Change Management in the Office of the Ombudsman

Rosanne Meehan

MBA (HRM) April 2012
Change Management in the Office of the Ombudsman

Rosanne Meehan

MBA (HRM) April 2012
Change Management in the Office of the Ombudsman

Submitted by: Rosanne Meehan
Student Number: 1457657
Supervisor: Chris McLaughlin

A dissertation submitted in part fulfilment of the requirements of the Masters in Business Administration (Human Resource Management) to Dublin Business School and Liverpool John Moore’s University

MBA (HRM) April 2012
Declaration

I declare that all the work in this dissertation is entirely my own (with the exception of specific sources that are referenced in the text and bibliography), no portion of the work referred to in this dissertation has been submitted in support of an application for another degree or qualification to any University or learning institution. Furthermore, all the work in this dissertation is entirely my own.

Signed: ..........................................

Rosanne Meehan

Dated: .......................................................

20 April 2012
Dedication

This research paper is dedicated to my parents, John and Ann Meehan and my grandfather James Renehan (RIP). Their belief that education begins in the heart of the home has developed and encouraged me to continuously strive to reach my personal and professional ambitions. They are my inspiration!
Table of Contents

Declaration ............................................................................................................................... ii
Dedication ............................................................................................................................... iii
Table of Contents ................................................................................................................ iv
List of Tables and Figures ...................................................................................................... viii
  List of Tables ....................................................................................................................... viii
  List of Figures ....................................................................................................................... viii
Acknowledgements ............................................................................................................... x
Abstract ................................................................................................................................. xii
Chapter 1: Introduction ......................................................................................................... 1
  1.1 Organisation of the Dissertation ..................................................................................... 1
  1.2 Introduction to the Research .......................................................................................... 2
  1.3 Background to the Research ......................................................................................... 2
  1.4 Interest in the Subject and Justification for the Research .............................................. 4
  1.5 Research Question ......................................................................................................... 5
  1.6 Research Objective/Problem ......................................................................................... 6
Chapter 2: Literature Review ................................................................................................ 8
  2.1 Introduction ..................................................................................................................... 8
  2.2 Forces Driving Change .................................................................................................. 10
  2.3 Importance of a Clear Strategy: Incorporating Change into the Mission, Identity and Vision of the Organisation .................................................................................. 14
  2.4 Facilitating and Implementing Change ........................................................................... 16
  2.5 Change Models .............................................................................................................. 20
  2.6 Challenges to Change: Barriers and Resistance ............................................................ 25
  2.7 Creating a Culture for Change ...................................................................................... 28
  2.8 Leading Change: Criteria for Managing Change ........................................................... 31
Chapter 5: Conclusion and Recommendations ............................................................... 88

5.1 Conclusion.................................................................................................................. 88

5.1.2 Limitations of the Research .................................................................................. 92

5.1.3 Further Research .................................................................................................... 93

5.2 Recommendations ...................................................................................................... 93

Chapter 6: Self Reflection .............................................................................................. 96

6.1 Introduction ................................................................................................................... 96

6.2 Personal Background .................................................................................................. 97

6.3 Learning Styles .......................................................................................................... 98

6.4 Reflections of Learning: Strengths and Key Skills Developed .................................. 100

6.4.1 People Management ............................................................................................... 100

6.4.2 Cognitive Skills ...................................................................................................... 100

6.4.3 Critical Skills .......................................................................................................... 101

6.4.4 Inter-Personal Skills ............................................................................................... 101

6.5 Future Applications of Learning ................................................................................. 102

Bibliography .................................................................................................................... 104

Appendix 1: Types of Change ........................................................................................ 112

Appendix 2: Effective Principles in the Design of HRM Systems .................................. 113

Appendix 3: The Organisational Iceberg ...................................................................... 114

Appendix 4: Table 2.4 Comparing Theories of Change ............................................... 115

Appendix 5: Media Selection Framework ....................................................................... 116

Appendix 6: Change Hierarchy Model: Critical Success Factors .................................. 117

Appendix 7: The Five Components of Emotional Intelligence (EQ) at Work ................ 119

Appendix 8: Change Management: Focus and Methodologies .................................... 120

Appendix 9: Example Measures for Change Management ............................................ 121

Appendix 10: Two Main Types of Philosophical Research Approaches ....................... 122
List of Tables and Figures

List of Tables
Table 1.1 Three year comparison of complaints..........................................................3  
Table 2.1 Set up for Success.........................................................................................24  
Table 6.1 Learning styles of the researcher over the course of the MBA (HRM)...........99

List of Figures
Figure 3.1 The Research Onion...................................................................................41  
Figure 3.2 Responses to Question 1...........................................................................53  
Figure 3.3 Responses to Question 2...........................................................................53  
Figure 3.4 Responses to Question 3...........................................................................54  
Figure 3.5 Responses to Question 4...........................................................................54  
Figure 4.1 Responses to Question 5...........................................................................62  
Figure 4.2 Responses to Question 6...........................................................................63  
Figure 4.3 Responses to Question 7...........................................................................64  
Figure 4.4 Responses to Question 8...........................................................................64  
Figure 4.5 Responses to Question 9...........................................................................65  
Figure 4.6 Responses to Question 10..........................................................................66  
Figure 4.7 Responses to Question 11..........................................................................66  
Figure 4.8 Responses to Question 12..........................................................................67  
Figure 4.9 Responses to Question 13..........................................................................68  
Figure 4.10 Responses to Question 14.........................................................................69  
Figure 4.11 Responses to Question 15.........................................................................70  
Figure 4.12 Responses to Question 16.........................................................................70  
Figure 4.13 Responses to Question 17.........................................................................71  
Figure 4.14 Responses to Question 18.........................................................................72
Figure 4.15 Responses to Question 19........................................................................73
Figure 4.16 Responses to Question 20........................................................................73
Figure 4.17 Responses to Question 21........................................................................74
Figure 4.18 Responses to Question 22........................................................................75
Figure 4.19 Responses to Question 23........................................................................75
Figure 4.20 Responses to Question 24........................................................................76
Figure 4.21 Responses to Question 25........................................................................76
Figure 4.22 Responses to Question 26........................................................................77
Figure 4.23 Responses to Question 27........................................................................78
Figure 4.24 Responses to Question 28........................................................................78
Figure 4.25 Responses to Question 29........................................................................79
Figure 4.26 Responses to Question 30........................................................................80
Figure 4.27 Responses to Question 31........................................................................80
Figure 4.28 Responses to Question 32........................................................................81
Figure 4.29 Responses to Question 33........................................................................82
Figure 4.30 Responses to Question 34........................................................................82
Figure 4.31 Responses to Question 35........................................................................83
Figure 4.32 Responses to Question 36........................................................................84
Figure 4.33 Responses to Question 37........................................................................84
Figure 4.34 Responses to Question 38........................................................................85
Figure 4.35 Responses to Question 39........................................................................85
Figure 4.36 Responses to Question 40........................................................................86
Figure 4.37 Responses to Question 41........................................................................86
Figure 4.38 Responses to Question 42........................................................................87
Figure 6.1 Kolbs Learning Styles ..............................................................................97
Figure 6.2 Honey and Mumford (1986) learning styles............................................99
Acknowledgements

I would like to acknowledge and thank my parents, John and Ann Meehan, for their unfaltering encouragement, commitment, and support throughout the course of my MBA HRM. I couldn’t have done it without you both!

I would like to thank my brothers and sisters; David, Andrew, Paul, Caroline, Kevin and Sarah and my extended family Jennie, Trish and Roy for their words of wisdom and support. I would also like to thank my all my friends and colleagues for their support and kind wishes.

To my nieces (Hannah and Isabel) and nephews (Matthew and Jack), “We grow great by dreams....... Some of us let these great dreams die, but others nourish and protect them; nurse them through bad days till they bring them to the sunshine and light which comes always to those who sincerely hope that their dreams will come true” (Woodrow Wilson, 1914).

I would like to thank my dissertation supervisor Chris McLaughlin for his guidance, encouragement and support.

I would like to thank the Ombudsman, Director General of the Office of the Ombudsman, Assistant Secretary General, Office of the Revenue Commissioners, and Director General, Department of Defence, for the enormous support and encouragement I received from them, and for the valuable insight I gained from their unquestionable experience and knowledge in both the civil service and the area of change management.

I would like to thank all the staff in the Office of the Ombudsman for their commitment and support in taking the time to complete the staff questionnaire and share their valuable learning and experience with me. I would also like to thank Mr. Bernard Traynor, Mr. David Glynn and Mr. Tony Hayden for their support and time.

Finally, I would like to thank all the staff in the Office of the Commission for Public Service Appointments especially Mr. Danny Smith, Mr. Brendan O’Callaghan (RIP), Ms. Ann Cullen, Mr. Richard Crowley and Ms. Elaine Laird for their belief in my professional capabilities, and their continuous support and encouragement of learning and self development as a corner stone to change and excellence in the civil service.
“The only constant is change”
(Heraclitus as quoted in Siegal and Stearn, 2010)
Abstract

The concept of change management has been evident for centuries. However, it has dramatically increased in the twenty first century as forces driving change are evolving at an increasing speed and the effects of a worldwide recession can be felt. Throughout the years organisations have put in place various methods and methodologies to manage change which include; structural, process and technological change. However, it is interesting to note that despite the fact that change is a topical subject amongst academics and consultants, only one third of all change initiatives succeed. Although there is no one model to ‘fit’ all organisations, given the increasing factors influencing Irish public sector transformation and the lack of academic research in this area to-date, it is hoped that this study will assist change projects in the Irish public service. This research study of change centres on the area of change management using a specific case study to investigate structural and process change carried out in the Office of the Ombudsman. The goal of the study is to establish; the forces driving change, changes, if any, to the organisation’s strategy, vision and mission, how the two types of change were facilitated and implemented, if the Office experienced any resistance to change and how this was overcome, if the change has impacted on the organisation’s culture, factors associated with the effective management of change, and the measurements for success and if they are being achieved. Through a mixed method approach the researcher established that it was the intention of the Office to improve its efficiency and efficacy through structural and process change. Throughout the study the researcher discovered that employees were highly aware of the need for change, however, it was established that communication could have been improved as this caused feelings of lack of support. That said, although these weaknesses were present, the restructuring of the structure and processes within the Office were implemented successfully and the results are self-evident. Finally, as the changes were implemented on 1 March 2011, it is too early to state whether long-term change is evident in its culture.
Chapter 1: Introduction

1.1 Organisation of the Dissertation

The dissertation commences with Chapter 1 which seeks to introduce the topic of discussion and provide a preliminary comprehension to the research problem and hypothesis whilst, providing a brief outline of the aims and objectives of the study and the organisation within which the research is being conducted. In unison with this the researcher will introduce the organisations which have participated in the research. The researcher will provide the reasons behind the research methodology utilised throughout this study, discussing the methodology and philosophy appropriate to collect the data from the research participants in this case study. An overview of the researchers’ interest in the research problem will also be highlighted.

In Chapter 2, the Literature Review, the researcher critically accesses academic literature/reviews with the intention of exploring the range of academic thought in the area of change management. Fundamentally, the review will provide an overview of core areas of debate within change management. This is carried out with the intention of gaining an appreciation of the reasoning behind the strategic choices deemed appropriate by the public sector organisation.

Chapter 3, Analysis of the research data collated during the study and a discussion based on the findings.

Chapter 4, Concludes the research study by summarising the key aspects of research based on the literature review, methodology and data analysis. Thereafter, the researcher will present recommendations based on the conclusion of the research study.

Chapter 5, Self-reflection, an evaluation and comprehension of particular learning experiences, throughout the research study, which have enabled the researcher to enhance and develop certain indispensable skills, applicable to the wider spectrum.
1.2 Introduction to the Research

“Change is endemic in both private and public lives.” (Dover, 2002)

In recent years, modernisation of the Civil Service and its agents has become a necessity if management structure, processes, decision-making and leadership roles are to be improved and implemented across several tiers of Government Departments and agencies. There is however, a unique level of complexity as effective decision making and leadership, across many tiers, is complicated by the need to balance political, leadership and managerial priorities under the scrutiny of the public, unions, legislation, policies and media. In the past, change management plans and government reform agendas in various countries, despite good intentions’, failed, due to plans being too slow to commence and agendas taking too long to implement. Therefore, the achievements within an expanded timeframe were minimal and outweighed by the costs. As a result, the focus of this research problem area is on the investigation of change and change management in the context of Structural change (authority relationships, coordinating relationships, job redesign and spans of control) and people change (attitudes, expectations, perceptions and behaviours) within the Office of the Ombudsman.

1.3 Background to the Research

In 1908, the King of Sweden appointed the first Ombudsman, meaning ‘agent’ or ‘representative’ of the people, to investigate complaints against the Kings Ministers. However, it was not until 1952 in Denmark that the idea of an Ombudsman’s Office was established and the idea began to gain momentum and expand into other areas of Europe and the World. Today, there are approximately 120 Ombudsman Offices Worldwide.

Legislation setting up an Irish Ombudsman was enacted under the Ombudsman Act, 1980. Under this law the first Irish Ombudsman took up office in 1984, after he was appointed by the President on the recommendation of the Dáil and the Seanad. The current Ombudsman, Ms. Emily O’Reilly took up office in June 2003 and in June 2009, she was appointed to a subsequent six year term as Ombudsman.
The Ombudsman’s role includes the examination of complaints relating to administrative actions of Government Departments, the Health Service Executive (HSE), Local Authorities and An Post. Furthermore, the Ombudsman’s primary concern is to ensure that any action performed by a public body under his/her remit is executed in a reasonable and fair manner. The Office of the Ombudsman was established on 7 July 1983 to assist the Ombudsman in the execution of his/her role in examining complaints made to him/her by members of the public. The service provided by the Office includes an independent complaint’s examination service to members of the public that feel aggrieved by the actions of a public body and have suffered as a result. The Ombudsman Act, 1980, also sets out the powers of the Ombudsman as regards the examination and investigation of complaints.

As stated in the Office of the Ombudsman’s Customer Charter, the Office is committed to providing a high standard of service to all clients which, will be performed in accordance with “The Ombudsman’s Principles of Good Administration” and in accordance with the principles of Quality Customer Service approved by Government. The client charter sets out the standards of service the Office aims to provide to clients including; individual complainants and their representatives, elected representatives (such as T.D.’s, Senators), Local Authorities and their members, Government Departments/Offices, the HSE, and many voluntary and representative bodies and organisations. The Office also aims to measure and evaluate its performance against these standards and to report on its performance in its Annual Report published yearly. The table below adapted from the Ombudsman’s Annual Report 2010 demonstrates a three year comparison of complaints received, that were within remit (excluding complaints received under the Disability Act, 2005). In denotes a significant increase in the number of complaints received by the Ombudsman’s Office in recent years.

Table 1.1 Three year comparison of complaints as adapted from the Ombudsman’s Annual Report 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3,720</td>
</tr>
<tr>
<td>2009</td>
<td>2,867</td>
</tr>
<tr>
<td>2008</td>
<td>2,781</td>
</tr>
</tbody>
</table>
In the past, the Office of the Ombudsman functioned with four divisions: Local Authorities, Government Departments, Social welfare and Health and Social Care. Within these divisions teams comprised of an Assistant Principal (Investigator), a Higher Executive Officer/Executive Officer and a Clerical Officer. These teams processed complaints received from the public and dealt with a complaint from start to finish.

However, given the exceptional and challenging increase in complaints a structural and process transformation was implemented on the 1 March 2011. The new structure and processes dissolved divisions and team roles. Now, each employee is recruited into sections which, process all complaints (Local Authorities, Civil Service, Social Welfare and HSE) up to a certain level. These levels include Enquiries (all new complaints/enquiries are processed here), Assessments (all valid complaints filtered by the enquiries section are dealt here), Examination (difficult complaints are examined here which, take longer than 2-3 hours to process) and finally Investigations (cases that require investigations are dealt with here). High profile examples include: the Lost at Sea and Who Cares Reports).

1.4 Interest in the Subject and Justification for the Research

“It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change” (Charles Darwin)

The topic of change management is of particular interest to the researcher for two distinctive reasons. Firstly, the researcher commenced employment in the Civil Service as a Clerical Officer in the Office of the Commission for Public Service Appointments in June 2006 and in October 2010 the researcher, now an Executive Officer, working in the Office of the Ombudsman as part of a merger of the two organisations, in line with the McCarthy Report recommendations. As part of the Office of the Ombudsman’s staffing, the researcher was now involved in the preparation and subsequent implementation of change being rolled out within the Office. The Office of the Ombudsman implemented the structural and process changes on 1 March 2011. The level of change within the organisation was quite radical and the researcher had a unique opportunity to analyse the changes, resistance to change and cultural changes from an external observer’s perspective whilst working in the heart of the organisation. A rare opportunity to be seized!
Secondly, the researcher’s interest in the area was encouraged and nurtured by lecturers whom provided personal experience and academic insight in the area. As a result, the researcher has been closely involved in the change management process having been afforded an opportunity to observe, participate and analyse the different stages of the change transformation. In this regard, the researcher is now in a position to reflect on the process as a whole, as an objective observer.

In this study, it is the aim of the researcher to investigate what lessons can be drawn from a public sector change initiative. Continuous learning throughout the course has given the researcher the skills required to research and analyse the theory related to change management and apply the theory to practices carried out by the Office of the Ombudsman. Ultimately, the main purpose of the academic research and collation of objective data is to add value to the existing literature on change management in the field of public sector change management. Objectively speaking, throughout the vast opportunities in the past and the present turmoil facing many civil and public sector organisations, change has been the only constant. However, successful change can be difficult to achieve especially when the financial markets are experiencing historic downturns and global confusion. It is easy for public sector organisations to become entranced in the voluminous array of literature in the field. Nevertheless, case studies of public sector change management in Ireland are scarce, if existent. In light of this, the core of the research is to establish and provide an insight and understanding of how the transformation process in the Office of the Ombudsman can potentially open avenues and provide an insight and understanding of how the transformation process can be utilised by other Government departments/offices seeking to implement change given the current economic turmoil.

1.5 Research Question

Change is the one constant in an ever diversifying world. The process of change itself has assumed many titles; change management, organisational transformation, restructuring, reengineering, turnaround, total quality management. However, as stated by Kotter (1995), in almost every change initiative the basic goal has remained the necessity to make principal changes in how business is carried out in order to manage a new, more challenging and diversifying business environment.
That said, almost 70% of change initiatives fail (Kotter, 1995). Given the vast array of research and publications in the area of change management it is interesting to note that few researchers can agree on the major factors critical to the success of change initiatives (Sirken et al., 2005).

In this regard, the research question of this case study focuses on: what were the driving forces behind the idea of change within the Office of the Ombudsman, why did it change its structure and culture, how did it manage the change management process, what were the measures of success and were the measurements for success achieved?

Further broken down, the researcher as part of the dissertation will establish the following:

1. driving forces behind the change – why?,
2. understanding the change management process – both structural and cultural,
3. management of the change management process – how?,
4. was it a success – measurements for success?, and
5. risk of failure – how to address this? – observation and correction.

Following on from this the aim of the dissertation is also to establish the truth behind the subsequent hypothesis:

- A clear vision and business strategy communicated and driven by senior management is critical to the successful long-term implementation of change.

1.6 Research Objective/Problem

The aim of the dissertation is to investigate many aspects associated with change management. In this regard, the research objectives are to:

1. identify the forces driving change and establish why the Office decided to change,
2. establish the changes, if any, to the strategy, mission, identity and vision of the Organisation and how they were implemented,
3. establish how the two categories of change (structure and process) were facilitated and implemented,
4. establish if there was resistance to change and, if so, how this was overcome,
5. establish if the change process is effecting the Organisations culture,
6. determine if the factors associated with the effectiveness criteria for managing change are being met, and
7. determine the measurements for success and if they are being achieved.

In summary, the aims of the research objectives, with regard to the Office of the Ombudsman are to: establish models which aided the conception and understanding of change, define any tools and techniques that helped in planning and delivering change within the Office and determine if lessons learnt through the implementation phase were used to avoid unforeseen pitfalls (Newton, 2011). In conclusion, there is no one change model to ‘fit’ all organisations, however, it is envisaged that the research will contribute to previous studies conducted in the area of Irish public sector change management.
Chapter 2: Literature Review

2.1 Introduction

“Change is a persuasive influence. We are all subject to continual change of one form or another. Change is an inescapable part of both social and organisational life” (Mullins, 2002)

Change management literature focuses on the one constant which is the fact that, change is the only certainty in an ever diversifying world. However, the idea of change itself is changing (Abrahamson, 2000) and the speed at which change takes place or is necessary has increased significantly since the Industrial Revolution of the eighteenth century (Baker, 2007). All organisations now need to be proactive, responsive and responsible to survive in today’s market (Manikandan, 2010).

Kee and Newcomer (2008) state that since the early 1980’s, the challenges facing public sector organisations have diversified significantly as the present environment is unpredictable and dynamic, and they are increasingly decentralised. Any change in the public sector must be implemented in line with external forces such as social, economic and political factors whilst, maintaining the values and norms that are consistent with the public interest. These are in essence the guiding values for public sector leaders embracing change. In tandem with this, public sector organisations have adapted a vast range of flexible and accommodating work practices in accordance with administrative change initiatives (Song, 2009). Vallas (2003) indicates that bureaucratic organisational structures are changing their flexibility and adaptability in accordance with current economic conditions. As stated by Chandler (2003) “Structure follows strategy”.

At present a major trigger of change within the Public Sector is the turbulence of the recession and the need to anticipate and embrace change constructively and creatively (Baker, 2007). These triggers can arise outside or inside an organisation, indicating that current arrangements, systems, procedures, rules and other aspects of an organisations’ structure and process are no longer appropriate or effective (Buchanan and Huczynski, 1997).
According to Kimberly and Miles (1980) life cycle theory indicates that structural change accompanies an organisation’s growth. On the contrary, Burke and Litwin (1992) state that organisations change as a result of mission, strategy, system and structure. However, it is widely agreed that the capacity to predict and plan organisational change ensures a greater chance of implementing successful change which, includes a positive effect on individual employee development and organisational performance (Weir, 1996; Robertson and Seneviratne, 1995).

Therefore, success isn’t possible without changing the day-to-day behaviour of a company and change should include focusing employee’s minds to their own insights by facilitating entrepreneurial and positive discussions and activities (Rock et al., 2006; Nonaka, 2007). Following on from the resource-based view (Priem et al., 2001; Barney, 1996), it is time organisations started treating their organisations as living organisms that have the ability to be: adaptive, flexible, self-renewing, resilient, learning and intelligent – attributes found only in living things (Wheatley et al., 1996; Nonaka, 2007). Furthermore, many academics in the field believe that change comes in many different forms. Sometimes it is merely structural, requiring reorganisation of activities or the introduction of new people into particular roles (change agents who encourage and manipulate the acceptance of change (Jackson, 2010). At other times cultural change is sought in order to alter attitudes, philosophies or long-present organisational norms” (Torrington et al., 2008). Nonetheless, Kotter (1995) reported that from 1985-1995 he monitored more than 100 companies implementing change of which, over 50% of the companies monitored failed in the first phase of change implementation.

What is interesting is the fact that in 1996, only 30 percent of change programs succeeded (Aiken et al, 2009). In 2010, this figure remains unchanged (Manikandan, 2010). Therefore, despite decades of study of change management disciplines, leading scholars writings, and legions of consultants depicting their methodologies, change initiatives are decreasing in popularity as it fails to produce sustainable changes in; process, behaviour, performance and ultimately the essential nature of the organisation (Roberto and Levesque, 2005).
2.2 Forces Driving Change

“The forces that operate to bring about change in organizations can be thought of as winds which vary from warm summer breezes that merely disturb a few papers to hurricanes that cause devastation to structures and operations that require reorientation of purpose and rebuilding. Sometimes, the winds subside to give periods of relative calm and organizational stability” (Senior and Swailes, 2010).

Change (transformation) occurs in epic proportions throughout the western society every century, and within a matter of decade’s society itself changes not only its basic values and social and political structures but also its institutions (Drucker, 1997). As stated by Quinn et al. (1998) in the post industrial era intellectual capital and systems capability will determine the success of an organisation. Drucker (1997) argues that knowledge itself is changing and evolving at a rapid pace whereby, organisations must be organised for constant upending change. The dominant view indicates that this is advisable not only for organisations but also individuals should they wish to enhance and acquire new knowledge every 4 to 5 years or face becoming institutionalised, uncreative and outdated (Davenport et al., 1998; Quinn et al., 1998; Porter and Millar, 1985; Nonaka, 2007).

Therefore, in a society where the only certainty is uncertainty, successful companies will need to create new knowledge, disseminate it widely throughout the organisation and rapidly envelope and embody new technologies (Nonaka, 2007; Porter and Millar, 1985). In this regard, as stated by Hemp (2009) “in the knowledge economy, information is our most valuable commodity”, it is the new primary resource (Rayport and Sviokla, 1996) and it has undoubtedly lead to learning organisations (Quinn et al, 1998). Information is leveraged through advances in technology (Davenport, 2006) and the virtual value chain whereby, value adding steps are virtual as they are performed through and with information (Rayport and Sviokla, 1996). In addition, the increase in networked computers has enabled organisations to codify, store, and share knowledge more easily and cheaper than ever before (Hansen et al., 1999; Porter and Miller, 1985; Teece, 1998). Furthermore, Prahalad and Hamel (1990) argue that, the greatest source of advantage is found in management’s ability to merge technologies and organisational skills into competencies that empower organisations to adapt quickly to changing opportunities.
Quinn et al. (1998) believe that professional intellect comprises four levels; cognitive knowledge (know-what), advanced skills (know-how), systems understanding (know-why) and self-motivated creativity (care-why). They argue that managing human intellect alone is not enough. However, through new technologies and management approaches such as; software tools, incentive systems, and specifically designed/re-designed organisational structures, professional intellect can be leveraged to higher levels.

According to Nonaka (2007) competitive advantage through new knowledge and innovation derives not only from the processing of objective information but more importantly the ability to embrace and utilise tacit knowledge. Nonaka (2007) defines tacit knowledge as highly subjective insights, intuitions, and haunches of individuals. Consequently, it is widely agreed (Nonaka, 2007; Quinn et al., 1998; Hansen et al., 1999; Drucker, 1992) that organisations must acquire individual employees’ tacit knowledge and make it available for testing and use by the company as a whole. Consequently, it is agreed that the key to acquiring, developing and utilising this resource is the personal commitment of individual employee’s and the ability to enhance their sense of identity with the organisation and its mission.

Contrary to prior misconceptions Nonaka (1997) highlights that, the distinction between tacit and explicit knowledge implies four basic patterns for creating knowledge; tacit to tacit, i.e. learning tacit skills through socialisation (observation, imitation, etc.), explicit to explicit, i.e. gathering knowledge/information from throughout an organisation and collating/synthesising this data creating new knowledge, tacit to explicit, i.e. the ability to articulate the foundations of one’s own tacit knowledge and converting it into explicit knowledge, and explicit to tacit, i.e. the sharing of knowledge throughout an organisation and an employee’s ability to internalise it by broadening and reframing their individual tacit knowledge.

Hansen et al. (1999) argue that information technology can be leveraged to capture and disseminate knowledge. However, they argue that there are two knowledge management strategies, the codification strategy and the personalisation strategy. The codification strategy occurs when knowledge is carefully codified and stored in databases to be accessed and exploited by all employees within an organisation.
This can include documents such as, interview guides, work schedules, programming documents, training material, change management material, etc, being linked through area database networks. In contrast, the personalisation strategy focuses on direct person to person contact and tuition. Whereby, technology is used as a source of facilitating knowledge communication rather than the storage of carefully codified knowledge. This can include brainstorming session, group meetings, one-to-one conversation/discussion/debates. Furthermore, although some organisations use both strategies, Hansen et al. (1999) argue that effective organisations focus on one particular strategy using the alternate strategy as a support.

Schuler et al. (2002) state that mergers and partnerships are increasing in popularity, however, organisations must select ‘likely partners’. Furthermore, employee diversity makes strategic sense “as firms reach out to a broader customer base, they need employees who understand particular customer preferences and requirements” (Dessler, 2004; Bing, 2004). Therefore, “managing diversity means maximizing diversity’s potential advantages while minimizing the potential barriers – such as prejudices and bias” (Dessler, 2004).

Continuous improvement of every process, product, procedure and policy is necessary and change should be embodied in the daily life and work of organisations which, requires decentralisation (Drucker, 1997). As every manager is acutely aware staying competitive now more than ever depends on achieving higher levels of performance for customers whilst reducing costs (Rayport and Sviokla, 1996). In particular, in times of recession knowledge management in coordination with the harnessing of information technology will ultimately drive and ensure that organisations respond quickly to customers, markets, trends and demands on certain sectors (Nonaka, 2007). However, this can only occur when senior managers evaluate their business (strengths, weaknesses, opportunities and threats) and focus on demand-side strategies (Rayport and Sviokla, 1996).
In contrast Albright (2004) believes that environmental scanning, the gathering of external information and its communication internally regarding issues that may influence the organisation and its strategic planning, could identify emergent issues, situations and pitfalls that can impede the organisation in the future if ignored. Finally, Hammer (2001) argues that another area driving change is the perception of business processes as chains of activities performed by a series of different but connected companies, an area offering tempting opportunity for super-efficiency. This shows the potential of streamlining and collaborating intercompany processes, bearing in mind cross-company guidelines, by following three steps; scope (identify a target process and connected company), organise (re-design processes on the process vision) and implement changes (monitor solid results and communicate progress regularly).

Teece (1998) concurs that although the first element of competitive advantage in this new era is; information/professional intellect, experience, communication, knowledge management and technology/networked systems. He argues that the second element (and most critical element to this thesis) is structural change which has transformed the nature of what is strategic and further impounded the importance of knowledge (information/intellectual property) and learning organisations. Contrary to common misconceptions, the programme for change to the structure/strategy should be an organised team effort to facilitate, develop, guide, support and provide a context rather than a blueprint for change (Trainor et al., 2008; Morris et al., 2011; Venkatraman and Henderson 1998).
2.3 Importance of a Clear Strategy: Incorporating Change into the Mission, Identity and Vision of the Organisation

*A mission statement is a statement of overriding direction and purpose of an organisation* (Johnson et al., 2008)

The idea of strategy was believed to have been implemented by the military to achieve goals (Dandira, 2011). In this regard, Cater (2008) defines Strategy as “ways of pursuing the vision and mission”. Furthermore, Hambrick and Fredrickson (2001) define strategy as “an integrated, overarching concept of how the business will achieve its objectives” which is implemented by all employees. Poister (2010) argues that strategy/strategic planning will have to play a more critical role in the public sector if they are to manage change adeptly and effectively anticipate rapidly emergent issues.

The essence of a clear business strategy formulation is coping with competition and strategically positioning/managing the organisation based on external and internal changes, otherwise described by Porter (1997) as competing with customers and suppliers for bargaining power. This opens organisations up to the realm of Porters five forces Analysis of assessing the forces affecting their environment referred to as strengths, opportunities, weaknesses and threats in order to exploit changes within the current environment.

Hambrick and Frederickson (2001) contend that each strategy has five elements and can evolve and be adjusted accordingly; arenas (where will the organisation be active?), vehicles (how will the organisation get there?), differentiators (how will the organisation win in the marketplace?), staging (what will be the organisations speed and sequence of moves?), and economic logic (how will the organisation obtain returns?). Furthermore, they state that an organisations strategy stands apart from and guides the mission, vision and values of an organisation. Therefore a driver of change’s greatest challenge is communicating the changed strategic plan and guiding the vision clearly whilst incorporating how each individual plays a role in the organisations achievement. Thus, turning big goals into manageable objectives and bridging the intelligence gaps from the Chief Executive Officer’s (CEO) vision to employees on the ground (Aiken et al., 2009; Poister et al., 2010; Thornbury, 1999; Price, 2007).
Nevertheless, it is widely agreed (Wheatley and Kellner-Rogers, 1996; Drucker, 1997) that employees use their shared sense of character to perform their individual contribution and benefits can only be exploited when information belongs to everyone in an organisation thereby enabling employees to organise, adapt and change rapidly and effectively to changes (customers, competitors and environments). Therefore, Rangan (2004), states that the mission is what inspires founders to create the organisation drawing board members and staff. This argument is supported by Drucker (1997) who states that “only a focused and common mission will hold the organisation together” otherwise an organisation will lose its integrity and its ability to attract professional and intellectual individuals. Interestingly, Rangan (2004) reported that successful organisations made informed decisions based on the long-term strategy and mission and he stated that founders in non-profit organisations often deliberately ensure that their original vision is embraced by the subsequent generation of leaders.

Collins and Porras (1996) argue that successful enduring companies have visions that are “built to last” and demonstrate clearly how they will advance and remain steadfast concerning the values and purposes they will always stand for. They also highlight that the two components of any lasting vision are core ideology and an envisioned future. Consequently, they state that an organisations strategies and practices should constantly change whilst the core ideology should not. Collins and Porras (1996) describe core ideology as consisting of two elements; core vaules (a number of guiding principles by which a company navigates) and core purpose (an organisations most fundamental reason for being). They also describe an envisioned future as existing of two elements; ambitious plans (ambitious plans that motivate the entire organisation) and vivid descriptions (a picture/blueprint of the established goals).

In contrast, Wheatley and Kellner-Rogers (1996) argue that identity begins with intent, a belief that something more is possible though the group and its references; its vision and mission. Furthermore, identity includes current interpretations of the organisations’ history, present decisions/processes and its sense of future direction, i.e. “what we want to be true and what our actions show are true about ourselves” (Wheatley and Kellner-Rogers, 1996). This links works in the area (Aiken et al., 2009; Poister et al., 2010; Price, 2007) which, hypothesise that strategic plans drive the organisations focus whilst aided by the mission, vision and performance management which communicates it to all stakeholders.
In conclusion, drivers of change need to communicate the strategy, mission and vision to all employees (Dandira, 2011) whilst seeking performance feedback from internal and external stakeholders. This is known as a 360° strategic communication and performance feedback which ascertains highly relevant information with the intention of assisting management decisions relating to strategy and change. Thereby, continuously aligning and realigning actions with the change strategy (Aiken et al., 2009; Poister et al., 2010; Srinivas, 2009; Price, 2007).

2.4 Facilitating and Implementing Change

“People are our greatest asset yet few practice what they preach, let alone truly believe it”

(Shirley, 1997)

Krause (2006) in the McKinsey Quarterly online survey defined change as “a coordinated program, in companies or business units, which typically involves fundamental changes to the organisation’s strategy, structures, operating systems, capabilities and culture”. Therefore, change management is required to effectively manage change to achieve business results and avoid major disruptions to the organisation as a whole. In addition, change initiatives can be categorised as titled projects, programmes, strategic initiatives, task forces, etc. However, broadly speaking there are three main types of change: transformational change, bounded change and deliverable-led change (Newton, 2011), (please refer to appendix 1).

Meyerson (2011) argues that organisations change primarily in two ways; through drastic action (whereby change is discontinuous and often forced or mandated by an executive in the wake of major technological innovations, scarcity or abundance of critical resources, sudden regulatory, legal, competitive or political changes), and through evolutionary adaption (whereby gentle, incremental, decentralised, long-term changes with short-term goals leading to less disruption and lasting change with). Furthermore, according to Newton (2011) there is a human and an organisational or operational dimension to change. The human side of change management focuses on resistance to change whereas the organisational dimension achieves the necessary business results.
Consequently, this prevents serious disruption to the day-to-day business of the organisation and requires serious thought as “changing one part of an organisation can be like pulling thread from a piece of clothing”, who knows what could unravel (Newton, 2011).

Any change strategy requires addressing the strategy, skills and structures. If these core elements are not aligned the organisation will not be able to drive change and the desired outcome may never be reached (Carter, 2008).

1. **Strategy** – change is complex and requires having clear priorities which help maintain order and ensures the process is manageable,

2. **Skills** – up-skilling staff affected by the change help with its acceptance as they provide the tools and means of dealing with uncertainty and disorder created as a consequence of the change process, and

3. **Structures** – long-term structures of an organisation can be categorised into five core elements: jobs, the authority to execute the jobs, the grouping of jobs in a logical manner, the manager’s span of control, and the methods of coordination. They can be applied immediately and can affect employee behaviour.

Argenti et al. (2005) suggest that organisations pursuing a strategic approach to communication can ensure that it is an integral part of the process of strategy implementation by; reinforcing the new strategy and structural change, seeking feedback, and using responses to inform strategy changes going forward. However, they stress that a communications plan requires a consideration of the message portrayed, the audience, the phase of the change initiative, the media used, the credibility of the leader, and feedback mechanisms.

Carter (2008) argues that a strategic approach to communication is one of the most important elements in the change process to reduce resistance, minimise uncertainty, and increase stakeholder involvement and commitment. Furthermore, Kaplan and Norton (2005) believe periodic management meetings, corporate communication, and knowledge management must be aligned to strategy execution. Moreover, the creation of a unit with responsibility for the implementation of strategy will ensure a focal point for ideas that permeate up through the organisation. They outline the key elements necessary for successful strategy implementation; planning and budgeting, human resource alignment and knowledge management.
Most importantly they conclude that for strategy to be effective all unit plans must be aligned with the strategy. In addition, Argenti et al (2005) emphasize that should strategy development be supported by communications, it requires that; senior managers must be involved, communications must be integrated (structural integration is not the only choice), communications must have long-term orientation and top communicators must have broad general management skills. Therefore managing change “involves helping others to envision the future, communicating the vision, diagnosing and changing mindsets and mental models, setting clear expectations for performance, and developing the capability to reorganise people and reallocate other resources” (Bratton and Gold, 2007).

In this regard to facilitate and support change initiatives and strategy development Miles and Snow (1984) argue that human resources management (HRM) is evolving into an evolutionary style of strategic human resource management, a new world of high-technology service-based customer service. ‘HR practices when viewed collectively as a system can be unique and may therefore be a source of sustainable competitive advantage’ (Kelly, 2009), (please refer to appendix 2, Effective principles in the design of a HRM system).

Essentially HRM must be suited to the demand of the business strategy therefore becoming polydextrous, i.e. offering services to an array of strategic business units whilst maintaining staff with professional consulting skills, particularly in the area of organisational design and development (Miles and Snow, 1984; Kaplan and Norton, 2005). Finally, Newton (2011) concludes that as change necessitates both deliverable development and change management action. Investment in change initiatives and assets necessary to undertake the process should be fully adopted and utilised by the organisation through change management action. Thus, creating an environment whereby deliverables are supported by change management creating a strong infrastructure for change (Christensen and Overdorf, 2000). Additionally, investment in the capital (employees) is unproductive unless the knowledge worker brings to bear on it, the knowledge he or she owns and that cannot be taken away (Drucker, 1997). Cross functional teams are another form of encouraging managers to think in new ways and challenge existing practices (Ghosn, 2002).
Thornbury (1999) emphasises the need for change agents in implementing change. She states that they need to be sensitive to the dynamics of the organisation and creative in their approach. Buchanan and Huczynski (1997) build on this argument and states that change agents can be “any member of an organisation seeking to promote, further, support, initiate, implement or deliver change”, and they are often chosen for their expertise in the field. They conclude that it has been established that they require less technical expertise and rather more interpersonal, communication and managerial skills. Whilst Johnson et al., (2008) argue that a change agent is an individual or team that effects strategic change in an organisation. Ultimately, critical mistakes will lead to devastating results which distorts momentum and drive towards achieving the goals and a lack of experience can result in at least one big error. Therefore, drivers of change usually comprise of a group or an individual that looks in-depth at the company’s strengths, weaknesses, opportunities and threats (Rayport and Sviokla, 1996) communicating this information broadly across the organisation, emphasising the most dramatic issues. This requires the aggressive cooperation of individuals and groups as employees need to be motivated and encouraged to see the benefits change can bring.

In conclusion, it is essential that organisations facilitate and implement change in line with its ability to “attract people, hold people, recognise and reward people, motivate people, and serve and satisfy people” (Drucker, 1997), to ensure knowledge workers are retained and it enjoys continued success. Additionally, the main emphasis should stay on talent development, retention and use of ‘talent analytics’ (Davenport et al., 2010).
2.5 Change Models

“An operational model serves as a useful tool to bridge the gap between practitioner and manager.” (Selfridge and Sokolik, 1975)

Change models are designed to facilitate change and assist in organisational development by nurturing greater effectiveness and growth in individual, subgroup, and intergroup relationships (Selfridge and Sokolik, 1975).

Social psychologist Lewin (1951) developed one of the earliest change models; unfreeze, change and re-freeze, describing it as a three phase process. Initially leaders create a sense of urgency challenging the existing ways of doing business and discarding the existing mindset whilst preparing to change. The new change process is then introduced creating a period of transition where uncertainty is encountered as adaption occurs. Finally re-freezing, the institutionalisation of the new changes occurs and the new mindset is solidified therefore the change becomes the new norm (Carter, 2008; Buono and Kerber, 2010; Manikandan, 2010; Roberto and Levesque, 2005). In addition to the steps above Roberto and Levesque (2005) argue that a major influencing factor in the success of any change initiative is the importance of planting the seed of effective institutionalisation long before the roll out of the change initiative.

Stemming from Lewin’s (1951) model, past academic literature proves that many guru’s in the field of change management focus on the essential soft skills such as; motivation, culture and leadership (Sirkin et al., 2005). Kaplan and Norton (2004) concur that to measure an organisations intangible assets’ strategic readiness, managers must determine what human (gaps between required and current capabilities), information (IT systems needed to support each critical internal process) and organisational capital (culture, leadership, alignment, and teamwork and knowledge sharing) is required to perform the internal processes most critical to the change strategy. They argue that measuring the value of such intangible assets, i.e. employees’ skills, IT systems, and organisational cultures is “the holy grail of accounting”.

20
Contrary to this belief Sirkin et al., (2005) argue that change projects will not succeed in the first phase of implementation unless organisations focus on the essential hard elements first, i.e. should organisations fail to pay attention to the hard issues in the first instance the change process will fail before the soft elements come into play. Their evolving concept is known as a ‘DICE’ framework whereby through assessing each element of the framework, before the launch of a change initiative and again thereafter, organisations can identify potential issues and make appropriate adjustments. These hard elements can be measured both directly and/or indirectly, their importance is easily communicated inside and outside the organisation and the organisation is capable of influencing the elements quickly.

The essential ‘DICE’ framework hard elements include;

1. Duration - time between milestone reviews as the shorter the better),
2. Integrity - project teams’ skill,
3. Commitment - senior executives’ and line managers’ dedication to the program, and
4. Effort - the extra work employees must do to adopt new processes as the less the better.

Sirkin et al., (2005) believe that these four factors will foster a successful change process as it will spark and encourage valuable senior leadership debate about the project strategy. However, according to Beer and Nohria (2000) carefully and simultaneously balancing the two basic theories of change, i.e. soft (human) and hard (economic) approaches will ultimately increase profit and productivity leading to sustainable competitive advantage. Furthermore, they depict that all organisational change can be compared and contrasted along six dimensions; goals, leadership, focus, process, reward system and use of consultants. This comprehensive perspective of the fundamental nature of change is shared by Selfridge and Sokolik (1975) whom argue that, integration of the two inextricably connected major components, overt (hard elements, physical and easily observable) and covert (soft elements, obscure and often hidden), will lead to organisational development and ultimately formal organisational change, (please refer to appendix 3, the organisational iceberg).
Kotter (1995) delves deeper indicating that successful large-scale change takes years and involves a series of eight distinctive stages which must be followed in sequence as the success of any given stage depends on the work undertaken in the previous stages. The eight stages are:

1. Establishing a sense of urgency – established when 75% of management believe the status quo is no longer viable,

2. Forming a powerful guiding coalition – commitment to renewal shared by the head of the organisation and 5-50 other key employees,

3. Creating a vision – a coherent and sensible vision communicable in 5 minutes or less which receives an interested and comprehensible reaction from employees,

4. Communicating the vision – use all information channels to communicate and re-iterate the vision whilst simultaneously incorporating the vision into all discussions and issues,

5. Empowering others to act on the vision – remove obstacles (systematic or human) to the vision,

6. Planning for and creating short-term wins – clearly recognisable results within the first year or two which contribute to converting doubters,

7. Consolidating improvements and producing still more changes – whilst celebrating short-term wins reiterate the needs/benefits of pursuing the long-term goals, and

8. Institutionalising new approaches – New behaviours and norms must be rooted in the shared norms and values of the organisation by periodically demonstrating improved performance as a result of the new behaviours and approaches.

Although implementing the various stages necessitates a considerable length of time, ignoring steps creates an illusion of speed in the implementation of change. However, it results in a dissatisfactory conclusion. Interestingly, Kotter (1995) noted that more than 50% of the 100 companies he monitored from 1985 failed in the first phase of change implementation.
In contrast Carter (2008) identifies a change model and methodologies comprising seven phases that intuitively also address the strategy, skills and structures of a change initiative.

1. Set up for success – senior executives start with the end goal in mind mapping out what needs to happen in relation to goals, roles, and responsibilities. The outcome should be communicated across the organisation, however the work to achieve the end result may require discretion should it require the redundancy of certain roles, etc. as some resistance is inevitable,

2. Create urgency – involves shocking employees with a statement or action that creates anxiety and demonstrates that maintaining the current position is ineffective. Resistance to change should be addressed at this stage through communicating effectively, addressing fears/concerns and employees should participate in ways to minimise any foreseeable issues (concerned employees often have good ideas on how to address their concerns/issues,

3. Shape future – created through sharing the change strategy (mission, identity and vision) the envisioned outcome, confidence and competence of the leader(s) and the role of employees in achieving this. Vision statements should; include long-term and short-term goals, use appropriate language, understandable, credible, customer focused and communicated to employees at all levels within the organisation,

4. Implement – best if this phase follows in sequence as this is when change and the new process begins. Skills required to perform the job are also addressed in this phase,

5. Support Shift – Change has commenced and is in transit therefore, supporting and resisting factors must be identified though a force-field analysis (Lewin tools – geographically shows the factors and their strengths) or a stakeholder analysis (analysing participant selections carefully – chooses peers or co-workers that employees listen to and respect),

6. Sustain momentum – through reinforcement approaches social (praise), activity (celebration) and tangible (reward), reinforce and ensure positive behaviours of embracing change fully and sincerely and producing the outcomes are maintained by celebrating successes and using lessons learned, and

7. Stabilise environment – re-freeze the organisation into the new state by institutionalising long-term structures and creating, modifying and eliminating job descriptions that support and reinforce the new way of doing things.
Table 2.1 Set up for Success as adapted from Carter (2008)

<table>
<thead>
<tr>
<th>Unfreeze</th>
<th>Move</th>
<th>Refreeze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create urgency</td>
<td>Shape future</td>
<td>Support shift</td>
</tr>
<tr>
<td>I M P L E M E N T</td>
<td></td>
<td>Sustain momentum</td>
</tr>
</tbody>
</table>

**Stabilise environment**

Leading change (strategic and social/emotional)

Managing change (Tactical and Technical)

Hammer and Champy (1993) argue that Business Process Re-engineering, another methodology, is “the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service, and speed.” (Hammer and Champy, 1993, as quoted in Buchanan and Huczynski, 1997). In conclusion, as stated by Atkinson (2003) change is a complex process incorporating political and behavioural realities, to succeed in the implementation of change (models) organisations must ensure that change is implemented so that the ‘culture for change’ is grown and the best people for the job are retained.
2.6 Challenges to Change: Barriers and Resistance

“The key to coping with resistance is to understand the needs of people who are affected by change” (Tanasoaica, 2008).

In particular regard to Public Sector reform, Alastair (2009), states that there are five barriers to Government reform which include; lack of urgency, lack of stretching or sustained ambition, lack strong leadership skills possessed by drivers of change, leaders lack knowledge in the effective use of raw data/knowledge in strategic decision making (Nonaka, The knowledge-creating company, 2007) and finally, poor employee engagement by leaders. In contrast, Siegal and Stearn (2010), state that the major pitfall to change is ‘positioning the organisation for success’ over a long period of time, when instead, change should be ‘results driven’ with improvements happening whilst the organisation is changing. They stress that to ensure an organisation is ‘results driven’ it must; identify the change effort’s primary purposes, commission a portfolio of small temporary ‘rapid results’ teams to drive these strategic issues into the daily priorities of people on the front lines, extract the learning from these ‘rapid results’ experiences and apply the learning to the longer-term work streams of traditional change management whilst leveraging technology and qualitative enhancements.

Matta and Ashkenas (2003) concede that ‘rapid-results initiatives’ remove the traditional approach pitfalls as the focus moves from developing recommendations, new technologies and partial solutions to the end result. They classify the traditional approach risks as white space (failure to anticipate all required activities and work streams resulting in gaps in the plan), execution (failure to execute designated activities adequately) and integration (failure to simultaneously interlink all project elements holistically at the end of the project thereby inhibiting the projected result). In contrast the rapid-results initiatives are large scale projects broken down into achievable small projects designed to deliver mini-version of the end result. The initiative comprises three main characteristics; results oriented (measurable small scale results), vertical (employees from throughout the organisation work in tandem to uncover gaps in the project plan and ensure all activities are integrated, vertical and horizontal activities should be balanced) and fast (results and lessons learnt should be available within 100 days).
Accordingly, it is interesting to note that Krause (2006) in the McKinsey online survey it was reported that “There is no dominant view among executives on which organisational and behavioural barriers most impede a company’s agility and speed” although they indicated that a broadly favoured mechanism for fostering agility (an ability to change tactics or direction quickly) and speed (a measure of how rapidly an organisation executes an operational or strategic objective) is establishing a clear link between corporate strategy and employee performance goals.

Furthermore, the two dimension of change as stated by Newton (2011) include the organisational side and the human side of change. In this regard change is often looked at from an organisational viewpoint however, for change to be effective and real, people must experience it personally. Therefore, “if no one experiences it personally nothing has changed” (Newton, 2011).

As such resistance is the shared human response to change (Tanasoaica, 2008; Kegan and Lahey, 2001) and it occurs for a variety of practical and psychological reasons including; fear of the unknown or uncontrolled, loss of status, feelings of loss of control, laziness and unwillingness to break habits, feelings of criticism, lack of trust and poor previous experience of change and finally a real or imagined threat to role and rewards (Newton, 2011). Recent arguments suggest that people do not resist change but rather reject the risk of detrimental impact (individual and subjective), real or imagined, of specific changes (Newton, 2011; Tanasoica, 2008). Change is a normal human defence mechanism and a predictable part of the change process which, can result in a minor impediment or a catastrophic risk to the overall change process. Resistance to change may not always be apparent and cannot always be eliminated but it must be managed and overcome (Senior and Swailes, 2010). Research by a number of leading scholars suggest that, what significantly motivates managers and employees in their work can be equally split amongst five key forms of impact on; society, the customer, the organisation and its stakeholders, the working team and ‘me’ personally (Aiken and Keller, 2009). Tanasoaica, (2008) argues that there are three steps to follow for successful navigation through uncertainty of change; seek accurate information to avoid needless worry, express concerns to a trusted few and remember your value.
Incidentally, in the information age/knowledge era, loyalty can no longer be obtained through monetary rewards. This has resulted in the need for the organisation to earn loyalty by providing its knowledge employees with exceptional opportunities for putting their knowledge to work. In essence, the modern organisation cannot be an organisation of boss and subordinate. It must be organised as a team thereby, transforming into a responsibility based organisation in which every member must act as a responsible decision maker (Drucker, 1997).

Furthermore, few things are as difficult in an organisation as transforming/changing from one team to another. Similarly, changing a team demands the most difficult learning imaginable: unlearning. It demands giving up hard-earned skills, habits of a lifetime, deeply cherished values of craftsmanship and professionalism, and – perhaps the most difficult of all – it demands giving up old and treasured human relationships (Drucker, 1997). It must also be noted that ‘it is impossible to build a strong corporate culture without stability of membership ... high turnover undermines the motivation to invest in training and multiskilling’ (Legge, 2005). Finally, Tanasoica (2008) believes that if management; focus on people, communicate strategic messages and combine communication and training they will create a culture that embraces and nurtures change. Ultimately, this will increase the success of management processes and systems implementations (Rousseau, 2004).

In conclusion, as emphasised by Wheatley and Kellner-Rogers (1996) we need to start treating our organisation as living organisms that possess the ability to be self-organised, flexible, adaptive, self-renewing, resilient, learning and intelligent. CEO’s and Senior managers therefore need to conquer their reluctance to treat organisations as living organisms and focus on the human (soft) side of change and how employees resist, cope with, and ultimately accept change into the workplace. To achieve this, managers must involve employees in the process, ensuring that they are heard as experts (Wheatley and Kellner-Rogers, 1996; Rousseau, 2004). In this regard, managers are encouraged to speak to employees at every level of the organisation, starting at the top, to discuss the reasons driving change and the aspects of the organisation that will transform before, during and after change occurs (Wheatley and Kellner-Rogers, 1996). Once employees understand the reasons for change, it is important for management to reinforce cooperation with timely practical and inspirational messages to encourage and involve all employees (Tanasoica, 2008).
2.7 Creating a Culture for Change

“Organisational culture is the basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously and define in a basic taken-for-granted fashion an organisation’s view of itself and its environment” (Johnson, Scholes and Whittington, 2008)

Culture is the basic or hidden assumptions, interest, practices, or values within an organisation (Meyerson, 2011). Incidentally, all change projects benefit from a culture aligned to support their objectives (Davenport et al., 1998; Petrobas, 2007).

Johnson et al. (2008) reveal that organisational culture comprises four layers; values (mission, objectives or strategies), beliefs (more specific, issues that can be discussed), behaviours (day-to-day operations of the organisation, i.e. routines, structure, regulation and symbolic behaviours seen by individuals inside and outside the organisation), and taken for granted assumptions (the Paradigm, at the core of the organisation and is difficult to identify or explain). That said, organisations can now focus on these core areas by (Thornbury, 1999); uniting the organisation in what it stands for though a shared set of values, harmonising and aligning what it stands for through consistent core services, making sure it does things consistently in the same way through consistent business processes, and creating a common infrastructure, managed robustly from the heart of the firm. Additionally, Aiken and Keller (2009) concur with this theory, they state that this is achieved through; creating a compelling story, role modelling, reinforcing mechanisms and capability building.

Furthermore, Wheatley and Kellner-Rogers (1996) state that, organisations (comprising three primary elements: identity, information and relationships) are now “communities of practice” or webs of connections woven together through synchronised perceptions, beliefs, values and desires, i.e. employees developing connections with one another. Each employee determines their behaviour based on information about what their colleagues are doing and what their collective purpose is thus, creating working communities.

In contrast, Drucker (1997) contends that “Culture must transcend community” as, any organisation consistently challenging itself to perform to a high standard must ensure its employees believe that the service provided is, the one contribution to society that all others depend.
However, he argues that it is important to note that the power of the organisation can be restrained by political powers as if power is not balanced by responsibility and accountability it becomes tyranny and degenerates into non-performance.

To better assist the comprehension of organisational culture Johnson et al. (2008) devised a ‘cultural web’ comprising:
1. routines and rituals (‘the way we do things’ and activities or special events that reinforce routines),
2. stories (stories or devices that embed what or who is important to the organisation),
3. symbols (logos, offices, titles and type of language and terminology commonly used),
   power structures (most powerful grouping are most likely to be closely associated with the core assumptions and beliefs),
4. control systems (measurements and rewards systems that emphasis what is important), and
5. organisation structures (reflects power and shows important roles and relationships) and the paradigm (encapsulates and reinforces behaviours in the other elements of the cultural web).

On the contrary, Thornbury (1999) classifies her ‘cultural framework’ as consisting of core values, espoused values, behaviours and artefacts which when analysed differ from the cultural web though one sub-element ‘Office layout’. Furthermore, Thornbury (1999) also states that to ensure harmony amongst the organisation, managers must; diagnose the present culture, define the desired culture, and implement organisational and behavioural changes to facilitate that desired culture.

Implementing organisational and behavioural changes to facilitate the desired culture can be assisted by five key areas of activity in the cultural change process. These will ensure maintain an interest and enthusiasm for the values gaining a strong commitment to implementation, understand the importance of the organisations culture, values and behaviours, ensure values are shared by all, and contribute to behavioural change (Thornbury, 1999).
Thornbury (1999) states the five key areas as:

1. leadership alignment (building commitment, actively sponsoring the cultural change process and effective role models),
2. personal and team development (material and exercises are given to employees and include feedback),
3. communications (provide the change agents with planning guidelines, material and creative approaches to communicating messages),
4. managing the process (provide methods for conducting research, designing and running events measuring progress, etc.), and
5. content (material that assist in explaining the depth of values, the theoretical background and various elements of the programme).

In contrast, emergent ideas (Meyerson, 2011) suggest that working quietly to challenge prevailing wisdom and gently provoking the organisational culture to adapt inspires successful long-term cultural change. Organisations must respect the dignity of employees even as it challenges them to overturn deep rooted traditions (Ghosn, 2002). However, success cannot be gained through fundamental changes to the structure and operations, but rather, through the balancing of implementing cultural changes whilst simultaneously protecting the identity of the organisation and self-esteem of the employees (Ghosn, 2002). It can be concluded that working on cultural intellect by expanding on levels of individual and collective thought processes is key to personal and organisational change. In this regard, organisational change is only possible through personal change (Petrobas, 2007).
2.8 Leading Change: Criteria for Managing Change

“What lies behind us and what lies before us are tiny matters compared to what lies within us” (Oliver Wendell Holmes as stated by Manikandan (2010))

“Leadership is the creation of a vision about a desired future state which seeks to enmesh all members of an organisation in its net” (Buchanan and Huczynski, 1997). Accordingly, leaders play a pivotal role in transformation processes. They provide a vivid story to employees explaining; why the organisation must change, where it is heading and how it will achieve its goals (Day and Jung, 2000; Greiner, 1972).

Consequently, Kee and Newcomer (2008) argue that a successful leader must transform traditional public sector organisations through; diagnosing change risk, organisational capability, strategising, creating a case for change, implementing, maintaining and reinforcing change whilst, retaining the values and norms that are in keeping with public interest. In order to critically analyse the organisations environment a change leader must carry out a SWOT and PESTEL analysis because “once the corporate strategist has assessed the forces affecting competition in his industry and their underlying causes, he can identify his company’s strengths and weaknesses” (Porter, 1979). Furthermore, “public sector organisations are typically governed as well as managed and led” (Baker, 2007).

Nowadays, leaders must acknowledge behavioural and emotional factors in significant change initiatives (Roberto and Levesque, 2005 and Atkinson et al., 2010). Hence, leaders are not true leaders unless they have an emotional appeal, i.e. they must have both followers and the skill to influence people over an extended period of time (Kossen, 1994). Therefore, leaders in their roles as change strategists must possess both hard and soft skills. Beer and Nohria (2000) classify these two skills as the idea of grasping and balancing two theories of change ‘theory E’ and ‘theory O’, (please refer to appendix 4, Comparing Theories of Change).
Accordingly, in order to achieve long-term change leaders must reshape the organisational structure, lead roll out processes that are perceived to be fair and legally just and encourage and engage employee emotions (Roberto and Levesque, 2005; Griffith-Cooper and King, 2007; Atkinson et al., 2010). Additionally, Siegal and Stearn, 2010 argue that leaders should only commence change once a clear vision and strategy is developed, and communicated and comprehended throughout the organisation. Therefore, leaders must ensure they use an appropriate means of communication as there is no substitute for face-to-face discussions when issues are non-routine (Lengel and Daft, 1988), (please refer to appendix 5, media selection framework).

Incidentally, change can only be successfully managed when its leaders have sufficient occasions for reflective observation (Day and Jung, 2000). Leadership can be taught and can be a transferable skill (Newton, 2011; Day and Jung, 2000). As a result, leaders must also analyse their personal weaknesses to obtain a deeper understanding of their; functioning, defensive structure, character traits and therefore comprehend how their behaviour affects their organisation, as behaviours and actions appear to be beyond conscious awareness (Kets de Vries, 1994).

Johnson et al., (2008) argue that the management of change is often linked to strategic leadership whereby, leaders influence the organisation in its efforts to achieve an aim or goal. They might not necessarily be an executive, but rather someone who maintains an influential position within the organisation. It is widely agreed that, successful leaders can be categorised into two groups (Kets de Vries, 1994; Johnson et al., 2008) that: charismatic (leaders envision, empower and energise to motivate employees, i.e. build a vision whilst energising employees to achieve it), and instrumental (leaders design, control and reward behaviour fittingly, i.e. mainly focus on the present situation by designing systems and controlling the organisation’s activities). In contrast, another school of thought maintains that successful change leaders must have; intra-personal competencies (ethical, learning oriented, empathetic, visionary, and creative), and interpersonal competencies (trust builder, empowering, democratic, power sharing, and coalition builder), (Kee and Newcomer, 2008; Kets de Vries, 1994).
As argued by Griffith-Cooper and King (2007), leaders influence change through process change, transitional change and transformational change, (please refer to appendix 6, change hierarchy model).

Whilst, Buono and Kerber, (2010) argue that there are three interrelated approaches to leading change; directed change (change is driven from the top down relying on; authority, persuasion and compliance), planned change (provides a blue print whilst encouraging leaders and key stakeholders to become more evolved) and guided change (emergent process which attempts to avail of the expertise and creativity of employees by reconfiguring existing practices and models and testing new ideas and perspectives).

In relation to guided change, while this type of management must have considerable authority, its job in the modern organisation is not to command, it is to inspire (Drucker, 1997; Griffith-Cooper and King, 2007; Wheatley and Kellner-Rogers, 1996). As argued by academic scholars, what is required of a leader as a change agent is a debatable topic. However, in order for a leader to make a difference when facilitating change they must; develop the case for change, assess the environment and culture, plan for change, define what success looks like, lead the change, communicate the change, identify key change impacts, get ready for the changes and champion the change (Manikandan, 2010). In conclusion, the manner in which managers introduce change, regardless of how ideal their intentions may be, largely determines the success of their efforts (Kossen, 1993). Similarly, leadership is crucial in successful organisational change management. However, too often change management is seen as a ‘top-down’ approach but in order to achieve success leaders must establish a balance between a ‘top-down’ and ‘bottom-up’ approach (Manikandan, 2010). Therefore a manager’s ability to build and maintain teams of different personality types just as important as the mix of competencies in those teams (Johnson et al., 2008). Consequently, a special team of employees is required to master, drive and implement change at a strategic and tactical level, on a day-to-day basis (Atkinson, 2003; Ancona and Nadler, 1989). Day el al. (2000) argue a similar approach, they stress the importance of both leaders and participants, being an actor and observer in a transformation project.
This combination of skills will in turn, ensure that the organisation’s change management process can benefit from the collective wisdom and intellect of employees and teams within the organisation (Ancona and Nadler, 1989) by addressing the missing link between strategy formulation and strategy implementation Dandira (2011).

As stated by Bennis "On becoming a leader" we have been given the chance to understand the IQ or intelligence quotient versus EQ or emotional intelligence debate. We believe that IQ is something that is needed to operate in a certain setting but EQ is the real art of leadership (Goleman, 1998; Drucker, 1997), (please refer to appendix 7, the five components of emotional intelligence (EQ) at work).

Leaders must expel the long thought art of dependency and encourage their employees to embrace their initiative, innovation and explore new areas of competence. This is not an easy feat for leaders but one that must be implemented to ensure a resilient, intelligent, fast and flexible organisation (Wheatley and Kellner-Rogers, 1996). Nowadays, “the job of the leadership team is to balance rapid-results initiatives with longer-term horizontal activities, help spread insights from team to team, and blend everything into an overall implementation strategy (Matta and Ashkenas, 2003). In conclusion, change requires management. However, managing change necessitates an appropriate form of measurement (Newton, 2011).
2.9 Measuring Success: Communicating and Monitoring change

“If you can’t measure it, you can’t manage it” (Newton, 2011)

Measurement is viewed by many scholars as one of the most important management tools as (Newton, 2011) strategy must be tested and adapted (Kaplan and Norton, 2005). Measurement is an essential part of a strategy, however, measurement must be an integral part of the management process to be effective (Kaplan and Norton, 1993).

Newton (2011) states that the main to setting up measurement are:

1. Determine what is important in the change initiative by identifying what you are trying to achieve and how you will know if it is being achieved,
2. Select the most relevant and practical set of metrics, i.e. identify how you are doing and what you are achieving whilst driving the behaviours you want,
3. Determine how and when data will be collected, i.e. practical process and timely data,
4. Set targets against the metrics, i.e. how good should performance be relative to each change metric, post implementation,
5. Communicate metrics and targets to affected staff,
6. Initiate measurement through data collection and monitoring,
7. Regularly review the data, monitor trends and take appropriate action,
8. Link measurements to appropriate behavioural driver: feedback, rewards, recruitment, etc., and
9. Monitor the impact of the metrics you are using and be prepared to modify them.

Programs such as process reengineering, total quality, and employee management lack a sense of integrity (Kaplan and Norton, 1993) and “The Old Strategy Calendar” depicting the strategy management schedule is inefficient as the activities carried out from mid-way through the year to the end of the year are carried out in isolation as individual units, financial budgets and incentives are not aligned appropriately, i.e. operating without guidance from the business strategy Kaplan and Norton (2005). Furthermore, the gap in ambition and performance emanates from a disconnect in strategy formulation and strategy execution.
In 2005, 95% of a company’s employees were unaware of or did not comprehend its strategy, i.e. if employees working face-to-face with customers and operating processes that create value are unaware of the strategy, how can they implement the strategy effectively (Kaplan and Norton, 2005). Accordingly, if managed appropriately the balanced scorecard can motivate breakthrough improvements in critical areas such as product, process, customer, and market development. This helps focus the strategic vision of the organisation as measurements are embedded in strategic objectives and competitive demands. However, different situations, product strategies, and competitive environments require separate scorecards to fit the mission, strategy, technology, and culture. Therefore, the balanced scorecard is most successful when used to drive the process of change, “it should be the core of the management system, not the measurement system” (Kaplan and Norton, 1993) as it can aid better communication and understanding of the strategy between top executives and employees in order to ensure and contributes to a consistent focus and coordination of strategy, targets and employee initiative, making it easier to identify and realise synergies (Kaplan and Norton, 2005). Therefore, public sector organisations must commence diagnostic work to seek high value added services, structures and processes which add significant value (Atkinson et al., 2010), (please refer to appendix 8, change management focus and methodologies).

In conclusion, measures for change management can include portfolio measures, readiness/preparation for change, activity measures and result measures. Therefore, there are a number of sources from which organisations can gain information when measuring change initiatives which include; employees focus groups, interviews, internal surveys and questionnaires, external surveys and conversations, feedback processes and listening events (Newton, 2011), (please refer to appendix 9, example measures for change management).
2.10 Summary

“Be the change you want to see in the world” (Gandhi as quoted in Aiken and Keller, 2009)

It would appear that scientific management (Taylorism) was evident and quite popular when the Irish civil service was established in the early 1900’s. Taylorism became a concept of hard HRM as employees were viewed as a resource to complete a particular job making the overall process workforce-oriented. As stated by Taylor (2004) “the remedy for the inefficiency lies in systematic management, rather than in searching for some unusual or extraordinary man”.

Consequently, recognising strategic errors, planning and adjusting them accordingly (Davenport et al., 1996; Teece, 1998; Venkatraman and Henderson 1998) through new technologies and management approaches (Quinn et al., 1998; Davenport et al., 1996) will enable the Irish Civil Service to provide the physical, social and resource allocation structure to sharpen knowledge into its core competency (Teece, 1998). Therefore, in contrast to hard HRM, Beer et al. (1984) developed what has become known as a soft model of HRM. It concludes that, unless HR policies are influenced by employees and key shareholders, the organisation will not meet the needs of these knowledge workers and ultimately, its own strategic objectives.

Over the decades the information age has increasingly highlighted the need to focus on how “knowledge was acquired, generated, captured and processed in knowledge-intensive firms and how it translated into knowledge-based performance” (Kinnie et al., 2006). Nowadays, departments/offices are focusing on maximising organisational performance and excelling in the provision of public service. The knowledge era has also been leveraged through a number of other factors driving change including; technology, knowledge management, etc. The civil service must incorporate and leverage these tangible/intangible resources in order to excel.
In conclusion, successful implementation of change is not solely identifying changes and applying change management to make them happen, it also centres on the right change management approach that is most relevant to the context (Newton, 2011). That said, even successful change efforts are messy, unpredictable and full of revelations (Kotter, 1995) and there is no one change management process that is guaranteed success. Therefore, when considering all the theory it is important to consider the organisation as a living organism (Wheatley et al., 1996) that requires time and attention, whilst ensuring a positive holistic organisational performance and productivity by mobilising organisational energy through the communication of the new objectives in a clear, comprehensive and engaging way (Krause, 2006). Thus, executives in an organisation must believe that its mission and duty is society’s most important (Drucker, 1997).

Bearing this in mind, the aim of the dissertation is to investigate the research question; what are the driving forces behind the idea of change within the Office of the Ombudsman, why did it change its structure and culture, how did it manage the change management process, what were the measures of success and were the measurements for success achieved? In conclusion, the researcher also intends to investigate the following hypothesis; a clear vision and business strategy communicated and driven by senior management is critical to the successful long-term implementation of change.
Chapter 3: Research Methodology

3.1 Background

The intention of this research is to address the question and hypothesis posed in Chapter 1; *What were the driving forces behind the idea of change within the Office of the Ombudsman, why did it change its structure and culture, how did it manage the change management process, what were the measures of success and were the measurements for success achieved?, and a clear vision and business strategy communicated and driven by senior management is critical to the successful long-term implementation of change.*

As visible from the research question the case study chosen was the structural and process transformation effort within the Office of the Ombudsman. This chapter details precisely how the researcher, using the appropriate knowledge, skills, tools and techniques, intends to achieve the research objectives (Saunders et al., 2009).

3.2 Research Methodology

In essence, research methodology establishes the different designs or techniques applicable to the researcher when conducting the study (Maylor and Blackmon, 2005). There are a vast array of choices available to academic and business researchers of which, the specific tools and techniques can include; a self-completion questionnaire, a structured interview, participant observation (whereby the researcher listens to and observes others) and documentary data collection of company reports, guides and publications (Bryman and Bell, 2007; Saunders et al., 2009). However, a lucid knowledge of research methods and methodology provides the researcher with an awareness of the need to collect, analyse and absorb knowledge acquired from academic books, literature and publications and ultimately apply the theory acquired to real-life situations presenting in any organisation. Nevertheless, research methods also provides an awareness and an ability to decipher what constitutes good research and when it is appropriate to employ specific techniques of data collection and analysis (Bryman and Bell, 2007).
The intention of the research at hand is to collect and analyse the vast array of theory relating to change, apply it to the examination of change within the Office of the Ombudsman and ultimately, holistically engage both theory and practice (Saunders et al., 2009). To ascertain a clear comprehension of the appropriate designs and techniques to utilise in conducting this research it is essential for the researcher to have an in-depth knowledge of the research methods, philosophies and approaches and their application to primary and secondary data collection (Bryman and Bell, 2007; Saunders et al., 2009). Consequently, the researcher’s ability to comprehend the principal assumptions of research philosophies that inspire the research approach can enable the researcher to reach designs or blueprints beyond their past experiences and hence they will be skilled to choose the research methods most advantageous to their studies (Blumberg et al., 2008). Ultimately, research design provides the researcher with a preconceived plan that assists in establishing the answers to the questions elected as the basis for the study.

Blumberg et al. (2008) highlight nine successive steps to attain desirable, decision oriented research. These nine steps include; purpose clearly defined, research process detailed, research design thoroughly planned, high ethical standards applied, limitations frankly revealed, adequate analysis for decision-makers needs, findings presented unambiguously, conclusions justified and researchers experience reflected. In greater detail, Saunders et al. (2009), through the use of the Research Onion portray the issues underlying the choice of data collection techniques and analysis procedures which, similar to the layers of an onion must be peeled away layer by layer to get to the core matter. Accordingly, the research onion comprises six layers known as research; philosophies (realism, interpretivism and pragmatism), approaches (deductive and inductive), strategies (experiment, survey, case study, action research, grounded theory, ethnography and archival research), choices (mono, mixed and multi method), time horizons (cross-sectional and longitudinal) and finally techniques and analysis procedures (data collection and data analysis).

In conclusion, the Research Onion is fundamental to the choice of data collection techniques and analysis procedures, it illustrates the approach in which the researcher will test the research questions.
Accordingly, the use of the research onion when used successively as a step by step approach will enable the researcher to reflect and consciously defend the elected philosophical choices in relation to prospective alternatives.

**Figure 3.1 The research onion**

![Research Onion Diagram](image)

As adapted from Saunders et al. (2009)

### 3.3 Research Philosophy

Research philosophy relates to the development of new knowledge and the nature of that knowledge, i.e. answering a specific problem in a particular organisation (Saunders et al., 2009). It is also the logic of inquiry governing each approach embarked on thereby, comprising a study of how we study issues (Maylor and Blackmon, 2005). Accordingly, research philosophy describes a ‘theory’ of research in a particular field and explains the assumptions that inspire the research approach taken, i.e. it describes our assumptions about the nature of reality. Therefore, in essence, it establishes what is considered to exist and, equally as importantly what does not exist in the environment we are studying (Maylor and Blackmon, 2005) which, will strengthen the research strategy (design) and methods chosen by the researcher (Saunders et al., 2009; Blumberg et al., 2008).
Additionally, Saunders et al. (2009) argue that, developing an in-depth knowledge of the researcher’s philosophical viewpoint can inadvertently unearth the ‘taken-for-granted’ assumptions that enable the researcher to examine these beliefs, challenge them if appropriate and conduct oneself in a different way. Furthermore, they indicate that the research process is influenced by three major thought processes namely, ontology epistemology and axiology which, enhance the researchers comprehension of approaches to the study of a particular field. In contrast, Maylor and Blackmon (2005) acknowledge only two major thought processes that apply to business and management research principally; ontology and epistemology.

Axiology as referred to by Saunders et al. (2009) is a branch of ‘philosophy that studies judgements about value’ therefore, it is the role the researchers principles play throughout all phases of the research process hence, acting as a subconscious foundation for making judgements about what research they are carrying out and how they go about it.

Ontology helps in the researcher distinguish what is accepted as real and therefore what the researcher can study. Incidentally, the objectivist approach focuses on what is physically real and does not consider anything that does not ‘fit’ with this ‘reality’, such as social objects, i.e. social entities exist in reality to social actors. Whereas, the subjectivist approach considers business and management trends as human behaviour, whether at an individual or the social system level, reality can be shaped by patterns i.e. social trends are formed from the perceptions and subsequent actions of social actors (Maylor and Blackmon, 2005; Saunders et al., 2009).

Epistemology or epistemological assumptions concern what constitutes acceptable knowledge in the researcher’s field of study (Saunders et al., 2009; Maylor and Blackmon, 2005; Bryman and Bell, 2007). Maylor and Blackmon (2005) argue that, there are two noteworthy epistemological perspectives within business and management research; positivism (derived from the philosophy of science) and subjectivism (derived from the philosophy of social science). However, Blumberg et al. (2008) state that positivism and interpretivism are the two most distinguished epistemological research philosophies.
Saunders et al. (2009) refer to two main types of researcher the ‘resources’ researcher (whom embraces a ‘positivist philosophy’ concerning data that can be seen, measured and modified) and ‘feelings’ researcher (whom adopts an interpretivist approach relating to feelings and attitudes). In essence, Blumberg et al. (2008) state that positivism is a research philosophy derived from the philosophy of science assumed from the natural sciences and has three basic principles; the social world exists externally and is viewed objectively, research is value-free, and the researcher is independent, taking the role of an objective analyst. Therefore the following assumptions are relevant; the social world is observed by collecting objective facts and the social world consists of simple elements to which it can be reduced. In contrast, interpretivism concedes that the social world cannot be appreciated by applying research principles adopted from the natural sciences and propose an alternative research philosophy (Saunders et al., 2009), encompassing three basic principles; the social world is constructed and is given meaning subjectively by people, the researcher is part of what is observed and research is driven by interests. Therefore the following assumptions are relevant; the social world is observed by seeing what meanings people give to it and interpreting these meanings from their viewpoint and Social phenomena can only be understood by looking at the totality (Blumberg et al., 2008).

As the researcher is driven by interests in this area and intends to highlight an understanding of the differences between the staff of the Ombudsman in their role as social actors, in order to analyse the behaviour of employees in the changing environment, the researcher has elected interpretivism as the choice of research philosophy for this study. The researcher plans to enter the social world of the staff of the Office of the Ombudsman and in an empathetic way, gain a comprehension of the transformation within the organisation from their perspective (Saunders et al., 2009), (please refer to appendix 10, philosophical research approaches; positivism and interpretivism).

### 3.4 Research Approach

Maylor and Blackmon (2005) argue that a research approach should be aligned to epistemology or epistemological assumptions thereby, linking it to what is and isn’t considered as knowledge in a field of study. The two different approaches or characteristics pertinent to the design of the research study are the deductive and inductive approaches.
The deductive approach or the logic of the scientist, presents a structured process for assessing a common rule or theory by deducing a hypothesis that ought to be the subject of empirical analysis thus, comparing and contrasting it to data acquired about a specific instance (Bryman and Bell, 2007), i.e. the collection of data to test theory. Quantitative research is strongly associated with the deductive approach of testing theory (Saunders et al., 2009). Alternatively, the inductive approach is the logic of the ethnographer who extracts theory from data, separates and generalises the analysed data into patterns that form a conceptual framework or theory. In essence, the researcher collects and analyses data to generate theories based on the findings (Maylor and Blackmon, 2005). Qualitative research is strongly associated with the inductive approach of building theory (Saunders et al., 2009). Finally, Saunders et al. (2009) argue that it is perfectly possible to combine deductive and inductive research approaches. However, it is the intention of the researcher to use the deductive research approach whilst using characteristics of both quantitative and qualitative tools and techniques for collecting and analysing data.

3.5 Research Strategy

Bryman and Bell (2007) highlight three critical criteria for appraising business and management research as reliability, replication and validity and they state that a research design (strategy) is a framework to aid the collection and analysis of data which, reflects the researcher’s decisions on the importance of a range of elements within the research process. These may include; expressing casual relations between variables, generalising to larger groups of individuals than those forming part of the investigation, understanding performance and the significance of that performance in its specified social context and temporal appreciation of social phenomenal interconnections (Bryman and Bell, 2007).

Therefore, research strategy is used to enable the researcher to respond to specific research questions and accomplish specified objectives (Saunders et al., 2009).

The three main types of research categories include exploratory, descriptive and explanatory. It is important to note that the rationale for the study may change over time as can the research project itself. However, although some lines of enquiry belong to the deductive approach and others to the inductive approach, it would be simplistic to say that a strategy solely be allocated to one or the other.
However, as stated previously, the researcher’s choice of strategy will be influenced by the research questions, objectives, existing knowledge, time, resources and philosophical assumptions (Saunders et al., 2009). Accordingly, many research strategies can be considered by the researcher: experiment, survey, case study, action research, grounded theory, ethnography and archival research (Saunders et al., 2009). In this regard, the researcher has elected to carry out survey research in light of the decision to focus on change management within the Office of the Ombudsman. The survey strategy can be summarised as “a way to collect data from a range of respondents by asking them questions” (Maylor and Blackmon, 2005). This type of research is linked to exploratory and deductive research and the data collection techniques can be wide-ranging and used in unison. Data collection techniques can include structured interviews, structured observations, questionnaires, etc. Furthermore, in order to ensure the collection of accurate data triangulation or the necessity to triangulate multiple sources of data collection techniques within one study, will be adopted by the researcher (Saunders et al., 2009). As referred to by Bryman and Bell (2007), although aspects of survey research favour qualitative research, in this instance it is the aim of the researcher to employ both quantitative and qualitative research to conduct an intensive, detailed, examination of the single event of change within the Office of the Ombudsman. Thereby, avoiding an over reliance on any one approach. It is the intention of the researcher to delve into the organisation to observe and analyse a particular phenomenon and establish the unique features of this single case of structural and process change. In conclusion, as per Bryman and Bell (2007) it needs to be noted that when specific research illustrations are examined they can exhibit features of more than one research design.

3.6 Research Choices

Bryman and Bell (2007) refer to research choices as methods or techniques for collecting data, involving a specific instrument such as a self-completion questionnaire, structured interview, or participant observation, i.e. listening to and watching individuals. The specific tools and techniques for collecting and analysing data are referred to as quantitative and qualitative research. Quantitative research is any data collection technique (e.g. questionnaire) or data analysis procedure (e.g. graphs or statistics) that generates or uses numerical data (Saunders et al., 2009).
On the contrary, qualitative research is used as a synonym for any data collection technique (e.g. interview) or data analysis procedure (e.g. categorising data) that generates or uses (Saunders et al., 2009). Saunders et al. (2009) refer to three specific research designs mono method, multiple methods and a mixed method approach. Firstly, a mono method is a single data collection technique and corresponding analysis procedure. Secondly, multiple methods utilises more than one data collection technique and corresponding analysis procedure to answer a research question. Finally, a mixed method research uses both quantitative and qualitative data collection techniques and analysis procedures whether at the same time or one after another, but does not combine them.

3.7 Time Horizon

The change management process was physically implemented in the Office of the Ombudsman on 1 March 2011. The aim of the research question and objectives are to establish why change was perceived necessary, how it was implemented who influenced it, was resistance to the change process evident and if the measurements set are being met. The researcher will embark on a cross-sectional study of change and change management over a short period of time within the Office, i.e. a ‘snap shot’ of the organisation taken at that particular time. Therefore, the researcher intends to study the phenomena of change and change management from October 2010 to April 2012, i.e. prior to and after its implementation (Saunders et al., 2009). The methods associated with cross sectional design can include questionnaires, structured or semi-structured interviews, structured observation, content analysis, official statistics and diaries (Bryman and Bell, 2007).

3.8 Credibility and Reliability of Research Findings

The credibility of research findings, as underpinned by the data collection technique and analysis procedure, will depend on the ability of the research methods (as elected by the researcher) to resist scrutiny. In this sense, the researcher cannot eliminate but rather reduce the possibility of getting the wrong answer and this highlights the important of designing a good research framework (Saunders et al., 2009).
Thus, caution is essential when designing data collection techniques and procedures and simplifying results (Blumberg et al., 2008). To ensure consistency across respondents to the questionnaire data must be abridged to; reduce errors in the recording of data, improve legibility and clarify unclear and inappropriate responses. Thus, allowing the researcher to insert condensed data into a form that makes analysis possible and clear. It is envisaged that the SPSS application will make it possible for the researcher to merge editing, coding and data entry into fewer steps thereby eliminating an element of human error (Blumberg et al., 2008). Saunders et al. (2009) mentions two main designs reliability and validity (including external validity). In contrast, Bryman and Bell (2007) discuss three; reliability, replicability and validity (internal and external validity).

Reliability is concerned with whether the results of the study are repeatable, i.e. the extent to which the data collection techniques and/or analysis procedures elected can produce consistent findings (Saunders et al., 2009; Bryman and Bell, 2007). Saunders et al. (2009) elaborate on four main threats to reliability which include subject or participant error, subject or participant bias, observer error and observer bias. Bryman and Bell (2007) state that replication is concerned with the ability of another researcher to replicate the findings and conclusions discovered in the research project and, the necessity for the researcher to explain their research and analysis techniques and procedures in great detail to ensure that replication is possible.

Validity is concerned with the integrity of the conclusions and recommendations that are established from the data collation and analysis techniques employed during the research project, i.e. ensuring that they are really about what they appear to be about (Saunders et al., 2009; Bryman and Bell, 2007). Saunders et al. (2009) elaborate on the six main threats to validity; history, testing, instrumentation, morality, maturation and ambiguity about casual direction. However, both Bryman and Bell (2007) and Saunders et al. (2009) identify the external validity also known as ‘generalisability’. This is the extent to which the researcher’s results can be generalised, i.e. whether the findings may be equally applicable to other research settings, such as other organisations.
3.9 Data Collection and Data Analysis

Data collection is the collection of a range of raw data which can be characterised by its abstractness, verifiability, elusiveness and closeness to the phenomenon, i.e.

1. Data is considered an abstraction as it is more symbolic than real,
2. Data is processed as by individual senses and when sensory experiences consistently produce the same result, the data is said to be trustworthy as it is verifiable,
3. Capturing data is elusive and as such preferences, opinions and mind-sets constantly differ from one milieu to another and with the passage of time, and
4. The closer the data is to the phenomena the more truthful the consideration will be (Blumberg et al., 2008).

Therefore, data analysis is the reduction of accumulated data into a comprehensible and convenient quantity. This can include; the development of summaries, a coherent narrative, an acknowledgement of patterns where they arise and/or the application of statistical techniques. The researcher is aware that scaled responses provided by respondents on completed questionnaires may require the improvement of various functions, an exploration of relationships among variables, an understanding/analysis of these findings based on the respondent’s research question and intellectual capacity to recognise whether the findings concluded are consistent with the hypothesis and theories. The researcher understands that it is important to note that recommendations based on the findings are becoming more of a precedent (Blumberg et al., 2008).

In this study the researcher proposes to conduct more than one data collection technique and analysis procedure by using qualitative and quantitative research called a mixed method research approach, also known as a pluralistic research choice. The researcher is aware and open to the fact that this may lead to an increase in unanticipated outcomes (Saunders et al., 2009).

Hence, a good research project will yield ample relevant and precise data that will give rise to valid conclusions and recommendations, centred on the findings. As the research design/blueprint will be reliant on the flow of logic and a number of assumptions that must withstand scrutiny the researchers thought processes must be of a consistently high quality.
In this regard, the researcher is aware that a clear and concise set of conclusion and recommendations must be presented at the end of the research project (Saunders et al., 2009).

3.10 Research Population and Sample

When broaching the subject of sampling it is essential to bear in mind the restriction such as time, money, access (Saunders et al., 2009) improved accuracy of results and availability of population elements (Blumberg et al., 2008). In this regard, it is possible to reduce or eliminate these restrictions by considering only data from a sub-group rather than all possible cases or elements thus, reducing the amount of data you require. A full set of cases/elements from which a sample is taken is called ‘the population’ (Saunders et al., 2009). Therefore, a sample constitutes the segment of the population that is elected for investigation (Bryman and Bell, 2007). Ultimately, it is important to note that the choice of sampling will draw conclusions about the social units you are investigating. Therefore it is vitally important to comprehend the population you intend to sample and the characteristics you wish to measure (Maylor and Blackmon, 2005).

The two main approaches to sampling include; probably and non-probable sampling. Probable sampling involves the random selection of units from the population in your study and non-probable sampling involves systematic or rationale selection of units from the population (Maylor and Blackmon, 2005). Probably sampling comprises four types of sampling; simple random, systematic, stratified random and cluster (Saunders et al., 2009; Bryman and Bell, 2007; Maylor and Blackmon, 2005).

In contrast, Blumberg et al. (2008) do not recognise simple random sampling (of the four listed above) but rather double sampling. Non-probable sampling, as agreed by the majority of scholars, comprises convenience sampling and snowball sampling (Saunders et al., 2009; Bryman and Bell, 2007; Maylor and Blackmon, 2005; Blumberg et al., 2008). Academics also state that it comprises; volunteer sampling (Maylor and Blackmon, 2005), self-reflection sampling (Saunders et al., 2009), quota sampling (Maylor and Blackmon, 2005; Bryman and Bell, 2007; Saunders et al., 2009) and finally purposive sampling (Saunders et al., 2009; Blumberg et al., 2008).
Finally, regardless as to which sample technique is chosen for probability sampling, any findings can only be generalised to the population within which the sample was taken. Additionally, it is pivotal to the success of the research study to be aware of sampling error (the variance between a sample and the population from which it has been selected, despite a probable sample have been selected), non-sampling error (variance between the sample and the population that arise from deficiencies in the sampling approach or the inability to provide the required data) and non-response (some number of the sample refuse to respond) (Bryman and Bell, 2007).

In conclusion, Blumberg et al. (2008) highlight that the advantages of sampling over census are reduced when the population is small and the variability within the population may possibly be high. Therefore, two conditions are fitting for a census study; small population and elements are quite different. In conclusion, as the unit of analysis, the Office of the Ombudsman (Blumberg et al., 2008) comprises over 70 employees it is possible for the researcher to collect and analyse data from every possible case/group. Therefore, the researcher proposes to take a census approach to sampling (Saunders et al., 2009).

3.10.1 Qualitative Data Collection

Qualitative research interviews can be structured, semi-structured or unstructured. Initially, the researcher intends to conduct in-depth, face-to-face, structured interviews with the Ombudsman, Director General of the Office of the Ombudsman, Assistant Secretary of the Office of the Revenue Commissioners and the Secretary General of the Department of Defence. Four structured interviews will be conducted in total by the researcher who will use a detailed interview guide line similar to a questionnaire in quantitative studies to describe/explain the change management process from their perspective (Blumberg et al., 2008). This form of non-standardised interviews will be used to gather data which will be analysed qualitatively (Saunders et al., 2009).
The researcher is also aware of the importance of acquiring an understanding of the respondents’ background, previous qualifications and experience. This choice of data collection would enable the researcher to discuss the respondents’ underlying motivations, beliefs, attitudes, views and feelings on the topic of change and the change management processes within the Office of the Ombudsman/public sector, from a leader of changes’ perspective. In addition, the researcher must be aware of data quality issues when preparing for the interview (reliability, forms of bias and validity, and generalisability as mentioned early in this chapter (3.8)). Therefore, structured interviews necessitate consistency, completeness and accuracy when using an interview schedule (list of questions) (Maylor and Blackmon, 2005).

The interviews varied between 45 minutes to 1 hour and 45 minutes. The questions presented to the interviewees were developed through the aid of academic literature in the area of change management and the hypothesis relating to this study. The responses to the questions in the interview stimulated new ideas and areas of thought regarding change management from a leader’s perspective. The researcher gained highly valuable information on change and change management within the Office of the Ombudsman/public sector. Furthermore, the data collected at this stage will be used as a basis for formulating the questionnaire to be issued to the staff in the Ombudsman’s Office.

3.10.2 Quantitative Data Collection

The researcher proposes to conduct a self-administered questionnaire, survey approach, as the Office of the Ombudsman including the Commission for Public Service Appointments comprises 80 staff members, all currently participating in the change process and implementation. Due to the fact that the changes are taking place and being implemented at present the responses are highly sensitive/personal and as such respondents want to be anonymous. Nevertheless, the researcher is conscious of receiving a minimum of 40-50 responses and basing the analysis/findings in chapter 4 on fully completed questionnaires. Therefore, the researcher intends to use an anonymous survey methods tool provided by SurveyMonkey.com (costing €25 per calendar month) to ensure respondents remain anonymous and gain their trust in achieving accurate and highly sensitive personal information.
Accordingly, the questionnaire, based on knowledge gained from the literature review and interviews will be delivered to employees using a ‘web survey’. Respondents will receive an email from the researcher explaining about the research and the questionnaire including a link to the surveymoney.com web address. Respondents will receive a reminder a couple of days before the expiry date, to include responses to-date and an acknowledgement of the respondents that completed it to date (appendix 15). Controls to ensure anonymity (IP address were not visible to the researcher or retained), the exact respondents (eligible respondents), and the ability to ensure respondents could only respond once to the questionnaire were put in place when the questionnaire was being designed on the website (Maylor and Blackmon, 2005). It is hoped that this will ensure the best possible response rate to ensure accuracy, etc of results.

The questionnaire itself contained 42 questions and was divided into seven key areas based on the research question and objectives. These included; about you, forces driving change, the strategy, mission and vision of the Office, structural and process change, cultural change, change management, and measurements for success. Each question and related area is directly linked to the research question, objectives and the hypothesis. The questionnaire commences with general questions about the respondent and gradually evolves into questions of a personal nature, i.e. the respondents’ perspective on the change initiative. The wording of the questionnaire is simplistic and basic to ensure ease of comprehension and use. As there is a wide range of respondents the structured approach will generate the information required. Furthermore, the ‘Likert Scale’, a variation of the summated rating scale, as a means of rating the questions will be used in the questionnaire (Blumberg et al., 2005). Therefore, the majority of questions will require respondents to express either a favourable or unfavourable attitude towards the subject of interest thereby, agreeing or disagreeing with each statement (Blumberg et al., 2008), i.e. extremely, very, moderately, slightly, not at all satisfied. Furthermore Questions 5-42 will have an optional comment boxes.

Finally, the questionnaire was issued in an electronic format primarily to colleagues and family and the questionnaire was edited accordingly. Thereafter, it was issued electronically to respondents which made it easier and clearer for them to follow and complete, respondents had to elect an option from the likert scale and once completed responses were received immediately by the researcher (Bryman and Bell, 2007).
The questionnaire was issued to 78 eligible employees, i.e. all staff in the Office of the Ombudsman, with exception of the Ombudsman and the Director General who participated in a structured interview. The researcher received 62 anonymous responses to the questionnaire which, were considered to be legitimate for this research (Saunders et al., 2009) and this equated to a total of 83% of all employees in the Office. Questions 1-4 provide an insight into the background of the research population within the Office of the Ombudsman, Ireland and enable the researcher to group findings, i.e. gender, age brackets, grade bands, gender, etc. As an example, the first four questions are listed below;

Q1. Gender?

Figure 3.2 Responses to Question 1

The questionnaire filtered the respondents into male/female genders. Overall, 59.7% or 37 respondents are male, and 40.3% or 25 are female. Furthermore, 29.4% of clerical employees are male and 70.6% are female. In contrast, 71.7% of the middle and senior management respondents are male and 28.9% are female. Overall there is a good balance between genders in the Office. Nevertheless, male respondents have a greater managerial and strategic role.

Q2. Age Group?

Figure 3.3 Responses to Question 2
Over 66% of the staff are over 40 years of age or over, the average age is 43 years. Furthermore, the questionnaire illustrates that the average age profile increases from clerical to senior management.

**Q3. What is your grade band?**

Figure 3.4 Responses to Question 3

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical Officer / Staff Officer</td>
<td>100.0% (17)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>27.4% (17)</td>
</tr>
<tr>
<td>Executive Officer / Higher Executive Officer</td>
<td>0.0% (0)</td>
<td>100.0% (20)</td>
<td>0.0% (0)</td>
<td>32.3% (20)</td>
</tr>
<tr>
<td>Assistant Principal / Principal Officer</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100.0% (25)</td>
<td>40.3% (25)</td>
</tr>
</tbody>
</table>

The questionnaire filtered respondents based on their grade band within the Office; 17 clerical employees, 20 middle management employees, and 25 senior management employees completed the questionnaire.

**Q3. Experience in the civil / public service?**

Figure 3.5 Responses to Question 4 - Experience in the civil / public service?

<table>
<thead>
<tr>
<th>Experience (Years)</th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;3 years</td>
<td>5.9% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>1.6% (1)</td>
</tr>
<tr>
<td>4 - 6 years</td>
<td>47.1% (8)</td>
<td>30.0% (6)</td>
<td>0.0% (0)</td>
<td>22.6% (14)</td>
</tr>
<tr>
<td>7 - 10 years</td>
<td>17.8% (3)</td>
<td>10.8% (2)</td>
<td>0.0% (0)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td>11 - 20 years</td>
<td>20.4% (5)</td>
<td>30.0% (6)</td>
<td>20.0% (5)</td>
<td>25.8% (16)</td>
</tr>
<tr>
<td>21 - 30 years</td>
<td>0.0% (0)</td>
<td>20.0% (4)</td>
<td>52.0% (13)</td>
<td>27.4% (17)</td>
</tr>
<tr>
<td>31 - 40 years</td>
<td>0.0% (0)</td>
<td>10.0% (2)</td>
<td>28.0% (7)</td>
<td>14.5% (9)</td>
</tr>
<tr>
<td>&gt;40 years</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
</tbody>
</table>

answered question 17 20 25 62
Finally, the questionnaire established that 41.9% of the total respondents have over 20 years experience, the average amount of years experience is 18 years. Further analysis revealed that 80% of senior management, 30% of middle management, and 0% of the clerical respondents have over 20 years experience. The results imply that the level of experience increases with the grade band structure.

In conclusion, the researcher hopes to gain an in-depth appreciation and understanding of the change process from a driver of change and an employee’s perspective whilst eliminating limitations to the study, at the same time. Ultimately, it is envisaged that the researcher will be able to cross check findings based on this type of approach (Bryman and Bell, 2007) as it is the intention of the researcher to collate the qualitative data with the quantitative data to gain a holistic comprehension of change management in the public sector.

3.11 Limitations and Major Contributions of the Research

Limitations
As change was implemented on 1 March 2011, it is in progress at present within the Office of the Ombudsman. Therefore, the researcher will need to remain sensitive to the concerns of both the drivers of change and the employees involved in the change process at present.

The researcher has noted that limitations to the research may arise due to the following:

- Sensitivity of information, i.e. ensuring that employees remain anonymous,
- Adequate responses to the questionnaire, i.e. the researcher must ascertain at least 40-50 responses for the quantitative data to be admissible to the study,
- Establishing trust, i.e. the researcher must gain the trust of the interviewees and employees participating in the study to ensure honest and accurate findings. Also, the researcher must ensure that participants are dealt with in an ethical manner.
Contributions

The major contribution of this research, as explained by Newton (2011), is to establish how to implement change successfully. As public sector organisations focus increasingly on change management it is essential that they come to the realisation that there is no one change model to suit all organisations. Moreover, change management not only incorporates the ability to recognise the triggers of change and the various methods of facilitating and implementing change but, holistically includes the appropriate change management approach.

Therefore, the researcher proposes to add value to the current literature as there is a scarcity of change management literature relating to the Irish Public Sector. The researcher believes that, as a result of the economic downturn and the backdrop in Exchequer resource constraints, change will become a norm in the public sector as organisations strive to deliver their services fairly, efficiently and effectively to its customers. The researcher endeavours, through the study, to establish the fundamental elements of change and as stated by Beer et al. (1990), by developing a specific mind set for managing change a public sector organisation can: emphasise the process over the specific content, recognise that change is a step by step learning process rather than a series of leaps and come to the realisation that achievements over the long-term prevail over quick fixes.

3.12 Ethical Issues

The ethical and moral debate centring on the topic of research ethics has barely evolved since the 1960’s (Bryman and Bell, 2007).

In the context of social research ethics the responsible and moral issue here revolves around the appropriateness of how the researcher acts and behaves in relation to the rights of the employees in the Office of the Ombudsman whom, are the subject of the research study or may become affected by it. Therefore, ethically speaking the moral judgement of the researcher when conducting the study should not subject the participants of the research to embarrassment, physical harm, pain, discomfort, loss of privacy or any other material disadvantage (Saunders et al., 2009; Blumberg et al., 2008).
As stated by Maylor and Blackmon (2005) the main rule to apply to the governing of research ethics should be “Treat others as you yourself would want to be treated and provide benefit to the organisation and individuals involved in your work”. It should be noted that it is a matter of judgement as to whether the strategy and data collection methods used by the researcher’s ethical deliberation will yield data that is valid (Saunders et al., 2009). In this regard, it is the intention of the researcher to consistently act in an ethical manner and ensure a constant ethical awareness of potential concerns during the course of the study as, this will have no affect on the research study. However, should the researcher decide to act unethically it will undoubtedly have major repercussions (Maylor and Blackmon, 2005). Accordingly, throughout the different stages of the research study (defining research ethics, gaining access to the organisation or individual, data collection, analysing and storage of collated data and reporting) there are two main types of philosophical stance when it comes to research ethics. These include the deontological view and the teleological or ‘consequentialist’ view. The deontological view implies that the findings, conclusion and recommendations achieved by the researcher never justify the means if they are unethical or morally questionable. Whereas, the teleological or ‘consequentialist’ view implies that the principles or morals of the means has to be weighed against the potential value of the findings, conclusion and recommendations. Thereby, looking at the consequences of the act itself and establishing if the results of your research justify the means (Saunders et al., 2009; Bryman and Bell, 2007; Blumberg et al., 2008).

In conclusion, in writing up the research analysis and findings it is important for the researcher to pay heed to three important ethical issues;

1. Maintaining privacy – confidentiality of individuals (i.e. data protection), freedom and honesty is key,
2. Accurate and true reflection of data collated – avoid misrepresentation, and
3. Take responsibility for your findings – be prepared to present the findings and prevail against scrutiny (Maylor and Blackmon, 2005).

The researcher intents to conduct the research in an ethical manner keeping in mind that confidentiality of participants in the study and sensitivity of information will be an important ethical issue.
The researcher is also aware that the research will be carried out in areas that are highly sensitive, personal and real to employees as the change process came into effect on the 1 March 2011. Finally, the researcher intends to carry out ethically responsible research by eliminating design based issues and dilemmas, anticipating and adjusting the research design/blueprint, procedures and protocols as required during the planning process (Blumberg et al., 2008).
Chapter 4: Data Findings and Analysis

4.1 Overview

The scale of the transformation in the Office of the Ombudsman made it an excellent choice for study as the extent of the transformation impacts all business groups. Furthermore, the study is based on the following hypothesis; a clear vision and business strategy communicated and driven by senior management is critical to the successful long-term implementation of change. The research methodology employed an in-depth structured interview with 4 Senior Civil Servants and a structured 42 question survey distributed to all employees within the Organisation with the exception of the two senior civil servants interviewed. A synopsis of the data collected is divided into two sections; qualitative and quantitative data analysis and findings, and is analysed in subchapters 4.2 and 4.3 below. Accordingly, in order to gain a deeper understanding of the questionnaire findings, it is essential to inter-relate it to academic literature in the area of change management, analysed in Chapter 2.

4.2 Qualitative Data Findings and Analysis

The researcher established through the in-depth interviews that change and change management are evident and highly successful within the civil service despite common misconceptions. The researcher was interested to note that a comprehensive process of reorganisation and phased improvement has taken place within departments/offices due to the recessionary environment and a high loss of staff as a result of Governmental initiatives. Therefore, analysis reveals that change has long been evident in the civil service and as such is constant (Baker, 2007).

In relation to the Ombudsman’s Office a number of reasons for change were expressed, which included a dramatic increase in complaints, the economic downturn, an increase in people engaging with public bodies, the [Ombudsman] Amendment Bill, 2008, the Statement of Strategy 2010-2012, backlogs and inconsistencies, a willingness to improve complaint
handling systems, a desire to increase systematic complaints and a willingness to improve consistency, flexibility and knowledge management. The Statement of Strategy 2010-2012 was agreed as a great driving force behind the idea of change.

The researcher established that “earlier strategy plans were concerned with increased efficiency in the context of the systems and structures in situ” (Director General of the Ombudsman). Additionally, the new strategy pursued by the Office will ensure a number of changes which provide “greater concentration on the processes to ensure that the Office’s structure, systems and processes properly support an organisation that is ‘fit for purpose’ and delivers its services fairly, efficiently and effectively to its clients through a simplified more fluid complaint handling process” (Ombudsman).

Feedback from interviewees concluded that early involvement, engagement and communication with staff were key elements in facilitating change. Furthermore, good communication involving all staff and the use of change agents were deemed as valuable change tactics. Finally, the use of an external consultant with key skills required by the organisation appears to have facilitated the change process.

Analysis of the qualitative data revealed that resistance to change was evident, however, the interviewees believed that “it is natural for people to view change as uncomfortable and unnecessary” (Director General of the Ombudsman). To allay the fears or apprehension of employee’s early involvement along with full and constructive engagement of all staff was an enabler to the success of implementing change within the Office.

It was evident that it is too early to give a decisive answer as to whether the change process is changing the culture of the organisation. However, the organisation is focusing more towards strategic and corporate goals of the organisation and there is a high level of public sector work ethos.

The interviewees revealed that having a clear vision of the desired change is pivotal. Furthermore, the vision must have a positive incentive/element to get early commitment from staff. Similarly, continuous communication, participation and appraisal of staff are essential to ensure long-term success.
Analysis of the qualitative data revealed that “early results are very encouraging” and according to the interviewees the benefits and measurement of structural and process changes achieved to date are:

1. increased efficiency and effectiveness,
2. establishment of a highly successful Enquiries Unit,
3. increased case closure,
4. increased speed in processing complaints,
5. almost complete elimination of the backlog,
6. improved appeals process,
7. designated Appeals Officer,
8. increased knowledge management, and
9. increased quality controls through quality control checks.

In conclusion, change leaders within the public service continuously transform the level of service provided to the public to maintain efficiency, effectiveness and value for money. Furthermore, the researcher established that the civil service is focused on creating and maintaining a ‘learning organisation’, to avail of and maintain expertise and tacit knowledge (Nonaka, 2007). In the area of change management; strategy, vision and mission were all deemed to be vitally important when initiating the change process. Unanimously, all the interviewees (change leaders) agreed that a number of skills were necessary. These included leadership, communication, engagement, feedback, honesty, transparency (no hidden agendas), persuasion, motivation, trust, appraisal, mitigation and empathy. Poister’s (2010) theory on leadership can be linked to this argument as he concludes that leaders must be organisational entrepreneurs, creating visions, developing strategies for pursuing those visions, and mobilising support both internally and externally for those visions and strategies, whilst fully appreciating the value of basic management systems.
4.3 Quantitative Data Findings and Analysis

As stated in the methodology chapter, the questionnaire was filtered by three separate grade structures within the Office of the Ombudsman;

- **Clerical** - Clerical Officers and Staff Officers,
- **Middle Management** - Executive Officers and Higher Executive Officers, and
- **Senior Management** - Assistant Principals and Principal Officers.

The researcher will analyse the data based on seven key areas which include; about you, forces driving change, the strategy, mission and vision of the Office, structural and process change, cultural change, change management, and measurements for success.

4.3.1 About You

Questions 1-5 provide an insight into the background of the research population within the Office of the Ombudsman, Ireland. However, please note that questions 1 through 4 have been documented and analysed in chapter 3 (pages 53-55).

**Q5. Have you previously been involved in a structural or cultural change process within the civil/public service?**

Figure 4.1 Responses to Question 5

Analysis illustrates that 53.2% of total respondents have previously experienced structural/cultural change, increasing from clerical (29.4%) to senior management (72%) respondents. Therefore, more senior grades have a higher probability of having experienced change previously.
4.3.2 Forces Driving Change

Questions 6 through 10 – identify the forces driving change and why the Office ultimately decided to change its structure and process.

Q6. What in your opinion was the most important factor influencing the Office’s decision to change?

Figure 4.2 Responses to Question 6

<table>
<thead>
<tr>
<th>To enable faster and improved complaint handling processes whereby consistency, flexibility and knowledge management could be leveraged</th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47.1% (8)</td>
<td>55.0% (11)</td>
<td>52.8% (13)</td>
<td>51.6% (32)</td>
</tr>
<tr>
<td>To ensure the complaints backlog could be addressed and in time eliminated</td>
<td>17.8% (3)</td>
<td>10.0% (2)</td>
<td>12.0% (3)</td>
<td>12.9% (8)</td>
</tr>
<tr>
<td>To enable and make more productive the complaint handling process in advance of the extension of the Office to some ninety-five additional bodies under the Ombudsman’s Amendment Bill</td>
<td>11.8% (2)</td>
<td>10.0% (2)</td>
<td>20.0% (5)</td>
<td>14.5% (9)</td>
</tr>
<tr>
<td>To achieve the goals as announced in the Statement of Strategy 2010 - 2012</td>
<td>11.8% (2)</td>
<td>5.0% (1)</td>
<td>0.0% (0)</td>
<td>4.8% (3)</td>
</tr>
<tr>
<td>Financial / Governmental Pressure</td>
<td>11.8% (2)</td>
<td>20.0% (4)</td>
<td>18.0% (4)</td>
<td>15.1% (10)</td>
</tr>
<tr>
<td>Comment Box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>answered question</td>
<td>17</td>
<td>20</td>
<td>25</td>
<td>62</td>
</tr>
</tbody>
</table>

It was interesting to note that the majority of respondents 51.6% indicated that they perceived faster improved complaint handling processes (through consistency, flexibility and knowledge management) as the most important factor driving this change initiative. This coincides with Quinn et al. (1998) which implies that intellectual capital and systems capability will determine the success of an organisation. Furthermore, another dominant academic view is the need to create new knowledge and disseminate it widely throughout the organisation (Nonaka, 2007; Porter and Millar, 1985). Accordingly, employees were aware of the type of change required however from the qualitative data analysis, it is evident change was driven by the Statement of Strategy 2010-2012 and senior management.

In addition, comments supplied by respondents in the comment box highlighted that at least one third of respondents perceived the Public Service Agreement, 2010-2014 as the cornerstone of the financial/Governmental pressures on the Office.
Q7. Were you aware or did you believe that radical change was necessary before management announced the need for change and a consultant review?

Figure 4.3 Responses to Question 7

<table>
<thead>
<tr>
<th>Awareness Level</th>
<th>Clerical Officer/Staff Officer</th>
<th>Executive Officer/Higher Executive Officer</th>
<th>Assistant Principal/Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely aware</td>
<td>11.8% (2)</td>
<td>40.0% (8)</td>
<td>52.0% (13)</td>
<td>37.1% (23)</td>
</tr>
<tr>
<td>Very aware</td>
<td>41.2% (7)</td>
<td>25.0% (5)</td>
<td>24.0% (6)</td>
<td>29.0% (18)</td>
</tr>
<tr>
<td>Moderately aware</td>
<td>11.8% (2)</td>
<td>20.0% (4)</td>
<td>12.0% (3)</td>
<td>14.5% (9)</td>
</tr>
<tr>
<td>Slightly aware</td>
<td>29.4% (5)</td>
<td>10.0% (2)</td>
<td>4.0% (1)</td>
<td>12.9% (8)</td>
</tr>
<tr>
<td>Not at all aware</td>
<td>5.9% (1)</td>
<td>5.9% (1)</td>
<td>8.0% (2)</td>
<td>6.5% (4)</td>
</tr>
<tr>
<td>Comment box</td>
<td>1 reply</td>
<td>1 reply</td>
<td>6 replies</td>
<td>8</td>
</tr>
</tbody>
</table>

It was interesting to note that the majority 66.1% of total respondents were very/extremely aware of the need for radical change. Therefore, employees within the organisation appear to be valuable resources as they are aware of the current state of affairs. Accordingly, this supports the argument that “in the knowledge economy, information is our most valuable commodity” (Rayport and Sviokla, 1996) particularly when organisations must be organised for constant upending change (Drucker, 1997).

Q8. In your view how compelling were the reasons provided by management informing you that the organisation needed to implement change?

Figure 4.4 Responses to Question 8

<table>
<thead>
<tr>
<th>Compelling Level</th>
<th>Clerical Officer/Staff Officer</th>
<th>Executive Officer/Higher Executive Officer</th>
<th>Assistant Principal/Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely compelling</td>
<td>5.9% (1)</td>
<td>10.0% (2)</td>
<td>20.0% (5)</td>
<td>12.9% (8)</td>
</tr>
<tr>
<td>Very compelling</td>
<td>29.4% (5)</td>
<td>45.0% (9)</td>
<td>48.0% (12)</td>
<td>41.5% (26)</td>
</tr>
<tr>
<td>Moderately compelling</td>
<td>41.3% (7)</td>
<td>35.0% (7)</td>
<td>20.0% (5)</td>
<td>30.8% (19)</td>
</tr>
<tr>
<td>Slightly compelling</td>
<td>17.0% (3)</td>
<td>10.0% (2)</td>
<td>8.0% (2)</td>
<td>11.3% (7)</td>
</tr>
<tr>
<td>Not at all compelling</td>
<td>5.0% (1)</td>
<td>0.0% (0)</td>
<td>4.0% (1)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Comment box</td>
<td>0 replies</td>
<td>1 reply</td>
<td>3 replies</td>
<td>4</td>
</tr>
</tbody>
</table>

answered question          | 17                            | 20                                         | 25                                     | 62              |
The researcher was surprised that only 35.3% of clerical respondents believed the reasons were very/extremely persuasive, this figure increased for middle (55%) and senior (68%) management respondents. Analysis would suggest that there is scope for increased reassurances and internal communication (Albright, 2004) to middle management and clerical respondents. This would enable the organisation identify emergent issues, situations and pitfalls that can impede it and ultimately highlight issues that could potentially influence its Statement of Strategy. As such, professional intellect (Quinn et al., 1998; Teece, 1998) can be leveraged to a greater extent if all employees are aware of the compelling reasons for change. This will also ensure that resistance to change, if any, can be significantly reduced and long-term change willingly facilitated. Finally, as stated by Teece (1998), contrary to common misconceptions the programme for structural/strategy transformations should be a team effort to facilitate, develop, guide and support the change initiative.

**Q9. Are you satisfied that the sense of urgency communicated by management in implementing the change was reasonable, i.e. did it afford you sufficient time to adapt to the new processes?**

Figure 4.5 Responses to Question 9

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>0.0% (0)</td>
<td>5.0% (1)</td>
<td>12.0% (3)</td>
<td>6.5% (4)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>23.5% (4)</td>
<td>35.0% (7)</td>
<td>48.0% (12)</td>
<td>37.1% (23)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>58.8% (10)</td>
<td>35.0% (7)</td>
<td>32.0% (0)</td>
<td>40.3% (25)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>17.6% (3)</td>
<td>20.0% (4)</td>
<td>4.0% (1)</td>
<td>12.9% (8)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0.0% (0)</td>
<td>5.0% (1)</td>
<td>4.0% (1)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Comment box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Similar to question 8 above the variation between the grade bands was quite startling. 60% of senior management, 40% of middle management and 23.5% of clerical respondents believed the sense of urgency communicated was very/extremely satisfactory. In addition, it would appear that the majority of middle management/clerical respondents perceived the sense of urgency as moderately satisfying.
Q10. When were you convinced of the need for change?

Figure 4.6 Responses to Question 10

<table>
<thead>
<tr>
<th></th>
<th>Clerical Office / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>At an early stage, i.e. before the 1 March 2011</td>
<td>64.7% (11)</td>
<td>65.0% (13)</td>
<td>96.0% (24)</td>
<td>77.4% (48)</td>
</tr>
<tr>
<td>Shortly after the new change process went live</td>
<td>17.6% (3)</td>
<td>10.0% (2)</td>
<td>0.0% (0)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td>More recently</td>
<td>11.8% (2)</td>
<td>15.0% (3)</td>
<td>4.0% (1)</td>
<td>9.7% (6)</td>
</tr>
<tr>
<td>I remain unconvinced</td>
<td>5.0% (1)</td>
<td>10.0% (2)</td>
<td>0.0% (0)</td>
<td>4.8% (3)</td>
</tr>
<tr>
<td>Comment box</td>
<td>1 reply</td>
<td>2 replies</td>
<td>3 replies</td>
<td>7</td>
</tr>
</tbody>
</table>

It is immediately evident that the majority of total respondents 77.4% were convinced of the need for change prior to the change implementation on 1 March, 2011. This highlights the awareness amongst staff of the need for change.

4.3.3 The Strategy, Mission and Vision of the Office

Questions 11 through 14 – identify the importance of the Vision, Statement of Strategy, Mission and Identity of the organisation and how they were implemented.

Q11. How familiar are you with the Office Statement of Strategy 2010 – 2012?

Figure 4.7 Responses to Question11

<table>
<thead>
<tr>
<th></th>
<th>Clerical Office / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely familiar</td>
<td>0.0% (0)</td>
<td>5.0% (1)</td>
<td>16.0% (4)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td>Very familiar</td>
<td>11.8% (2)</td>
<td>20.0% (4)</td>
<td>36.0% (9)</td>
<td>24.2% (15)</td>
</tr>
<tr>
<td>Moderately familiar</td>
<td>35.3% (6)</td>
<td>55.0% (11)</td>
<td>44.0% (11)</td>
<td>45.2% (28)</td>
</tr>
<tr>
<td>Slightly familiar</td>
<td>41.2% (7)</td>
<td>15.0% (3)</td>
<td>4.0% (1)</td>
<td>17.7% (11)</td>
</tr>
<tr>
<td>Not at all familiar</td>
<td>11.8% (2)</td>
<td>5.0% (1)</td>
<td>0.0% (0)</td>
<td>4.8% (3)</td>
</tr>
<tr>
<td>Comment box</td>
<td>0 replies</td>
<td>0 replies</td>
<td>0 replies</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question                      | 17                              | 20                                            | 25                                       | 62              |
The analysis revealed that the majority of senior (44%) and middle (55%) management respondents were moderately aware of the Statement of Strategy 2010-2012. In contrast, 41.2% of clerical respondents were only slightly aware. Hambrick and Fredrickson (2001) define strategy as the “integrated overarching concept of how the organisation will achieve its objectives”. Furthermore, they contend that a driver of change’s greatest challenge is communicating the changed strategic plan and guiding the vision clearly whilst incorporating how each individual plays a role in its achievement. The analysis reveals that there is a need to increase the awareness of the Statement of Strategy amongst all grade bands, to create a shared sense of character to perform their individual contribution as benefits can only be exploited when information belongs to everyone (Wheatley and Kellner-Rogers, 1996). In conclusion, drivers of change need to communicate the strategy, mission and vision to all employees (Dandira, 2011). If employees working face-to-face with customers and operating processes that create value are unaware of the strategy, how can they implement the strategy effectively (Kaplan and Norton, 1993).

Q12. How would you describe your role in changing the Statement of Strategy 2010-2012, mission and vision of the Office?

Analysis revealed that 0% of senior management perceived their role in changing the Statement of Strategy 2010-2012 as extremely important, 52% perceived their role as very/moderately important whilst 40% perceived their role as not at all important.
Argenti et al. (2005) emphasise that if the Statement of Strategy is to be supported by communication it necessitates that senior managers are involved. Senior management have an elevated familiarity of the strategy however it is the opinion of the researcher that knowledge management must be continuously aligned to strategy (Kaplan and Norton, 2005) and knowledge workers, particularly senior management, must have a bearing on it. Comments provided by senior management indicate their strong interest in contributing and participating in the Office’s Statement of Strategy, particularly in light of the changes.

Q13. Are you satisfied with the manner in which the Statement of Strategy, mission and vision for achieving change was developed and communicated to you?

Figure 4.9 Responses to Question 13

Overall, the highest majority of respondents (45.2%) were moderately satisfied with the communication of the Statement of Strategy 2010-2012. However, a number of respondents, via comments provided indicated they would appreciate up-dates and reminders to maintain their involvement and awareness. It is the opinion of the researcher that there is potential to improve the communication of it to ensure that a focused and common mission advances and retains the values of the organisation thereby holding it together (Drucker, 1997). Therefore, periodic meetings, corporate communication, etc, must constantly be aligned and realigned to strategy (Kaplan and Norton, 2005).
Q14. How do you view your role in strategic decision making?

Figure 4.10 Responses to Question 14

As expected, responses reveal senior management play a greater role in the strategic decision making within the Office as change is complex and requires having clear priorities (Carter, 2008). The researcher must acknowledge, however, that only 28% of senior management perceived their role as being very/extremely important regarding strategic decision making. In contrast, 44% of senior management perceive their role as being of little significance, if any, in strategic decision making.

4.3.4 Structural and Process Changes

Questions 15 through 18 – establish how two of the three main types of change; structural and process change (Newton, 2011) were facilitated and implemented within the Office.
Q15. Do you think the structural and process changes have proved beneficial to the Office?

Figure 4.11 Responses to Question 15

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely beneficial</td>
<td>17.6% (3)</td>
<td>5.0% (1)</td>
<td>24.0% (6)</td>
<td>15.1% (10)</td>
</tr>
<tr>
<td>Very beneficial</td>
<td>64.7% (11)</td>
<td>50.9% (10)</td>
<td>48.0% (12)</td>
<td>53.2% (33)</td>
</tr>
<tr>
<td>Moderately beneficial</td>
<td>11.8% (2)</td>
<td>45.0% (9)</td>
<td>28.0% (7)</td>
<td>29.0% (18)</td>
</tr>
<tr>
<td>Slightly beneficial</td>
<td>5.9% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>1.6% (1)</td>
</tr>
<tr>
<td>Not at all beneficial</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
</tbody>
</table>

Comment box  
answered question  17 | 20 | 25 | 62

Analysis reveals a high level of agreement among respondents (69.3%) regarding benefits to the Office which, are perceived as very/extremely beneficial as a result of drastic change action undertaken (Meyerson, 2011). Comments provided also indicate that change models applied by the Office are nurturing greater effectiveness and growth in individual, subgroup, and intergroup relationships (Selfridge and Sokolik, 1975).

Q16. Do you think the structural and process changes are of benefit to you in your job?

Figure 4.12 Responses to Question 16

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely beneficial</td>
<td>5.0% (1)</td>
<td>10.0% (2)</td>
<td>8.0% (2)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td>Very beneficial</td>
<td>11.8% (2)</td>
<td>30.0% (6)</td>
<td>40.0% (10)</td>
<td>29.0% (15)</td>
</tr>
<tr>
<td>Moderately beneficial</td>
<td>41.2% (7)</td>
<td>25.0% (5)</td>
<td>35.0% (9)</td>
<td>33.9% (21)</td>
</tr>
<tr>
<td>Slightly beneficial</td>
<td>23.5% (4)</td>
<td>15.0% (3)</td>
<td>12.0% (3)</td>
<td>18.1% (10)</td>
</tr>
<tr>
<td>Not at all beneficial</td>
<td>17.5% (3)</td>
<td>20.0% (4)</td>
<td>4.0% (1)</td>
<td>12.9% (8)</td>
</tr>
</tbody>
</table>

Comment box  
answered question  17 | 20 | 25 | 62
When questioned about the potential benefits arising from the structural and process changes in relation to their individual role the results were not as unanimous. Almost half the middle and senior management (44%) believe that the changes have proven very/extremely positive to-date. However, the results from the clerical respondents revealed that only 17.7% perceived the changes as extremely/very beneficial to them in their role. It should be noted that employees who have a full understanding of the changes and believe there are positive aspects benefitting them in their role will be more productive when compared to those who feel isolated from the change process. It is the opinion of the researcher that there needs to be more engagement with the clerical grade band of the Office with regards to opportunity and responsibility in order to rectify this deficiency. In the knowledge era it is essential for organisations to focus on employee talent development, retention and the use of ‘talent analytics’ (Davenport et al., 2010).

Q17. How satisfied are you that suggestions or concerns you raised in relation to the structural and process changes were addressed?

In terms of the change process, the results indicate that middle and senior management appear (33% are very/extremely) satisfied that suggestions and concerns raised were addressed. It surprised the researcher, however, to find that clerical respondents had a negative perception as none of them are very/extremely satisfied that suggestions raised were addressed. This highlights again the need to improve the engagement with the clerical band to engender trust into the system.
Q18. How satisfied are you that your manager(s) is consistent in seeking feedback on the new structure and process?

Figure 4.14 Responses to Question 18

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>0.0% (0)</td>
<td>5.0% (1)</td>
<td>16.0% (4)</td>
<td>5.1% (5)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>11.3% (2)</td>
<td>30.0% (6)</td>
<td>28.0% (7)</td>
<td>24.2% (15)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>41.2% (7)</td>
<td>20.0% (4)</td>
<td>24.0% (0)</td>
<td>27.4% (17)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>29.4% (5)</td>
<td>30.0% (6)</td>
<td>28.0% (7)</td>
<td>29.0% (16)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>17.6% (3)</td>
<td>15.0% (3)</td>
<td>4.0% (1)</td>
<td>11.3% (7)</td>
</tr>
<tr>
<td>Comment box</td>
<td>1 reply</td>
<td>1 reply</td>
<td>2 replies</td>
<td>4</td>
</tr>
</tbody>
</table>

When respondents were queried on the subject of feedback 40% of senior/middle management emanated a positive response (very/extremely satisfied). In regards to clerical respondents the results indicated a negative perception as only 11.8% were very/extremely satisfied with the consistency of their manager in seeking feedback on the new structure/process. In conclusion, the researcher established that changes were facilitated and implemented successfully however, there appears to be a level of concern centring around the continued soft (human side) approach to change management. Sirken et al. (2005) maintain that the hard (economic) approach should be focused on in the initial stages of change implementation and from the results it appears that this element of change has proved very beneficial, i.e. cost, quality, service and speed have dramatically improved (Buchanan and Huczynski, 1997). Nevertheless, in order to sustain and maintain long-term successful change the Office will have to increase its adaption of the soft approach to change as successful long-term change will take years to accomplish (Kotter, 1995).

4.3.5 Cultural Change

Questions 19 through 21 – establish if resistance to change was experienced and how it was overcome – establish if the organisations culture has experienced change.
Q19. How satisfied are you that the culture of the Office has changed, i.e. the changes to the structure and process have become the norm and are “the way we do things around here”?  

Figure 4.15 Responses to Question 19

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>5.9% (1)</td>
<td>0.0% (0)</td>
<td>4.0% (1)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>17.6% (3)</td>
<td>35.0% (7)</td>
<td>40.0% (10)</td>
<td>32.3% (20)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>47.4% (8)</td>
<td>55.0% (11)</td>
<td>40.0% (10)</td>
<td>48.8% (25)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>23.5% (4)</td>
<td>10.0% (2)</td>
<td>0.0% (0)</td>
<td>9.7% (5)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>5.9% (1)</td>
<td>0.0% (0)</td>
<td>16.0% (4)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>20</strong></td>
<td><strong>25</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

The results indicated that overall employees were moderately satisfied that the organisational culture had changed. On further analysis it was evident that 40% of middle and senior management were very/extremely satisfied, 23.5% of clerical respondents agreed.

Q20. How satisfied are you that your comments and feedback were sought in relation to the cultural change?  

Figure 4.16 Responses to Question 20

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>5.9% (1)</td>
<td>10.0% (2)</td>
<td>12.0% (3)</td>
<td>9.7% (5)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>5.9% (1)</td>
<td>20.0% (4)</td>
<td>44.0% (11)</td>
<td>25.8% (15)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>29.4% (5)</td>
<td>35.0% (7)</td>
<td>24.0% (6)</td>
<td>29.0% (18)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>41.2% (7)</td>
<td>15.0% (3)</td>
<td>12.0% (3)</td>
<td>21.0% (13)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>17.6% (3)</td>
<td>20.0% (4)</td>
<td>8.0% (2)</td>
<td>14.5% (9)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>20</strong></td>
<td><strong>25</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

answered question 17 20 25 62
The feedback sought from employees varied greatly in relation to cultural change. 56% of senior management, 30% of middle management and only 11.8% of clerical respondents were very/extremely satisfied. It was interesting to note that 58.8% of clerical and 35% of clerical/middle management respondents were slightly, if at all, satisfied. This indicates that there is concern amongst staff in relation to feedback.

Q21. Are you satisfied that the changes in the structure and processes within the Office have enabled you to embrace the new cultural values in your day to day work? (Please note: Cultural value is relative ethical value, a common set of acceptable standards of what is right or wrong encouraging a collective behaviour which will support the achievement of the organization's goals and mission.)

Finally, 37.1% of the overall respondents were very/extremely satisfied that changes implemented facilitated the new cultural values. These results conclude that there is an opportunity for the organisation to engage employees and hence ensure sustained ambition (Alaister, 2009). As with all change, “if no one experiences it personally nothing has changed” (Newton, 2011).

4.3.6 Change Management

Questions 22 through 35 – determine if the factors associated with the effectiveness criteria for managing change are being met. The researcher, in this instance assessed the criteria for managing change and the extent to which communication was leveraged by management.
Q22. How would you describe the effectiveness of the design/mobilisation group which was established to encourage all employees to pull together, gain a shared appreciation of the Office’s assessment of any problems/opportunities and create a level of trust and communication amongst staff?

Figure 4.18 Responses to Question 22

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer/Staff Officer</th>
<th>Executive Officer/Higher Executive Officer</th>
<th>Assistant Principal/Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely effective</td>
<td>0.0% (0)</td>
<td>10.0% (2)</td>
<td>4.0% (1)</td>
<td>4.8% (3)</td>
</tr>
<tr>
<td>Very effective</td>
<td>17.9% (3)</td>
<td>29.0% (5)</td>
<td>48.0% (12)</td>
<td>32.3% (20)</td>
</tr>
<tr>
<td>Moderately effective</td>
<td>52.9% (9)</td>
<td>45.0% (9)</td>
<td>32.0% (6)</td>
<td>41.9% (36)</td>
</tr>
<tr>
<td>Slightly effective</td>
<td>17.6% (2)</td>
<td>10.0% (2)</td>
<td>12.0% (6)</td>
<td>12.9% (9)</td>
</tr>
<tr>
<td>Not at all effective</td>
<td>11.8% (2)</td>
<td>10.0% (2)</td>
<td>4.0% (1)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td>Comment box</td>
<td>2 males</td>
<td>2 males</td>
<td>3 males</td>
<td>7</td>
</tr>
</tbody>
</table>

The results concluded that the overall majority of middle management/clerical respondents (49%) perceived the effectiveness of the design/mobilisation team (change agents) as moderately effective. However, the majority of senior management (52%) perceived it as very/extremely effective. Accordingly, change agents are very important in implementing change (Thornbury, 1999) as they effect strategic change in an organisation (Johnson et al., 2008) and therefore require less technical expertise and rather more interpersonal, communication and managerial skills (Buchanan and Huczynski, 1997).

Q23. Did you have any concerns about the change process? If you answer "No" to this question please skip to question 25

Figure 4.19 Responses to Question 23

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer/Staff Officer</th>
<th>Executive Officer/Higher Executive Officer</th>
<th>Assistant Principal/Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58.8% (10)</td>
<td>45.0% (9)</td>
<td>60.0% (15)</td>
<td>54.8% (34)</td>
</tr>
<tr>
<td>No</td>
<td>41.2% (7)</td>
<td>55.0% (11)</td>
<td>40.0% (10)</td>
<td>45.2% (28)</td>
</tr>
<tr>
<td>Comment box</td>
<td>4 males</td>
<td>2 copies</td>
<td>5 males</td>
<td>11</td>
</tr>
</tbody>
</table>

The researcher found it interesting to note that over half (54.8%) of respondents had concerns before the change process was initiated.
Q24. Do you still have concerns?

Figure 4.20 Responses to Question 24

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53.8% (7)</td>
<td>81.8% (9)</td>
<td>86.7% (13)</td>
<td>74.4% (29)</td>
</tr>
<tr>
<td>No</td>
<td>46.2% (6)</td>
<td>18.2% (2)</td>
<td>13.3% (2)</td>
<td>25.6% (10)</td>
</tr>
<tr>
<td>Comment box</td>
<td>3 replies</td>
<td>2 replies</td>
<td>5 replies</td>
<td>10</td>
</tr>
</tbody>
</table>

Analysis of the results revealed that 74.4% of respondents with concerns prior to the implementation of change still have concerns. Managers must involve employees in the process and ensure that they are heard as experts (Rousseau, 2004). Therefore, it is expedient for managers to conquer their reluctance to treat organisations as living organisms and focus increasingly on the soft side of change management, particularly in the information age where knowledge can be leveraged (Wheatley and Kellner-Rogers, 1996).

Q25. Is there anything you would like to see changed within the Office so that your job would be more effective and satisfying? If you answer "No" to this question please skip to question 27

Figure 4.21 Responses to Question 25

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58.8% (10)</td>
<td>40.0% (8)</td>
<td>52.0% (13)</td>
<td>50.0% (31)</td>
</tr>
<tr>
<td>No</td>
<td>41.2% (7)</td>
<td>60.0% (12)</td>
<td>48.0% (12)</td>
<td>50.0% (31)</td>
</tr>
<tr>
<td>Comment box</td>
<td>5 replies</td>
<td>1 reply</td>
<td>6 replies</td>
<td>12</td>
</tr>
</tbody>
</table>

Half of the respondents revealed that they would like to see changes to make their job more effective and satisfying. In the information age organisations must attract, retain, recognise, motivate and satisfy employees particularly in a public sector setting where fiscal rewards are not viable.
This will ultimately ensure an emphasis on talent development, retention and the use of ‘talent analytics’ (Davenport et al., 2010). Change itself is complex and to succeed in implementing change the culture for change must be grown and the best people for the job retained (Atkinson, 2003). Loyalty cannot be maintained through fiscal rewards therefore it must be maintained through opportunities for employees to put their knowledge to work and improve their self-development, skills, etc. Thereby, the modern organisation can no longer be an organisation of boss and subordinate but rather every member of the organisation/team must act as a responsible decision maker (Drucker, 1997).

Q26. What level of commitment is necessitated by you and the Office to implement your changes?

Figure 4.22 Responses to Question 26

<table>
<thead>
<tr>
<th>Commitment Level</th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great deal</td>
<td>14.3% (2)</td>
<td>23.1% (3)</td>
<td>31.3% (5)</td>
<td>23.3% (10)</td>
</tr>
<tr>
<td>A lot</td>
<td>50.0% (7)</td>
<td>30.8% (4)</td>
<td>25.0% (4)</td>
<td>34.8% (15)</td>
</tr>
<tr>
<td>A moderate amount</td>
<td>7.1% (1)</td>
<td>46.2% (6)</td>
<td>31.3% (5)</td>
<td>27.9% (12)</td>
</tr>
<tr>
<td>A little</td>
<td>21.4% (3)</td>
<td>0.0% (0)</td>
<td>6.3% (1)</td>
<td>9.3% (4)</td>
</tr>
<tr>
<td>None at all</td>
<td>7.1% (1)</td>
<td>0.0% (0)</td>
<td>6.3% (1)</td>
<td>4.7% (2)</td>
</tr>
<tr>
<td>Comment box</td>
<td>1 reply</td>
<td>1 reply</td>
<td>2 replies</td>
<td>4</td>
</tr>
</tbody>
</table>

The results revealed that 41.9% of the total respondents believe a moderate amount of commitment, if any, is required of them or the Office in implementing their proposed changes to make their job more effective and satisfying. In view of achieving the long-term goals of the organisation, it is the opinion of the researcher that communication, participation and involvement of all employees be leveraged. Therefore, it is the opinion of the researcher that improved communication with all staff would help engender trust and therefore imbed the change into the organisations future.
Q27. How satisfied are you that your manager(s) clearly explained in detail the changes required and the impact they would have on you and the Office as a whole?

Figure 4.23 Responses to Question 27

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>0.0% (0)</td>
<td>10.0% (2)</td>
<td>8.0% (2)</td>
<td>6.5% (4)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>41.2% (7)</td>
<td>20.0% (4)</td>
<td>68.0% (15)</td>
<td>41.9% (26)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>35.3% (6)</td>
<td>45.0% (9)</td>
<td>32.0% (8)</td>
<td>37.1% (23)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>17.6% (3)</td>
<td>15.0% (3)</td>
<td>0.0% (0)</td>
<td>9.7% (6)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>5.9% (1)</td>
<td>10.0% (2)</td>
<td>0.0% (0)</td>
<td>4.8% (3)</td>
</tr>
<tr>
<td>Comment box</td>
<td>1 reply</td>
<td>1 reply</td>
<td>2 replies</td>
<td>4</td>
</tr>
</tbody>
</table>

Analysis revealed that 68% of senior management, 30% of middle management and 41.2% of clerical respondents are very/extremely satisfied their manager explained in detail the changes required.

Q28. What level of support did you receive from your manager(s) following the implementation of the changes?

Figure 4.24 Responses to Question 28

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely supportive</td>
<td>5.9% (1)</td>
<td>10.0% (2)</td>
<td>12.0% (3)</td>
<td>9.7% (6)</td>
</tr>
<tr>
<td>Very supportive</td>
<td>41.2% (7)</td>
<td>25.0% (5)</td>
<td>52.0% (13)</td>
<td>40.3% (25)</td>
</tr>
<tr>
<td>Moderately supportive</td>
<td>23.5% (4)</td>
<td>40.0% (8)</td>
<td>24.0% (6)</td>
<td>29.0% (18)</td>
</tr>
<tr>
<td>Slightly supportive</td>
<td>17.6% (3)</td>
<td>20.0% (4)</td>
<td>12.0% (3)</td>
<td>16.1% (10)</td>
</tr>
<tr>
<td>Not at all supportive</td>
<td>11.8% (2)</td>
<td>5.0% (1)</td>
<td>0.0% (0)</td>
<td>4.8% (3)</td>
</tr>
<tr>
<td>Comment box</td>
<td>1 reply</td>
<td>1 reply</td>
<td>1 reply</td>
<td>3</td>
</tr>
</tbody>
</table>

answered question: 17 20 25 62
It was interesting to note that 64% of senior management, 35% of middle management and 47.1% of clerical respondents describe the level of support received from their manager following implementation as very/extremely supportive. This analysis of comments reveals that the level of support offered could be increased to reduce the perceived isolation, lack of employee participation and confusion felt by some employees.

Q29. How satisfied are you that short-term goals, performance improvements and objectives were established by your manager(s) to help to keep you committed and focused?

Results revealed 32% of senior management, 30% of middle management and 41.2% of clerical respondents are very/extremely satisfied that short-term goals, performance improvements, and objectives were established. Analysis of the literature concludes that managing change involves setting clear expectations for performance (Bratton and Gold, 2007) to ensure a clear link is established between employee performance goals and the corporate strategy. Thus, enabling agility and speed in implementing change (Krause, 2006).
Q30. How satisfied are you that your manager(s) has embraced the new approach?

Figure 4.26 Responses to Question 30

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>5.9% (1)</td>
<td>15.0% (3)</td>
<td>28.0% (7)</td>
<td>17.7% (11)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>47.1% (8)</td>
<td>35.0% (7)</td>
<td>52.0% (13)</td>
<td>45.2% (28)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>23.6% (4)</td>
<td>40.0% (8)</td>
<td>12.0% (3)</td>
<td>24.2% (15)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>11.8% (2)</td>
<td>5.0% (1)</td>
<td>8.0% (2)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>11.8% (2)</td>
<td>5.0% (1)</td>
<td>0.0% (0)</td>
<td>4.8% (3)</td>
</tr>
<tr>
<td>Comment box</td>
<td>1 reply</td>
<td>0 replies</td>
<td>1 reply</td>
<td>2</td>
</tr>
</tbody>
</table>

The overwhelming majority of respondents (62.9%) are very/extremely satisfied their manager(s) has embraced the new approach. This is quite encouraging as for long-term change to be successful managers must create a compelling story, role model the new changes required of staff, reinforce the changes and ensure capability building (Aiken and Keller, 2009). Therefore, the manner in which change is introduced by managers largely determines the success of their efforts (Kossen, 1993).

Q31. How satisfied are you that your manager is keeping you updated on your performance and the Office’s collective performance/results to-date?

Figure 4.27 Responses to Question 31

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>5.9% (1)</td>
<td>5.0% (1)</td>
<td>12.0% (2)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>41.2% (7)</td>
<td>30.0% (6)</td>
<td>48.0% (12)</td>
<td>40.3% (25)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>29.4% (5)</td>
<td>35.0% (7)</td>
<td>28.0% (7)</td>
<td>30.6% (19)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>23.5% (4)</td>
<td>25.0% (5)</td>
<td>8.0% (2)</td>
<td>17.7% (11)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0.0% (0)</td>
<td>5.0% (1)</td>
<td>4.0% (1)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Comment box</td>
<td>1 reply</td>
<td>0 replies</td>
<td>3 replies</td>
<td>4</td>
</tr>
</tbody>
</table>

answered question 17 20 25 62
Analysis revealed 60% of senior management, 35% of middle management and 47.1% of clerical respondents are very/extremely satisfied that their managers are keeping them up-to-date on their/the Office’s collective performance. Academic literature stresses the importance of communicating information broadly across the organisation whilst emphasising dramatic issues as employees need to be motivated and encouraged to see the benefits change can bring (Rayport and Sviokla, 1996). Accordingly, managers are encouraged to speak to employees at all levels within the organisation to continually discuss the reasons driving change and what will change before, during and after change is implemented (Wheatley and Kellner-Rogers, 1996). Therefore, changes must be reinforced with timely, practical and inspirational messages to encourage and involve all employees (Tanasoaica, 2008).

Q32. How satisfied are you that the senior management are keeping you updated the Office’s collective performance/results to-date?

Figure 4.28 Responses to Question 32

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>11.8% (2)</td>
<td>0.0% (0)</td>
<td>8.0% (2)</td>
<td>6.5% (4)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>58.8% (10)</td>
<td>35.0% (7)</td>
<td>56.0% (14)</td>
<td>50.0% (31)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>17.6% (3)</td>
<td>40.0% (8)</td>
<td>24.0% (6)</td>
<td>27.4% (17)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>5.9% (1)</td>
<td>25.0% (5)</td>
<td>8.0% (2)</td>
<td>12.0% (8)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>5.9% (1)</td>
<td>0.0% (0)</td>
<td>4.0% (1)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Comment box</td>
<td>0 replies</td>
<td>3 replies</td>
<td>2 replies</td>
<td>3</td>
</tr>
</tbody>
</table>

Analysis revealed that 67% of senior management/clerical respondents and 35% of middle management are very/extremely satisfied that senior management are keeping them updated on the Office’s collective performance/results. Nevertheless, comments revealed that respondents are interested in receiving additional feedback aside from the statistical data which is perceived by respondents as generic. Accordingly, leaders play a pivotal role in transformation processes (Day and Jung, 2000; Greiner, 1972) by maintaining and reinforcing change whilst, retaining the values and norms that are in keeping with the public interest (Kee and Newcomer, 2008). Furthermore, the researcher believes that leaders must continuously communicate the change whilst bearing in mind that there is no substitute for face-to-face discussion when issues are non-routine (Lengel and Daft, 1988).
Q33. Do you believe that your comments and feedback were incorporated into the change process?

Figure 4.29 Responses to Question 33

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35.3% (6)</td>
<td>35.0% (7)</td>
<td>60.0% (15)</td>
<td>45.2% (26)</td>
</tr>
<tr>
<td>No</td>
<td>17.6% (3)</td>
<td>20.6% (4)</td>
<td>20.6% (5)</td>
<td>19.4% (12)</td>
</tr>
<tr>
<td>I had no comments / feedback</td>
<td>47.1% (8)</td>
<td>45.9% (9)</td>
<td>20.0% (5)</td>
<td>35.6% (22)</td>
</tr>
<tr>
<td>Comment box</td>
<td>2 replies</td>
<td>0 replies</td>
<td>3 replies</td>
<td>5</td>
</tr>
</tbody>
</table>

70% of the total respondents with comments/feedback believe they were incorporated into the change process. 53.5% of these respondents were senior management, 25% middle management and 21.5% clerical respondents. The researcher is again concerned with the balancing of the two basic theories of change; hard (economic) and soft (human) approaches (Beer and Nohria, 2000). The results indicate that change has been implemented successfully however, it appears there needs to be a greater emphasis on the soft approach at this stage of the change process to ensure long-term change.

Q34. How satisfied are you that your comments and feedback were taken into account, i.e. that you were listened to?

Figure 4.30 Responses to Question 34

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>0.0% (0)</td>
<td>5.0% (1)</td>
<td>4.0% (1)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>0.0% (0)</td>
<td>20.0% (4)</td>
<td>32.0% (8)</td>
<td>19.4% (12)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>23.5% (4)</td>
<td>15.9% (3)</td>
<td>20.9% (5)</td>
<td>19.4% (12)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>11.8% (2)</td>
<td>15.9% (3)</td>
<td>16.9% (4)</td>
<td>14.5% (9)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>23.5% (4)</td>
<td>5.9% (1)</td>
<td>8.9% (2)</td>
<td>11.3% (7)</td>
</tr>
<tr>
<td>I had no comments / feedback</td>
<td>41.2% (7)</td>
<td>40.9% (8)</td>
<td>20.0% (5)</td>
<td>32.3% (20)</td>
</tr>
<tr>
<td>Comment box</td>
<td>0 replies</td>
<td>0 replies</td>
<td>2 replies</td>
<td>2</td>
</tr>
</tbody>
</table>

answered question 17 20 25 62
The results indicated that 36% of senior management, 25% of middle management and 0% of clerical respondents were very/extremely satisfied that that they were listened to. Comments from respondents reveal a concern in relation to involvement, participation and communication. Too often change management is seen as a top-down approach but in the knowledge era to achieve success leaders must establish a balance between a top-down and bottom-up approach (Manikandan, 2010).

Q35. How would you quantify the level of changes to systems, structures and policies since 1 March 2011?

85.5% of respondents believe there have been many changes to systems, structures and policies since 1 March 2011. The organisation may not be able to drive long-term change and the desired outcome may be hindered if all elements are not aligned (Carter, 2008). Accordingly, a strategic approach to communication can ensure change is an integral part of the process of implementation of the Statement of Strategy 2010-2012 (Argenti et al., 2005).
4.3.7 Measurements for Success

Questions 36 through 42 – what are the measurements for success and are they being achieved

Q36. Do you believe that resources are now being concentrated in the areas most in need?

Figure 4.32 Responses to Question 36

<table>
<thead>
<tr>
<th>Yes</th>
<th>58.8% (10)</th>
<th>70.0% (14)</th>
<th>80.0% (20)</th>
<th>71.0% (44)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>41.2% (7)</td>
<td>30.0% (6)</td>
<td>20.0% (5)</td>
<td>29.0% (18)</td>
</tr>
</tbody>
</table>

Comment box: 3 replies, 2 replies, 5 replies

Results revealed that 71% of respondents believe resources are now concentrated in the areas most in need.

Q37. Do you believe that resources are redeployed quickly when required?

Figure 4.33 Responses to Question 37

<table>
<thead>
<tr>
<th>Yes</th>
<th>64.7% (11)</th>
<th>60.9% (12)</th>
<th>72.9% (18)</th>
<th>66.1% (41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>35.3% (6)</td>
<td>40.0% (8)</td>
<td>28.0% (7)</td>
<td>33.9% (21)</td>
</tr>
</tbody>
</table>

Comment box: 4 replies, 1 reply, 4 replies

Overall respondents were highly satisfied (66.1%) resources were redeployed quickly.
Q38. How do you rate the Office’s ability to cater for the needs of complainants, staff and management of the Office?

Figure 4.34 Responses to Question 38

43.5% of respondents rate the Office’s ability to cater for customers, staff and management of the Office as very/extremely satisfactory. The fact that only 0.5% of respondents selected extremely successful indicates that respondents believe there is room for improvement in this area.

Q39. Are you satisfied that the changes improved the standard of service offered by the Office?

Figure 4.35 Responses to Question 39

The results revealed that 46.7% of respondents rate the Office’s ability to cater for customers, staff and management of the Office as very/extremely satisfactory.
Q40. Do you feel confident that the Office made the right decision in implementing change?

Figure 4.36 Responses to Question 40

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely confident</td>
<td>17.6% (3)</td>
<td>25.0% (5)</td>
<td>28.0% (7)</td>
<td>24.2% (15)</td>
</tr>
<tr>
<td>Very confident</td>
<td>41.2% (7)</td>
<td>45.9% (9)</td>
<td>52.0% (13)</td>
<td>46.8% (29)</td>
</tr>
<tr>
<td>Moderately confident</td>
<td>20.4% (5)</td>
<td>15.0% (3)</td>
<td>12.0% (3)</td>
<td>17.7% (11)</td>
</tr>
<tr>
<td>Slightly confident</td>
<td>11.8% (2)</td>
<td>10.0% (2)</td>
<td>4.0% (1)</td>
<td>8.1% (5)</td>
</tr>
<tr>
<td>Not at all confident</td>
<td>0.0% (0)</td>
<td>5.0% (1)</td>
<td>4.0% (1)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Comment box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

71% of respondents are very/extremely confident the Office made the right decision in implementing the change initiative.

Q41. Are you satisfied the changes that were implemented were right for the Office?

Figure 4.37 Responses to Question 41

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>23.6% (4)</td>
<td>20.0% (4)</td>
<td>20.0% (5)</td>
<td>21.0% (13)</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>23.5% (4)</td>
<td>40.0% (8)</td>
<td>52.0% (13)</td>
<td>40.3% (25)</td>
</tr>
<tr>
<td>Moderately satisfied</td>
<td>41.2% (7)</td>
<td>20.0% (4)</td>
<td>24.0% (6)</td>
<td>27.4% (17)</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>11.8% (2)</td>
<td>20.0% (4)</td>
<td>4.0% (1)</td>
<td>11.3% (7)</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Comment box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of respondents (61.3%) were very/extremely satisfied that the particular changes implemented were right for the Office. Nevertheless, a number of respondents commented that additional resources could be moved to the Investigations Unit.
Q42. How would you describe the effectiveness of this change management process compared with your previous experience?

Figure 4.38 Responses to Question 42

<table>
<thead>
<tr>
<th></th>
<th>Clerical Officer / Staff Officer</th>
<th>Executive Officer / Higher Executive Officer</th>
<th>Assistant Principal / Principal Officer</th>
<th>Response Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely successful</td>
<td>0.0% (0)</td>
<td>10.0% (2)</td>
<td>0.0% (0)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Very successful</td>
<td>41.2% (7)</td>
<td>30.8% (6)</td>
<td>56.0% (14)</td>
<td>43.5% (27)</td>
</tr>
<tr>
<td>Moderately successful</td>
<td>17.6% (3)</td>
<td>25.9% (5)</td>
<td>20.0% (5)</td>
<td>21.0% (13)</td>
</tr>
<tr>
<td>Slightly successful</td>
<td>5.9% (1)</td>
<td>10.9% (2)</td>
<td>0.0% (0)</td>
<td>4.8% (3)</td>
</tr>
<tr>
<td>Not at all successful</td>
<td>0.0% (0)</td>
<td>5.0% (1)</td>
<td>4.0% (1)</td>
<td>3.2% (2)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>35.3% (6)</td>
<td>20.0% (4)</td>
<td>20.0% (5)</td>
<td>24.2% (15)</td>
</tr>
</tbody>
</table>

0 replies   1 reply   2 replies   3 replies   4 replies

Answered question: 17 20 25 62 82

46.7% of respondents rate the effectiveness of this change management process as being very/extremely successful compared to past experience.

In conclusion, measurement is an essential part of the strategy and as such must be an integral element in the change management process (Kaplan and Norton, 1993). There are a number of ways to measure resources which include internal surveys, conversations, feedback processes and listening events, etc. The researcher recommends that one of these methods be employed in the coming year to monitor the soft side of change management and ensure long-term change. Furthermore, ‘rapid results’ initiatives (Siegal and Stearn, 2010) were evident as short-term goals were incorporated into the change initiative. Finally, it is self-evident from the results that overall the changes have improved the standard of service offered by the Office in line with the goals set out in the Strategy of Statement 2010-2012. The positive responses from the respondents are clear evidence that the change management process within the Office has been success.
Chapter 5: Conclusion and Recommendations

5.1 Conclusion

It is evident all organisations need to be proactive, responsive and responsible to survive in the knowledge era (Manikandan, 2010). Political, economic and social forces driving change are diversifying at an increasing pace and in essence, these guide values for public sector leaders (Song, 2009). A number of forces including governmental pressures, the backlog of cases, etc, contributed to change within the Office of the Ombudsman. However, the most influential element identified was enabling a faster and improved complaint handling process while, at the same time leveraging knowledge, consistency and flexibility. This was ultimately driven by the Statement of Strategy 2010-2012 and senior management within the Office, despite employees being aware of the reasons for and the need for change. Hence, real change cannot occur without a top management team to master, drive and implement change at a strategic and tactical level (Ancona and Nadler, 1989).

Qualitative research revealed that the drivers of change within the Office are aware of the need to treat the Office as a living organism which can be adaptable, flexible, self-renewing, learning and intelligent (Wheatley and Kellner-Rogers, 1996). This will prepare and enable the Office to adapt quickly to changing opportunities thereby, allowing it to achieve higher levels of performance for customers and reduce the costs (Rayport and Aviokla, 1996). Early measurement reveals that to-date improvements in case closure rates, quality, consistency, etc, have been achieved. Furthermore, the changing environment is also encouraging mergers and partnerships such as the Office of the Ombudsman and the Office of the Commission for Public Service Appointments (initiated in October, 2010), and the Office must select “likely partners” (Schuler et al., 2002). Accordingly, constant change is central to the continued provision of an efficient and effective public service.
A clear business strategy positions the Office for success based on internal and external factors (please refer to appendix 17 and 18, SWOT and PESTLE analysis (Porter, 1979)). Due to the reasons listed above, the Statement of Strategy 2010-2012 was the first ever devised to change the structure and process within the Office and it concurs with Chandler’s (2003) theory that, structure follows strategy. It also highlights that information is the most valuable asset (Rayport and Aviokla, 1996) in the knowledge era (Teece, 1998). It is clear from the qualitative and quantitative data that these two main types of change have been implemented successfully. However, communication and performance management must be improved and maintained to ensure that, the strategic plan continues to drive the organisations focus by reminding each employee how they contribute to achieving it. Additionally, senior management must contribute to devising a strategy as intellectual capital will determine the success of the Office (Quinn et al., 1996). Similarly, to ensure it is deep rooted in the day-to-day operations of the organisation delegation is a must (Drucker, 1997). Therefore, it must be a team effort to facilitate, develop, guide, support and provide a context rather than a blueprint (Trainor et al., 2008).

Change can be facilitated through a number of change initiatives for example, business process reengineering whereby, radical redesign of business processes to achieve performance enhancements such as cost, quality, speed and service are employed. To facilitate change organisations must realise that there is a human (soft) and operational (hard) side to change (Newton, 2011). Sirkin et al. (2005) believe organisations need to focus on hard elements in the first instance to lay the foundations for successful change. Their concept is known as a ‘DICE’ framework comprising four hard elements; duration, integrity, commitment and effort. It would appear from the results that the Office has focused on the implementation and communication (including the use of change agents) of the hard elements of change, and this has proven highly beneficial to date. However, an improved focus on the soft element of change, i.e. balancing the hard and soft elements will ultimately lead to sustainable long-term success (Beer and Nohria, 2000). Furthermore, when applying Carter’s (2008) change model it appears that the first five steps have been completed. It is now prudent for the Office to achieve the last two steps; sustain momentum and stabilise the environment to cement the change initiative. This can be achieved through a strategic approach to communication (Argenti et al., 2005) thereby ensuring it is an integral element of the process of strategy implementation.
At present there appears to be positive feedback from senior management in relation to the level of communication in place. However, comments provided by middle management and clerical respondents indicate that they are not as positive regarding the communication and two-way feedback systems used during and after the change, indicating that the level of communication from senior management down to the middle management and clerical grades needs to improve. As stated by Quinn et al. (1996) intellectual capital and systems capability in the knowledge economy are the most valuable assets (Rayport and Sviokla, 1996). Therefore, there is a need to focus on the personalisation strategy (Hansen et al., 1999) which focuses on direct person to person contact and tuition. Additionally, the use of strategic human resource management may assist in the communication strategy (Kelly, 2009) thereby, putting in place the infrastructure for change (Christensen and Overdorf, 2000) which must be continuously supported and monitored by management to eliminate any perceived isolation, etc, as documented in the quantitative data analysis. In essence, the greatest challenge faced by a change leader is the ability to communicate the changed strategic plan whilst simultaneously guiding and driving the new vision in order to bridge the gap each individual plays in achieving the holistic organisational goals (Aiken at al., 2009). The need to maintain momentum and drive towards achieving the goals (Rayport and Sviokla, 1996) could be enhanced through the use of personalised internal memo’s highlighting the most drastic issues, rather than generic IT generated statistical data. The researcher believes that change is a long-term goal and must be continuously managed and monitored to ensure its long-term success. It is hard to know if the change initiative would have been more successful had the organisation focused more on the softer side of change management but one thing is for sure, greater effectiveness of the change process can be achieved with the incorporation of a holistic approach to communication, participation and involvement of all staff within the Office.

Resistance to change is a natural human response to the risk of disadvantageous impact, real or imagined (Tanasoaica, 2008). To minimise resistance managers are encouraged to speak to employees at every level before, during and after the change (Wheatley and Kellner-Rogers, 1996). Analysis revealed that resistance was evident within the Office and the perceived lack of continuous communication and feedback mentioned by respondents may have contributed to the resistance to change (Newton, 2011).
Therefore, it is important for senior management to reinforce cooperation with timely, practical and inspirational messages to encourage and motivate all employees. This too will ensure that the changes can be deep rooted into the culture of the organisation. Although it is too early to state if the changes have become embedded in the culture of the Office it is suffice to say “if no one experiences it personally nothing has changed” (Newton, 2011). Thus, cultural change can be facilitated through; leadership alignment, personal and team development, communications, managing the process and content. Analysis of the Office’s cultural web (please refer to appendix 19) would indicate that changes are evident to-date.

Leaders play a pivotal role in driving change thus leaders should only commence change once a clear vision and strategy is developed and communicated/comprehended throughout the organisation (Siegal and Stern, 2010). There are three inter-related approaches to leading change; directed, planned and guided change. Too often leadership is seen as a top-down approach, however in the information age, a leader’s job is to inspire (Drucker, 1979) and maintain a balance between a top-down approach and a bottom-up approach. Leaders must encourage their employees to embrace their initiative, innovation and explore new areas of competence. Therefore, successful change leaders must have intra-personal and interpersonal competencies (Kee and Newcomer, 2008). Analysis of the qualitative and quantitative data suggests that planned change was implemented in the Office whilst comments from respondents reveal that senior management should improve the balance between top-down and bottom-up approaches (Manikandan, 2010).

It is immediately evident from the analysis of the qualitative and quantitative data that measurements for success, i.e. ‘rapid results’ initiatives (Siegal and Stearn, 2010) were evident and highly successful to-date (please refer to appendix 20, the balance scorecard). Measurements achieved to-date include increased case closures, increased efficiency and effectiveness, improvements in quality assurances and consistency, etc.

Finally, in terms of the hypothesis pertaining to the study it was clearly evident from the results that, a clear vision and business strategy communicated and driven by senior management are critical to the successful long-term implementation of change. In essence, the study revealed that senior management ultimately drove the change initiative in the Office through the use of a clear vision and business strategy.
This is ultimately leading to the long-term success of this change initiative, as can be seen from the measurements achieved to-date. The continued communication and drive of this change will ultimately dictate if this change will be successful in the long-term.

5.1.2 Limitations of the Research

There are a few limitations to the research worth mentioning;

1. The study was carried out in a highly educated public sector setting therefore responses to the variables may not be applicable to an alternate or private sector setting. Accordingly, the study may need to be sector specific in all further research studies.

2. The questionnaire did not collect data from the respondents on the position held within the Organisation nor did it collect information on whether the position held was full-time or part-time employment.

3. The timeframe was a major limitation to the research and this meant that the researcher did not have time to interview the 4 senior civil servants after the results of the survey questionnaire were analysed. Additionally, a longer timeframe may have yielded a higher response rate to the questionnaire.

4. Finally, the study was limited by the fact that it was conducted in a small Governmental Office in Ireland. Therefore, the results may be country specific and may be replicated in other countries. The survey chosen by the researcher can be justified as an indicative sample. However, the results may not be used to infer judgements about the general public service population of Ireland.
5.1.3 Further Research

Research is recommended to explore whether these findings can be generalised to other similar public sector settings in other countries. This would add richness and reach to the study.

Further research is recommended to investigate a larger Government Department with a higher number of staff (bigger sample) experiencing and implementing change.

Finally, as the Office of the Ombudsman is in the early stages of implementing structural and process change, it would prove highly beneficial and interesting for the researcher to repeat the study for comparison purposes in a year’s time.

5.2 Recommendations

“Investment in the capital is unproductive unless the knowledge worker brings to bear on it”

(Ghosn, 2002)

The researcher recommends that the following recommendations be considered by the Office;

1. Create a proactive approach to change in light of the new strategy, structure, process and culture,
2. Provide a higher percentage of senior management with an ability to contribute to the Statement of Strategy and strategic decision making within the Office, and
3. The organisation should now place a greater emphasis on the softer (human) side to change management (Newton, 2011).

The changes implemented in Office of the Ombudsman were deemed reactive as there were a number of intensive forces driving change. To ensure the Office embraces the new strategy, structure, process and culture there is an opportunity for the organisation to leverage the knowledge workforce thereby, become proactive, responsive and responsible (Manikandan, 2010). Therefore, it is recommended that leadership adapt a proactive stance in relation to change in future.
Leadership can nurture this through a guided change approach (Buono and Kerber, 2010) thereby, encourage employees to embrace their initiative, innovation and explore new areas of competence (Drucker, 1979). This requires management increase the level of delegation within the Office thus ensuring that every member of the team acts as a responsible and competent decision maker (Wheatley and Kellner-Rogers, 1996).

Furthermore, it was evident from the data analysis that the vast majority of senior management do not perceive their role in changing the Statement of Strategy as significant. Also, 44% of senior management perceive their role in strategic decision making as being of little significance, if any. Comments provided by senior management indicate their strong interest in contributing, participating and communicating the Office’s Statement of Strategy, particularly in light of the changes. The researcher recommends that senior management, as valuable and experienced knowledge workers, must have a greater bearing on the Statement of Strategy. A higher percentage of senior management should play a pivotal role in the strategic decision making of the Office to ensure that the intellectual capital and experience of this grouping of employees is used in the formulation of the methods of achieving the planned strategy. This posses the potential to further the significant advances made by the organisation throughout the years.

Finally, in the early stages of the structural and process changes within the Office, it appears that the focus was on the implementation and communication of the hard elements of change (Sirkin et al., 2005). It is evident that this was a very successful approach to take at that time as change has been implemented successfully and a number of measurement are being achieved to-date. However, a number of concerns arose during the course of the study regarding communication, support, involvement, participation, and feedback. Therefore, it would appear that the success of the change implementation to-date is due in part to the perseverance of staff to ensure an exceptional administrative public service is provided at all times. In order to address this issue the researcher recommends that the Office now place a greater focus on the softer (human) side of change management (Sirkin et al., 2005). The Office must embrace the intellectual capital (Quinn et al., 1998) throughout the organisation and ensure employee participation and contribution of staff at all levels is leveraged. The level of communication must be improved as it is an essential component to successful long-term change due to the fact that it reinforces the needs/benefits of pursuing the long-term
goals. Accordingly, middle management and clerical grades appear to be most dissatisfied with the level of communication and in light of this there appears to be a necessity to focus on these grade bands. Through increased communication, inclusiveness, support, motivation and encouragement, management will enable employees to see the benefits and maintain the momentum and drive towards achieving the goals. Therefore, the respondents will be empowered to cement the new changes into the organisation’s culture and ensure greater employee contribution and commitment.

It is the opinion of the researcher that communication creates the infrastructure for change (Christensen and Overdorf, 2000) and will ultimately ensure continued success of the change initiative and its subsequent embedding into the culture of the Organisation. Furthermore, to address this issue the researcher suggests the use of quarterly meetings with all staff to address any issues or concerns that have arisen in the interim. The Office must avoid the use of generic produced statistics and instead introduce a more personal personalised means of communication. This includes the use of internal memo’s outlining the dramatic achievements of the Office, on a regular basis. Finally, the researcher suggests that an in-depth follow up (employee focus group, internal surveys, feedback processes, listening events, etc,) with all those involved in the change process would prove highly beneficial to the organisation to monitor and measure the soft elements of progress achieved to date and outline any areas for improvement.

It is the opinion of the researcher that the three recommendations proposed above will not only contribute to a long-term success change initiative but also further the relationship between the Office and its staff.
Chapter 6: Self Reflection

“students who conceive of learning as understanding reality are also able to see it as increasing their knowledge” (Ramsden, 1992)

6.1 Introduction

Learning can be perceived as a process through which behaviour changes on account of experience (Maples and Webster (1980) as cited by Merriam and Caffarella, 1991). Rogers (2003), states that there are two main types of formalised learning; ‘task-conscious or acquisition learning’ (continuous learning which is real, instantaneous and connected to a particular action, as such it can be unconscious learning), and ‘Learning-conscious or formalized learning’ (formal learning associated with ‘educative learning’, as such it is a consciousness learning process). Additionally, he concludes that there is no clear distinction between the two types of learning. In contrast, Smith (2003) argues that there are four main orientations to learning (please refer to appendix 21, four orientations to learning); behaviourist (behavioural objectives, competency-based education, and skill development and training), cognitive (cognitive development, intelligence, learning and memory as function of age, and learning how to learn), humanistic (self-directed learning), and social/situational (socialization, social participation, conversation, etc) orientations to learning. In addition, Smith (2003) also believes that there may be a crossover between the learning orientations. The researcher believes there is evidence throughout the MBA that the different learning orientations were utilised and developed.

Kolb (1984) developed an experiential learning theory model which outlined four distinct learning styles which are concurrent with a four stage learning cycle. The four stage learning cycle includes; concrete experience (feeling - CE), reflective observation (watching - RO), abstract conceptualisation (thinking - AC), and active experimentation (doing - AE). These interlink with the experiential learning defined as; diverging (CE/RO), Assimilating (AC/RO), converging (AC/AE), and Accommodating (AE/CE).
Figure 6.1 Kolb’s learning styles

As adapted from Chapman (2010)

Throughout this chapter you will see clear examples of this link while the researcher describes the link between the theories of learning with the practicalities of carrying out a large research study which has enhanced the researcher’s skill sets and competencies during the course of the process. It also highlights the key areas developed and acquired throughout the MBA programme, whilst applying the researcher’s ability to apply these skills beyond the programme (Kolb, 1984).

6.2 Personal Background

Prior to commencing the MBA, the researcher was an undergraduate with an honours degree in Business, Marketing and Languages (awarded in 2005). To-date the researcher has acquired a high degree of business knowledge (financial, administrative, regulatory, etc.) through a vast array of opportunities whilst working in small organisations; P&O Ferries, Celtic Link Ferries, the Office of the Commission for Public Service Appointments and the Office of the Ombudsman.
Whilst working in the Commission for Public Service Appointments, the researcher gained an appreciation and desire to develop and improve her understanding of Human Resources. Thus, the researcher chose to undertake a postgraduate MBA in Human Resource Management (HRM), with the intention of achieving her career goals (please refer to appendix 23, career objectives tree).

In conclusion, over the course of the MBA (HRM) the researcher has intensified her academic knowledge in the area of business administration and HRM in particular. The academic and practical skill sets developed and acquired (over the course of the study) and the researcher’s ability to put these into practice will enable her accomplish her personal and professional goals. This will enable the researcher to perform above her grade band and excel in her chosen area of work. Thus creating the environment whereby the researcher can aspire to her career goals/blueprint and continue to develop and exploit new skills and capabilities (please refer to appendix 22, skill sets).

6.3 Learning Styles

“Learning is a lifelong process of keeping abreast of change” (Drucker, 1977)

As stated by James and Gardner (1995), learning is "the complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn".

Honey and Mumford (1986) developed a learning style model (similar to the learning style model developed by Kolb (1984)) comprising four elements; activist (learn by doing, open-minded approach to learning, etc.), reflector (learn by observing and thinking, avoid leaping in, prefer to watch from the sidelines, etc.), theorist (like to understand the theory behind the actions, need models, prefer to analyse and synthesise, etc.), and pragmatist (need to see how to put the learning into practice in the real world, experimenters, etc.). For a detailed breakdown please refer to appendix 24, characteristics of the four learning styles.
Furthermore, Honey and Mumford (1986) developed a learning style questionnaire to enable respondents to establish their preferred style of learning and, if applicable, afford them an opportunity to prevent incessant mistakes.

It is interesting to note the changes in the researchers learning style over the course of the MBA. Initially, the researcher preferred a reflective approach to learning (learn by observing and thinking, etc.) and to-date this has diversified into a theorist approach to learning (like to understand the theory behind the actions, etc.). Moreover, the activist approach has increased by almost 100%.

Table 6.1 Learning styles of the researcher over the course of the MBA (HRM)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activist</th>
<th>Reflector</th>
<th>Theorist</th>
<th>Pragmatist</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/09/2010</td>
<td>5</td>
<td>18</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>18/04/2011</td>
<td>7</td>
<td>20</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>16/04/2012</td>
<td>9</td>
<td>14</td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

In conclusion, the researcher was astounded by the level of changes in her learning style from the initiation of the MBA course to its completion. Therefore the researcher through her analysis and inferring of information gathered over the course has felt that it has enriched her own abilities in her learning style.
6.4 Reflections of Learning: Strengths and Key Skills Developed

“Learning is your most important capability simply because it is the gateway to every other capability you might wish to develop” (Honey and Mumford, 2006)

The structure and learning experience derived from undertaking a postgraduate MBA in DBS has enabled the researcher to recognise skills developed/acquired and apply them to her personal and professional goals. In this regard, the researcher will outline four specific skills acquired/developed throughout the course;

6.4.1 People Management

Throughout the researcher’s participation and completion of the MBA, including the dissertation and HRM modules, the researcher has gained invaluable experience and an increased awareness of employees. In a knowledge/information era it is vital that managers nurture and engage employees. The understanding gained through the MBA on the importance of workforce planning, PMDS systems, diversity awareness, legal obligations, etc, as a competitive advantage have also heightened the researchers self-awareness in the area of HRM and people management equipping people with the skills for the global world of tomorrow. Therefore, the MBA and dissertation have provided a greater insight into the importance of communication, involvement, motivation, leadership, culture, etc. The researcher has applied this learning to her current employment and in particular to the development of her staffing compliment.

6.4.2 Cognitive Skills

Prior to commencing the MBA the researcher was aware of the need to increase her cognitive skills particularly in the area of HRM. Previously any academic books or literature required were either listed at the start of courses or provided by lecturers/colleagues. Initially guidance was provided by the library and thereafter the researcher commenced acquiring and researching academic books and literature written by accredited scholars. Thereafter, the researcher drew from theoretical concepts in analysing the literature.
The results achieved by the researcher clearly demonstrated a remarkable progression as they increased from 50%-57% in the first year to 70-80% in the subsequent year. This confidence has encouraged the researcher to apply these skills to her work and due to her manager recognising the development in these skills she is now employed in the communications and research unit within the Office.

6.4.3 Critical Skills

The necessity to possess critical skills is vitally important in the researcher’s employment as the Office set standards for excellence in public administration. The review of literature and the examination of complaints necessitates that the researcher judges the value of the information she receives from complainants or departments. Therefore, critical skills in analysing information submitted by a complainant and the Public Bodies’ report is essential. The development of this skill has contributed to the researcher receiving praise from her manager in her approach and completion of cases assigned to her. The researcher also believes that this is a lifelong and transferable skill and will be relevant to her future career goals as a manager and senior manager (please refer to appendix 25, personal swot analysis).

6.4.4 Inter-Personal Skills

Inter-personal skills are vital in the office environment as it dictates the ability to interact in a social context including the ability to motivate, influence, etc, employees in clear and concise manner. The researcher developed this skill within group settings in college and at work. The researcher networked and motivated colleagues and employees based on her organisational skills and she also influenced the group thinking when taking a particular course of action. To-date the researcher has transferred this skill to her professional life when dealing with complainants by being customer-oriented whilst being able to promote and advance the principles of the Office. Finally, the development of the researcher’s inter-personal skills throughout the course has, in effect, opened doors she never thought as part of her dissertation as she recently carried out in-depth interviews with four high profile senior civil servants.
In conclusion, “a man is but the product of his thoughts. What he thinks, he becomes” (Mohandas K. Gandhi). This new found ability to put learning, knowledge and skills developed into practice will enable the researcher to put theory and skills both acquired and developed into practical use and enable her to achieve her personal and profession goals.

6.5 Future Applications of Learning

"Some men see things as they are and say why - I dream things that never were and say why not." (George Bernard Shaw)

When enlisting for the MBA, the researcher was acutely aware of the need to develop and harness core skills and competencies in order to achieve performance and professional excellence. The researcher, however, was unaware of the tools available to capture current skills and learning styles, itemise and visualise skills needing be developed and embraced, and the adaption of the career objectives tree which, all contributed to the creation of a blueprint for achieving the researchers professional goals. To-date the degree of self-development and competency based development, by virtue of the completion of the taught academic course and dissertation, has surprised even the researcher.

Throughout this chapter the researcher has demonstrated a personal commitment to utilising the learning acquired whilst, developing a self-reflective ability to aspire to new personal and professional visions aided through the implementation of a personal strategy (Poister, 2010). In this regard, the MBA not only enabled the researcher to develop dormant and/or weak skills but also enabled richness through new skills acquired and nurtured throughout the course including interview skills, survey skills, research skills, etc. Therefore, through the comprehension and development of the researchers’ skills, it has enabled the researcher to reach new heights in relation to academic and career progression goals. The ability to comprehend, develop and execute personal development strategies has enabled the researcher to grow in confidence and the researcher has since created a career progression chart and has mapped out and accomplished a number of achievements to-date. Since the completion of the academic course and dissertation the researcher applied for and to-date has completed a psychological test (achieved 49th place, in order of merit) for a policy position within Human Resources, in the Civil Service.
In light of this, the researcher intends to accomplish one of the steps in the career objective tree and put in practice not only the improved skills and competencies but also the theory acquired throughout the MBA and dissertation.

In conclusion, the researcher is confident that the MBA has added value to her and will have a positive impact on further academic studies and career progression goals. As stated by Drucker (1999), “there is one prerequisite for managing the second half of your life: you must begin doing so long before you enter it”.
Bibliography


http://www2.le.ac.uk/offices/careers/pgrd/resources/teaching/theories/honey-mumford


Appendix 1: Types of Change

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Transformational change</th>
<th>Bounded change</th>
<th>Deliverable-led change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driver of change</td>
<td>CEO</td>
<td>Divisional leader / departmental head</td>
<td>Manager / section head</td>
</tr>
<tr>
<td>Goals</td>
<td>Becoming customer oriented, enhancing product / service quality, radically reducing the cost base, increase flexibility, alter the strategic direction of the organisation, restructuring and re-engineering of the organisation, developing the workforce of the future, cultural change, etc.</td>
<td>Improvements in a particular area within the organisation, pressing company need, vision of the divisional leader, or to enhance personal career prospects.</td>
<td>Focus tends to be on some deliverable and not on change. However, change is required such as, new products, enhanced IT systems, modified business processes, new building, etc.</td>
</tr>
<tr>
<td>Result</td>
<td>Large improvements in performance as a result of altering different units of the organisation in unison, across the whole organisation.</td>
<td>Increase in efficiency</td>
<td>Defined in terms of some improvement</td>
</tr>
<tr>
<td>Risk</td>
<td>High risk</td>
<td>Moderate risk</td>
<td>Low risk</td>
</tr>
<tr>
<td>Time horizon</td>
<td>Often takes years to fully implement</td>
<td>Implemented in months but may take years to accomplish</td>
<td>Days to years to complete</td>
</tr>
</tbody>
</table>

As adapted from Newton (2011)
Appendix 2: Effective Principles in the Design of HRM Systems

Miles and Snow (1984) acknowledge that a major obstacle to the development and implementation of change is the design of an appropriate HRM system. They suggest that a HRM system can be designed using the following principles:

1. Top managers of the HRM unit should have as a prerequisite a conceptual familiarity with all services necessary to acquire, develop, allocate and maintain managers and employees.
2. The HRM unit must have a comprehensive understanding of the language and practice of strategic planning and representative of the unit must regularly participate in the planning process to assess possible demands on their unit and assist managers in understanding human resources (HR) implications of strategic decisions.
3. The HRM unit should monitor and develop appropriate strategies of its own to correspond with the organisation's business strategy. Thus the HRM unit must be prepared to build, acquire and allocate HR.
4. The HRM unit should act as a consultant to line units. Thereby, not only having expertise in personnel matters they should also be knowledgeable about the organisational structure, management processes (communications, controls, rewards, etc.) and organisational change, design and development.
Appendix 3: The Organisational Iceberg

<table>
<thead>
<tr>
<th>Overt components</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The overt organisation</strong></td>
<td>Publicly observable, generally rational, and cognitively derived and oriented to operational and task considerations</td>
</tr>
<tr>
<td>• Organisational structure</td>
<td></td>
</tr>
<tr>
<td>• Job titles and descriptions</td>
<td></td>
</tr>
<tr>
<td>• Formal authority networks</td>
<td></td>
</tr>
<tr>
<td>• Span of control and hierarchical levels</td>
<td></td>
</tr>
<tr>
<td>• Organisation’s strategic objectives</td>
<td></td>
</tr>
<tr>
<td>• Operating policies and practices</td>
<td></td>
</tr>
<tr>
<td>• Planning/information system</td>
<td></td>
</tr>
<tr>
<td>• Personnel policies and practices</td>
<td></td>
</tr>
<tr>
<td>• Physical and monetary productivity measurements</td>
<td></td>
</tr>
<tr>
<td><strong>The overt organisation</strong></td>
<td>Hidden, generally affective, and emotionally derived and oriented to the general climate and social/psychological and behavioural/process considerations</td>
</tr>
<tr>
<td>• Emergent power and influence patterns</td>
<td></td>
</tr>
<tr>
<td>• Personal views of organisation and individual competencies</td>
<td></td>
</tr>
<tr>
<td>• Patterns of interpersonal groups and divisional relationships</td>
<td></td>
</tr>
<tr>
<td>• Work group sentiments/norms</td>
<td></td>
</tr>
<tr>
<td>• Perceptions of linkages, trust, openness, risk-taking behaviours</td>
<td></td>
</tr>
<tr>
<td>• Individual role perceptions and value systems</td>
<td></td>
</tr>
<tr>
<td>• Emotional feelings, needs, desires</td>
<td></td>
</tr>
<tr>
<td>• Affective relationships between boss and subordinates</td>
<td></td>
</tr>
<tr>
<td>• Human resources accounting measurements</td>
<td></td>
</tr>
</tbody>
</table>

As adapted from Selfridge and Sokolik (1975)
## Appendix 4: Table 2.4 Comparing Theories of Change

<table>
<thead>
<tr>
<th>Change Dimension</th>
<th>How to combine Theories E and O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>Embrace the paradox between economic value and organisational capability.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Set direction from the top and engage people from below.</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Focus on both hard and soft sides of the organisation.</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Plan for spontaneity.</td>
</tr>
<tr>
<td><strong>Reward system</strong></td>
<td>Use incentives to reinforce rather than drive change.</td>
</tr>
</tbody>
</table>

As adapted from Beer and Nohria (2000)
## Appendix 5: Media Selection Framework

<table>
<thead>
<tr>
<th>Media Richness</th>
<th>Routine</th>
<th>Non-routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rich</td>
<td>Communication failure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data gult. Rich media used for routine messages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excess cues cause confusion and surplus meetings</td>
<td></td>
</tr>
<tr>
<td>Lean</td>
<td>Effective Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication success because media low in richness match routine messages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data starvation. Lean media used for non-routine messages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Too few cues to capture message complexity</td>
<td></td>
</tr>
</tbody>
</table>

As adapted from Lengel and Daft (1988)
## Appendix 6: Change Hierarchy Model: Critical Success Factors

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>An improvement</td>
<td>A design and implementation of something different from what exists now</td>
<td>A radical or reengineering of the way we do business</td>
</tr>
<tr>
<td><strong>Stated vision or goals</strong></td>
<td>Goals that set the direction and parameters (answer why) for people affected are clearly stated</td>
<td>Goals that set the direction and parameters (answer why) for people affected are clearly stated</td>
<td>Goals that set the direction and parameters (answer why) for people affected are clearly stated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Losses recognised and validated</td>
<td>Culture-required behaviours described</td>
</tr>
<tr>
<td><strong>Defined roles</strong></td>
<td>Project team roles defined and communicated</td>
<td>Project team roles and change consultant role defined and communicated</td>
<td>Project team, process team, and change leadership team roles defined and communicated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Method to coordinate and communicate across the teams in place</td>
</tr>
<tr>
<td><strong>Leadership guidance or commitment</strong></td>
<td>Leadership approves changes, may or may not be a recipient of outcome, and may not have ongoing involvement</td>
<td>Leadership approves, is supportive, understands the potential ramifications of transitional change for staff, and has ongoing involvement, but is not required to be a driving force</td>
<td>Leadership commitment is a driving force; leadership is involved in the initial planning and communication process, approves redesign of policies, procedures, resources, and technologies</td>
</tr>
<tr>
<td><strong>Multilayered communication</strong></td>
<td>Project team has a plan for communicating status,</td>
<td>Communication paints a picture of the future;</td>
<td>Establish multiple levels of</td>
</tr>
<tr>
<td></td>
<td>issues, and updates to leadership</td>
<td>describes the plan (step-by-step blueprint); defines roles (what individuals can do to help us get there)</td>
<td>communication; create two-way dialoguing opportunities; describe specific behaviours required and give feedback about them</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Communication can be one-way telling</td>
<td>Need for two way dialogue Emotional impact validated</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>Training required where new process affects workflow</td>
<td>Training addresses how the losses created by change may affect people</td>
<td>Retraining for the new role assignment may be required</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Early adapters rewarded Resistant behaviours identified and addressed Performance measured</td>
<td>Reassignment, relocation, or counselling offered for job termination</td>
<td>Reimbursement plan required for new roles and responsibilities</td>
</tr>
</tbody>
</table>

As adapted from Griffith-Cooper and King (2007)
Appendix 7: The Five Components of Emotional Intelligence (EQ) at Work

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>Definition</th>
<th>Hallmarks</th>
</tr>
</thead>
</table>
|                      | The ability to recognise and understand your moods, emotions, and drivers, as well as their effect on others. | • Self-confidence  
                          |                                                    | • Realistic self-assessment  
                          |                                                    | • Self-deprecating sense of humour               |
| Self-regulation      | The ability to control or redirect disruptive impulses and moods the propensity to suspend judgement - to think before acting. | • Trustworthiness and integrity  
                          |                                                    | • Comfort with ambiguity  
                          |                                                    | • Openness to change                             |
| Motivation           | A passion to work for reasons that go beyond money or status a propensity to pursue goals with energy and persistence. | • Strong drive to achieve  
                          |                                                    | • Optimism, even in the face of failure  
                          |                                                    | • Organisational commitment                      |
| Empathy              | The ability to understand the emotional makeup of other people skill in treating people according to their emotional reactions. | • Expertise in building and retaining talent  
                          |                                                    | • Cross-cultural sensitivity  
                          |                                                    | • Service to clients and customers               |
| Social skill         | Proficiency in managing relationships and building networks an ability to find common ground and build rapport | • Effectiveness in leading change  
                          |                                                    | • Persuasiveness  
                          |                                                    | • Expertise in building and leading teams        |

As adapted from Goleman (1998)
## Appendix 8: Change Management: Focus and Methodologies

<table>
<thead>
<tr>
<th>Focus</th>
<th>Methodologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy and business objectives</td>
<td>Strategic analysis swot, vulnerability and risk assessment</td>
</tr>
<tr>
<td>Branding and identity</td>
<td>User group reviews and focus groups, questionnaires</td>
</tr>
<tr>
<td>Stakeholder, customer and regulatory, statutory review</td>
<td>External communications assessment, marketing, risk management, audit</td>
</tr>
<tr>
<td>Reviews of service provision: portfolio of services</td>
<td>User groups, questionnaires</td>
</tr>
<tr>
<td>Structural, vertical and horizontal reporting relationships</td>
<td>Organisational design review</td>
</tr>
<tr>
<td>Review critical processes and systems</td>
<td>Process assessment and design, supply chain</td>
</tr>
<tr>
<td>External communication: Web technology and presence, digital strategy and telecoms, customer relationship management</td>
<td>Website review. Communication process and database review</td>
</tr>
<tr>
<td>Business culture, motivations, teams, communication and people</td>
<td>User group reviews and focus groups, questionnaires, culture assessment</td>
</tr>
</tbody>
</table>

As adapted from Atkinson et al. (2010)
## Appendix 9: Example Measures for Change Management

<table>
<thead>
<tr>
<th>Area of consideration</th>
<th>Example measures/assessments</th>
</tr>
</thead>
</table>
| **Portfolio measures** (i.e. across multiple change initiatives) | Total number of change initiatives under way  
Total number of change initiatives completed in the year  
Cumulative expected benefits across all initiatives  
Total benefits delivered against annual target  
Degree of alignment between portfolio and strategic objectives |
| **Readiness/preparation for change** | Number of staff trained in change management  
Number of staff recruited with change management experience  
Percentage of staff with a positive attitude to change |
| **Activity measures** (i.e. progress in delivering change initiatives) | Project progress measures, e.g.:  
• Percentage complete versus plan  
• Percentage budget spent versus plan  
• Earned value  
• Trend in risk or issues  
Number or percentage of staff who have participated in a change event  
Trend in staff attitudes to change over time  
Percentage of staff whose work conforms to a change  
Trend in percentage of staff whose work conforms to a change |
| **Result measures** (i.e. outcome-related measurements) | Benefits delivered to date, e.g.:  
• Customer satisfaction/customer engagement increase  
• Staff satisfaction/staff engagement increase  
• Percentage reduction in faults  
• Percentage reduction in complaints  
• Headcount numbers  
• Revenue per member of staff  
• Financial improvements: revenue, margins, profit per customer, operational costs, etc.  
• Sales volume/sales margins  
Percentage benefits achieved compared to original business case |

As adapted from Newton (2011)
## Appendix 10: Two Main Types of Philosophical Research Approaches

<table>
<thead>
<tr>
<th>Philosophical Research Approaches – Positivism and Interpretivism</th>
<th>Epistemology</th>
<th>Ontology</th>
<th>Comments</th>
<th>Basic Principles</th>
<th>Assumptions</th>
</tr>
</thead>
</table>
| Positivism | Objectivist | Used extensively in the management of literature | • The world is external and objective  
• Researcher is independent  
• Research is value-free | • Objective, often quantitative, facts  
• Reducing phenomena to simple elements representing general laws |
| Interpretivism | Subjectivist | The goal of research is not to explain human behaviour, but to understand it. A fairly frequently used epistemology for business and management researchers | • The world is socially constructed and subjective  
• Researcher is part of what is observed and sometimes even actively collaborates  
• Research is driven by human interests | • Subjective interpretation of meanings  
• Taking a broad and total view phenomena to detect explanations beyond the current knowledge |
Appendix 11 Interview with the Ombudsman

Attendees: The Ombudsman and Ms. Rosanne Meehan
Location: The Office of the Ombudsman, 18 Lower Leeson Street

1. What forces drove change within the Office of the Ombudsman?

There were a number of forces both internal and external driving change. In no particular order I would have to say that;

Over the past couple of years my Office has seen a dramatic increase in complaints. In 2010, the Office received 3,727 valid complaints, a 30% increase on 2009. The factors influencing the increase in complaints may have included the economic downturn and the increase in members of the public having to engage with state agencies, for benefits and other supports. The reality that people are engaging more with public bodies should not lead to or excuse lower standards, unfair, poor or illegal administrative practices. It is important that the members of the public experience an exceptional administrative public service at all times, particularly from this Office and the values and beliefs the staff and I promote.

The Office and I were also aware that the proposals to extend the remit by some ninety-five additional public bodies under the Amendment Bill, 2008 which, is something that I have been calling for some years now, could be passed. Important public bodies to come under my remit would include Fás, the third level sector, the Dublin Docklands Development Authority, the Courts Service, etc. Once passed the Office would be dealing with a wider range of public bodies and this would require improved structures, systems and processes that deliver services fairly, efficiently and effectively to members of the Public. The change my Office has undergone makes it more efficient and effective hence, it allows us to deal with the new bodies under remit, when the Amendment Bill, 2008 is passed. I have also discussed my Office’s readiness to deal with the expanded remit on several occasions not least on Monday last when I discussed it with Minster Howlin.
The last strategic review 2010-2012 which was conducted over 3 years ago by the Office identified processes that had been in operation since the early 1980’s, when the Office was established. It was important in this regard to improve processes to deal with the challenges of the 21st Century. It was evident from the review that the Office had become comfortable in the way complaints were processed and managed in the specific units. Previously, the structure consisted of four specialised complaint handling units which were dedicated to specific sectors; Government Departments and Offices, Local Authorities, Social Welfare and Health and Social Care. The review identified where backlogs and inconsistencies were prevalent and highlighted the need for faster and improved complaint handling processes and a more fluid, simplified model whereby consistency, flexibility and knowledge management could be leveraged. It also aimed to increase the number of systematic investigations undertaken by the Office in order to heighten the public impact of the Office’s work. In essence the review was a focused look at overall goals and how the processes could be improved to adapt to the 21st Century needs of the Office. The Office looked at the organisation as if it were a house. We removed the blocks right down to the foundations and looked at what we had and what we needed. We then proceeded to hypothetically rebuild the organisation and processes in a manner that best fit the current and future needs of the Office.

The Office looked at the changes from a bottom up approach and in this essence the organisation was viewed as a living organism with a personality and individuality. The Office also looked collectively at how we could bring about changes that would improve public administration. The decision to hire a consultant and his subsequent decision to establish a key strategy group comprising 12 staff members was significant to the successful acceptance and implementation of change as this group brainstormed and focused on initiatives. Whilst looking at the dynamics of the processes we wanted to ensure that we provided an efficient and effective service to members of the public which could operate seamlessly from receipt of the compliant through to the completion of the investigation. This needed the support of staff within the organisation. We conducted a survey of all staff within the Office and the results revealed that staff within the organisation welcomed change and were rather disbelieving that actual change would happen. This reinforced my desire to achieve change that the staff also believed was attainable.
A major factor in the implementation of change was consistent reviews undertaken by management and different focus groups, encouragement of considerations and the early buy in from staff and good will on their behalf. Staff meetings were also convened on a regular basis to keep staff informed and updated. Full and constructive participation of all staff and the help of the external consultant enabled the overhaul of the structure, systems and processes, delivering a better service to members of the public. The transformation went live on 1 March 2011 this year and early results are very encouraging. It is interesting to note that most of the changes required little or no additional resources yet they enhanced the complaint handling processes within the Office.

I was also aware that my Office which provides an independent complaint examination service to members of the public should in best practice and as a matter of standard duty, be a leader in reform and demonstrate that change starts at home. These factors underline the challenging task to raise the standards of public service across the board and I advocate the belief that there should be a channel of consultation and collaboration between public bodies in relation to improved public administration. It is important to the work of the Ombudsman to prevent poor, unfair and even illegal administrative practices through constructive engagement. I along with my staff take the responsibility of my role and trust of the public very seriously. At a time when the Government faces increasing challenges heightened by the economic downturn it is essential that they do not lose sight of the necessity to embrace change and an era of enlightened openness, of increased public trust between the governors and the governed, and an understanding that during these times of economic hardship the least the citizens can expect is that they are kept fully abreast of everything which impacts on them.

2. Why did the Office decide to change its structure and processes?

Again in no particular order there were a number of factors that influenced my Office’s decision to implement change although, it was something that was considered for some time now.
In recent years the backdrop of the exchequer resource constraints, the significant increase in complaints as explained earlier, the proposed extension of the Ombudsman’s remit by some ninety-five additional public bodies and the full and constructive engagement of all my staff were key to my decision to pursue change and also the facilitation of change. Management and staff were keen to avoid old patterns and wanted the new administrative practices and change to be successful.

An important priority for my Office was ensuring that the structure and processes were capable of dealing with the challenges of the 21st Century. In this regard, the review of the Statement of Strategy 2010-2012 revealed a number of areas of inconsistencies and backlogs which, in time could have impacted on the service clients were receiving from my Office. Hence, it was important to ensure that my Office delivered on the principles of good administration and the principles of quality customer service approved by the Government which, we encourage and communicate to all public bodies. With this in mind improved and speedier complaint handling was recognised as central to my Office’s success. Consistency in the approach taken to complaints was also central to change and knowledge management was identified as a key resource in this area. Thus, it was important to ensure that knowledge and wisdom was shared within the organisation and not left to the elite or lost. The new structure would no longer leave ownership of specific complaints to certain specialised complaint handling units and instead knowledge and wisdom would be spread across all the staff through a more simplified fluid model. The new structure which comprises three process units (Enquiries, Assessment and Examinations) has encouraged staff to formally and informally share knowledge successfully with each other, making knowledge accessible to all members who previously did not benefit from the experience of other units as they were treated as independent silos. This has proven a valuable resource and it has ensured consistency and knowledge management is retained which, has lead to progressive decision making.
3. According to research in the area of change management almost 70% of change initiatives fail. Can you explain why you believed that this change initiative would be a success?

By focusing on the Statement of Strategy my Office recognised the reform required to ensure the future success of the Office. The Office appears to be universally viewed in a good light by the members of the public. However, my Office was convinced of the need for change to preserve good administrative practices. The full cooperation of staff from the beginning was heartening and encouraged my drive for change. I would also recommend acquiring a consultant to any organisation as he acted as a facilitator to the change process by gaining buy-in from all the staff at the beginning, over viewing the change process and testing every step along the way. I would describe it as a rigorous passion for myself and my organisation to create and implement successful change that was sought after by all the staff as it would deliver an enhanced service to clients and reduce inconsistencies and backlogs.

4. Did the Office have any major concerns in terms of the resources required to make the changes both internally and externally given the level of stakeholders (i.e. Bodies, the Government, Department of finance, etc.,) associated with the Office?

Bearing in mind the need to effect improved efficiencies holistically across the public sector, my Office asked for the assistance of public bodies under its remit in providing the relevant files and information to the Office within shorter timeframes. I would have to say that the structural and process transformations were not resource intensive although we did acquire some additional staff members from the Office of the Commission for Public Service Appointments whilst the change got underway in October 2010 and as you are aware the new structure and process went live on 1 March 2011.
5. Do you think that the changes to the structure and processes within the Office were implemented as a response to financial/Governmental pressures or was it a strategic move by the Office?

The changes I would say were 75% due to internal strategic decisions and 25% due to external financial/Governmental influences. The possibility that my Office’s remit could expand by ninety-five additional public bodies required a lean efficient machine that could process additional complaints coinciding with an increase in complaints due to the economic downturn and the increase in members of the public having to engage with state agencies for benefits and other supports. My Office had a greater command of the way it wanted to progress and the changes needed to rise to the challenge of the 21st century.

6. Can you describe the principal changes in relation to the past and present strategy of the Office of the Ombudsman?

There is a greater concentration on the processes to ensure that the Office’s structure, systems and processes properly support an organisation that is fit for purpose and delivers its services fairly, efficiently and effectively to its clients through a simplified more fluid complaint handling process. Optimising the complaint handling systems has ensured consistency, knowledge sharing, flexibility and the rapid deployment of staff resources to areas of rising demand. There is also a greater awareness of utilising our resources appropriately and increasing the number of systematic investigations undertaken so as to heighten the public awareness and impact of the Office’s work.

7. Did the Office decide to change the mission, identity and vision of the Organisation, if so, can you explain the changes and the role of employees?

The review of the strategic plan brought about a number of changes and I would have to say that the Office’s outlook is more ambitious. We are not afraid to hide our light so to say. The Office is taking on a more significant role in the exemplary improvement in standards of public administration.
Again this was important when considering the role of the ombudsman in general and how it could be optimised. In this regard there are some specific changes that in my view are required to optimise the impact of my Office such as; Constitutional status for my Office, improving the reporting relationship with the Oireachtas, the proposed extension of my Office’s remit (including the extension of my remit to include the prisons and all issues relating to immigration, refugees, asylum seekers and naturalisation) and more transparent procedures for appointing the Ombudsman. What we learnt from the change process can be applied widely and it can elevate the public’s perception and trust in public administrative practices.

8. Did you experience any employee resistance to the changes, if so, how did you manage their concerns?

My Office carried out a forensic examination of how the process worked with the assistance of external professional advice (the Consultant). The full and constructive engagement of all staff was also a great enabler to the whole process. The consultant possessed the ability to get early buy-in from all staff by assessing the organisation as a unique entity with its own personality, etc. He was able, through discussions with staff and management to locate the areas where difficulties were arising as a result of the structure and processes in operation since the early 1980’s. The ability to detect where the issues arose and document them in presentations to the staff facilitated the acceptance that there were root issues and these needed to be corrected. Affording staff the opportunity to see firsthand the difficulties and inconsistencies whilst, engaging them in generation of potential change initiatives brought about a sense of ownership in the change process. Staff believed in the need for change from the start and they were rather apprehensive that change wouldn’t happen. This really inspired my drive for change to demonstrate to the staff that they could trust in me to implement the change desired.
Consistency alone was a big concern for all staff within the Office and in light of this, new quality assurance procedures were put in place to guide and support all case workers in the quality of their decision making and to ensure that my Office provides an exemplary, consistently high quality service. This was achieved through the implementation of a quality assurance group.

My staff are dedicated to providing a quality service to all clients and public bodies and it is important to note that these changes were implemented at a time when pay was diminishing, family members were facing job losses or reduced hours of work and rewards are not applicable in the Civil Service. Hence, their actions are commendable as change was implemented and there were no fiscal rewards or incentives but rather, a greater pride resonated within the workers in the Office.

9. “One of the hallmarks of a great manager is the ability to identify the right person for the right job” bearing this in mind, how would you describe Management’s mindset during the three phases of change, i.e. unfreezing, changing and refreezing?

The calibre of the management team was intelligence and motivation. They all embraced the structural and process change within the Office and they participated within groups of employees focusing on specific areas within the organisation, e.g. knowledge management, quality assurance, etc. The consultant also designed a group of 12 employees who acted as the 12 disciples within the organisation. They used brain storming as a key to generating ideas to resolve issues, they pilot tested initiatives, they liaised with the consultant supplying him with information as required, and they talked to employees on the floor and throughout the organisation. They also acquired the early buy-in from all staff and ensured any misconceptions or unfounded rumours were quickly dispelled, they acted as key influencers. Management was also assertive in the messages it portrayed to staff throughout the organisation.
10. Can you describe which core management skills you utilised to manage change effectively within the Office?

It was important for me to have a clear vision of what was desired and how it could be achieved. The role of the Ombudsman requires someone with an ambitious ethos who strives for exemplary public administration through authority, efficiency and effectiveness. I used these skills in effectively managing the change within the Office however, I must also state that communication and appraisal with my staff was essential in the management of change.

I would commend my management team and my staff for the ‘can do’ approach they adopted to designing and implementing the revised structure, systems and processes and within such a short timeframe. To the credit of my employees they displayed a great willingness to embrace significant change and strive to achieve concrete and evident improvements in the service we provide to members of the public in need of assistance.

11. Did you find any change tactics particularly helpful?

The key tactics that resulted in the successful implementation of the transformation could be summed up as the;

- full engagement and cooperation of all staff from the beginning,
- assistance from a specialised external consultant
- assistance of particular focus groups
- 12 disciple’s chosen by the consultant whom pilot tested initiatives, constantly overviewed the process and changes and monitored and reported on progress, and
- use of knowledge management and key data to drive the appetite for change.

12. Did the Office seek consultations with various stakeholders, if so, can you please elaborate?

The assistance of all public bodies under our remit was sought in relation to providing relevant files and information to the Office within shorter timeframes.
To date the assistance of public bodies under our remit has been most welcome and at present we are tracking the effectiveness of the new approach against the backdrop of increasing complaint numbers and the task before us to raise standards of the public service across the board.

13. Can you confirm whether a consultant was hired to overview the change processes, if so, what key skills were required?

The Office required a consultant who would look at the organisations on its own merits, as an individual with a personality, so to say. Someone who would look at it independently, roll up their sleeves and get stuck in. It was important that the consultant looked in depth into the structures and processes in operation and devise a strategy based on his experience/overshadowing of the organisation. In theory we needed an approach to suit the needs of our organisation which could only be ascertained by gaining an understanding of the organisation, the areas that needed improvement and how best to implement the changes.

14. Can you describe how the Office facilitated change?

Engaging staff at all levels and getting buy-in from the start was a key element. The consultant was essential in this and his ability to liaise with staff on the floor and management eliminated the fear of the unknown and unfounded rumours. Communication was essential to ensure a smooth facilitation of change, the use of relevant data and diagrams by the consultant enabled staff to gain a visual comprehension of areas of difficulties and the best fit for the organisation in going forward. Staff input was crucial as unforeseen issues were eliminated before they arose.
15. How have the changes benefited the Office and employees?

The changes have energised the Office and there is a dramatic improvement in efficiency and effectiveness of staff. There is a greater emphasis on thinking strategically and corporately. Knowledge is shared throughout a network of channels and there are no longer specialised silos. All Staff have been empowered to make consistent and definitive decisions and are supported by management.

16. What, if any, feedback have you received from your employees regarding the structural and process changes?

I have received nothing formal from my employees. Although, progress is discussed frequently at the Management Advisory committee (MAC) and a report has been prepared on the progress to-date which, is to be forwarded to all staff for information purposes. That said, I have received very positive informal feedback from staff at all levels and my line managers keep me informed of any issues that have emerged that might not have been foreseen and how they are handling them. One of the key changes brought about is greater autonomy for junior staff in particular in relation to their work.

17. Can you describe the cultural changes, if any, the Office has experienced since the implementation of the change processes?

The ethos of the organisation is focusing more towards the strategic and corporate goals of the organisation and there is a high level of public sector work ethics.
18. Have the changes proved productive / beneficial for internal and external stakeholders?

Clients are receiving a faster and more efficient service from the Office. Decisions are consistent and knowledge is recorded and made available to all staff within the Office. I would also be of the opinion that knowledge gained in reforming a Department/Office within the public sector should be made widely available as a valuable additional resource to Departments/Office’s contemplating reform. Therefore, those contemplating reform could benefit from the experience of others through support networks on good practice and avoidable challenges.

19. What were the measurements for success and are they being achieved?

Early results are very encouraging: case closures are up by more than 30% on previous years and over 60% of complaints closed in three months. Although complaint throughput was a previous area of difficulty a total of 2,338 complaints were closed in the first six months of 2011. I am pleased to record the significant increase in the number of complaints investigated and closed in a timelier manner, as compared to previous years. My Office is ready and awaiting the Ombudsman (Amendment) Bill, 2008 and in support of my public awareness programme, my Office is committed to the widest possible outreach.

20. What have you learnt about the change management process and in your view what would you consider important to achieve successful change?

It is essential to have a clear vision and communicate it to all staff to attain early buy-in. A good external consultant is a must for any organisation. A consultant who is not afraid to roll up their sleeves, get to grips with the organisation, learn how the organisation works, the culture, personality, people, monitor the processes regularly, expect the unexpected and make adjustments to the plan of action. Honesty, credibility and trustworthiness are key attributes of a professional external consultant.
I believe it is important for my Office to continue to adapt to changed economic and social circumstances as we strive to provide the best possible exemplary service to an increasing number of complainants whilst, using little if no extra resources. Thus, allowing my Office to maximise its contribution to Government reform at little or no additional expenditure and further increase public confidence in the effective working of the institution of the Ombudsman.
Appendix 12 Interview with the Director General, Office of the Ombudsman

Attendees: Director General, Office of the Ombudsman, and Ms. Rosanne Meehan
Location: 18 Lower Leeson Street, Dublin 2

1. Have you previously been involved in a structural or cultural change process within the Civil / Public Service?

Yes, I have been involved in change in this Office. I was also involved in the setting up of the Standards in Public Office Commission in 2001 and the Information Commissioner and the Referendum Commission in 1998.

In 1992, as Principal Officer in this Office, I oversaw the establishment of the current IT System, Lotus notes. This was at a time when typing pools and paper files were common as documents/letters were written long hand before being forwarded to the typing pool to be typed. Introducing the new IT systems was monumental and eventually typing pools were abolished. I was involved in the design and implementation of the system and my team and I drove the change of the system. It is very significant that this system (lotus Notes) has stood the test of time. In 1992 this system was ground breaking.

I also studied a masters in management in Trinity College which covered areas such as change management, strategy management, leadership and taking an analytical approach. My primary degree was in science, chemistry and maths.
2. What forces drove the current change within the Office of the Ombudsman?

As the systems (structural and process) were in place since the Office was established, it was decided that a review was required with the main objective to increase efficiency and effectiveness in the Office. The Strategic Plan 2010–2012 was one of the main forces driving change within the Office.

3. Why did the Office decide to change its structure and processes?

One of the main issues for the Office was the delay in processing complaints. In effect it was taking too long to process a complaint. Access to the justice system can appear to be a slow, cumbersome and costly process, e.g. going through the Courts. This Office provides complainants with an impartial, independent and free service to complainants against public bodies. The desire to process complaints faster and reduce the length of time to process complaints was key to the Office. The Office needed to be more dynamic and reinvigorate itself to adapt to the 21st Century.

4. According to research in the area of change management almost 70% of change initiatives fail. Can you explain why you believed that this change initiative would be a success?

To be honest there is no way of knowing, however, you clearly want it to be a success. There are a number of factors that contribute to successful change such as personal determination, commitment, planning, communication, inclusion of staff, etc. It is important to listen to staff and take their concerns onboard as two-way communication is extremely important. Also an academic knowledge of change management is important, even though it can be ascertained through past experience or can be based on common sense. The Mobiliser and Process Manager (change agents in this process) were key drivers of change in this Office. The Mobiliser liaised with staff regarding concerns that arose whilst the Process Manager kept me and the Management Advisory Committee updated throughout the change process. Finally, it was extremely important to choose a consultant that fully understood the needs of the Office.
5. Did the Office have any major concerns in terms of the resources required to make the changes both internally and externally given the level of stakeholders (i.e. Bodies, the Government, Department of finance, etc.,) associated with the Office?

Yes, the Office had a number of concerns at the time. We had concerns in relation to the turnaround time requested from bodies under our remit, resources, etc. In relation to the bodies under our remit, we were aware that we depended on them and if we imposed unrealistic timeframes on them, should they fail we too would fail. As such we needed to work together.

6. Do you think that the changes to the structure and processes within the Office were implemented as a response to the financial/Governmental pressures, the McCarthy Report, or was it a strategic move by the Office?

The changes were principally implemented as a strategic policy of the Office as we used our own initiative and we were fully aware of the financial/governmental pressures in the background. We discussed our strategy plan in early 2010 and discussed change as a separate project. In July 2010, we tendered for a consultant and by September 2010 a successful tender was awarded. The consultant used in the process was a key driver of change.

7. Can you describe the principal changes in relation to the past and present strategy of the Office of the Ombudsman?

Earlier strategy plans were concerned with increased efficiency in the context of the systems and structures in situ. The increased complaints and subsequent backlog in relation to Health and Social Welfare complaints were seen as a backdrop to the current structure and processes. When this Office was established it was the only Ombudsman Office in Ireland since then we have become conscious that we are competing for space and increased public awareness. We are continuously striving for organisational excellence, best practice and increased publicity.
8. As stated by Richard Newton (2011) “in theory a mission statement is a long-term direction, which may be used to shape a strategy to achieve the mission, which in turn results in change initiatives”. In this regard, did the Office decide to change the mission, identity and vision of the Organisation, if so, can you explain the changes and the role of employees in implementing the change initiatives?

The current Mission Statement is about open, fair, accountable and effective examination of complaints from the public. The Office is concerned with constantly improving its standards by ensuring that lessons are learnt so that the approaches taken can be changed, if required. This creates a very effective administration. An organisation needs a vision and values which must be synchronised to add value.

9. Did you experience any employee resistance to the changes, if so, how did you manage their concerns?

Yes, it is natural for people to view change as uncomfortable and unnecessary. Even the best planned change transformation may not convince everyone. This is why communication is so important. The Office talked, shared the vision, listened to concerns and took the majority of concerns onboard. Two key employees, the Mobiliser and the Process Manager oversaw the implementation of the change process and reported directly to the Management Advisory Committee and I throughout the whole process. It is important to note that we had a vision, we didn’t have all the answers however we knew where we wanted to go and we knew how to get there. We didn’t know every step but this is why the contribution of all staff in the Office was so important as they helped design and contribute to the new shape (structure and process).
10. “One of the hallmarks of a great manager is the ability to identify the right person for the right job” bearing this in mind, how would you describe Management’s mindset during the three phases of change, i.e. unfreezing, changing and refreezing?

I agree as this is hugely important. This is the reason why the Senior Investigators handpicked teams based on their strengths and skills. This was to ensure that the right skills were allocated to the right area. In this regard, the Performance Management Development Systems was hugely important as management knew their staffs’ skill sets. Utilising these resources allowed us to breakdown old systems that didn’t work as effectively. We had a clear vision of where we wanted to go. The consultant asked us where we wanted to be in three years time and based on the Office’s vision he designed the structural and process systems to take us there.

11. Can you describe which core management skills you utilised to manage change effectively within the Office?

The short answer would be everything. A summary would be leadership, communication (which I can’t overemphasise), particularly discussions with staff which included staff participation at all levels. Teams were established at the outset of the change initiative and team members had an integral part in designing their own existence in facilitating change. These teams as such feed into the change process within the Office. The teams also contributed to the development and interest in the change process. Therefore, possessing the key skills was extremely important. Patience was also hugely important as it required all employees to remain engaged and focused on the objective of the change process despite unforeseen obstacles. It is human nature for some people to resist change and pockets of resistance may surface from time to time. In this regard, the teams were able to rise to the challenge by listening to staff, talking to them and if it was a genuine concern a solution could be achieved. The vision had to be maintained at all times so when designing or taking onboard genuine concerns the team had to remain focused on the vision.
12. Did you find any change tactics particularly helpful?

Talking, listening, delegating, involving all staff, including having a change champion were useful change tactics. Staff in the Office were extremely loyal and committed to the values of the organisation. Also, teams of highly skilled staff were brought onboard to quietly take the change process forward and closer to achieving the vision.

13. Did the Office seek consultations, if so, can you please elaborate?

I was aware that other Ombudsman Offices (including the Scottish and the Welsh Ombudsman’s Offices) had managed change in recent times. Therefore, we discussed their experience of the change process informally with them. Since the implementation of change within this Office we have sent a representative to the Scottish Ombudsman and the United Kingdom.

14. Can you confirm whether a consultant was hired to overview the change processes, if so, what key skills were required?

Yes, the Office did hire a consultant to overview the change process. The Office carried out a tender process to select the consultant most suitable for the change processes within this Office. As stated earlier the Management Advisory Committee and I knew what we wanted from the business strategy plan. We knew we wanted a consultant with experience in the field of business reorganisation/redesign systems. We didn’t need an amalgamation of ideas or another blue print of the vision but rather we required an external professional with the expertise to drive change and turn around the organisation (clear the backlog and implement the new structure/process).
15. How have the changes benefited the Office and employees?

I believe the moral of the Office has been lifted by the structural and process changes, things are better and the statistics are impressive as they demonstrate a higher rate of case closures. The Office is reinvigorated and there is now a ‘can do’ approach adopted by staff. To-date the changes have been successful and the results reflect positively on the changes and on the Office as a whole. The Office is proud of the changes and the results as the turnaround for complaints is quicker and the backlog has decreased significantly. This does not take from the quality of the service as knowledge management and quality control have remained key issues in the change process. The Office has put the change process before the Department of An Taoiseach “Project Excellence Reward” and the change process will be adjudicated on by that Department. The Northern Ireland Ombudsman and Offices abroad have asked to look at the change process undertaken by this Office. Increasing public awareness of our Office is important as is the dynamic, flexibility, openness to change, ability to move with the times, quality and consistency which have increased with the change implementation.

16. What, if any, feedback have you received from your employees regarding the structural and process changes?

I have received very good feedback from the majority of staff. Overall the change process is working better and we are providing an improved service to our customers. The length of time to process complaints is very important to customers so the fact that we are now improving significantly the times for processing complaints has had a positive impact. Quality assurance and consistency are also vitally important to the Office.
17. Can you describe the cultural changes, if any, the Office has experienced since the implementation of the change processes?

As the change process is ongoing, it is too early to say. That said the silo culture has been eliminated. The transition appears seamless and employees now have a greater understanding of the complaints process regardless of the different areas it may refer to (Local Authority, Civil Service, HSE or Social Protection).

18. Have the changes proved productive / beneficial for internal and external stakeholders?

Yes, absolutely, it has been beneficial to both internal and external stakeholders. We are more in control of the process and as such reports are now requested and received far quicker from the public bodies we are dealing with and it appears that they are also happier with the new process. To-date we have seen little resistance from the public bodies concerned, although we may not always receive all reports requested on time, they appear as if they are participating fully with this Office.

We now have a section that can focus on queries and calls from customers. The enquiries section is very productive and customers receive a faster response.

We changed the structure and processes, removed the barriers and improved productivity. In the past it was more individualistic with the silo structure, however, now it is a team based process and work is percolated upwards.

19. What were the measurements for success and are they being achieved?

The measurements included;

i. the time span to deal with cases (we now monitor the case closure statistics in particular, the percentage of cases closed in a three month timeframe),
ii. the reduction and elimination of the backlog cases (to-date we have evidenced a huge reduction in our backlog cases),

iii. the quality of our service and complaints processes (we are carrying out quality checks to ensure that cases are being dealt with appropriately).

iv. the consistency of the complaints process (we implemented a knowledge management team to assess ways to improve our systems for maintaining and utilising data and knowledge).

20. How would you describe your experience regarding change management processes?

It has been a very good experience and a very interesting project. Initially, I was aware that we faced huge risks. I would say it was very personally fulfilling and rewarding. It was very much a team effort throughout. Senior investigators and staff at all levels played a huge role in this change process. It was a great experience as it has built a confidence within the organisation that they can tackle any change in the future, a ‘can do’ attitude so to say.

21. What have you learnt about change management process and in your view what would you consider important to achieve successful change?

It is great to be able to say that I would do nothing differently as I believe we moved at the right pace and engaged employees throughout the organisation by communicating and listening to all staff.

22. Can these lessons, if any, be applied to the wider Civil / Public Service?

Yes the lessons gained can be applied to any organisation. It should be noted that the Ombudsman’s Office is a smaller Office and as such it was a smaller scale and simpler change process.
Typically, government departments are a complex, multiplicity of systems and therefore there are lots of factors that need to be taken into consideration, such as the power the political, Ministerial, Government Cabinet, etc can have on Government departments. In relation to Civil Service change initiatives, Revenue and Social Protection would be the most successful.

23. Although there is no one model to ‘fit’ all Civil / Public Service Organisations, have you encountered a change management model that you believe is most suitable?

No, you can’t pick one off the shelf as they are driven by the particular circumstances of the change at hand. I was conscious of the various types of change models. The balance scorecard did come into play at the design stage. Also, you can be guided by the Business Process Reorganisation process and there is a HR dimension. Furthermore, change management tools are important and how change is presented to staff.

Other ways include the ability to manage your staff and win over hearts and minds. These include the do’s and don’ts of change management, how the information is presented, etc, are very important change management tools.
Appendix 13 Interview with the Secretary General, Department of Defence

Attendees: Secretary General, Department of Defence and Ms. Rosanne Meehan
Location: Department of Defence, Dublin

1. Can you give an overview of your background and your previous experience of change processes within the civil/public service?

I joined the civil service, the Revenue Commissioners, in 1979 and I have worked for the Department of Defence since 1986. On 30 September 2004, I was appointed by the Government as the new Secretary General for the Department of Defence. In relation to my academic background I am a graduate of U.C.D. (B. Comm.) and Trinity College Dublin (M. Sc.).

Since I joined in 1986, the Department and Defence Forces have engaged in a comprehensive process of reorganisation and phased improvement in training, equipment and capability. The Department and Defence forces today are unrecognisable from when I initially joined.

The Department of Defence comprises civil and military elements; there are approximately 350 civil employees and 9,500 military employees. Since the 1980’s, the Department and Defence Forces have participated in ongoing modernisation which, includes reductions in numbers, investment in equipment and infrastructure, continuous recruitment, the reorganisation of the Reserve, Civil Defence, etc. These required a continuation of Government policy on the re-investment of payroll savings and the proceeds of property sales in the Defence Forces whilst maintaining an appropriate balance between pay and non-pay investment. Accordingly, there has been a significant degree of delegation of financial authority to the Defence Forces, particularly in the area of the procurement of goods and services.
Over the last ten years in particular, the Department has experienced and implemented huge changes. The White Paper on Defence and its implementation was a key national priority between 2000 and 2010. It was the first-ever White Paper on Defence and in theory it was internal change driven by external policy. In this regard, it set out the roles of the Defence Forces, the policy framework and development strategy for the ten years in question (2000 – 2010).

The White Paper also set out specific recommendations for change, re-organisation and investment throughout the Defence Forces. Therefore, the overall Government policy/objective was to achieve affordable and sustainable Defence Forces capable of fulfilling the roles laid down by the Government, i.e. to ensure that Ireland has a world-class military organisation. The programme for development and change was directed at the provision of Defence Forces; organised, maintained and equipped on conventional military lines to ensure a defence capacity suited to current and contingent needs. The White Paper was founded on the improvements already undertaken on the development of Defence Forces capabilities. Consequently, it was a blueprint for the way forward or the future strategic direction of the Defence Forces.

Furthermore, arising from the White Paper and the implementation of the report “Response to the Challenge of a Workplace”, particular progress has been made in Human Resources development and management (Integrated Personnel Management System), the key resource area of the Defence organisation. This is vital to facilitate and hasten the achievement and consolidation of the Departments shared objectives (civil and military).

Competencies are also evolving to meet current and emergent demands. The need to attract and retain suitable personnel as well as the delivery of modernisation and value for money which are central issues in the control Partnership Agreement. Therefore, appropriate resources are crucial to successfully achieving the overall goals set by Government for defence. Ultimately, it is envisaged that the changes will result in the formation of a modern and contemporary military organization that can serve as an international role model.
Ireland’s Defence Forces participation in the North Atlantic Treaty Organisation (NATO), Partnership for Peace (PFP) the United Nations (UN) and European Union (EU) supports the development of rapid deployment skills and capabilities within the Defence Forces, together with improved interoperability. NATO is, in effect, the equivalent of the International Organisation for Standardisation (ISO) for the military world and provides us with the standards for Intelligence, Surveillance, Target Acquisition and Reconnaissance (ISTAR) enabling us to deploy on missions with like-minded states.

It also enhances Ireland’s credibility as a provider of professional and effective military forces for crisis management operations. Finally, it reinforces our standing and capacity to influence the ongoing development of the Union’s Common Security and Defence Policy in support of international peace and security and the UN. In addition, Ireland’s leadership of the EU led mission in Chad and the Central African Republic was a particular example of this. In this regard, we commit up to 10% of our standing army to such UN mandated missions. This is among the highest in the EU and is something of which we can be very proud. Ireland’s involvement has become one of the most important expressions of Irish Foreign Policy and resulted in an immense amount of good will towards Ireland from the international community.

I have lead and overseen many successful change initiatives within the Department of Defence and the Defence Forces. Change is an integral element of the Department which is essential to facilitate and achieve the Departments and Defence Forces aligned objectives.

2. What forces drove in the past or are currently driving change within the Department of Defence and the Defence Forces?

In the 1980’s the Department and Defence Forces experienced brute force ‘burning platform’ cut backs. There was no budget for recruitment and the resources were strained. It is true to say that change was a necessity as resources were over stretched and to put it simply things couldn’t go on as they were. In my experience there is constantly a political component to change. Accordingly, these cutbacks were driven politically and the Department and Defence
Forces realised that, the curtailments had to be accepted and changes implemented to adapt to the diminished funding.

Michael Smith, former (Fianna Fáil politician) T.D., Minister of Defence (1997-2004), was a change leader. He had an agenda for the Department and the Defence forces and he had the political strength and courage to implement change. Accordingly, he had the political support to sell the change agenda and drive it when necessary. It would be fair to say that recommendations can be made (by officials), however, the core change driver in the Department and Defence Forces would be political.

Over the last decade the EU’s external environment has radically changed this in turn has lead to the ongoing, significant transformation and modernisation of Defence. While the security threat is assessed as low, the international defence and security environment has changed appreciably since September 11, 2001 and subsequent terrorist actions worldwide. Challenges and ensuing changes have rippled through Defence and in particular, intelligence organisations which includes military intelligence.

The challenges facing the United Nations (UN) in maintaining international peace and security are many and varied. The UN has revised its policy and approach towards monitoring operations and now relies more on outside organisations operating within a UN mandate. While the EU and NATO ‘Partnership for Peace’ (including standards which must be adhered to and maintained), have forced change in the areas of training, standards, interoperability, etc.

More precise requests for the commitment of interoperable, sustainable and operationally effective contingents have arisen under European Security and Defence Policy. Recently, the active engagement with the EU and the ongoing development and evolution of the rapid response capacity (strategic reserve for UN blue-hat operations) of the EU is a current force driving change. Furthermore, the Government has decided that Ireland will participate in the Nordic EU battlegroup.

The need to attract and retain appropriate personnel, ensure workforce diversity, modernisation of work practices, increased value for money, etc are also contributable to
change. Accordingly, a process of profound cultural change has been set in train at all levels of the organization over the last few years.

The benefits of the major modernisation programme undertaken by the Defence Forces can be seen in the superiority of the equipment and facilities they possess and the standards of training. This is essential to ensure their security and enable them to carry out their duties to the highest standard.

The need to enhance co-operation between the EU and the UN was formally acknowledged and this too has necessitated change with regard to greater co-operation between both organisations, particularly in the areas of planning, training, communication and exchange of best practices.

The forces driving change within the Department and Defence Forces and the rate of change in the general defence environment has and will continue to challenge the Department in the coming years.

3. **Have you ever changed the Departments structure or processes?**

Yes I have introduced and lead many change initiatives within the Department and Defence Forces including Defence Forces reorganisation, Finance Branch (Renmore, Co Galway) increased efficiencies, delegation to the Chief of staff, etc.

In 1986 there were approximately 700 civil personnel in the Department, today there are approximately 350 civil personnel. In the same year there were 14,000 military personnel and today there are approximately 9,500 personnel.

I have delegated a significant degree of financial responsibility to the Chief of Staff particularly in the area of the procurement of goods and services. Fiscal funding was not increased in the ‘boom years’ so the Defence Forces participated in ongoing modernisation through reductions in numbers, investment in equipment and infrastructure, continuous recruitment, the re-organisation of the Reserve, Civil Defence, etc. Furthermore, the Defence Forces re-invested payroll savings and the proceeds of property sales whilst maintaining an
appropriate balance between pay and non-pay investment. This can be seen in the ships, armoured vehicles, etc, purchased by the Defence Forces, these could be classified as incentivised sales. Finally, the reduction in numbers has lead to a smaller number of bigger units.

4. **According to research in the area of change management almost 70% of change initiatives fail. Can you provide any information on the level of success or failure you experienced whilst implementing the changes above?**

In my experience change initiatives can fail mostly due to ill-conceived ideas and bad initiatives. It is essential to ensure you have a number of tools and techniques to ensure success. Ultimately, it is vitally important to ensure you have a very clear vision and clearly defined end state. Thereafter, stamina, resilience, desire and willingness are also important elements. As with all change initiatives long-term change can take longer than initially forecast and resistance to change or issues can generate a push back if they are not taken on board and addressed. Therefore, ensure clear communication without any hidden agenda, listen to all staff and concede when you are mistaken is essential to building trust, confidence and in due course, successful change.

5. **Did you have any major concerns in terms of the resources required to make the changes either internal or external given the level of stakeholders (i.e. Bodies, the Government, Department of finance, etc.,) associated your Department?**

In my case, there were no resources and change was essential to address this issue. Nevertheless, the Defence Forces through the re-investment of payroll savings and the proceeds of property sales whilst maintaining an appropriate balance between pay and non-pay investment enabled them to invest in superior equipment and infrastructure.
6. Do you think that changes within your Department were implemented as a response to financial/Governmental pressures or was it a strategic move on your behalf?

In my experience we had no alternative. We received no additional fiscal resources in the ‘boom’ years whilst forces driving change were evident in our internal and external environment leading to existing resources being overstretched. The vision and strategy adopted by the Department and Defence Forces was very much our own.

7. Did you implement any significant changes in relation to the past or present strategies of the Department?

Yes, we implemented a number of significant changes. In particular, the White Paper on Defence (2000-2010) and its implementation during the first five years proved quite challenging as the majority of saving through change initiatives, were generated during this timeframe.

8. Have you changed the mission, identity or vision of the Organisation, if so, can you explain the changes and the role of employees in implementing the change initiatives?

The mission of the Department is “to provide for the military defence of the State, contribute to national and international peace and security and fulfil all other roles assigned by Government”.

We consistently work to develop and sustain our vision of a defence organisation that formulates and implements effective policy, provides timely and accurate advice and is capable of deploying a modern, interoperable, sustainable force that can deliver flexible military capabilities at home and abroad.

In the past the civil element of the Department moved from administration oriented to a focus on policy oriented, top level goals.
9. Did you experience any employee resistance to the changes, if so, how did you manage their concerns?

Resistance to change is a natural human reaction. When implementing change initiatives I believe in utilising reassurance methods to a maximum. Communication (when agreement is possible) and consultation with staff is essential and builds a good rapport. Furthermore, dialogue, communication and mitigation with personnel are vitally important. At times, it may be necessary to use force to drive change, however good relations must be maintained and a long-term view of change must be sustained.

Nonetheless, strong political leadership can prove highly influential when faced with resistance to change.

To allay fears or anxiety to change, reassurance should be fully utilised and leveraged. It is also essential to create a sense of urgency and implement changes within an appropriate timeframe. Finally, a leader of change should never think out loud.

10. Can you describe which core management skills you utilised to manage change effectively within the Department?

Essentially, I utilised a number of key management skills throughout my career particularly, leadership, motivation, communication and appraisal. That said, before embarking on any change initiatives it is essential to carry out an environmental analysis. I found Shackleton principles of management quite interesting. (Never promise or threaten something that you can’t deliver)

Furthermore, it is always important to align political (Ministerial/Governmental) support with your vision, i.e. keep political support behind you at all times as the political system has the capacity to drive and sell change.

Again, I cannot over emphasise the importance of praise, praise loudly as it costs nothing.
11. Did you find any change tactics particularly helpful?

Honesty was a key tactic in engaging and building trust amongst staff. Also, delegation of responsibility provided employees the freedom to manage the change and drive it forward themselves. This can be seen in the military’s energy efficiency initiative which, was nominated for the Taoiseach’s Public Service Excellence Award.

12. Did the Office seek the assistance of an external consultant, if so, can you please outline what key skills were required?

Yes,

In the 1990’s PriceWaterhouseCoopers were consulted in relation to a major strategic change initiative involving the military organisation. They were used for their expertise in the area and to facilitate change. In 2010, Deloitte’s were employed to conduct a process review of the Department’s financial system.

13. Can you describe how you facilitated change and what, if any, feedback have you received from your employees regarding the structural and process changes?

As a leader of change I envisage the big picture or the end state and I delegate to my staff enabling them to establish the means of achieving the goals. Therefore my employees pave the way to the destination.

I have received mixed feedback from staff generally positive and constructive. That said, there is a powerful political affiliation between the Department and politically driven change. At times, a strong political leadership is required to drive necessary change.
14. Can you describe the cultural changes, if any, the Office has experienced since the implementation of the change processes?

The Department and Defence forces have experienced a number of cultural changes over the last decade in order to facilitate and hasten the achievement and consolidation of the Departments shared objectives. The civil element of the Department has moved from an administrative orientation to a policy orientation and the military element of the organisation has experienced a reduction in number which has lead to a smaller number of bigger units. The military element has also embraced training, learning, etc over the last decade and is now recognised as a ‘learning organisation’. Cultural changes can also be seen in the human resource aspect of the military whereby workforce diversity, etc are recognised as strengths.

15. Do you feel confident that the organisation made the right decision in implementing changes and have the changes proved productive/ beneficial for internal and external stakeholders?

Yes. Some of the benefits for this Department were;

- a move from administration to policy (civil element of the Department),
- ongoing modernisation which, includes reductions in numbers,
- investment in equipment and infrastructure,
- the re-organisation of the Defence Forces,
- affordable and sustainable Defence Forces capable of fulfilling the roles laid down by the Government,
- the development and modernisation in Human Resources development and management (Integrated Personnel Management System),
- the improvement of training, standards, interoperability, etc.
- EU credibility as a provider of professional and effective military forces for crisis management operations.
16. What were the measurements for success for past change initiatives and how did you monitor the measurements for success?

Measurements for success which included at least one positive aspect or incentive were devised at the outset of the change initiative. Benchmarking with peers was essential. As change was a necessity due to a lack of resourcing, measurements included re-organisation and phased improvement in training, equipment, capability, etc.

17. What have you learnt about the change management process and in your view what would you consider important to achieve successful change?

It is very important to have a clear vision. Hence, the vision must contain a positive incentive or element to it, i.e. that it is not all negative. It is important to communicate the vision coherently to all staff and delegate responsibility which fosters pride amongst managers and staff. Honesty creates trust and rapport with staff, therefore ensure you don’t have a hidden agenda. Create the appropriate sense of urgency, listen to and take on board ideas and issues. Reassure, praise and keep staff abreast of changes and the long-term incentives. Change and change management is an integral part of the Department.

18. Although there is no one model to ‘fit’ all civil/public service organisations have you encountered a change management model that you believe is most suitable?

Each change initiative is dependent and influenced by a vast array of contributing factors and in certain instances a leader of change’s management style can also influence the type of change models used.
Appendix 14 Interview with the Assistant Secretary General, Office of the Revenue Commissioners

Attendees: Assistant Secretary General, Office of the Revenue Commissioners and Ms. Rosanne Meehan
Location: Office of the Revenue Commissioners, Dublin Castle, Dublin 2

1. Can you describe the changes you are proposing to implement in the East-South-East Region of the Office of the Revenue Commissioners?

It might help if I provide a background to the Office and the reasons behind the drive for change.

Revenue provides a decentralised, integrated tax and customs administration providing frontline services necessary to the economic and social well being of everyone in the State, particularly in times of hardship where there is a need for economic recovery and development. Therefore my overall priority is to maintain and improve levels of tax and duty compliance within my Region, and for society to have the highest possible level of trust and confidence in the integrity, quality, effectiveness and efficiency of Revenue’s operations and in its contribution to the economic and social development of the State.

In this regard, Revenue’s overall strategic outcome is for “A more tax and customs compliant society and a Revenue administration that fosters economic recovery and development”.

In my role as Regional Manager I have responsibility for the overall results of the East/South East Region. By its nature my role requires me to oversee the Region from a broad perspective. The East-South-East Region comprises counties Carlow, Kilkenny, Kildare, Laois, Meath, Tipperary, Waterford, Wexford and Wicklow. Customers living in these counties and businesses managed and controlled within these counties will have their tax and duty affairs dealt with in the East-South-East Region.
The Region is sub-divided for administrative purposes into Revenue Districts, loosely based around county lines. Altogether there are 7 Districts within my Region.

When I took up duty I was keen to get an understanding of the practices and procedures of my staff. In this regard, I sat with staff at all grades and various subdivisions/taxheads. The taxheads include PAYE, Tax Clearance, Vehicle Registration Tax (VRT), Capital Acquisitions Tax (CAT), Excise Licences, Customs and Excise Accounting and Revenue Customs Stations. As I analysed my employees day-to-day duties and tasks I realised that some taxheads were busy at certain times of the year whilst other taxheads such as PAYE were constantly busy. I then proceeded to look at what needed to be changed. In the back of my mind I was aware of the recessionary environment and I was experiencing a high loss of staff as a result of Governmental initiatives. Over the last number of years the workforce within my Region has decreased by approximately 120 staff members. Once I established what needed to be changed and I was satisfied with the reason why I wanted it to be changed, I proceeded to plan a vision of where I wanted my Region to be in the coming years.

I discussed my analysis and vision with my management team whom played a significant part in the change process. As a result I focused on a vision that included two major changes that would need to be introduced in the East-South-East Region.

- An integrated customer service model for all areas, regional approach to contact points for customers.
- An improvement in targeted audits and an increasing lead role in the fight against tobacco smuggling and oil laundering compliance (quasi criminal).

The customer service integration would ensure that explicit knowledge could be transferred to tacit knowledge and ensure that all staff would have a general knowledge of the different services/taxheads. The audits and compliance would gradually move away from audit intervention (that could add costs for tax complaint customers) and instead focus on targeted audits (on accounts that appear to have inconsistencies). The targeted audit function is assisted by the Reap IT system which automatically selects cases from a huge database. To-date this approach has resulted in better targets whilst, minimising costs on small enterprises. My Region is also increasing its role in the fight against drugs and Tax evasion, and Customs officials continue to participate with Gardaí and others in this activity amongst others. My
customs officials safeguard the frontiers whilst, the Gardaí pursue these activities on the mainland.

Despite that fact that employees are feeling the strain of the recession and increasing challenges facing them in their private lives they are still working hard to do more with less and are consistently embracing change by taking on additional work, being flexible and utilising resources with increased efficiency and effectiveness. In this regard, my view is that the Region is currently performing very well and I have successfully introduced successful change integration into 5 of the 7 Districts without any decrease in the quality of our customer service this year. It is envisaged that the new structure and processes will be rolled out to the remaining two Districts within the next couple of years.

2. **What forces drove change within the East/South East Region?**

Revenue has always driven change as a means to achieving a better, lean, efficient and effective service. Revenue through the years has constantly endeavoured to provide an excellent customer service whilst also minimising costs on small enterprises. Therefore, whilst we are aware of the financial constraints and other external elements on the periphery, Revenue has always held as its core value the need for increased continuous improved efficiency and effectiveness. In essence, Revenue seeks to continuously provide best practice and service at a minimum cost to the exchequer.

3. **Why did the Office decide to change its structure and processes?**

Revenue carries out a constant analysis of its procedures and practices to ensure that our systems are customer friendly, efficient, effective whilst minimising costs for our customers. In fact during the 1980’s Revenue undertook a cost saving efficiency drive. In 1988, for example Revenue introduced Self-Assessment for Income Tax, followed by Corporation Tax and Capital Gains Tax.
This was one of the most fundamental changes in Revenue structures which, was followed by an interest and penalties Amnesty to clear old arrears and get taxpayers' affairs up to date. This initiative by Revenue paved the way for voluntary compliance, improving communications and increasing public confidence.

In 1996, Revenue reviewed its functions in a rapidly-changing society and it embraced the internet by using it as a means to connect with millions of customers around the country. In fact throughout the years many public tributes were paid to the professionalism of the Collector-Generals' staff as we as an organisation drove cost saving initiatives to increase efficiency and effectiveness whilst, causing as little trouble as possible to our customers.

In the last number of years my Region has experienced a significant reduction in staff, experience, knowledge and skills due to the economic downturn, recruitment embargo, Croke Park Agreement, etc. Nevertheless, we are committed to ensuring we maintain a strong focus on customer service and on the audit and compliance function within the East-South-East Region. As regards the Customer Service Integration centred on the integration of the different business tax heads, e.g. VAT, PREM, PAYE, Income Tax, etc. It is envisaged that this integration with make it easier and less costly for customers to comply and essentially increase timely compliance and reduce debt. Therefore, in essence our overall priority throughout the years is to maintain and improve levels of tax and duty compliance, and for society to have the highest possible level of trust and confidence in the integrity, quality and efficiency of our services/operations and in our contribution to our countries economic and social development. Revenue has and will continue to be a decentralised and customs administration with a nationwide presence providing frontline services necessary to the economic and social well being of all citizens within the State.

The audit and compliance function is targeted to confront those that do not comply. However, in recent years the majority of staff that have retired or are due to retire are Higher Executive Officer grade or higher and many are engaged on activities requiring specific technical skills. Therefore this substantial loss of key skills could impact on Revenue’s capacity to service complex technical areas. Although this shift presents challenges in relation to the sourcing of suitable staff to tackle the more complex cases in relation to debt management, audit and investigation and anti-avoidance, I have redeployed a number of staff to counteract this.
The audit and compliance function is designed to tackle compliance issues which require a mix of grades, skills and capability to identify and challenge complex avoidance schemes and undertake in-depth audits and investigations. My Region needs a greater flexibility to replace key skills required to deliver our objectives and I am also aware that the ongoing development of Revenue staff is also critical to meeting skills required in their new roles.

I am happy to say that the recent changes have been implemented in 5 of the 7 Districts within my Region and it is envisaged that it will be rolled out to the remaining two districts within the coming years.

4. According to research in the area of change management almost 70% of change initiatives fail. Can you explain why you believed that this change initiative would be a success?

That is a very interesting figure.

At the outset, I have strongly engaged with my staff at all grades within my Region. Before introducing the pilot test I took the time to sit beside staff at all grades in order to get an appreciation and understanding of their day-to-day roles. I became aware that in relation to Customer Service certain tax telephone lines were busy at particular times of the year whilst other lines were constantly inundated with calls.

Thereafter, I was able to identify with the assistance of my Management team what needed to be changed, why this needed to be changed and what we wanted to achieve at the end of the process. We didn’t know exactly what steps we needed to follow to get to the outcome we visualised. However, we did involve all staff members at all grades to achieve a broad consensus. The importance of communicating with staff and ensuring a two way communication was essential to the success of the change process as we could communicate the benefits to staff and to the customers whilst, staff could contribute to the fundamentals of the steps needed to implement the vision.
I believe that the effective achievement of the proposed changes to the strategy and processes and their current implementation on a phase by phase pilot basis required and continues to require the strong support, co-operation and continued innovation of my staff.

5. **Did you have any major concerns in terms of the resources required to make the changes both internally and externally given the level of stakeholders (i.e. Bodies, the Government, Department of finance, etc.,) associated with the Office?**

The changes that were implemented required no additional resources. In fact in parallel to the implementation of the changes Revenue has seen a significant reduction in staff, experience and skills due to the economic downturn. Despite the reduction in staff and the onerous personal and financial difficulties experienced by staff during these recessionary times we continued to drive cost saving initiatives whilst, causing as little trouble as possible to our customers. To-date my Region has lost approximately 120 highly skilled staff members and despite this we have implemented the change process to 5 districts and continue to provide a high quality customer service.

6. **Do you think that the changes to the structure and processes within the Office were implemented as a response to financial/Governmental pressures or was it a strategic move?**

The changes that we implemented were not in response to Governmental or financial pressures. Revenue has always been a driver of change and innovation to assist work practices and minimise any nuisance experienced by taxpaying citizens. That said it would have been part of what was required by Government and I was also aware of the financial pressure in the background. I implemented these changes with the customer in mind as I wanted to increase the user friendly appeal of the tax integration system to ensure as little trouble as possible is placed on taxpaying citizens. The tax integrated system is seen as an effective service delivery channels which makes it easier for taxpayers to comply with their obligations and simplifications also allows us to reduce administrative barriers to compliance.
7. Can you describe the principal changes in relation to the present and proposed strategy of the Office?

The two major changes to the strategy of the East-South-East Region include:

- An integrated customer service model for all areas, regional approach to contact points for customers.
- An improvement in targeted audits and an increasing lead role in the fight against tobacco smuggling and oil laundering compliance (quasi criminal).

8. As stated by Richard Newton, 2011 “in theory a mission statement is a long-term direction, which may be used to shape a strategy to achieve the mission, which in turn results in change initiatives”. In this regard, are you proposing to change the mission, identity and vision, if so, can you explain the changes and the role of employees in implementing the change initiatives?

Revenue’s Mission is “To serve the community by fairly and efficiently collecting taxes and duties and implementing Customs controls”. Throughout the years Revenue has remained constant to its mandate.

I think that the Vision is far more important but that said, I am in the process of reviewing the mission statement to create a shared vision throughout my Region. I had put it to my management team in recent weeks but that said I have decided to look at it again as we were unable to get a unanimous agreement.

9. Did you experience any employee resistance to the changes thus far, if so, how did you manage their concerns?

I think it would be fair to say that there will always be some resistance to change which is human nature. However, it is essential to convince staff of the need for change and the potential benefits, channel their views, listen to their concerns, take onboard constructive criticism, adjust the processes when required and these steps when combined should contribute to successful change implementation.
10. Can you describe which core management skills you utilised to manage change effectively within the Office?

I would have used a vast array of management skills during the introduction of the change process. However, management, leadership, a clear vision/plan and communication are the core management skills I would have used during the process. I must stress that you can never have enough communication and it is essential to the success of any project or change process.

11. Did you find any change tactics particularly helpful?

I held regular meetings with my management team (each member of my management team called a Principal Officer managed his/her individual team/District), partnership and union representatives. I visited all areas and talked to staff at all grades myself. The committee meetings were very beneficial as all group interests were discussed. I met separately with union representatives to discuss any potential industrial relations issues. I have to say that everyone got involved and took pride and ownership of the change process.

12. Did you seek consultations, if so, can you please elaborate?

Yes indeed, I sought consultations with my management team and with my staff as this was essential to the success of the change process.

13. Can you confirm whether a consultant was hired to overview the change processes, if so, what key skills were required?

No, a consultant was not hired during the process. I took it upon myself to sit with employees at all grades to get an understanding and appreciation of their roles/duties and how they individually and divisionally contributed to the Regional goals. I then analysed what I had witnessed and thereafter I looked at what I wanted to change, why I wanted to change it and the vision I wanted to achieve. The dedication, commitment and hard work ethos of my management team and staff provided the skills required to overview and implement change.
14. Can you describe how you facilitated change?

I facilitated change by pilot testing the proposed changes to the structure and processes in Wexford and Kilkenny. To-date I have successfully introduced the business taxhead integration into 5 of the 7 Districts without any decrease in the quality of our customer service this year and I have reduced the number of audit interventions and increased the number of targeted audits.

15. How have the changes rolled out on a pilot basis benefited the Office and employees?

I have found the pilot tests to be a valuable change facilitator. It has increased consultations with representatives and communication amongst Districts and the Region as a whole. At the initial stages the communication and feedback from employees was vital to the success of the change process. I had a clear vision but I didn’t know exactly what steps we needed to undertake to achieve my vision. In this regard, it was the staff within the pilot Districts that took ownership of the change process adjusting elements along the way. The staff within the pilot Districts (Wexford and Kilkenny) also suggested and volunteered to go out to the new pilot testing district to demonstrate how the new structure and processes worked and the benefits to staff and customers. It was also important to note that staff at each grade liaised with each other to ensure open communication and innovation.

16. What, if any, feedback have you received from your employees to-date regarding the structural and process changes? What, if any, action have you taken on foot of this feedback?

Throughout the process I have encouraged communication and feedback and to-date communication remains an integral part of the change process. Feedback from staff has been essential to the success of the change initiative. The East-South-East Regional Partnership group recently received feedback from staff in the region by issuing a staff satisfaction survey.
17. What, if any, feedback have you received from external stakeholder to-date regarding the changes? What, if any, action have you taken on foot of this feedback?

I have received no particular feedback from external stakeholders at the moment.

18. Can you describe the cultural changes to-date, if any, the Office has experienced since the implementation of the change processes?

The Office has experienced increased support, co-operation and communication following the implementation of the change processes. This is despite the fact that a vast number of staff feel that the recent pay cuts have affected their morale and/or their personal lives. It is commendable to note that that the pay cuts have not affected their attitudes to customers or their commitment to perform their jobs to a consistently high standard.

Once assigned to a new role staff are self-motivated to up-skill themselves and staff are experiencing a significant change of duties which is important for morale, commitment, confidence and personal development.

19. Have the changes proved productive/beneficial for internal and external stakeholder’s to-date?

The Office is aware that Customers are receiving a faster and more efficient service. In relation to the pilot Districts some services or taxheads are centralised creating a knowledge sharing environment amongst staff and a greater understanding/focus on the Regional goals. The integration of taxheads will also ensure that if a District is closed for an unforeseen reason or act of nature a regional approach to contact points will enable another District to answer a customer’s query. Finally there will be less audit interventions and instead the audit and compliance function will be increasingly targeted to confront those that do not comply.
20. What were the measurements for success and how will you be aware if they are being achieved?

My view is that the East-South-East Region is currently performing very well thanks to the hard work and contribution of staff. A few examples include:

- The successfully introduction of taxhead integration into 5 of the 7 Districts without any decrease in the quality of our customer service this year.
- Our current audit results show a consistent year on year improvement in terms of yield - the quality of these audit results is backed up by the fact that we have the largest number of published cases of all the four Regions.
- We have taken a lead role in the fight against tobacco smuggling and oil laundering which has increased significantly in these recessionary times.

21. How would you describe your experience regarding change management processes?

When I commenced employment in the Civil Service I was eight years working in the same section and at the same desk. I was an expert in my area and had not experienced any change up to then. It was at that time that I experienced change and I too experienced the human side of change and the effects it can have on each individual. Since then I have not resided in the same role for more that 4-5 years. That experience has enabled me to relate to other people in Revenue that have been working in the same section for years and are expert in their field. However the new changes to the structure and processes has brought about changes in roles and responsibilities which, although it may appear daunting can improve staff moral and knowledge in the different services and taxheads. This in time will increase staff confidence and provide a unified approach to the Region and Districts.
22. What have you learnt about change management processes and in your view what would you consider important to achieve successful change?

I believe that it is essential to analyse the current processes and procedures with a view to identifying:

- What you would like to change,
- Why you would like to change (this structure, process, etc,) and,
- What is the vision or plan that you are working to achieve, i.e. where do you want the organisation to be.

Thereafter it is vitally important to maintain the strong support, co-operation and continued innovation of staff by ensuring the following tools and skill sets are utilised during the change process. Also engagement, two way communication, planning, management, leadership, time management (is important), patience with the process, input from staff members, feedback, creating a sense of ownership amongst the staff and finally always maintaining a sense of humour.

23. Although there is no one model to ‘fit’ all Civil / Public Service Organisations, have you encountered a change management model that you believe is most suitable?

The most valuable tools in a change management process are the vision and maintaining an open communication style. These are two key factors for any successful change process.
Hi All,

I am currently in the process of completing my thesis as part of a Masters in Business Administration.

As part of my thesis, I need to complete a questionnaire and I am really hoping you might take a few minutes to complete it. All it involves is ticking boxes and I have also included a comment box after each question should you wish to add any additional information.

Here is a link to the questionnaire:
https://www.surveymonkey.com/s/PDYM7TZ

I would be grateful if you could fully complete the questionnaire, unfortunately if it is not fully completed I will not be able to use it.

Responses will be treated in the strictest of confidence and will be COMPLETELY ANONYMOUS.

I would really appreciate if you could complete the questionnaire no later than Friday 2 December 2011.
Good afternoon,

I would like to thank everyone that has completed the questionnaire. To-date I have 48 completed questionnaires and I am delighted with the contribution of all staff members. Thank you all so much for your generosity with your time.

In order to reach the minimum response rate of 50 responses I would be grateful if anyone yet to complete the questionnaire could do so by 6:00pm tomorrow. There are 42 tick box questions in total and it may take approximately 5 minutes to complete. **Responses will be COMPLETELY ANONYMOUS.**

https://www.surveymonkey.com/s/PDYM7TZ

Thanks again for your generosity with your time which is valuable to the success of my thesis.

Kindest regards,

Rosanne Meehan
Appendix 16 Questionnaire on Change Management within the Office of the Ombudsman

About You

1. Gender?
2. Age group?
3. What is your grade band?
4. Experience in the civil / public service?
5. Have you previously been involved in a structural or cultural change process within the civil/public service?

Forces Driving Change

6. What in your opinion was the most important factor influencing the Office’s decision to change?
7. Were you aware or did you believe that radical change was necessary before management announced the need for change and a consultant review?
8. In your view how compelling were the reasons provided by management informing you that the organisation needed to implement change?
9. Are you satisfied that the sense of urgency communicated by management in implementing the change was reasonable, i.e. did it afford you sufficient time to adapt to the new processes?
10. When were you convinced of the need for change?

The strategy, mission and vision of the Office

11. How familiar are you with the Office Statement of Strategy 2010 – 2012?
12. How would you describe your role in changing the Statement of Strategy 2010 - 2012, mission and vision of the Office?
13. Are you satisfied with the manner in which the Statement of Strategy, mission and vision for achieving change was developed and communicated to you?
14. How do you view your role in strategic decision making?
Structural and Process Changes

15. Do you think the structural and process changes have proved beneficial to the Office?
16. Do you think the structural and process changes are of benefit to you in your job?
17. How satisfied are you that suggestions or concerns you raised in relation to the structural and process changes were addressed?
18. How satisfied are you that your manager(s) is consistent in seeking feedback on the new structure and process?

Cultural Change

19. How satisfied are you that the culture of the Office has changed, i.e. the changes to the structure and process have become the norm and are “the way we do things around here”?
20. How satisfied are you that your comments and feedback were sought in relation to the cultural change?
21. Are you satisfied that the changes in the structure and processes within the Office have enabled you to embrace the new cultural values in your day to day work? (Please note: Cultural value is relative ethical value, a common set of acceptable standards of what is right or wrong encouraging a collective behaviour which will support the achievement of the organization's goals and mission.)

Change Management

22. How would you describe the effectiveness of the design / mobilisation group which was established to encourage all employees to pull together, gain a shared appreciation of the Office’s assessment of any problems/opportunities and create a level of trust and communication amongst staff?
23. Did you have any concerns about the change process? If you answer "No" to this question please skip to question 25
24. Do you still have concerns?
25. Is there anything you would like to see changed within the Office so that your job would be more effective and satisfying? If you answer "No" to this question please skip to question 27
26. What level of commitment is necessitated by you and the Office to implement your changes?
27. How satisfied are you that your manager(s) clearly explained in detail the changes required and the impact they would have on you and the Office as a whole?

28. What level of support did you receive from your manager(s) following the implementation of the changes?

29. How satisfied are you that short-term goals, performance improvements and objectives were established by your manager(s) to help to keep you committed and focused?

30. How satisfied are you that your manager(s) has embraced the new approach?

31. How satisfied are you that your manager is keeping you updated on your performance and the Office’s collective performance/results to-date?

32. How satisfied are you that the senior management are keeping you updated the Office’s collective performance/results to-date?

33. Do you believe that your comments and feedback were incorporated into the change process?

34. How satisfied are you that your comments and feedback were taken into account, i.e. that you were listened to?

35. How would you quantify the level of changes to systems, structures and policies since 1 March 2011?

**Measurements for success**

36. Do you believe that resources are now being concentrated in the areas most in need?

37. Do you believe that resources are redeployed quickly when required?

38. How do you rate the Office’s ability to cater for the needs of complainants, staff and management of the Office?

39. Are you satisfied that the changes improved the standard of service offered by the Office?

40. Do you feel confident that the Office made the right decision in implementing change?

41. Are you satisfied the changes that were implemented were right for the Office?

42. How would you describe the effectiveness of this change management process compared with your previous experience?
**Questionnaire on Change Management within the Office of the Ombudsman**

**About You**

*1. Gender:
   - Male
   - Female

*2. Age group:
   - 18 - 25 years
   - 26 - 32 years
   - 33 - 39 years
   - 40 - 46 years
   - 47 - 53 years
   - >53 years

*3. What is your grade band?
   - Clerical Officer / Staff Officer
   - Executive Officer / Higher Executive Officer
   - Assistant Principal / Principal Officer

*4. Experience in the civil / public service:
   - <3 years
   - 4 - 6 years
   - 7 - 10 years
   - 11 - 20 years
   - 21 - 30 years
   - 31 - 40 years
   - >40 years
*5. Have you previously been involved in a structural or cultural change process within the civil / public service?

- Yes
- No

Comment box

*6. What in your opinion was the most important factor influencing the Office’s decision to change?

- To enable faster and improved complaint handling processes whereby consistency, flexibility and knowledge management could be leveraged
- To ensure the complaints backlog could be addressed and in time eliminated
- To enable and make more productive the complaint handling process in advance of the extension of the Office remit by some ninety-five additional bodies under the Ombudsman’s Amendment Bill
- To achieve the goals as announced in the Statement of Strategy 2010 - 2012
- Financial / Governmental Pressure

Comment Box

*7. Were you aware or did you believe that radical change was necessary before management announced the need for change and a consultant review?

- Extremely aware
- Very aware
- Moderately aware
- Slightly aware
- Not at all aware

Comment box


8. In your view how compelling were the reasons provided by management informing you that the organisation needed to implement change?

- Extremely compelling
- Very compelling
- Moderately compelling
- Slightly compelling
- Not at all compelling

Comment box

9. Are you satisfied that the sense of urgency communicated by management in implementing the change was reasonable, i.e. did it afford you sufficient time to adapt to the new processes?

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box

10. When were you convinced of the need for change?

- At an early stage, i.e. before the 1 March 2011
- Shortly after the new change process went live
- More recently
- I remain unconvinced

Comment box
The Strategy, Mission and Vision of the Office

∗11. How familiar are you with the Office Statement of Strategy 2010 – 2012?
- Extremely familiar
- Very familiar
- Moderately familiar
- Slightly familiar
- Not at all familiar

Comment box

∗12. How would you describe your role in changing the Statement of Strategy 2010 - 2012, mission and vision of the Office?
- Extremely important
- Very important
- Moderately important
- Slightly important
- Not at all important

Comment box

∗13. Are you satisfied with the manner in which the Statement of Strategy, mission and vision for achieving change was developed and communicated to you?
- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box
*14. How do you view your role in strategic decision making?

- Extremely important
- Very important
- Moderately important
- Slightly important
- Not at all important

Comment box

---

**Structural and Process Changes**

*15. Do you think the structural and process changes have proved beneficial to the Office?

- Extremely beneficial
- Very beneficial
- Moderately beneficial
- Slightly beneficial
- Not at all beneficial

Comment box

---

*16. Do you think the structural and process changes are of benefit to you in your job?

- Extremely beneficial
- Very beneficial
- Moderately beneficial
- Slightly beneficial
- Not at all beneficial

Comment box
* 17. How satisfied are you that suggestions or concerns you raised in relation to the structural and process changes were addressed?

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box

* 18. How satisfied are you that your manager(s) is consistent in seeking feedback on the new structure and process?

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box

**Cultural Change**

* 19. How satisfied are you that the culture of the Office has changed, i.e. the changes to the structure and process have become the norm and are "the way we do things around here"?

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box
20. How satisfied are you that your comments and feedback were sought in relation to the cultural change?
- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied
Comment box

21. Are you satisfied that the changes in the structure and processes within the Office have enabled you to embrace the new cultural values in your day to day work?
(Please note: Cultural value is relative ethical value, a common set of acceptable standards of what is right or wrong encouraging a collective behaviour which will support the achievement of the organization’s goals and mission.)
- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied
Comment box

Change Management

22. How would you describe the effectiveness of the design / mobilisation group which was established to encourage all employees to pull together, gain a shared appreciation of the Office’s assessment of any problems/opportunities and create a level of trust and communication amongst staff?
- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not at all effective
Comment box
23. Did you have any concerns about the change process?

If you answer "No" to this question please skip to question 25

☐ Yes
☐ No

Comment box

24. Do you still have concerns?

☐ Yes
☐ No

Comment box

25. Is there anything you would like to see changed within the Office so that your job would be more effective and satisfying?

If you answer "No" to this question please skip to question 27

☐ Yes
☐ No

Comment box

26. What level of commitment is necessitated by you and the Office to implement your changes?

☐ A great deal
☐ A lot
☐ A moderate amount
☐ A little
☐ None at all

Comment box
27. How satisfied are you that your manager(s) clearly explained in detail the changes required and the impact they would have on you and the Office as a whole?

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box

28. What level of support did you receive from your manager(s) following the implementation of the changes?

- Extremely supportive
- Very supportive
- Moderately supportive
- Slightly supportive
- Not at all supportive

Comment box

29. How satisfied are you that short-term goals, performance improvements and objectives were established by your manager(s) to help to keep you committed and focused?

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box
30. How satisfied are you that your manager(s) has embraced the new approach?
- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box

31. How satisfied are you that your manager is keeping you updated on your performance and the Office’s collective performance/results to-date?
- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box

32. How satisfied are you that the senior management are keeping you updated the Office’s collective performance/results to-date?
- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box
**33. Do you believe that your comments and feedback were incorporated into the change process?**

- Yes
- No
- I had no comments / feedback

Comment box

**34. How satisfied are you that your comments and feedback were taken into account, i.e. that you were listened to?**

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied
- I had no comments / feedback

Comment box

**35. How would you quantify the level changes to systems, structures and policies since 1 March 2011?**

- A great deal of changes
- A lot of changes
- A moderate amount of changes
- A few changes
- None at all

Comment box
Measurements for Success

*36. Do you believe that resources are now being concentrated in areas most in need?
   ○ Yes
   ○ No
   Comment box

*37. Do you believe that resources are redeployed quickly when required?
   ○ Yes
   ○ No
   Comment box

*38. How do you rate the Office’s ability to cater for the needs of complainants, staff and management of the Office?
   ○ Extremely successful
   ○ Very successful
   ○ Moderately successful
   ○ Slightly successful
   ○ Not at all successful
   Comment box
**39. Are you satisfied that the changes improved the standard of service offered by the Office?**

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box

**40. Do you feel confident that the Office made the right decision in implementing change?**

- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

Comment box

**41. Are you satisfied the changes that were implemented were right for the Office?**

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Slightly satisfied
- Not at all satisfied

Comment box
* 42. How would you describe the effectiveness of this change management process compared with your previous experience

- [ ] Extremely successful
- [ ] Very successful
- [ ] Moderately successful
- [ ] Slightly successful
- [ ] Not at all successful
- [ ] Not applicable

Comments: 

[Comment box]
### Appendix 17 SWOT Analysis

#### Pre 1 March 2011

<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRENGTHS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Highly skilled and knowledgeable divisions</td>
<td></td>
<td>- Public awareness</td>
</tr>
<tr>
<td>- Outreach programme</td>
<td></td>
<td>- Planning and implementation can use improvement</td>
</tr>
<tr>
<td>- Investigations</td>
<td></td>
<td>- Staff involvement</td>
</tr>
<tr>
<td>- Internal training within divisions</td>
<td></td>
<td>- Decision making is hierarchical</td>
</tr>
<tr>
<td>- Learning organisation</td>
<td></td>
<td>- Backlog</td>
</tr>
<tr>
<td>- Staff commitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- High standard of public service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Independent body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fair, free and impartial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Brand recognition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Factors</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPPORTUNITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Social media</td>
<td></td>
<td>- Governmental pressures</td>
</tr>
<tr>
<td>- Investigations</td>
<td></td>
<td>- Amendment Bill (non priority of the current Government)</td>
</tr>
<tr>
<td>- Knowledge management</td>
<td></td>
<td>- Backlog</td>
</tr>
<tr>
<td>- Quality control</td>
<td></td>
<td>- Resources</td>
</tr>
<tr>
<td>- Public Service Agreement 2010-2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Factors</td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>STRENGTHS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Shared set of beliefs and values</td>
<td>➢ Public awareness</td>
<td></td>
</tr>
<tr>
<td>➢ Outreach programme</td>
<td>➢ Planning and implementation can use improvement</td>
<td></td>
</tr>
<tr>
<td>➢ Speedy complaint handling services</td>
<td>➢ Staff involvement</td>
<td></td>
</tr>
<tr>
<td>➢ Investigations</td>
<td>➢ Strategic decision making only involves a minority of senior management</td>
<td></td>
</tr>
<tr>
<td>➢ General knowledge of all complaints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Internal training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Learning organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Knowledge management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Quality control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ High standard of public service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Independent body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Fair, free and impartial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Brand recognition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Factors</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPPORTUNITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Social media</td>
<td>➢ Governmental pressures</td>
<td></td>
</tr>
<tr>
<td>➢ Increased staff involvement</td>
<td>➢ Amendment Bill (non priority of the current Government)</td>
<td></td>
</tr>
<tr>
<td>➢ Increased mobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Public awareness of healthcomplaints initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Harness intellectual capital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Public Service Agreement 2010-2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 18 PESTLE Analysis

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Social</th>
<th>Technical</th>
<th>Environmental</th>
<th>Legal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Resources (staffing and financial)</td>
<td>Public awareness</td>
<td>Social Media</td>
<td>Recession</td>
<td>Legislation</td>
</tr>
<tr>
<td>Investigation Oversight committee (Doyle Committe)</td>
<td>Public Service Agreement 2010-2014</td>
<td>Outreach Programme</td>
<td>Databases to manage knowledge</td>
<td>Reduced resources</td>
<td>Ombudsman Act, 1980</td>
</tr>
<tr>
<td>Educating local representatives (in relation to role of the office)</td>
<td>Recession increased Social Welfare and HSE complaints</td>
<td>Regional Vistis/CIC’s and one off public information events</td>
<td>Library</td>
<td>Location of the Office</td>
<td>Ombudsman’s Amendment Bill</td>
</tr>
<tr>
<td>Political interference, e.g. Lost at Sea</td>
<td>Presentations to external bodies, Institute of Public Administration</td>
<td></td>
<td></td>
<td>Accessibility</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 19 Cultural Web Analysis

Pre 1 March 2011
Post 1 March 2011

Stories and myths
- Great place to work for
- Great job security
- Great Training

Symbols
- Worldwide recognised logo and name

Rituals and Routines
- Knowledge is shared
- Open door policies
- Great training & development
- Improved responsibility for clerical grade band

Control Systems
- Top down
- Comptroller and Auditor general
- Knowledge networks
- Government funding
- Quality checks on cases

Organisation Structures
- Individual focus
- Guidance provided on cases
- Focus on customer & innovation
- Few Management levels

Power Structures
- Senior Investigators
- Investigators
- Middle Management

The Cultural Paradigm

Great place to work for
Great job security
Great Training
Appendix 20 Balanced Scorecard

**Customer Perspective**
Increased efficiency and effectiveness in dealing with customers

**Internal Perspective**
Development of superior internal systems based on the Statement of Strategy 2010-2012

**Innovation and Learning Perspective**
Continuous development and growth
Improved knowledge management and quality assurance systems

**Financial Perspective**
Realised cost reductions as a result of new structure and process in terms of service to customers and ability to process a greater number of cases.
## Appendix 21 Four Orientations to Learning

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Behaviourist</th>
<th>Cognitivist</th>
<th>Humanist</th>
<th>Social and Situational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning theorists</strong></td>
<td>Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner</td>
<td>Koffka, Kohler, Lewin, Piaget, Ausubel, Bruner, Gagne</td>
<td>Maslow, Rogers</td>
<td>Bandura, Lave and Wenger, Salomon</td>
</tr>
<tr>
<td><strong>View of the learning process</strong></td>
<td>Change in behaviour</td>
<td>Internal mental process (including insight, information processing, memory, perception)</td>
<td>A personal act to fulfil potential.</td>
<td>Interaction/observation in social contexts. Movement from the periphery to the centre of a community of practice</td>
</tr>
<tr>
<td><strong>Locus of learning</strong></td>
<td>Stimuli in external environment</td>
<td>Internal cognitive structuring</td>
<td>Affective and cognitive needs</td>
<td>Learning is in relationship between people and environment.</td>
</tr>
<tr>
<td><strong>Purpose in education</strong></td>
<td>Produce behavioural change in desired direction</td>
<td>Develop capacity and skills to learn better</td>
<td>Become self-actualized, autonomous</td>
<td>Full participation in communities of practice and utilization of resources</td>
</tr>
<tr>
<td><strong>Educator's role</strong></td>
<td>Arranges environment to elicit desired response</td>
<td>Structures content of learning activity</td>
<td>Facilitates development of the whole person</td>
<td>Works to establish communities of practice in which conversation and participation can occur.</td>
</tr>
<tr>
<td><strong>Manifestations in adult learning</strong></td>
<td>Behavioural objectives Competency - based education Skill development and training</td>
<td>Cognitive development Intelligence, learning and memory as function of age Learning how to learn</td>
<td>Andragogy Self-directed learning</td>
<td>Socialization Social participation Associationalism Conversation</td>
</tr>
</tbody>
</table>

As adapted from Smith (2003) [http://www.infed.org/biblio/b-learn.htm](http://www.infed.org/biblio/b-learn.htm)
## Appendix 22 Skills Sets

Skills acquired and developed throughout my MBA Course

<table>
<thead>
<tr>
<th>Academic Skills Set</th>
<th>Professional Skills Set</th>
<th>Professional Objectives</th>
<th>Target Skills Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge of my learning style</td>
<td>• Problem solving</td>
<td>• Principle Officer / Assistant Secretary General over a Government Department</td>
<td>• Leadership</td>
</tr>
<tr>
<td>• Time management</td>
<td>• Decision making</td>
<td></td>
<td>• Experience as a senior manager</td>
</tr>
<tr>
<td>• Reading skills</td>
<td>• Oral communication</td>
<td></td>
<td>• Broad understanding of responsibilities at national and international level</td>
</tr>
<tr>
<td>• Research skills</td>
<td>• Written communication</td>
<td></td>
<td>• Ability to set strategic direction and vision (purpose) whilst having regard to the external environment, including understanding the international, EU, and broader public policy and political context</td>
</tr>
<tr>
<td>• Team work</td>
<td>• Customer service</td>
<td></td>
<td>• Sound judgement and systematic perspective on complex inter-linked issues accessing a range of public policy areas and on the implications of different approaches</td>
</tr>
<tr>
<td>• Academic writing skills</td>
<td>• Performance development</td>
<td></td>
<td>• Track record in managing relationships</td>
</tr>
<tr>
<td>• Presentation skills</td>
<td>• Leadership</td>
<td></td>
<td>• Providing developmental leadership</td>
</tr>
<tr>
<td>• IT skills</td>
<td>• Team skills</td>
<td></td>
<td>• Drive and accountability to manage for results</td>
</tr>
<tr>
<td>• Study skills</td>
<td>• Project management</td>
<td></td>
<td>• Professional integrity</td>
</tr>
<tr>
<td>• Problem solving</td>
<td>• Performance management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communication skills</td>
<td>• Self-awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interview/Questionnaire skills</td>
<td>• Self development / management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

195
Appendix 23 Career Objectives Tree

Senior Management in a Government Department dealing with drive, policy on an international and national level and strategic direction

Management in a Government Department dealing with leadership, personal development, problem solving, decision making and management of staff

Experience working in different sections within an organisation

Expansion of my academic and theoretical knowledge base

Experience working in the area of Policy

Development of my language skills
## Appendix 24 Characteristics of the Four Learning Styles

<table>
<thead>
<tr>
<th>Learning style</th>
<th>Attributes</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Activist       | Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences. | • brainstorming  
• problem solving  
• group discussion  
• puzzles  
• competitions  
• role-play |
| Theorist       | These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'. | • models  
• statistics  
• stories  
• quotes  
• background information  
• applying theories |
| Pragmatist     | These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. Experimenters, trying out new ideas, theories and techniques to see if they work. | • time to think about how to apply learning in reality  
• case studies  
• problem solving  
• discussion |
| Reflector      | These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion. | • paired discussions  
• self analysis questionnaires  
• personality questionnaires  
• time out  
• observing activities  
• feedback from others  
• coaching  
• interviews |

As adapted from Dr. Mobbs as cited on http://www2.le.ac.uk/offices/careers/pgrd/resources/teaching/theories/honey-mumford
# Appendix 24 Personal SWOT Analysis

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Articulate</td>
<td>• Prioritisation of efficiency over effectiveness</td>
</tr>
<tr>
<td>• Cognitive skills</td>
<td>• Lack of confidence in public speaking</td>
</tr>
<tr>
<td>• Good communication skills</td>
<td></td>
</tr>
<tr>
<td>• Good academic tone</td>
<td></td>
</tr>
<tr>
<td>• Critical skills</td>
<td></td>
</tr>
<tr>
<td>• Balanced work-life perspective</td>
<td></td>
</tr>
<tr>
<td>• Ambitious</td>
<td></td>
</tr>
<tr>
<td>• Learning skills</td>
<td></td>
</tr>
<tr>
<td>• Committed</td>
<td></td>
</tr>
<tr>
<td>• Creative</td>
<td></td>
</tr>
<tr>
<td>• Interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>• Ability to apply what I have learnt from the MBA into real life situations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seek feedback not only from managers but colleagues/customers</td>
<td>• Balancing pressure of day-day tasks with ability to self-reflect/learn</td>
</tr>
<tr>
<td>• Improvement of my leadership skills</td>
<td>• Balancing work commitment with college commitments and family commitments</td>
</tr>
<tr>
<td>• Ability to network and learn from colleagues</td>
<td></td>
</tr>
<tr>
<td>• Ability to use interpersonal skills and liaise with management to gain insight into their roles</td>
<td></td>
</tr>
<tr>
<td>• Language skills</td>
<td></td>
</tr>
<tr>
<td>• New contacts</td>
<td></td>
</tr>
</tbody>
</table>

Without the MBA I would never have taken that time to self reflect and improve on certain areas and excel in others.