour	0	0	0	0	0	2	2
Political Skill	0	0	0	0	0	0	1
Political Will	0	0	0	0	0	0	2
Respectful Leadership	0	0	0	0	0	0	0

	DIR1	DIR2	DIR3	DIR4	DIR5	DIR6	DIR7
Trust	3	0	1	0	0	0	0
Management Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Groupthink	0	0	0	0	0	0	0
Job Performance	0	1	0	0	0	0	0
Performance Management	0	0	0	0	0	0	4
Planning	0	0	0	0	0	0	0
Planning\Change driver	1	1	1	0	1	0	4
Planning\Strategy	0	0	0	1	1	0	2
Planning\Succession Planning	0	0	1	0	0	0	1
Reusability	1	0	0	0	0	0	1
Support	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Support\POS	1	1	0	0	0	0	0
Support\PSS	6	0	0	0	0	0	0
Structures Family	0	0	0	0	0	0	0
Diversity	1	0	0	0	0	0	0
Embeddedness	1	5	0	0	0	0	1
Emotional Labour	0	0	0	0	0	0	0
Hierachical	0	0	0	0	0	0	0
Inclusion	2	0	0	0	0	3	5
Informal Networks	0	0	0	2	0	1	0
Information Sharing	8	6	6	4	5	3	1
Ingroup	0	0	0	1	2	1	0
Outgroup	0	0	0	1	1	0	1
Performance-Pay/Reward	0	0	0	0	0	0	0
Real World	0	0	0	0	0	0	0
Task-Oriented Skills	0	0	0	0	0	0	0
Work Role	11	3	1	3	2	0	2
astonished	0	0	0	0	0	0	0
crying	0	0	0	0	0	0	0
disappointed	3	0	1	0	0	0	0
embarrassed	0	0	0	0	0	0	0

	DIR1	DIR2	DIR3	DIR4	DIR5	DIR6	DIR7
grinning	1	3	0	0	0	0	0
laugh out loud	1	1	0	1	0	0	4
laughing	0	17	8	12	1	2	0
pouting	0	0	0	0	0	0	0
Total	**168**	**174**	**125**	**123**	**186**	**144**	**162**

Manager Level

	MGR1	MGR2	MGR3	MGR4	MGR5	MGR6	MGR7	MGR8	MGR9	MGR10
Thinking	17	12	10	4	0	3	18	20	16	16
Change Management Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Challenges	0	0	0	0	0	0	0	0	0	0
Change Agent	1	0	4	0	0	2	3	3	4	1
Change Consultant	0	0	0	0	0	0	1	1	1	1
Change Execution	10	23	5	10	2	14	24	11	17	11
Change Transition	0	1	0	0	0	1	0	1	0	1
Decision Making	0	0	0	0	0	0	1	5	6	1
Enablers	0	0	0	0	0	0	0	0	0	0
Message	7	5	3	2	3	2	0	3	0	0
Results	2	5	6	2	0	0	6	7	4	1
Rumour	0	2	1	0	1	0	0	2	1	0
Time	0	0	0	0	0	0	0	0	1	2
Trial and Error	0	0	0	0	0	0	1	1	1	0
Public Service Family	0	0	0	0	0	0	0	0	0	0
Bureaucracy	0	0	0	0	0	0	3	0	0	2
Buzzword	0	0	0	0	0	0	2	2	0	0
Cognitive Dissonance	0	0	0	0	0	0	0	0	0	1
Consolidation & Streamlining	1	0	0	2	1	0	2	1	0	0
Continuous Change	1	1	3	1	2	0	3	2	3	1

	MGR1	MGR2	MGR3	MGR4	MGR5	MGR6	MGR7	MGR8	MGR9	MGR10
Customer Service	10	9	7	2	0	5	2	1	1	2
Effectiveness	0	0	0	0	0	0	0	1	1	2
Efficiency	0	5	3	2	0	0	3	2	2	2
Fragmentation	4	9	2	3	0	3	1	0	0	0
Privatisation	6	9	4	9	0	0	3	0	0	3
Employee Life Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Adaptability	2	1	1	0	0	0	0	0	0	0
Ambiguity	1	3	1	0	0	0	1	1	0	0
Change Definition	11	6	6	4	2	3	0	0	1	0
Change Dissonance	0	0	0	0	0	0	1	1	0	0
Commitment to Change	1	0	2	0	0	3	1	0	0	0
Curiosity	1	0	0	0	0	0	2	0	0	0
Cynicism towards change	0	0	0	0	0	0	4	1	1	1
Emotional Dissonance	0	2	0	0	0	0	1	0	1	0
Exit	2	3	1	0	0	0	0	1	0	0
Helplessness	0	0	0	0	0	0	2	0	1	0
Ingroup Favoritism	0	0	0	0	0	0	3	1	0	2
Job Loss	1	3	5	3	0	0	1	2	1	0
Job Stress	1	6	0	2	0	0	1	2	1	0
Loyalty	0	0	0	0	0	0	0	1	0	1
Negative Affect	6	7	8	1	2	4	3	1	3	0
Neglect	0	0	0	0	0	0	0	0	0	0
Noise	0	0	0	0	0	0	2	1	0	0
Organizational Cynicism	0	0	0	0	0	0	0	0	0	0
Perceptions	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Perceptions/Change Fatigue	5	4	1	1	0	3	3	1	2	1
Perceptions/Perception	0	0	0	1	0	0	0	0	0	0
Perceptions/Perception of Politics	0	0	0	0	0	0	0	0	0	0
Positive Affect	2	3	0	3	0	0	1	0	0	0
Powerlessness	1	3	0	0	0	3	5	1	6	1

	MGR1	MGR2	MGR3	MGR4	MGR5	MGR6	MGR7	MGR8	MGR9	MGR10
Pride	0	0	1	0	1	0	0	0	0	0
Resilience	0	0	0	0	0	0	0	0	0	0
Self	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Self/Personal Identity	0	0	0	0	0	0	0	0	0	0
Self/Personality	1	6	2	2	1	4	0	1	0	0
Self/Sensemaking	3	11	3	4	0	4	1	0	0	0
Social Identity	0	0	1	0	0	0	0	0	0	0
Self-Efficacy	0	0	0	0	0	0	0	0	1	0
Work Alienation	3	0	2	0	2	1	0	0	0	0
Employee Needs Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Career	4	2	3	2	3	0	0	0	0	0
Expectations	8	12	1	7	0	4	2	2	0	4
Job Autonomy	0	0	0	0	0	0	0	0	0	0
Job Satisfaction	0	0	0	0	0	0	1	0	0	0
Needs	7	8	5	1	5	2	6	4	0	2
Organisational Justice	6	5	2	2	0	1	0	0	0	0
Perceived Social Impact	0	5	0	0	0	3	0	0	2	0
Person-Oriented Skills	0	1	0	1	0	0	0	0	0	0
Respect	0	0	0	0	0	0	0	0	0	0
Task Significance	5	6	2	5	0	2	0	2	4	0
Values	1	3	0	2	1	0	0	0	0	0
Voice	4	3	1	1	1	1	2	1	1	0
Work-Life Balance	0	0	0	0	0	0	0	0	0	0
Leadership Family	0	0	0	0	0	0	0	0	0	0
Authenticity	2	1	1	1	0	3	1	0	0	0
Change Leadership	4	4	3	0	0	0	10	7	6	8
Engagement	0	0	0	0	0	0	4	4	0	0
Hubris	0	0	0	0	0	0	0	1	0	2
Leader Bullying	0	0	0	0	0	0	1	0	1	0
Leadership	15	16	7	7	4	2	13	12	9	20
Leadership Style	0	0	0	0	0	0	0	1	2	2

	MGR1	MGR2	MGR3	MGR4	MGR5	MGR6	MGR7	MGR8	MGR9	MGR10
Lip service	0	0	0	0	0	0	0	0	0	1
Political Activity	0	0	0	0	0	0	3	1	1	0
Political Behaviour	0	1	0	0	0	0	0	0	1	0
Political Skill	0	0	0	0	0	0	0	0	0	1
Political Will	0	0	0	0	0	0	0	0	0	0
Respectful Leadership	0	0	0	0	0	0	0	1	1	1
Trust	2	2	2	1	0	1	5	0	0	0
Management Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Groupthink	0	0	0	0	0	0	3	2	0	3
Job Performance	0	6	2	3	0	1	3	0	3	0
Performance Management	0	4	3	0	0	1	2	1	1	0
Planning	0	0	0	0	0	0	0	0	0	0
Planning\Change driver	0	1	0	1	0	0	0	2	0	0
Planning\Strategy	10	12	1	7	2	1	3	2	0	1
Planning\Succession Planning	0	0	0	0	0	0	1	1	0	0
Reusability	0	0	1	0	2	0	7	4	1	1
Support	0	0	0	0	0	0	0	0	0	0
Support\POS	0	0	1	0	0	0	1	0	1	0
Support\PSS	12	19	6	8	0	3	0	1	0	0
Structures Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Diversity	0	0	0	0	0	0	0	0	0	0
Embeddedness	2	1	1	2	0	1	0	1	0	0
Emotional Labour	1	3	0	1	0	0	1	0	0	0
Hierachical	0	0	1	0	0	0	1	0	0	2
Inclusion	0	0	0	0	0	0	9	5	3	3
Informal Networks	1	4	3	0	2	0	0	0	0	0
Information Sharing	11	14	6	7	5	4	9	4	7	4
Ingroup	0	0	0	0	0	0	2	1	1	0
Outgroup	0	1	1	1	0	1	0	0	1	0
Performance-Pay/Reward	0	0	0	0	0	0	4	4	3	0
Real World	0	0	0	0	0	0	1	0	0	2

	MGR1	MGR2	MGR3	MGR4	MGR5	MGR6	MGR7	MGR8	MGR9	MGR10
Task-Oriented Skills	0	0	1	0	0	0	1	1	1	1
Work Role	21	20	7	14	0	3	2	0	2	2
astonished	0	0	0	0	0	0	0	1	0	0
crying	0	0	0	0	0	0	1	0	0	1
disappointed	0	0	0	0	0	0	1	0	0	1
embarrassed	0	0	0	0	0	0	2	0	0	0
grinning	0	0	0	0	0	0	0	0	1	1
laugh out loud	0	0	0	0	0	0	4	3	2	1
laughing	0	0	0	0	0	0	2	4	0	1
pouting	0	0	0	0	0	0	0	0	1	0
Total	**216**	**293**	**143**	**132**	**42**	**89**	**213**	**151**	**132**	**118**

Employee Level

	EMP1	EMP2	EMP3	EMP4	EMP5	EMP6	EMP7	EMP8	EMP9	EMP10
Thinking	18	3	9	30	13	40	9	3	3	1
Change Management Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Challenges	1	3	7	2	1	2	2	2	3	0
Change Agent	0	0	0	0	0	0	0	0	0	0
Change Consultant	0	0	0	0	0	0	0	0	0	0
Change Execution	1	2	6	5	0	0	6	3	12	5
Change Transition	0	0	0	0	0	0	1	0	2	0
Decision Making	0	0	0	0	0	0	0	0	0	0
Enablers	0	0	0	0	0	0	0	0	0	0
Message	0	0	2	0	1	5	7	2	5	1
Results	0	0	1	0	0	1	0	0	1	0
Rumour	0	1	0	0	0	0	0	2	1	0
Time	0	0	0	0	0	0	0	0	0	0
Trial and Error	0	0	1	0	0	0	0	0	0	0

	EMP1	EMP2	EMP3	EMP4	EMP5	EMP6	EMP7	EMP8	EMP9	EMP10
Public Service Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Bureaucracy	0	0	0	0	0	0	0	0	0	0
Buzzword	0	0	0	0	0	0	0	0	0	0
Cognitive Dissonance	0	0	0	0	0	0	0	0	0	0
Consolidation & Streamlining	0	0	0	0	0	0	0	0	0	2
Continuous Change	1	7	12	4	0	0	6	4	4	0
Customer Service	2	1	4	2	2	0	1	0	0	1
Effectiveness	4	0	4	0	0	0	0	3	0	0
Efficiency	1	0	2	2	0	0	4	7	2	3
Fragmentation	0	0	0	0	0	0	0	1	1	0
Privatisation	0	0	2	0	0	0	0	2	2	1
Employee Life Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Adaptability	0	2	2	0	0	0	0	0	3	3
Ambiguity	2	2	7	0	1	1	1	2	1	0
Change Definition	0	0	1	1	0	1	1	0	0	1
Change Dissonance	0	0	2	1	0	0	0	2	2	0
Commitment to Change	0	0	0	0	0	0	0	0	0	0
Curiosity	0	0	0	0	0	0	0	0	0	0
Cynicism towards change	0	0	0	1	0	0	0	0	0	0
Emotional Dissonance	0	0	0	0	0	0	0	0	0	0
Exit	0	0	2	0	0	0	0	0	0	0
Helplessness	2	3	9	1	2	0	0	0	0	0
Ingroup Favoritism	0	0	0	0	0	0	0	0	0	0
Job Loss	0	0	1	2	0	5	2	0	2	0
Job Stress	0	2	0	0	4	2	0	0	0	1
Loyalty	0	0	0	0	0	0	0	0	0	0
Negative Affect	4	5	8	3	1	0	0	0	0	0
Neglect	0	0	2	0	0	0	0	0	0	0
Noise	0	0	0	0	0	0	0	0	0	0
Organizational Cynicism	0	0	0	1	0	2	0	0	0	0

	EMP1	EMP2	EMP3	EMP4	EMP5	EMP6	EMP7	EMP8	EMP9	EMP10
Perceptions	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Perceptions/Change Fatigue	0	0	0	0	0	0	0	1	0	0
Perceptions/Perception	0	0	0	0	0	0	0	0	0	0
Perceptions/Perception of Politics	0	1	5	3	0	1	0	0	1	0
Positive Affect	1	0	2	0	0	0	0	0	0	0
Powerlessness	3	6	5	2	0	0	0	0	0	0
Pride	0	0	1	1	0	0	1	0	0	0
Resilience	0	0	0	0	0	0	0	0	0	0
Self	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Self/Personal Identity	0	0	3	1	0	0	0	0	0	0
Self/Personality	0	1	3	2	0	0	0	1	0	1
Self/Sensemaking	6	2	5	3	2	3	10	10	6	2
Social Identity	1	7	7	4	4	1	0	0	0	1
Self-Efficacy	0	0	0	0	0	0	0	0	0	0
Work Alienation	1	2	2	1	0	0	0	0	0	0
Employee Needs Family	0	0	0	0	0	0	0	0	0	0
Career	0	0	0	0	0	0	0	0	0	0
Expectations	1	0	3	1	3	0	0	1	5	0
Job Autonomy	0	0	1	0	0	0	0	0	0	0
Job Satisfaction	0	0	1	0	0	0	0	0	0	0
Needs	4	1	1	4	0	2	2	2	1	0
Organisational Justice	1	4	6	1	2	3	0	0	1	0
Perceived Social Impact	0	0	0	0	0	0	0	0	0	0
Person-Oriented Skills	0	0	0	0	0	0	0	1	0	0
Respect	1	0	0	0	0	1	0	1	0	0
Task Significance	0	0	0	1	0	0	0	0	0	0
Values	0	0	0	0	0	0	0	0	0	0
Voice	7	8	5	2	9	0	0	0	0	0
Work-Life Balance	2	2	0	0	3	0	0	0	0	0

G-302

	EMP1	EMP2	EMP3	EMP4	EMP5	EMP6	EMP7	EMP8	EMP9	EMP10
Leadership Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Authenticity	0	0	2	2	0	0	0	0	0	0
Change Leadership	2	0	4	1	0	0	0	0	1	0
Engagement	0	0	1	0	0	0	0	0	0	0
Hubris	0	0	0	0	0	0	0	0	0	0
Leader Bullying	0	0	0	0	0	0	0	0	0	0
Leadership	2	3	10	3	4	0	0	0	0	0
Leadership Style	0	0	0	0	0	0	0	0	0	0
Lip service	0	0	0	0	0	0	0	0	2	0
Political Activity	0	0	0	0	0	0	3	0	2	0
Political Behaviour	1	2	1	1	0	0	0	0	1	0
Political Skill	0	0	0	0	0	0	0	0	0	0
Political Will	0	0	0	0	0	0	0	0	0	0
Respectful Leadership	1	2	0	0	0	0	0	0	0	0
Trust	0	0	1	1	1	0	0	0	0	0
Management Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Groupthink	0	0	0	0	0	0	0	0	0	0
Job Performance	0	0	0	0	0	0	0	0	0	0
Performance Management	0	0	1	0	0	0	0	0	0	0
Planning	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Planning\Change driver	0	0	0	0	0	0	0	0	0	0
Planning\Strategy	2	0	2	1	0	1	0	1	3	1
Planning\Succession Planning	0	0	0	0	0	0	0	0	0	0
Reusability	1	2	2	0	0	0	0	0	1	0
Support	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Support\POS	1	0	1	0	1	0	0	0	2	2
Support\PSS	2	2	2	0	1	0	1	0	2	4
Structures Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Diversity	0	0	0	0	0	0	0	0	0	0
Embeddedness	0	0	0	0	0	0	0	0	1	1

	EMP1	EMP2	EMP3	EMP4	EMP5	EMP6	EMP7	EMP8	EMP9	EMP10
Emotional Labour	0	0	0	0	0	0	0	0	0	0
Hierachical	0	0	0	0	0	1	0	0	0	0
Inclusion	3	1	4	2	0	0	0	0	0	0
Informal Networks	2	2	2	1	1	0	0	0	0	0
Information Sharing	14	5	28	11	14	1	6	1	3	5
Ingroup	0	0	0	0	0	0	0	0	0	0
Outgroup	0	0	0	0	0	0	0	1	0	0
Performance-Pay/Reward	0	0	0	0	0	0	0	0	0	0
Real World	0	0	0	0	0	0	0	0	0	0
Task-Oriented Skills	0	0	0	0	0	0	0	0	0	0
Work Role	1	11	14	3	7	0	2	6	2	1
astonished	0	0	0	0	0	0	0	0	0	0
crying	0	0	0	0	0	0	0	0	0	0
disappointed	0	0	0	0	0	0	0	0	1	0
embarrassed	0	0	0	0	0	0	0	0	0	0
grinning	2	2	4	0	0	1	1	0	0	1
laugh out loud	0	2	4	1	2	0	0	1	0	0
laughing	2	4	5	1	0	0	0	0	0	0
pouting	0	0	0	0	0	0	0	0	0	0
Total	**100**	**103**	**222**	**109**	**79**	**74**	**66**	**60**	**79**	**38**

Employee Level (Cont.)

	EMP11	EMP12	EMP13	EMP14	EMP15	EMP16	MGR11	EMP17	EMP18
Thinking	2	21	23	6	4	17	21	69	50
Change Management Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Challenges	1	5	4	15	6	14	0	0	0
Change Agent	0	0	0	0	0	0	0	0	0
Change Consultant	0	0	0	0	0	0	0	0	0

	EMP11	EMP12	EMP13	EMP14	EMP15	EMP16	MGR11	EMP17	EMP18
Change Execution	6	0	4	3	0	1	0	2	0
Change Transition	0	0	0	0	0	0	0	0	0
Decision Making	0	0	0	0	0	0	1	0	0
Enablers	0	0	0	0	0	0	0	0	0
Message	8	0	0	0	0	0	4	5	3
Results	1	0	0	0	0	0	0	0	0
Rumour	0	0	0	0	0	0	0	0	0
Time	0	0	0	0	0	0	1	1	0
Trial and Error	0	0	0	0	0	0	0	0	0
Public Service Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Bureaucracy	0	0	0	0	0	0	4	3	1
Buzzword	0	0	0	0	0	0	0	0	1
Cognitive Dissonance	0	0	0	0	0	0	0	0	0
Consolidation & Streamlining	1	0	1	1	0	0	0	0	0
Continuous Change	1	0	1	0	1	0	3	3	0
Customer Service	0	1	2	1	2	0	2	5	1
Effectiveness	3	0	0	0	0	0	5	7	3
Efficiency	10	0	0	0	0	0	3	6	3
Fragmentation	0	0	0	0	0	0	1	1	1
Privatisation	0	0	0	0	0	0	0	0	0
Employee Life Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Adaptability	3	0	0	0	0	1	15	18	0
Ambiguity	0	0	0	0	0	0	0	0	0
Change Definition	0	0	2	2	0	1	1	1	1
Change Dissonance	0	0	0	1	0	1	0	1	0
Commitment to Change	0	0	0	0	0	0	0	0	0
Curiosity	0	0	0	0	0	0	0	7	3
Cynicism towards change	0	0	1	0	0	1	0	0	0
Emotional Dissonance	0	0	0	0	0	0	1	0	0
Exit	0	0	0	5	0	3	0	0	0

	EMP11	EMP12	EMP13	EMP14	EMP15	EMP16	MGR11	EMP17	EMP18
Helplessness	0	0	0	0	0	0	0	0	0
Ingroup Favoritism	0	0	0	0	0	0	0	0	0
Job Loss	0	1	1	1	2	4	9	10	1
Job Stress	0	0	1	4	0	2	5	5	0
Loyalty	0	0	0	0	0	0	0	0	0
Negative Affect	0	0	3	0	0	1	0	1	0
Neglect	0	0	0	0	0	0	0	0	0
Noise	0	0	0	0	0	0	1	0	1
Organizational Cynicism	0	0	0	0	0	0	0	0	0
Perceptions	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Perceptions/Change Fatigue	1	0	1	0	0	0	0	0	0
Perceptions/Perception	0	0	3	2	0	1	7	9	0
Perceptions/Perception of Politics	0	0	0	0	0	0	0	0	0
Positive Affect	0	5	3	1	3	2	1	1	1
Powerlessness	0	0	0	0	0	0	0	0	0
Pride	0	0	0	1	0	0	3	3	1
Resilience	0	0	0	0	0	0	5	2	1
Self	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Self/Personal Identity	0	0	0	0	0	0	0	0	0
Self/Personality	3	0	0	0	0	1	5	5	1
Self/Sensemaking	7	4	6	23	4	10	0	2	2
Social Identity	0	0	3	6	0	3	8	8	3
Self-Efficacy	0	0	0	0	0	0	8	11	1
Work Alienation	0	0	0	0	0	0	0	0	0
Employee Needs Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Career	0	0	0	0	0	0	0	0	1
Expectations	7	0	0	1	0	2	0	0	0
Job Autonomy	0	0	0	1	0	0	0	0	0
Job Satisfaction	0	0	0	0	0	0	2	2	0
Needs	3	5	6	3	1	4	2	3	2

	EMP11	EMP12	EMP13	EMP14	EMP15	EMP16	MGR11	EMP17	EMP18
Organisational Justice	1	0	0	0	0	0	0	0	0
Perceived Social Impact	0	0	0	0	0	0	1	3	0
Person-Oriented Skills	0	0	0	0	0	0	9	11	0
Respect	0	0	0	0	0	0	4	3	0
Task Significance	0	0	0	0	0	0	4	9	5
Values	0	0	0	0	0	0	2	2	0
Voice	0	0	3	0	0	2	3	3	0
Work-Life Balance	0	0	0	0	0	0	2	3	0
Leadership Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Authenticity	0	0	0	0	0	0	0	0	0
Change Leadership	1	0	1	0	0	0	0	0	0
Engagement	0	1	0	0	1	0	3	2	0
Hubris	0	0	0	0	0	0	0	0	0
Leader Bullying	0	0	0	0	0	0	0	0	0
Leadership	0	0	5	7	1	1	6	6	2
Leadership Style	0	0	0	0	0	0	0	0	0
Lip service	1	0	0	0	0	0	0	1	1
Political Activity	1	0	0	0	0	0	2	5	7
Political Behaviour	0	2	2	2	0	0	0	0	0
Political Skill	0	0	0	0	0	0	0	1	1
Political Will	0	0	0	0	0	0	0	0	0
Respectful Leadership	0	0	0	0	0	0	0	0	0
Trust	0	0	3	1	0	1	2	2	1
Management Family	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Groupthink	0	0	0	0	0	0	3	2	0
Job Performance	0	0	0	0	0	0	5	5	0
Performance Management	0	0	0	0	0	0	0	0	0
Planning	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Planning\Change driver	0	0	0	0	0	0	3	12	12
Planning\Strategy	4	0	2	0	0	0	2	0	0

	EMP11	EMP12	EMP13	EMP14	EMP15	EMP16	MGR11	EMP17	EMP18
Planning\Succession Planning	0	0	0	0	0	1	3	3	0
Reusability	0	0	0	0	0	1	0	0	0
Support	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*0*
Support\POS	2	0	0	0	0	0	2	0	1
Support\PSS	5	0	0	1	0	3	12	15	3
Structures Family	0	0	0	0	0	0	0	0	0
Diversity	0	0	0	0	0	0	10	8	0
Embeddedness	0	0	0	0	0	0	1	1	2
Emotional Labour	0	0	0	0	0	0	0	0	0
Hierachical	1	0	0	0	0	0	0	0	0
Inclusion	0	0	3	0	0	2	0	0	0
Informal Networks	0	0	1	2	0	0	3	8	3
Information Sharing	10	0	1	2	0	2	15	14	8
Ingroup	0	0	0	1	0	0	1	0	1
Outgroup	0	0	2	9	1	3	1	2	0
Performance-Pay/Reward	0	0	0	0	0	0	0	0	1
Real World	0	0	0	0	0	0	0	0	0
Task-Oriented Skills	0	1	0	2	0	1	0	4	0
Work Role	7	1	1	3	0	2	0	3	1
astonished	0	0	0	0	0	0	0	0	0
crying	0	0	0	0	0	0	0	0	0
disappointed	0	0	0	0	0	0	0	0	0
embarrassed	0	0	0	0	0	0	0	0	0
grinning	1	0	0	0	0	0	7	11	9
laugh out loud	0	0	0	0	0	0	0	0	0
laughing	1	0	0	0	0	0	4	2	1
pouting	0	0	0	0	0	0	0	0	0
Total	**92**	**47**	**89**	**107**	**26**	**88**	**228**	**332**	**141**

Focus Group Level

	Mgr. Focus Group1	Mgr. Focus Group 2	Emp. Focus Group 1	Emp. Focus Group 2	Emp. Focus Group 3	Emp. Focus Group 4
Thinking	46	87	73	58	71	145
Change Management Family	*0*	*0*	*0*	*0*	*0*	*0*
Challenges	0	0	4	7	10	0
Change Agent	3	5	0	0	0	0
Change Consultant	0	1	0	0	0	0
Change Execution	17	44	3	16	4	2
Change Transition	1	2	0	2	0	0
Decision Making	0	7	0	0	0	1
Enablers	0	0	0	0	0	0
Message	6	5	3	10	0	4
Results	7	8	1	3	0	0
Rumour	4	1	1	1	0	0
Time	0	3	0	0	0	2
Trial and Error	0	2	1	0	0	0
Public Service Family	*0*	*0*	*0*	*0*	*0*	*0*
Bureaucracy	0	4	0	0	0	2
Buzzword	0	2	0	0	0	1
Cognitive Dissonance	0	1	0	0	0	0
Consolidation & Streamlining	1	2	0	2	2	0
Continuous Change	3	3	9	7	2	2
Customer Service	12	4	8	2	5	4
Effectiveness	0	3	3	1	0	7
Efficiency	6	9	3	10	0	7
Fragmentation	8	1	0	1	0	3
Privatisation	6	2	2	1	0	0

	Mgr. Focus Group1	Mgr. Focus Group 2	Emp. Focus Group 1	Emp. Focus Group 2	Emp. Focus Group 3	Emp. Focus Group 4
Employee Life Family	0	0	0	0	0	0
Adaptability	1	0	1	2	1	11
Ambiguity	2	5	4	4	0	0
Change Definition	7	3	2	2	4	1
Change Dissonance	0	2	1	1	1	1
Commitment to Change	2	2	0	0	0	0
Curiosity	1	2	0	0	0	6
Cynicism towards change	0	8	1	0	2	0
Emotional Dissonance	2	1	0	0	0	1
Exit	2	2	2	0	3	0
Helplessness	0	4	11	0	0	0
Ingroup Favoritism	0	3	0	0	0	0
Job Loss	5	3	3	4	4	5
Job Stress	8	1	6	2	5	3
Loyalty	0	3	0	0	0	0
Negative Affect	8	8	5	0	2	1
Neglect	0	0	2	0	0	0
Noise	0	1	0	0	0	2
Organizational Cynicism	0	0	1	2	0	0
Perceptions	*0*	*0*	*0*	*0*	*0*	*0*
Perceptions/Change Fatigue	4	2	0	2	1	0
Perceptions/Perception	1	0	0	0	3	6
Perceptions/Perception of Politics	0	0	3	2	0	0
Positive Affect	3	2	3	0	6	2
Powerlessness	2	3	6	0	0	0
Pride	2	0	2	1	1	5
Resilience	0	0	0	0	0	4
Self	*0*	*0*	*0*	*0*	*0*	*0*
Self/Personal Identity	0	0	4	0	0	0
Self/Personality	2	1	2	2	1	6

	Mgr. Focus Group1	Mgr. Focus Group 2	Emp. Focus Group 1	Emp. Focus Group 2	Emp. Focus Group 3	Emp. Focus Group 4
Self/Sensemaking	6	1	5	24	21	2
Social Identity	1	0	5	2	5	4
Self-Efficacy	0	1	0	0	0	9
Work Alienation	2	0	4	0	0	0
Employee Needs Family	0	0	0	0	0	0
Career	4	0	0	0	0	1
Expectations	6	6	3	9	2	0
Job Autonomy	0	0	1	0	1	0
Job Satisfaction	0	1	1	0	0	1
Needs	10	5	6	4	11	5
Organisational Justice	2	0	3	2	0	0
Perceived Social Impact	3	2	0	0	0	4
Person-Oriented Skills	1	0	0	1	0	5
Respect	0	0	1	2	0	2
Task Significance	3	2	1	0	0	9
Values	4	0	0	0	0	4
Voice	5	5	7	0	2	2
Work-Life Balance	0	0	2	0	0	4
Leadership Family	*0*	*0*	*0*	*0*	*0*	*0*
Authenticity	1	4	1	0	0	0
Change Leadership	1	18	3	2	1	0
Engagement	0	4	1	0	2	2
Hubris	0	4	0	0	0	0
Leader Bullying	0	2	0	0	0	0
Leadership	9	16	6	0	7	4
Leadership Style	0	4	0	0	0	0
Lip service	0	2	0	1	0	1
Political Activity	0	3	0	1	0	4
Political Behaviour	1	2	1	1	1	0
Political Skill	0	1	0	0	0	1

	Mgr. Focus Group1	Mgr. Focus Group 2	Emp. Focus Group 1	Emp. Focus Group 2	Emp. Focus Group 3	Emp. Focus Group 4
Political Will	0	0	0	0	0	0
Respectful Leadership	0	3	2	0	0	0
Trust	5	9	4	0	5	5
Management Family	*0*	*0*	*0*	*0*	*0*	*0*
Groupthink	0	4	0	0	0	1
Job Performance	4	3	0	0	0	3
Performance Management	2	2	1	0	0	0
Planning	*0*	*0*	*0*	*0*	*0*	*0*
Planning\Change driver	1	2	0	0	0	6
Planning\Strategy	6	4	2	3	2	2
Planning\Succession Planning	0	1	0	0	1	4
Reusability	1	4	3	1	1	0
Support	0	0	0	0	0	0
Support\POS	1	3	2	1	0	3
Support\PSS	10	3	4	2	4	10
Structures Family	0	0	0	0	0	0
Diversity	0	0	0	0	0	4
Embeddedness	1	1	0	2	0	4
Emotional Labour	2	1	0	0	0	0
Hierachical	1	2	0	2	0	0
Inclusion	0	9	5	0	2	0
Informal Networks	4	0	3	0	1	10
Information Sharing	8	19	19	8	2	13
Ingroup	0	5	0	0	1	2
Outgroup	4	1	0	1	15	3
Performance-Pay/Reward	0	2	0	0	0	1
Real World	0	3	0	0	0	0
Task-Oriented Skills	1	4	0	0	4	4
Work Role	12	5	12	8	4	3
astonished	0	1	0	0	0	0

	Mgr. Focus Group1	Mgr. Focus Group 2	Emp. Focus Group 1	Emp. Focus Group 2	Emp. Focus Group 3	Emp. Focus Group 4
crying	0	2	0	0	0	0
disappointed	0	3	0	1	0	0
embarrassed	0	2	0	0	0	0
grinning	0	2	8	4	0	27
laugh out loud	0	13	9	1	0	0
laughing	0	7	12	1	0	9
pouting	0	2	0	0	0	0
Total	**294**	**457**	**307**	**229**	**223**	**412**

Appendix H – Definition of Codes and Families

Family		Code	Description	#
Change Management Family			The elements or factors that enhances the progress of the change.	
	1	**Challenges**	A demanding or stimulating situation	30
	2	**Change Agent**	Change agent acts as a feedback mechanism ensuring transitions between states of stability while helping to diffuse or dissipate resistance (Based upon Lewin's planned change). Caldwell, 2005.	11
	3	**Change Consultant**	"seeks to act as an 'unbiased' facilitator positively involved in consultative or consensus-seeking interventions based on feedback and group ownership". Caldwell, 2005	1
	4	**Change Execution**	"Ability to formulate and guide the implementation of a credible change plan with appropriate goals, resources, metrics and review mechanisms". Higgs & Rowland, 2001	96
	5	**Change Transition**	act of passing from the present state to the future state	5
	6	**Decision Making**	Cognitive process of reaching a decision	8
	7	**Enablers**	Enhancing factors to the proper functioning of the organisation and its stakeholders.	0
	8	**Message**	Substance of the communication (content).	39
	9	**Results**	Happen as a consequence	29

Family		Code	Description	#
		Rumour	"The commonly accepted understanding of rumour is that it is talk that is unsubstantiated by authority or evidence as to its authenticity or truth. This suggests that rumours are hypotheses (unconfirmed propositions) whereby message transmission takes place in such a way that the recipient does not quite know whether or not to believe the message". Michelson & Mouly, 2000	10
	10			
	11	**Time**	Duration of the activity	11
	12	**Trial and error**	Experimenting until a solution is found	3
Public Service Family			Factors specific to the PS environment or setting.	
	1	**Bureaucracy**	An organization in which action is obstructed by insistence on unnecessary procedures and red tape	7
	2	**Buzzword**	Words or phrases with no meaning or that have become nonsense through endless repetition	4
	3	**Cognitive Dissonance**	"The reality which impinges on a person will exert pressures in the direction of bringing the appropriate cognitive elements into correspondence with that reality" Festinger, 1957.	1
	4	**Consolidation & Streamlining**	The act of consolidating services from various public departments and agencies to one and then rationalising those services	14
	5	**Continuous Change**	Persistent change.	31

Family		Code	Description	#
	6	**Customer Service**	"Customer service is a management strategy that focuses on meeting customer expectations. It is based on the concept that the organization will reach its goals effectively and efficiently through satisfaction of the customer. With this orientation of identifying, understanding and focusing on customer needs, processes are designed to satisfy customer expectations. Once the processes are designed, it is often necessary for management to implement changes that will support performance. ... Although each customer is unique, there are common expectations, which include communication, information, responsiveness, problem resolution, and on-time, reliable, consistent service delivery". Wagenheim & Reurink, 1991	54
	7	**Effectiveness**	"In management and business administration organizations are regarded as contrived entities establish as vehicles for the owners (founders/mandators) so that they can achieve their goals. Goal attainment is therefore the central issue and the basic definition of effectiveness in management theory as well as for private enterprises and public agencies." Andersen, 2006	21
	8	**Efficiency**	Skilfulness in avoiding wasted time, effort or expense	46
	9	**Fragmentation**	Divided with poor connective parts.	20
	10	**Privatisation**	Changing something from state to private ownership or control	11
Employee Life Family			Factors specific to the life of the public servant.	

Family		Code	Description	#
	1	**Adaptability**	The ability to change (or be changed) to fit changed circumstances; The ability to adapt or conform oneself to new or different conditions	21
	2	**Ambiguity**	"involving uncertainty, contradictions that can not be resolved or reconciled, absence on agreement on boundaries, clear principles or solutions". Alvesson, 1993	21
	3	**Change Definition**	What change means from the participant's perspective	25
	4	**Change Dissonance**	Occurs when change execution approach is not aligned with change objectives - researcher's definition for change dissonance	7
	5	**Commitment to change**	"a mindset that binds an individual to a course of action deemed necessary for the successful implementation of a change initiative". Herscovitch & Meyer, 2002, pp. 475	6
	6	**Curiosity**	"Curiosity is the propensity to recognize and seek out new information and experience, including an intrinsic interest in learning and developing one's knowledge." Kashdan et al., 2013	9
	7	**Cynicism towards change**	"Cynicism towards change is a cognitive attitude that represents a lack of belief in the positive outcome of a change due to the incompetence of those responsible for the change, and is manifested in higher resistance, lowered job satisfaction, reduced commitment, and deterred citizenship behaviors". Ferres & Connell, 2004	13
	8	**Emotional Dissonance**	"occurs when expressed emotions satisfy feeling rules, but clash with inner feelings." Rafaeli & Sutton, 1987	4

Family		Code	Description	#
	9	**Exit**	"Exit refers to leaving an organization by quitting, transferring, searching for a different job, or thinking about quitting." Rusbult et al., 1988	14
	10	**Helplessness**	"Helplessness is defined as the state that occurs when an individual perceives that a given outcome is independent of his or her behavior". Ashforth, 1989	18
	11	**Ingroup Favoritism**	"where members of one's own group receive preferential treatment". Lewis & Sherman, 2003	3
	12	**Job Loss**	Laid off.	32
	13	**Job Stress**	"An uncomfortable and undesirable feeling experienced by an individual `who is required to deviate from normal or self-desired functioning in the work place as the result of opportunities, constraints, or demands relating to potentially important workrelated outcomes". Sosik & Godshalk 2000	28
	14	**Loyalty**	"Loyalty means passively but optimistically waiting for conditions to improve—giving public and private support to the organization, waiting and hoping for improvement, or practicing good citizenship." Rusbult et al., 1988	3
	15	**Negative Affect**	"Negative Affect (NA) is a general dimension of subjective distress and unpleasurable engagement that subsumes a variety of aversive mood states, including anger, contempt, disgust, guilt, fear, and nervousness, with low NA being a state of calmness and serenity". Watson et al., 1988	33
	16	**Neglect**	"Neglect refers to passively allowing conditions to deteriorate through reduced interest or effort, chronic lateness or absences, using company	3

Family		Code	Description	#
			time for personal business, or increased error rate." Rusbult et al., 1988	
	17	**Noise**	Disruption of established ways of doing and being by the introduction of interruptive action into the space between organizational order and chaos. Clegg et al., 2004	3
	18	**Organizational Cynicism**	"Organizational cynicism is an attitude that one holds about his or her employing organization." Davis & Gardner, 1984	3
	19	***Perceptions***	*Conscious understanding of something*	*28*
	20	*Change fatigue*	"change fatigue — a perception that too much change is taking place". Bernerth et al., 2011	9
	21	*Perception*	A way of conceiving something	13
	22	*Perception of Politics*	Perception of political behaviours	6
	23	**Positive Affect**	"Positive Affect (PA) reflects the extent to which a person feels enthusiastic, active, and alert. High PA is a state of high energy, full concentration, and pleasurable engagement, whereas low PA is characterized by sadness and lethargy." Watson et al., 1988	20
	24	**Powerlessness**	"Powerlessness is defined as a lack of autonomy and participation". Ashforth, 1989	11
	25	**Pride**	The psychological state which is "generated by apraisals that one is commitment responsible for a socialy valued outcome or for being a socialy valued person". Boezeman & Elemers, 2008	13

Family		Code	Description	#
	26	**Resiliency**	"resiliency is the positive psychological capacity to rebound, to 'bounce back' from adversity, uncertainty, conflict, failure or even positive change, progress and increased responsibilities". Luthans, 2002	5
	27	*Self*	*Related to the individual.*	*103*
	28	*Personal Identity*	"Personal identity is the individuated self - those characteristics that differentiate one individual from others within a given social context." Brewer, 1991	4
	29	*Personality*	The complex of all the attributes-- behavioral, temperamental, emotional and mental--that characterize a unique individual	14
	30	*Sensemaking*	"Sensemaking is a conversational and narrative process through which people create and maintain an intersubjective world." Balogun & Johnson, 2004	85
	31	**Social Identity**	"Social identities are categorizations of the self into more inclusive social units that depersonalize the selfconcept, where I becomes we." Brewer, 1991	22
	32	**Self-Efficacy**	"Perceived self-efficacy concerns people's beliefs in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives." Wood & Bandura, 1989	11
	33	**Work Alienation**	""work alienation," the individual comes to desire no more than what the status quo affords.Work alienation is defined as a cognitive sense of separation of the individual from work and the workplace, that is, a lack of job involvement and organizational identification". Ashforth, 1989	6
Employee Needs Family			Employees need in times of change or to function in the work environment.	

Family		Code	Description	#
	1	**Career**	"a process of development of the employee along a path of experience and jobs in one or more organizations". Baruch, 2006	7
	2	**Expectations**	Something that is required or requested. Note: Vroom Expectancy Theory	34
	3	**Job Autonomy**	The amount of freedom an employee has to schedule his work and to determine the procedures to be used in carrying it out. Hackman & Oldham, 1976	3
	4	**Job Satisfaction**	"the degree of value fulfillment concerning the work setting". Decker & Van Quaquebeke, 2014	5
	5	**Needs**	What is required for the change to be accepted and supported.	71
	6	**Organisation Justice**	"members' sense of the moral propriety of how they are treated". Cropanzano et al., 2007	7
	7	**Perceived Social Impact**	"perceived social impact describes the extent to which employees feel that their own actions improve the welfare of others" Grant, 2008	9
	8	**Person-Oriented Skills**	"Person-oriented skills include behaviors that promote collaborative interaction among organization members, establish a supportive social climate, and promote management practices that ensure equitable treatment of organization members". Battilana et al., 2010	12
	9	**Respect**	"Acknowledgement of the equivalence of another person, referred to as "recognition respect" or respect for persons. The second kind is an acknowledgement of expertise or skill referred to as "appraisal respect" or respect for work." Van Quaquebeke et al., 2009	8

Family		Code	Description	#
	10	**Task Significance**	"the extent to which a job provides opportunities to improve the welfare of others". Hackman & Oldham, 1976	16
	11	**Values**	"the beliefs held by an individual or group regarding means and ends organizations "ought to" or "should" identify in the running of the enterprise, in choosing what business actions or objectives are preferable to alternate actions, or in establishing organizational objectives." Enz, 1988	15
	12	**Voice**	"Voice describes actively and constructively trying to improve conditions through discussing problems with a supervisor or co-workers, taking action to solve problems, suggesting solutions, seeking help from an outside agency like a union, or whistle-blowing." Rusbult et al., 1988	23
	13	**Work-Life Balance**	"The relative importance of work and personal life to a particular individual." Wiktionary	13
Leadership Family			Factors surrounding the leadership concept.	
	1	**Authenticity**	"Owning one's personal experiences, including one's thoughts, emotions, needs, desires, or beliefs. Hence, it involves being self-aware and acting in accord with one's true self by expressing what one genuinely thinks and believes". Gardner et al., 2011	10
	2	**Change Leadership**	"Ability to influence and enthuse others, through personal advocacy, vision and drive, and to access resources to build a solid platform for change". Higgs & Rowland, 2001	33

Family		Code	Description	#
	3	**Engagement**	"the degree to which an individual is attentive and absorbed in the performance of their roles...Furthermore, engagement involves the active use of emotions and behaviors in addition to cognitions." Saks, 2006	30
	4	**Hubris**	Hubris/arrogance	4
	5	**Leader Bullying**	"leader bullying represents strategically selected tactics of influence by leaders designed to convey a particular image and place targets in a submissive, powerless position whereby they are more easily influenced and controlled, in order to achieve personal and/or organizational objectives". Ferris et al., 2007	2
	6	**Leadership**	"Leadership is involved in achieving results with and through others". Andersen, 2006	57
	7	**Leadership Style**	"leaders' characters, abilities and behaviours". Sarti, 2014	4
	8	**Lip service**	An expression of agreement that is not supported by real conviction or pretending with intention to deceive	4
	9	**Political Activity**	"political activity is directed toward obtaining valued organizational resources and rewards". Treadway et al., 2005	9
	10	**Political Behaviour**	"the management of influence to obtain ends not sanctioned by the organization or to obtain sanctioned ends through non-sanctioned means". Mayes & Allen, 1977	10
	11	**Political Skill**	"the ability to effectively understand others at work, and to use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives". Treadway et al., 2005	3

Family		Code	Description	#
	12	**Political Will**	"Political will represents an actor's willingness to expend energy in pursuit of political goals, and it is viewed as an essential precursor to engaging in political behavior. To engage in political behavior, employees must leverage organizational power". Treadway et al., 2005	2
	13	**Respectful Leadership**	"A set of judgments relating to the perceived worthiness, ethical behaviors and shared values that exist between leader and follower". Clarke, 2011	5
	14	**Trust**	"Trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another". Rousseau et al., 1998	32
Management Family			Factors surrounding the management concept.	
	1	**Groupthink**	"A quick and easy way to refer to the mode of thinking that persons engage in when concurrence-seeking becomes so dominant in a cohesive ingroup that it tends to override realistic appraisal of alternative courses of action." Janis, 1971	5
	2	**Job Performance**	"Job performance refers to the effectiveness of individual behaviors that contribute to organizational objectives". Grant, 2008	11
	3	**Performance Management**	"activities which ensure that goals are consistently being met in an effective and efficient manner". Wikipedia	9
	4	*Planning*	*The activities needed for preparation for organisational change.*	*48*
	5	*Change driver*	*Factor contributing to the change*	*17*
	6	*Strategy*	*"Pattern in actions" Mintzberg & Waters, 1985*	*23*

Family		Code	Description	#
	7	*Succession Planning*	*"Succession planning is a strategic approach to ensure that necessary talent and skills will be accessible when required, and that essential knowledge and abilities will be maintained when employees in critical positions leave." Gandhi & Kumar, 2014*	*8*
	8	**Reusability**	Capable of being used again	12
	9	***Support***	*Assistance or perception of assistance to employees.*	*51*
	10	*Perceived Organisation Support (POS)*	Global beliefs concerning the extent to which the organization values the contributions and cares about the well-being of employees. Eisenberg et al., 1986	12
	11	*Perceived Supervisor Support (PSS)*	General beliefs concerning the degree to which supervisors value the contributions and care about the well-being of employees. Eisenberger et al., 2002	39
Structures Family			Factors, resources and rules that constrain and enhance the human interaction.	
	1	**Diversity**	"the varied perspectives and approaches to work that members of different identity groups bring". Quinetta, 2006	5
	2	**Embeddedness**	"refers to the state of dependence of a company on its suppliers and customers in a particular supply network structure". Choi & Kim, 2008	15
	3	**Emotional Labour**	"the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions". Morris & Feldman, 1996	3
	4	**Hierarchical**	Classified in various layers.	5
	5	**Inclusion**	"the extent to which individuals can access information and resources, are involved in work groups, and have the ability to influence decision-making processes". Quinetta, 2006	26

Family		Code	Description	#
	6	**Informal Networks**	"networks where individuals are connected based on their social or personal relationships rather than work or task related relationships." Awazu, 2004	21
	7	**Information Sharing**	The process of distribution of information vertically and horizontally.	102
	8	**Ingroup**	"A set of people who perceive each other as having something in common". Triandis & Trafimov, 2003	12
	9	**Outgroup**	"A set of people who are not members of the ingroup". Triandis & Trifamov, 2003	27
	10	**Performance-Pay/Reward**	See Wiebel et al., 2010	3
	11	**Real World**	The practical world as opposed to the academic world or the theoretical world.	3
	12	**Task-Oriented Skills**	"Task-oriented skills are those related to organizational structure, design, and control, and to establishing routines to attain organizational goals and objectives". Battilana et al., 2010	13
	13	**Work Role**	"Patterns of behaviors that are perceived by organizational members to be expected or required". (Dierdorff & Rubin, 2007)	65
Thinking		**Thinking**	Thinking time (hum, euh, pause)	1063
Emoticons				159
	1	**Astonished**		1
	2	**Crying**		2
	3	**disappointed**		8
	4	**embarrassed**		2
	5	**grinning**		45
	6	**laugh out loud**		30
	7	**laughing**		69
	8	**pouting**		2

Table 12: List of Codes and Families with Definitions