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**IMPACT OF CHANGE MANAGEMENT ON
PROFESSIONAL STAFF TRAINING AND
DEVELOPMENT IN NEW ZEALAND
EDUCATIONAL INSTITUTIONS: A CASE STUDY**

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BY

RAJNISH PURNIMA ANJANI

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ABSTRACT

The world of educational institutions appears to be immersed by the waves of change. Change is important for organisations in growing highly competitive educational environments. To survive and sustain the powerful forces of change such as economics, politics, demographics, religion and technology, New Zealand educational institutions have proactively transformed the way they do business in the student learning environment. Educational institutions demand new knowledge, skills and behaviour from their staff. Training and development has assisted education institutions to manage the rapid change effectively and create a skilled workforce, thus improving institutional performance.

Staff are a key resource for any educational institution. This dissertation presents the findings of the study that was conducted to explore the impact of change management on professional staff training and development, particularly New Zealand based educational institutions. The research project deployed a qualitative approach to investigate the perspective of professional staff in a few educational institutions regarding change management, and training and development. The research was framed up using two research questions. To answer the research questions, this research used information publicly available on educational institution's website. Using the online staff feedback and comments, analysis and interpretation of the information was done to answer the research questions. The research project analysed professional staff feedback and comments particularly from those educational institutions which had undergone change management in recent years. The findings highlight the significance of training and development for professional staff. The key themes revealed that education institutions which had valued and implemented training and development as part of the business plan, the professional staff were motivated, competent, better performers and providing quality services to staff and students. On the other hand, the institution had high staff retention, good reputation and brand name that attracted professional staff to stay longer with the institution.

The study concluded that educational institutions are able to implement change management processes more positively as training and development made a difference in staff perception. Moreover, educational institutions are able to better manage change and envisage new possibilities and opportunities for professional staff through training and development. The findings of this research could provide useful information for educational institutions. It can continue to develop more opportunities and meet professional staff expectations.

Overall, this research study confirms that importance of training and development in educational institutions, particularly in terms of contributing to a positive organisational climate and an enhanced organisational reputation.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

Higher educational institutions are changing on a global scale and also impact significantly on the environments in which they function. These institutions no longer exist exclusively in the non-profit sector and to survive the rapidly changing environment, they have to adapt and change themselves to face an over-load of demands. These demands are driven by the impact of technology on learning and teaching; as well as the changing expectations of students, employers and government; new managerial innovations; increasing student numbers and diversification of students and globalisation (Olsen & Stensaker, 2013). All of these attributes play key parts in contributing towards an educational institution being able to prosper in the challenging and changing tertiary sector environment.

Change is inevitable due to unforeseen internal and external environmental pressures which occur sporadically. During the change process, an organisation tends to adapt to new ideas or behaviours that can be defined as transformation of the organisation. It can be planned or unplanned and have an impact on employees of the organisation and its structure or technology (Ally, Agbolade, & Adunni, 2016). Thus, organisations need to understand the impact of change processes on employee behaviour and attitude, whether it is negative or positive. Change management is an organisational process aimed at empowering employees to accept and embrace changes in their current environment. Waddell, Creed, Cummings, and Worley (2017) advocate that during the change phase, organisations demand new knowledge, skills and behaviour from employees. Therefore training and development is considered to be the key factor in managing organisational change effectively (Waddell et al., 2017).

Training and development is also considered to be an important success factor for the implementation of planned strategic and organisational change. Organisational staff is expected to acquire new skills and competencies in order to obtain the benefits of the change process. As mentioned by Olsen and Stensaker (2013), successful change essentially relies on the human resource process of acquiring new skills; either through recruitment or by developing new skills through re-training of the existing employees. Competitive organisations require knowledgeable workers who can perform their jobs, relate to strategic goals, and to market needs and demands. Erasmus, Leodolff, Mda, and Nel (2015), assert that training and development is the way an organisation can use a systematic approach to

transform knowledge, skills and employee behaviour which will enable it to achieve organisational goals.

Employees are essential to the success of an educational institution. These employees tend to perform to their best ability when they can shape their work in ways which are perceived to be more meaningful and enjoyable. As mentioned by Graham (2013b), professional staff hold various roles in educational institutions and add to the understanding of the academic work, making contributions towards the strategic goals of their institution and adding value to the students' learning outcomes. Sebalj, Hollbrook, and Bourke (2012), classify professional staff as an inspirational dimension of the academic group, providing evidence of their developing specialisations, professional requirements and growing accountabilities and performance expectations. It is noted that well-run educational institutions appoint more professionally qualified and accredited staff, and some institutions are even breaking with traditional and outdated perceptions of their administrations and relabeling their administrative staff as 'professional services staff or directorates' (Sebalj et al., 2012).

1.2 Background to the study

The key resource in the educational sector is its employees – academic and professional staff (allied, non-academic, general, professional or administrative staff). With rapid transformation, employees of the educational institutions continually face major challenges. Educational institutions usually run surveys to gather information on a range of issues from its employees in order to improve organisational performance. It is noted that a staff survey is an effective way of gathering staff feedback, which is then used as a basis for continuous improvement. The staff feedback allows the institution to address the critical areas indicated by staff, such as their sense of job satisfaction, organisational commitment, and perception or attitude towards the institution as an employer.

This research project focuses on the perception of professional staff, and how educational institutions address the area of training and development for the staff during the transformation phase. As mentioned by Waddell et al. (2017) successful change involves, amongst other things, staff feedback, rewards and providing appropriate training and development.

It is often seen that professional staff do not get much attention and support from the leaders despite having a crucial role in achieving positive student outcomes. As stated by Graham (2013a), professional staff are very clear about their roles in supporting and contributing

towards students success. However, they are often overlooked by the institution they work for and hardly get a mention in the institutional reviews.

Research shows that there are a number of contributions made by academic staff towards learning and teaching, but there is less work done on professional staff's changing roles and on their training needs and development; despite the contribution professional staff make towards the core business of learning and teaching (Graham & Regan, 2016; Regan, Dollard, & Banks, 2014). This research project will focus mainly on professional staff training and development and the significance of their contribution towards educational institutions' success; during and after a change process. It further discusses how training and development can enhance the work of professional staff, provide a sense of growth, autonomy and achievement, and a sense of belonging thus making the institution a better place in which to work and enhancing staff's contribution toward institutional success.

1.3 Research method

The significant changes in educational institutions have stimulated the growth and development of roles and responsibilities of professional staff as well as introducing the need for functional specialisation at high levels within educational institutions (Simpson & Fitzgerald, 2014). The aim of the project is to highlight the importance of the role of professional staff that are expected to perform much more than the traditional role of an academic administrator. With change management, professional staff now require particular expertise, especially those involved in high-level responsibilities, operational decision-making, budget planning, and risk management; all of which are vital to the work being undertaken in educational institutions.

The following two research questions frame up this dissertation.

- 1. How do educational institutions manage professional staff training and development, after going through a change management process?*
- 2. What would be the distinctive advantage for educational institutions to have well trained and developed professional staff in the institution?*

The research will use the thematic analysis technique to analyse articles and data identified via different search engines, and also use Google to navigate and gather information directly from educational institutions' websites. The articles reviewed for the research will be sourced from online annual reports, staff survey feedback reports (if any available online), education gazettes, The Times Higher Education, education journal articles on the subject

matter from the educational institutions in relation to change management and professional staff development.

Data will be compiled from various sources and analysed by making comparisons with other educational institutions to see what plans educational institutions have in place for professional staff after experiencing a change management process.

A case study methodology has been adopted for this study. According to Remenyi (2012), a case study research allows challenging research questions to be addressed using various sources of data or evidence. Moreover, Yin (2014) defines a case study as an empirical enquiry that investigates a contemporary phenomenon within its real life context. When the boundaries between phenomenon and context are not clearly evident; multiple sources of evidence are used in the research. Creswell (2014) describes the case study approach to be more flexible and allows the researcher to use multiple data sources. It explores the *how* and *why* a phenomenon works as opposed to other qualitative research approaches. It seeks to obtain present and past experiences, situational factors, past experiences, and interrelationships relevant to the phenomenon (Creswell, 2014).

The main reason for choosing the case study methodology for this research is that it involves educational institutions which have already experienced change management and have addressed the subject matter in various ways. This research will use some educational institutions for data gathering and analysis. Due to the inherent sensitivity associated with the topic under investigation a substantial amount of confidential data or information exists regarding educational institutions, which cannot be accessed for the purpose of this research study. A case study methodology has therefore been considered to be appropriate for the research component of this research study.

1.4 Dissertation outline

The dissertation is divided into five chapters. The first chapter is the introduction which focuses on the background of the research topic. It defines the key terms of the topic in relation to change management in educational institutions. It further highlights the research methodology and gives a brief outline of the following chapters.

Chapter Two includes the literature review. The key topics that are covered in this chapter are the background of change management in organisations with a particular focus on

educational institutions. It discusses change models and theories linked to change and types of change. It further highlights the significance of training and development in educational institutions and the challenges of change management in relation to professional staff. It also focuses on what kind of staff development plans, and the training needs educational institutions have in place after a change management process.

Chapter Three provides an overview of the case study methodology. It describes the methodology used in information gathering by use of online data available in the form of reports, staff survey results and educational institutions' websites and educational gazettes. Data analysis is executed by making comparisons between staff feedback, annual reports, and online published reports highlighting what institutions have incorporated in their strategic plan for professional staff training and development, after undergoing a change management process.

Chapter Four presents the findings and discussion of the analysed data. It makes suggestions on professional staff training and development, discusses management support towards professional staff development and the types of training and development plans institutions have in place for staff. It further discusses the benefits of training and development on institutions' success, as well as for professional staff.

Lastly, Chapter Five lists various implications and the limitations of the study and draws relevant conclusions based on the available information. The study is concluded by making recommendations for future research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In chapter one, the researcher outlined the reasons for executing comparative studies between educational institutions and explained why change management, through proper training and development, is necessary for professional staff for better productivity. This leads to more opportunities for professional staff to grow and develop in their roles and provide high quality service to the stakeholders, resulting in a better performing institution.

This chapter focus on the literature associated with theories of change management, highlighting the areas in which educational institutions mainly undergo a change process. It discusses the types of change process – transformational, transitional or incremental - compares the change processes and highlights the influence it has on employees during the change process. The chapter further discusses two models of the change process – Lewin’s model and Kotter’s ‘eight step’ process. It highlights the challenges faced by professional staff due to change management and shows the importance of training and development during change phases. Furthermore, the support and direction given by senior leaders to professional staff in adapting to change, and the association between professional and academic staff in educational institutions is discussed.

2.2 Change management overview

In today’s learning and teaching environment, change is one of the common phenomena educational institutions have adopted to move forward and become high performing, highly effective institution. Globalisation, change in customer demands, demographic shifts, international competition and worker expectation are some of the contributing external forces which drive educational institutions to change (Erasmus et al., 2015).

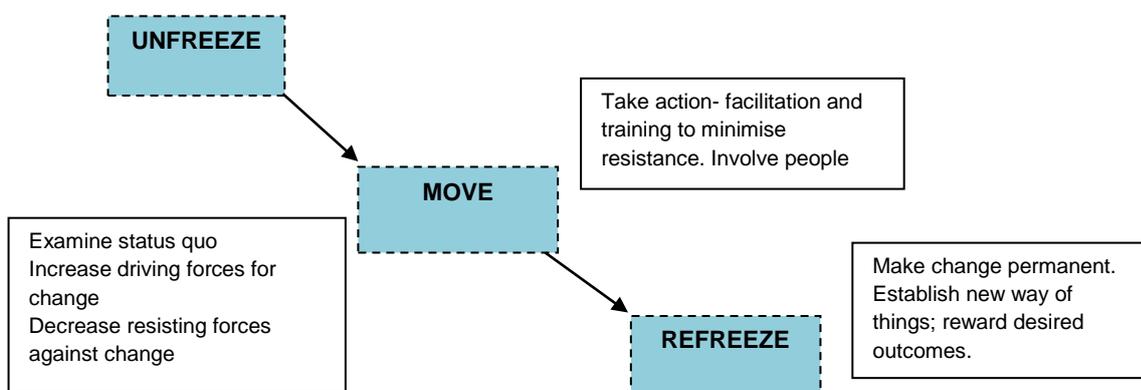
Change within an educational institution is often led by change agents or Organisation Development (OD) practitioners and perhaps one of the key factors in improving performance and helping to implement a planned change in the institution (Lawler & Sillitoe, 2013). In addition, training and development for employees is often the responsibility of human resources or organisational development to train staff to meet the training needs for the institution. Change is transforming the global market place and therefore educational institution has to move with increasing speed, and have the ability to engage in and adapt to change.

Noe (2017) defines change management as the process of ensuring that new interventions such as training and practice are accepted and used by employees and managers. Change for organisations can be planned or unplanned and employee skills need to be updated, new skills introduced or total re-skilling of employees may be required during a change process (Erasmus et al., 2015). Therefore, training and development is an essential part of change management and helps employees to easily adapt to change. Like any organisation, educational institutions also face the continued and accelerated growth of change, therefore to adapt to change successfully, institutions need to understand, develop and nurture their staff capabilities to advance and contribute towards the institution’s development.

2.3 Lewin’s change model

Educational institutions usually go through planned change in order to solve problems, learn from experience, adapt to external environmental change, and improve performance to influence future changes. Although change is known to be beneficial for organisations, resistance to change is unavoidable and OD practitioners must be prepared to handle this carefully. According to Lewin’s (1947) classic change model, it is believed that when change is introduced, employees prefer to stay in their own comfort zones instead of adapting to a new environment. This classic three-step change model gives a manager or an OD practitioner a framework of what implementing change means when dealing with people and provides guidance on how to get people to change and adapt to new processes and re-assigned tasks (Waddell et al. (2017). As highlighted by Lewin (1947), organisational changes have three steps – unfreezing, moving and refreezing which is also supported by Cameron and Green (2015) and presented in a more descriptive manner in Figure 1 below.

Figure 1: Lewin’s three-step change model



Source: Cameron & Green (2015, p.107, Figure 3.2)

As stated by Lewin, change for any organisation will only be effective if the people involved embrace it and help to put change into practice (Waddell et al., 2017). The three-step change model classified by Lewin (1947) is discussed below.

Unfreezing

Unfreezing creates a feeling for the need for and motivation to change in managers and employees (Medley & Akan, 2008). Employees are encouraged through some operational mechanism such as training and development to abandon old behaviours and attitudes and become open to accepting new ideas. Managers have a crucial role during the unfreezing phase by reducing barriers, creating initiatives to change and introducing appropriate rewards to new behaviours. As mentioned by Olsen and Stensaker (2013), training and development is considered to be an important success criterion for organisational change, and staff are expected to acquire new skills and competencies or undergo re-training in order to get the benefits of change.

Moving

Moving is the phase of implementing the change in an organisation. The employees at this stage are guided through an interactive process where they identify the desired new end, including the values, attitudes and behaviours required to support the institution's new vision. As mentioned by Myers, Hulks, and Wiggins (2012), organisations during this phase usually have a fresh vision, a revised mission, new work strategy, new organisational structure, or new technology that supports the new direction and changes. It can be mentioned that with changes in technology, professional staff in educational institutions often have a high use of technology-based systems for operational activities and support for student learning. Acquiring new knowledge, training and development can assist professional staff to learn new work practices and provide better support to stakeholders.

Refreezing

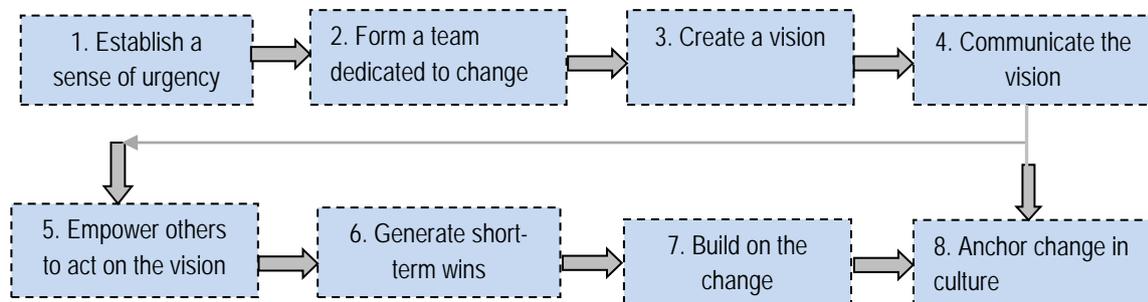
Refreezing takes place when the transition change stage is reached and employees are confident enough to implement the change. Burnes, Wend, and By (2013), point out that at the refreezing stage, organisations seek to stabilise the change at a new quasi-stationary equilibrium in order to ensure that new behaviour, personality and environment is consistent. During this stage, employees embrace new ways of working, gain stability and feel comfortable and confident with the new ways of working. On the other hand, Burke (2014),

states that refreezing the change is very crucial for an organisation's outcome, and if refreezing is incomplete or change is not implemented properly, change will be ineffective.

2.4 Kotter's 8-step change model

The 8-step change model theory of John Kotter (1996), is underpinned by the view that the process of change is probably related to the urgent needs of change in the organisation (Northouse, 2013). Kotter (1996) identified that the need to communicate the urgency for change to employees increases the need for change in the organisation. The 8-step change model is illustrated by Figure 2 and each phase of the cycle is discussed below.

Figure 2: Kotter's 8-step cycle of change



Source: Myers, Hulks & Wiggins (2012).

Establish a sense of urgency: According to Kotter (1996), the leadership team needs to communicate the urgency for change to the employees, and emphasise the dangers of not changing, to be successful (Myers et al., 2012). This is the initial stage for leaders to pay more attention to convincing people to move from their comfort zone into a new, changing environment. Pollack and Pollack (2015), share the view by saying that considerable effort is required to motivate employees to invest their time and effort and put up with the inconveniences of change, and therefore it is important to raise awareness regarding the issue the organisation was looking to do something about.

Form a team dedicated to change: After establishing a sense of urgency, forming a group who have enough power to lead the change at multiple levels of the organisation is essential (Pollack & Pollack, 2015). This includes people who have expert knowledge and skills, and could form a strong guiding coalition to accomplish the organisation goals. Carnall and By (2014), mention that a strong guiding coalition in an organisation is usually formed by the senior manager, HR professionals, middle managers, intermediate and front-line staff; each adds on a unique perspective towards the change initiative.

Create a vision: As stated by Kotter (1996), having a clear vision helps the organisation to motivate employees and contributes toward the acceptance of the need to change. Carnall and By (2014) support this by mentioning that having a clear vision provides a clear direction for the organisational change effort. It is the change leader's responsibility to see that both, mission and vision, set the tone and clarity of direction as; without direction, the desired organisational change will not happen. Additionally, clear vision will increase work performance and employees could perceive possible improvement of their careers.

Communicate the vision: Kotter (1996) states that the vision of change should be communicated to employees in various ways to assist them in understanding the organisational vision and goal. Carnall and By (2014), highlight that communication needs to be done periodically, specifically in terms that are familiar to different groups of employees. Change leaders should ask for feedback and listen to employees carefully. Various communication channels should be used to communicate to employees so that objectives are clearly defined.

Empower others to act on the vision: This stage involves removing obstacles to change, changing structure or systems that undermine the vision, and encourage innovative ideas (Pollack & Pollack, 2015). Leaders empower and guide the coalition to motivate and encourage employees to adapt to change. During this phase, communication is seen as a critical way of ensuring that employees understand the change and are supportive of it (Carnall & By, 2014). The authors further add that communication, if done well, can reduce anxiety among employees, i.e. uncertainty about the strategy, uncertainty about their own jobs and of peers thus creating less resistance to change.

Generate short-term wins: As mentioned by Kotter (1996), short-term wins help organisations to show the viability of change and build momentum (Pollack & Pollack, 2015). The short-term visible improvements motivate employees to improve their performance as they see that the change process is resulting in positive effects. Conversely, Myers et al. (2012) state that employees need to understand new behaviours or change before they can perform effectively, then they should be rewarded for adopting new behaviours. Change should be stabilised as a way of doing things which can result in change in the employees' attitude, thus improving an organisation's performance.

Build on the change: Building on the change is something which a change leader needs to continue because people need to be reminded what it is that they need to be doing – and why

(Burke, 2014). According to Carnall and By (2014), change is not possible unless people are willing to change themselves. Change can be managed internally by people who decide when it should be needed and implemented. Real implementation only happens when employees accept the concept of change and of its specifics, and make it their own.

Anchor change in the culture: According to Kotter (1996), institutionalising the change as part of the corporate culture is essential for employees to become familiar with and understand the new behaviours in the organisation (Carnall & By, 2014). Furthermore, Myers et al. (2012), state that organisation functions and change depend on the manner in which employees understand and perceive what is going on around them. Hence organisational culture can obstruct or support change to take place successfully.

According to Lewin's three-step change model, change takes place in three phases. Firstly, the *unfreezing* phase looks at the current situation and carries out an analysis of internal and external environment to create a strong need for change. For example, in the case of educational institutions unfreezing could take place at various levels i.e. organisation level, group or individual (employee) level. For example, at employee level, it could involve promoting employees with good IT or project management skills. Regardless of the level at which change takes place, employees have to understand the need for change and be prepared and willing to adopt change by being involved. Secondly, the *moving* phase involves relinquishing old behaviours and creating new ones. Employees are expected to behave differently as change leaders try out new ideas to see where change is highly effective. Lastly *refreezing* involves stabilising the change in people, culture, structure, system and processes so that employees experience the new processes. In educational institutions, for example, it could mean hiring staff with new skill sets, changing the reward system to reinforce the behavioural changes, staff attitudes, and values and practices of staff that will determine whether sustainable change has been achieved. It can be summarised that Lewin's change model reflects the reality that if organisations are to survive and thrive, they must be able to change themselves continuously and fundamentally.

On the other hand, Kotter's (1996) eight-step change model addresses the process of implementing the change more specifically and thoroughly, identifying the new desired behaviour. The first three steps of Kotter's change model – creating a climate of change, forming a dedicated team to change and creating a vision for change are critical elements for motivating employees to understand and adapt to the change. The next two phases,

communicating the vision and empowering others, is more concerned with employee involvement and enabling the organisation to change. The final three steps of the change model – generate short-term wins, build on the change and anchor change in organisational culture, highlight change implementation and sustainability. It is worth noting that Kotter's eight- step change model targets change at macro-level; focussing on individuals, groups and organisation and provides clear guidance for large-scale change management efforts. Therefore, to achieve maximum benefit and become a highly effective organisation, leaders should integrate and implement these change management models to motivate employees in times of change.

2.5 Change management in educational institutions

Educational institutions seek to develop competitive advantage in the educational environment and performance matters. In order to provide greater value to its stakeholders, human capital and knowledge are essential for the institution to be part of the global market. Therefore, the need to transform or change allows these institutions to address several alternatives for the future. The alternatives may be quite different from the current management system in terms of costs and benefits, globalization and technological change which the institution might currently have in place.

According to Rouse (2016), educational institutions often go through change when it is forced upon them; the force can be an opportunity or a threat for the institution. Change takes place where there is competition to meet the stakeholder's need for better performance and higher quality services (Rouse, 2016). People are the most valuable asset of any organisation and those who take time to invest in their people's capabilities are more likely to perform better than their competitors. Ferreira and Leite (2013), support this by saying that training staff is a key determinant of organisational performance, competitiveness and economic growth. An organisation needs skilful and updated employees to improve its performance, increase productivity, promote competitiveness, minimise staff turnover and improve customer satisfaction (Ferreira & Leite, 2013).

2.6 Areas of change in educational institutions

Educational institutions have to re-invent themselves quickly in the fast-changing world due to technological advancement which transforms the way education is delivered, supported and accessed to create more value in higher education. They need to strengthen the relationship between the education sector and industry. They need to pay attention to the

changes in teaching methods for new opportunities, new sources of competition, use of technology and increased pressure on government funding (Srivastava, Narayanan, Singh, Gendy, & Arun, 2012). With these drivers of change in the educational sector, much of the professional work requires more knowledge and updated technological skill to be able to use the new automated tools and adopt new behaviour which will reduce resistance and other challenges professional staff may face.

This research project focuses on comparative studies between educational intuitions and explores the areas of change which have taken place within the institutions. It also investigates whether training and development for professional staff has been part of the change management process; the impact it has on professional staff and how the institutions addressed staff concerns. The names of the educational institutions used for this research purpose are denoted by institution namely AA, BB, CC....and so on to retain confidentiality.

2.7 Education institutions in change

Education institutions may change in various areas of the institution. Change can happen across any area of the institution - units, schools/departments or faculties to improve services and meet the objectives of the institution. According to Burke (2014) change within an organisation can occur in areas such as in leadership or structure – moving towards centralised or decentralised manner, formation of networks, cell or self directed groups. Training helps employees to learn and develop, to adjust to these changes. However, training and development when combined, focus on the organisation's problem solving and enables employees to learn how to work more effectively and more efficiently, and to improve processes in general (Burke, 2014).

It has been noted that educational institutions make changes to their services and products, strategies, technologies, and structure to contribute to superior performance and to sustain competitive advantage. In doing so, educational institutions use many ways to gather information from their stakeholders regarding the services they provide to make improvements. Some of their methods are; from students through student evaluation and feedback on courses or programmes and resources; also from employees using staff engagement surveys for staff opinions on a number of factors that influence their experience at the institution. These would include: how the institution is performing, and assist the institution to recognise its strengths and identify areas for growth and development. Based on the information gathered, change will take place in the relevant areas.

It is seen that when an institution undergoes change management, staff workload also increases and new ways of doing things become an area of concern for many educational institutions. Change may happen across any area of the institution - units, schools/departments or faculties may improve services to meet the objectives of a particular institution. However, there has always been ambiguity around the actual role of professional staff, as their job may change quite significantly and they are expected to take on an extra workload compared to their traditional role as a programme administrator. Some roles require specialist knowledge and expertise to perform and specific training and development is needed for professional staff to accept these roles. Nevertheless, this kind of training and development is often excluded from the business process mapping phase; professional staff are given generic or refresher training to do their job during the change management process.

Regardless of how small or big change could be, it is worth mentioning that professional staff do require extra training and development to enhance their existing knowledge to accomplish an additional workload effectively. This research will investigate from various sources of online information, how educational institutions incorporate training and development for professional staff in times of change.

2.8 Varieties of change

In today's fast-paced changing environment, organisations face the challenge of adapting to business conditions by re-designing and implementing changes to their structures, (internal or external), processes and strategies (Fuchs & Prouska, 2014). Similarly, educational institutions face challenges to compete globally with other institutions and factors which bring ineffectiveness in performance for the institutions, such as staff retiring or resigning (academic or professionals), loss of administrative and student services, loss of faculty achievements along with institution's name recognition; therefore, educational institutions need organising in different ways to make them more efficient.

According to Mangundjaya, Utoyo, and Wulandari (2015) all organisational change requires competent and simultaneous attention to three critical areas; namely content, people and processes. Content of change usually requires change in structure, strategy, business process, technology, product or services. However, changing people involves handling of human dynamics of change such people's mind-set, emotional reactions, behaviour, engagement, commitment, relationships, politics, and cultural dynamics impacting on the change. Finally, the process of change and the way it is planned, designed and implemented in the

organisation must be considered. Organisational leaders normally face three different types of change: *developmental, transitional and transformational change*.

Developmental change

Developmental change is considered to be the simplest type of change and is undertaken to improve the current way of operating (Harigopal, 2006). It involves enhancement of the existing state, of what has already been improved i.e. increasing job skills (training), improving HR systems like performance management, improving business processes or refining hiring processes (Goodman, 2016). As stated by Buller (2015) leaders need to assert desired outcomes and deliverables for most parts of the organisation and managers can implement change through existing organisational structure and functional work teams. Conversely, Harigopal (2006) highlights that developmental change where the future is consciously chosen is not as threatening to employees since employee welfare measures are taken care of in the process.

Transitional change

Transitional change is more complex as it involves implementing a new structure, system, business process or technology. Basically it requires a transition into a new state which is known to employees and defined at the start of the change process. Burke (2014) describes transition change as a new beginning for employees. Burke (2014) further comments that employees need to let go of old behaviours before they can embrace new ones. During this stage employees begin to learn new skills and competencies, make new relationships and develop a new vision for the future. Hence, getting employees involved can then not only lessen resistance but can also contribute to a more effective overall change process (Burke, 2014).

On the contrary Kempster, Higgs, and Wuerz (2014), state that people dynamics are much more complex since people are being asked to journey to a new future. Along with needing new knowledge and skills, staff are expected to change or develop new behaviours; making transitional changes more personally challenging. To overcome this challenge, good change management practices including building readiness, increasing stakeholder engagement, frequent communication, providing coaching plans and providing skill and training can assist in reduction of people issues.

Transformational change

Transformational change requires a shift in people's mindset. This involves organisational principles, change in behaviour or culture and organisational changes which are designed to support a new business direction. As stated by Harigopal (2006), transformational change takes time to take place, and will not occur unless people are uncomfortable with the current state and feel the need for change. Goodman (2016) supports this by saying that the execution is the hardest part of transformational change and provides significant challenges since it affects employees so personally. On the other hand, Farrazi (2017) mention that organisations need to transform behaviours and mindsets from both bottom up and top down, putting greater responsibilities in leaders hands; not only to change their mindsets but to assist in motivating and transforming organisational teams, systems and culture including the individual employee's mindset and behaviour.

Carnall and By (2014) point out that there should be a refocus from 'hardware to software'. This will require the development of new skills and new ways of thinking for employees. The author further comments that achieving higher levels of performance involves believing in the potential of the employees involved, equipping them appropriately and training them where necessary. Employees are expected to take on new tasks, develop new skills, get transferred, re-graded or retrained and employees must learn to cope as individuals, once change emerges (Carnall & By, 2014). Similarly, Burnes (2014) agrees that training and development gives staff the skills to undertake the change themselves and new skills and competencies are essential for staff during the change process.

2.8.1 Challenges of change management

Educational institutions are faced by many challenges to achieve their desired outcome after going through a change initiative. As stated by Craig (2014), educational institutions have become large and complex organisations, requiring a lot of planning by leaders to provide excellent educational experience to students and to attract and retain future students. Staff play a key role in constructing an institution's external identity. Some of which involves staff recognition, higher responsibilities, advancement and achieving proper training and development to add towards desired success of the organisation (Craig, 2014).

Carter, Sullivan, Goldsmith, Ulrich, and Smallwood (2013) mention that every organisation is faced with complex and dynamic change challenges. Some organisations proactively attempt to avoid crises while others passively react to change that is forced upon them only

as the need arises (Carter et al., 2013). Change can be considered to be both a challenge and a threat. As highlighted by Ally et al. (2016), the changing nature of technology and economy poses a high pressure on institutions to change their structural and functional characteristics. Furthermore, with great changes taking place in educational sectors, internal and external forces of change also play a significant part in the change process i.e. internal forces such as technology, human resources, administrative structures, working procedures, managerial hierarchies, rewards systems and disciplinary procedures (Ally et al., 2016).

On the other hand, external forces such as the environment within which the organisation operates, law and regulations, stakeholder values and standards, administrative processes and employee needs may necessitate the change initiative. The change phase will cause employees to develop different attitudes, behaviours, feeling of anxiety, stress and insecurity leading to an impact on employee productivity, satisfaction and commitment towards the organisation. Thus, organisations providing training and development to employees improve performance and productivity, improve stakeholder needs, promote competitiveness, have an updated skilled workforce who are willing to adapt and learn new ways of doing things in the changing environment (Ferreira & Leite, 2013).

The importance of technology has grown over the years and shaping the design and delivery of learning and development (Nel, 2015). Furthermore, technology driven learning improves performance and institutes accelerated development of employee capabilities, particularly communication tools involving technology usage (Nel, 2015). Graham (2013b) supports this by adding that online systems have become key tools in learning for both content and to address different learning needs in educational institutions. Therefore, with the introduction of new technologies in the learning environment, professional staff is required to develop and maintain these systems and require skills and knowledge to support the academic staff in the institution. Thus, it can be mentioned that through training and development, challenges for digital learning and development can be overcome (Nel, 2015).

Noe (2017) views on training and development highlight that organisations which invest in employee training and development enhance employee skills which can be applied in various jobs, thus reducing costs on hiring and improve performance. Organisations which go through a change process expect employees to adopt new ideas or behaviour which can be challenging. Therefore leaders need to empower employees to increase and share their

knowledge with colleagues, identify problems and make decisions to allow the organisation to continuously experiment and improve (Noe, 2017).

On the other hand Fuchs and Prouska (2014), highlight that organisations need to ensure that ongoing change brings positive effect of change. It is seen that employees who have experienced poor change management are likely to have an adverse attitude towards change thus reducing change intervention success. Goodman (2016) supports this by adding that change affects people so personally and in order to garner support from employees, they should be engaged right from the start in the change process. Employees who are kept in the dark and out of the change process will be less likely to connect with the new status quo and resist change more (Goodman, 2016). Forsyth (2012) supports this by adding that secrecy creates a culture of unease and wariness thus making acceptance and involvement with change undesirable and hinders the build-up of expected behaviour or belief by employees. Furthermore, an open attitude is one which employees appreciate because it respects them, and will actively build goodwill and collaboration (Forsyth, 2012).

Burnes (2014) view on change highlights employee behaviour and attitude and he states that to make change successful; employees require modification of attitude and behaviour. Employees are required to reconsider their attitude towards how their work is performed, their behaviour towards internal colleagues and attitudes towards external counterparts (Burnes, 2014). The author further adds that in order to change employee behaviour and attitude, leaders need to be looking at their own behaviour to influence and reinforce other's behaviour for better performance.

According to Burke (2014) change usually involves a shift away from a known situation with its comfort, advantages and familiarity into something unknown namely the uncertainty of moving from existing patterns of behaviour and adaptation into new patterns. It is the employees of the organisation who have to exchange the known for the unknown until they are able to evolve new work patterns and embrace change willingly (Burke, 2014). Waddell et al. (2017), support this by saying that for employees to embrace the organisational change, there should be multiple learning opportunities, training programmes, on-job coaching and counselling for employees to gain new knowledge, skills and behaviours. Unless employees gain new competencies, change will always be a challenging aspect for organisations.

2.8.2 Culture change

People skills are developed in response to increased challenges and complexities of the work they perform in organisations (Carter et al., 2013). According to Forsyth (2012), any change to be implemented successfully depends on the nature of the organisation and how change can be made to fit the current style and approach of the organisation. The author further states that change is about changing people's behaviour; it is how the organisation affects people and conditions their attitude which is important. On the other hand, the nature of the organisation is characterised by the culture it holds. Some of which are, the various ways in which an organisation works and its normal practices. Furthermore, the management styles, staff attitudes, working habits and conduct of people, history of the organisation, norm and scale of operations are all relevant (Forsyth, 2012). It can be said that the nature of the culture within an organisation has an impact on how change is handled within the organisation.

Waddell et al. (2017) have a different view on organisational culture change. The authors highlight that for change to take place in organisations, cultural values of people play a major part in shaping the customs and practices, influencing employees how to react to change situations. Employee behaviour and beliefs are critical in accepting change and people from different countries or regions have their own values and beliefs (Waddell et al., 2017). It is noted that educational institutions have very diverse cultures and employees are from around the globe, regardless of whether they are academic or professional staff.

2.9 Training and development

Human resources development is progressively recognised to be vital in ensuring effectiveness, quality and responsiveness in organisations in an ever-changing and complex environment (Lyons, Young, Hanley, & Stolk, 2016). The emphasis now for training and development is on flexibility, adaptability and continuous development so that organisations can survive and compete in this fast-changing environment. As stated by Erasmus et al. (2015), the introduction of change and transformation creates fearfulness, and anxiety. Employees thus indirectly tend to resist change in situations such as appointment of new management at senior level, removing old work habits and replacing them with new work practices, new organisational structures with new roles and responsibilities, and new goals and standards. Therefore, to overcome the resistance by employees, training and development is essential and can address each factor to change to promote a learning culture within the organisation (Erasmus et al., 2015). Numerous authors have pointed to the

significance of training and development to enable employees to respond to change more positively (Lyons et al., 2016; Erasmus et al., 2015 & Forsyth, 2013).

2.9.1 Significance of training and development in educational institutions

Training is an essential part of change management and life-long learning for professional staff in educational institutions. Professional staff generally move into three or more different careers in a lifetime and as technological changes accelerate, training helps staff to take on new assignments and accept any job enlargement. As stated by Lyons et al. (2016), the benefits of professional development and training are diverse and bring positive impact on organisations in terms of improved productivity, competitive advantage, overall business performance and customer satisfaction. Training and development helps employees to take on new assignments or gain new responsibilities due to job combining or merging, particularly when an organisation has undergone a restructure or a change initiative. According to Lyons et al. (2016), training and development is not only important for customer satisfaction. It also has several benefits for the organisation such as employee morale, improved teamwork, quality of work, increased retention, improved profitability improved organisational profile/reputation, increased competitiveness and helps the organisation to be more ethical and to develop future leaders and encourage recruitment.

On the other hand, Erasmus et al. (2015) highlight that, through training, organisations are able to use systematic processes to modify the knowledge, skills and behaviour of employees to achieve its objectives and therefore aim to improve employee performance. It can be mentioned that when work standards get low, due to lack of knowledge or skills, and employees' poor work attitude, training helps in elevating the work standard for employees in organisations. Moreover, Nel (2015) points out that technological advances shape today's design and delivery of learning, leaving behind the traditional approach and employees need greater familiarity to become competent user of electronic tools for communication, internally or externally, with stakeholders. Hence organisations need to audit the use of their social media tools and identify training needs to coordinate and improve organisations' social media footprint (Nel, 2015). The author asserts that precise identification of training and development needs can address the future challenges of the evolving digital economy and organisations need to ensure that staff is competent to use such tools at their workplace.

Training helps employees improve performance in their current job, whereas development assists employees to prepare for other positions in organisations and increases their ability to

move into jobs that may not yet exist (Noe, 2017). The author further states that development also helps employees prepare for changes in their current job that may result from new technology, work design, customers, product markets or as a result of change phases in the organisation (Noe, 2017). Carnall and By (2014) support this by saying that employee training and development can meet business leaders' needs and higher expectations, and learning new skills can help to overcome severe talent gaps in organisations. Hence, training and development will provide employees with competencies critical to business success and skills that will be available on-demand (Carnall & By, 2014). Finally, it can be mentioned that one of the essential human resource functions for any organisation during change and transformation is employee training and development. Similarly, educational institutions can only be successful if senior management or leaders support and encourage employee training and development for the overall institution growth and success.

2.10 Management support in training and development

For an educational institution to undergo the change management process, employees, managers and executives have a very crucial role and attention must be given to the people (employees) involved in this process. According to Carnall and By (2014), achieving higher performance levels involves believing in the potential of the people, training them where required and equipping them with appropriate tools. On the contrary, Lyons et al. (2016), highlight that in some institutions leaders/managers do not encourage professional staff to engage in training and development, and put barriers such as cost of releasing employees, cost of available programmes, lack of suitable programmes, awareness of training and time away from work required for training. It is often noted that when change and transformation is introduced, employees tend to resist certain actions taken by management. Erasmus et al. (2015) comment on this by saying that training and development of employees is a human resource management (HRM) function and as change management systems and processes are considered to be the vital driver of organisations; the impact of employees learning and their contribution is crucial for organisations to survive.

Erasmus et al. (2015) further highlight that training and development of employees rests primarily on employers and various managers have this responsibility to support their employees. However, employers can only be successful if employees are willing and able to be trained and developed and therefore there is dual responsibility on both, employers and employees. If training and development is well planned and executed in organisations, employees and organisations will benefit equally well (Erasmus et al., 2015). Human

resource functions during a change and transformation phase is very crucial and an organisation can only be successful if training and development is managed professionally (Waddell et al., 2017).

Forsyth (2012), on the contrary mentions that employees' level of competence must change with time regardless of how competent and up-to-date they are now. The author further mentions that training and development needs to be an ongoing process and employees need to update in a variety of ways; else they fall behind in their ability, not only to handle change, but also in performance. According to Harigopal (2006), employees tend to resist change because the organisation has not educated them enough on business processes and on the need for change, and particularly on change processes. Through training, employees can be offered a lot of constructive advice on how to manage change and be groomed for multiple skills taking into consideration future technological advancements (Harigopal, 2006). Graham (2013a) supports this by adding that with significant increasing use of a wide range of technology in educational institutions, including multimedia, social media and mobile computing, it is important that the contribution of professional staff to its use in context of student outcomes is better understood and acknowledged. Hence, the focus on training and development can assist in performance for long term rather than focussing only on current roles and responsibilities (Forsyth, 2012).

Fuchs and Prouska (2014) argue that during a change or transformation phase employees are more willing to engage psychologically when they have positive feelings over how the organisation is treating and providing a level of support to them. Employees form beliefs regarding the extent of contributions and care about their well-being and how the organisation values these. Therefore, for organisations to create positive behaviour over change, it is important for leaders to create a positive perception about the level of support offered to employees, which has the power to affect the employee's mindset, emotions, and experiences with change more positively and form positive change evaluations (Fuchs & Prouska, 2014).

Change in any organisation is associated with some degree of individual change. Similarly change taking place in an educational institution does require leaders' support, encouragement and have some form of training and development intervention which could assist staff to develop new knowledge, skills, attitudes and behaviours. According to Hayes (2010), the most frequent ways of minimising employee resistance to change is to educate

them regarding the need for change. By educating, staff will start to change the behaviour and become more motivated. According to Hayes (2010), motivated employees show a feeling of satisfaction thereby seeing the benefits of change and adopt to alternative work practices easily. A lower level of satisfaction will have an adverse effect on institutional performance, which might lead to failure of the change process. Moreover, leaders need to find alternative ways to deal with unexpected issues taking place in the institution and to provide support to employees. Therefore, in order to implement a successful change process, leaders need to understand and know how to motivate, educate, work with HR for necessary training and development, and know how to influence employees to participate in the change process willingly.

2.10.1 Professional staff at educational institutions

Educational institutions are complex organisations with a wide range of stakeholders (internally or externally) to satisfy, and professional staff play a vital role in fulfilling the needs of these stakeholders. It is seen that professional staff are often considered to be the first, second or even third point of contact for student matters and academic staff, and these service staff have a wealth of useful and practical knowledge about the institution's programmes and services. According to Graham (2013b), professional staff are differently classified than general staff, administrative staff, support staff or non-academics depending on the educational institution they work for, and the responsibilities undertaken by this group of staff are diverse, comprehensive and considerable.

2.10.2 Role and function of professional staff

Professional staff are an asset to the core business of teaching and learning. They provide relief to the busy academics by dealing with a wide range of student learning issues in an institution. It is seen that professional staff hold a variety of administrative roles such as school/administration manager, registrar, coordinator, programme administrator, programme manager, administrative assistant, and many similar roles. Graham (2013a) highlights that the role and identities of professional staff is changing and has developed a typology of *bounded, cross-boundary, unbounded and blended* professionals, contributing to the development of *third space*, and working in partnership with their academic colleagues with benefits to the institution and to their academic members.

2.10.3 Link between professional and academic staff

The key resource for educational institutions is their academic and professional staff (Graham, 2013b). It can be mentioned that staff knowledge, skills, experience, research, learning and teaching, are the factors that determine how successful and highly ranked an educational institution is globally. Traditionally, professional staff comprises more than half of an educational institution's workforce, and make significant contributions towards the strategic goals of their institutions, particularly in student outcomes. As mentioned by Graham (2012), professional staff hold much of the systemic knowledge, the intellectual capital required to ensure the functioning of the educational institution.

It is evident that the work of professional staff in educational institutions has changed significantly over the last two decades due to changing work environments, requiring them to take on new responsibilities. Handling more complex work creates a need for new skills, behaviour and pattern of interaction with students and academic staff. In addition, changes in technology has driven wider change and added to the complexity of the work handled by professional staff. As mentioned by Graham (2013b), professional staff are having to take on all kinds of tasks in the contemporary educational environment, which would previously have been executed by academic staff. Therefore, professional staff rely on their knowledge and experience, and that of academic staff, to successfully fulfil not only their own roles, but to meet the broader needs of student outcome as well (Graham, 2013a). Professional staff welcome change as it increases their job satisfaction and adds diversity to their daily work

2.11 Summary

In this chapter the researcher reviewed the main theories associated with the research objectives to support the research findings. The literature related to the importance of change management is reviewed and defined. Two change models, namely Lewin's (1947) change model and Kotter's (1996) 8-step change model at each cycle were reviewed as examples of a simplistic and more advanced way to deal with change.

Secondly, the relevance of change management in educational institutions was reviewed and highlighted areas of change in regarding the varieties of change which exist. Moreover, three types of change are defined, namely developmental change, transitional and transformational change.

Thirdly, some of the challenges of change management are discussed, in particular culture change which employees face in educational institutions. The importance of training and

development was also explained and defined. Furthermore, the role of management in an educational institution in supporting training and development for professional staff to achieve positive outcome for the institution was reviewed.

Finally, the chapter highlighted the role and function of professional staff in educational institutions and the association they have with academic staff, both working towards achieving organisational goals.

Thus, by studying change management theories, linked to training and development for this research project will provide valuable information and knowledge in terms of how education sectors have handled the change process for professional staff and assist leaders to re-think specific training plans or programmes for staff in different roles in the institution. Moreover, this will help the organisational development division to redesign the training programmes for specific position holders and also address resistance to change.

The next chapter identifies and discuss the research methodology which was used in this research project.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

In chapter two the key literature, theories of change management and the importance of training and development were reviewed to enable the researcher to identify suitable theories to support the research findings and to answer the research questions posed for this project.

The purpose of this chapter is to provide an overview of the research methodology and research paradigm in order to identify an appropriate data collection method. The two common approaches of data collection are discussed and the researcher explains the reasons why the qualitative approach was utilised for this research project. Data for this research has been sourced from various institutions' annual reports, strategic plans published online, education gazettes, The Times Higher Education website, and reports published online which are relevant to the research topic. By using a case study approach, the researcher gathered information regarding institutions' change management plans. The researcher obtained a wide range of information regarding how educational institutions manage staff training and development during a change phase. Key issues associated with the method of data collection and data analysis are also discussed. The chapter concludes by addressing the ethical issues related to this project.

3.2 Research methodology

Research methodology is the way in which researchers synthesise the methods into the research processes. This is supported by Creswell (2014) and Barbour (2014), who define research methodology as a process which involves various forms of data collection, analysis and interpretations, which allow the researcher to find an answer to a question, resolution of a problem and to obtain greater understanding of a phenomenon. On the other hand Marjorie, Robert, and Steven (2015) refer to methodology as the way in which researchers approach problems and seek answers. Methodology is thus the way research is conducted which can be based on assumptions, researcher's interest area and purpose which shape the selected methodology.

As explained by Coakes and Ng (2014), methodology is about the researcher's attitudes, beliefs and understanding of the meaning people have constructed; that is to say, how people make sense of their world and the experiences they have in the world. Briggs, Coleman, and Morrison (2012), draw the conclusion of methodology being based upon critical thinking

about the nature of reality and how researchers comprehend it. Moreover, Quinlan, Babin, Carr, Griffin, and Zikmund (2015) confirm that methodology plays a significant role in determining the rational strategies, methods and approaches which researchers employ in a research project.

3.3 Research paradigms

Research paradigms deal with the philosophical dimension of social sciences. It can be said that in business research, there are two main research paradigms – positivism and interpretivism. According to Saunders, Lewis, and Thornhill (2012), a paradigm is a way of examining social phenomena from which particular understanding and explanation can be gained. Positivist paradigm is referred to as quantitative research which has the ability to gather data from large samples, allows hypothesis testing and generates numerical data for statistical analysis, whereas an interpretivist paradigm fits into qualitative research which allows more in-depth questioning, talking to people and attempting to find a pattern in the responses gathered (Saunders et al., 2012). Overall, evidence suggests that the paradigm influences the type of questions to be asked and the methodologies used (quantitative or qualitative approach) to collect data and interpret it into meaningful information.

3.3.1 Quantitative Approach

The quantitative approach involves collecting and analysing data from a large number of respondents to produce results which can be more meaningful (Yin, 2014). Some of the means of data collection using a quantitative approach include surveys (personal, telephone, online/electronic, face to face or via email) or by use of secondary data (data already collected for other purposes). As stated by Polonsky and Waller (2011), data gathered from quantitative research may require statistical analysis to produce valuable information which can be projected to the entire population. Moreover, the quantitative approach aims to assist in recommending a final course of action for decision makers, and is an important research method. It has a more structured response with given categories and less researcher involvement (Quinlan et al., 2015). It is stated that this approach involves hypothesis testing or requires the researcher to answer specific research questions and has numerical measurement linked to its results (Quinlan et al., 2015).

3.3.2 Qualitative Approach

The qualitative approach involves the use of a wide range of data and the quality of the data collected is crucial. Using this method allows the researcher to collect data in depth from the

respondents. Polonsky and Waller (2011) point out that data collection from a diverse range of sources can include the spoken and printed word, recorded sound or vision and images, forms and structures in various media. However, the critical issue when using this technique is how to translate the information into meaningful data using analytical techniques. Due to the flexibility of the qualitative approach, most important questions or issues become clear only after the researcher has become intimately involved, and therefore may need self-restraint and discipline to complete the study (Neuman, 2014). Quinlan et al. (2015) support this by adding that the qualitative approach is more about small samples, conducted in natural settings and unstructured as most decisions are made from observations and interpretations.

On the other hand Merriam and Tisdell (2016) mention that qualitative research allows researchers to understand how people interpret their experiences, how they construct their words and what meaning they attribute to their experiences. The result from the qualitative research method originates from interpretation and synthesis of the information or data within a specific context. Quinlan et al. (2015) assert that the aim of qualitative research within a business context is to acquire deep understanding about the problem so that the organisations can use the research output to improve performance and discover solutions. Therefore, the case study approach has been identified as the primary qualitative methodology for this research project.

3.3.3 Case Study

Yin (2014) describes the potential of applying case study methodology and highlights the rationale for using it such as critical, common, revelatory or longitudinal as the case may be. Doing a case study can represent a significant contribution to knowledge and theory building by confirming, challenging, or extending the theory and assist to refocus future investigations in an entire field (Yin, 2014). There are several meanings attached to the term 'case study'. According to Creswell (2014) case study research uses a qualitative approach in which the researcher explores a real-life situation (a case) or multiple related systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information. Saunders et al. (2012) highlight that case study explores a phenomenon within real-life contexts and has the strategy to provide a rich understanding of the context. Moreover, a case study has a considerable ability to generate answers to the questions such as, 'why?' 'how?' and 'what?'. Vissak (2010) confirms this by adding that case study methodology is particularly suitable as it facilitates data collection from different viewpoints and uses a number of source. Yin (2014) concludes that the case study approach is quite beneficial in

those areas where the current body of knowledge can be further extended with new factual data and insights. Furthermore, case study can be extremely valuable research tool in areas which require in-depth investigation and where the context requires special attention from the researcher (Yin, 2014).

The main reason to choose case study methodology is that the study involves a general overview of an educational institution's change management outcome and the benefits it had for professional staff in terms of their training and development. It can be said that the case study approach explores the real-life context as most educational institutions have experienced change management and still continue to undergo changes in many different areas within the institution. Moreover, it shows how training and development has helped professional staff to adapt to new ways of doing work and understand the benefits of change processes. Finally, the focus of the investigation is only on professional staff and their perceptions on change management and training and development for better performance by the institution and staff and fits the case study methodology well. A case study methodology is therefore also considered appropriate for this research project.

3.3.4 Rationale for using a qualitative approach to research

The researcher intended to understand a real-world case regarding the impact of change management in educational institutions, targeting a particular focus group, mainly professional staff of particular institutions.

According to Creswell (2014), using a qualitative approach will allow the researcher to focus on a single concept or phenomenon and bring personal values into the study. Hence, the researcher purposefully selected individuals such as professional staff in education institutions for the proposed case study, with an added advantage of being employed as a professional staff in an education institution. Rapid changes occurring in educational institutions around the globe also caused the researcher to develop a keen interest to know what is happening in other institutions during change management phases. As the education sector continues to encounter massive changes, particularly in areas of learning and teaching, research, technology, student centre services, overall systems and processes, which have compelled educational institutions to compete for recognition as highly ranked institutions in the world. Therefore, educational institutions always look for top-quality staff with diverse specialities, bringing talent and skill into all areas of the organisation.

Creswell (2014) suggests that using the qualitative method demonstrates a different approach to research inquiry, when compared to a quantitative approach. This case study is emphasising studying a situation or a problem in order to explain the relationship between variables. It can be classified as an explanatory study, using qualitative data to explain the reasons why, and what kind of relationship there is between change management and staff training and development.

The qualitative approach relies on text, image data, and has unique steps in data analysis and design. Hence, using a qualitative study justified the research approach since the researcher collected data from multiple sources, looked at the problem or issue holistically and identified many factors that are involved in change management and training and development of professional staff in the education sector.

3.4 Data collection

This case study focused on collecting information through unstructured ways. According to Creswell (2014), data collection, using unstructured or semi-structured information gathering, involves setting up boundaries for the study, and collecting information using interviews, documents or visual materials to record information. Data for this case study was collected using online methods such as institution's websites, particularly from the webpage on '*What staff have to say about the institute*', for example, as an employer and why staff like working for the institute. Official publications such as annual reports, strategic plans, investment plans and similar studies done in relation to the topic were also consulted.

According to Creswell (2014), in the data collection phase participants play a crucial part and usually four aspects are taken into consideration. These are: the setting- where the research takes place; the participants – who will be observed or interviewed; the events – what the participants who will be observed or interviewed are doing; and finally, the process – the nature of events undertaken by the participants within the setting. Therefore, in this case study, the researcher selected the educational institution as the setting, focussed only on professional staff, and kind of role they have in the institution. Furthermore, where does professional staff see themselves in future through training and development, while working for the same institution during the period of change process. Hence, the researcher collected information in areas relating to the case study topic and carried out data analysis by evaluating, synthesising and drawing conclusions. This assisted in identifying the key concepts, themes, and patterns and answers the research questions framed up for the case

study. After data collection was completed, the researcher analysed the data collected. Since most of the information used for this case study is publicly available on the institutional websites; neither ethical issues nor approval is required from the institutions regarding use of the information and carrying out relevant data analysis.

3.5 Data analysis

Data analysis plays an important part in transforming data or information into a more meaningful form. Sreejesh, Mohapatra, and Anusree (2014), define data analysis as a phase which assists the researcher to gain insights from the data or information gathered to arrive at an informed judgment and conclusion. Yin (2014), further explains that during data analysis, the researcher should attend to all evidence provided to answer the key research questions and address plausible rival interpretations in case where similar research has been conducted in the past.

This case study used information provided on institutions websites from various sources which are publicly available, as well as published reports. The analysed information is based on words rather than on numbers. It can be mentioned that since the research used a qualitative approach and used data from electronic files, the researcher explored, analysed, synthesised and transformed data in order to address the research objectives. Hence, some parts of the data were condensed, grouped under themes which gave a sense of the data, and structured to answer the research questions. Therefore, the themes identified for this research, which is linked to the outcome of change management and staff training and development in educational institutions, were motivated staff, successful organization, good reputation, good brand name, staff retention, competent professional staff and excellent service delivery. The identified themes were discussed in detail with supporting literature reference.

3.6 Ethical considerations

Ethics administer a set of principles and guidelines within which a researcher conducts research when dealing with research participants. Campbell and Cowton (2015) describe ethics as dealing with sensitive issues, or seeking to do so and setting up particular challenge to obtain good quality data or information on sensitive or high-profile topics. On the other hand, Saunders et al. (2012), assert that research ethics refers to the considerations of the researchers to carefully design how to manage the process of the research from identifying the topic to analysing the results.

This case study approach considered all the relevant ethical issues and the researcher concluded that ethics applications regarding the information which was sourced was unnecessary, due to it being available as public information, accessible to anyone wishing to look it up. This is because the case study involved extracting information from institution's websites, annual reports and published articles in various forms which are in the public domain. The institution's names and staff identity have not been identified for the purpose of the research project as it would have defeated the objective of retaining confidentiality. The research caused no harm to the educational institution's reputation since information was gathered only from the available data on the institution's own website hence no interviews were conducted with any person or any staff of the institutions. The available data on institution websites were already data compiled by the institutions themselves for other purposes such as for evaluation reports, strategic reports and other published material located on institution websites. Hence the data is considered to be valid and reliable which is used for the purpose of this case study. Furthermore, the researcher only expressed opinions based on the information gathered, and used the data solely for the purpose of this research project.

3.7 Summary

This chapter highlighted the research methodology, paradigms, choice of using qualitative approach, case study methodology, data collection and data analysis method used for this case study. The online data collection method, using the institutions' websites for published electronic material was the main source the researcher employed for this case study. This is because the researcher was able to find information published by the institution which enabled gaining rich information to answer the research questions. On the other hand, due to confidentiality reasons neither the name of the institution nor the identity of any staff member was disclosed in this case study. The case study took a more general approach in exploring the research topic regarding the impact of change management in relation to staff training and development. Moreover, this study provided a discussion of research methodology and research paradigms. The case study used qualitative approaches for data collection, analysis and interpretation. By using this method, it helped the researcher to explore the topic using educational institutions as a research organisation to describe and examine the relationship between change management, training and development, and professional staff. Finally, based on unstructured, free form data collection, data analysis was carried out from the interpretation of electronic reports, journals and other researched reports. The ethical issues were considered and confidentiality of the institute was maintained throughout the case study.

The validity of the result was considered to be factual, based on reports compiled by the institution, which incorporated staff feedback results.

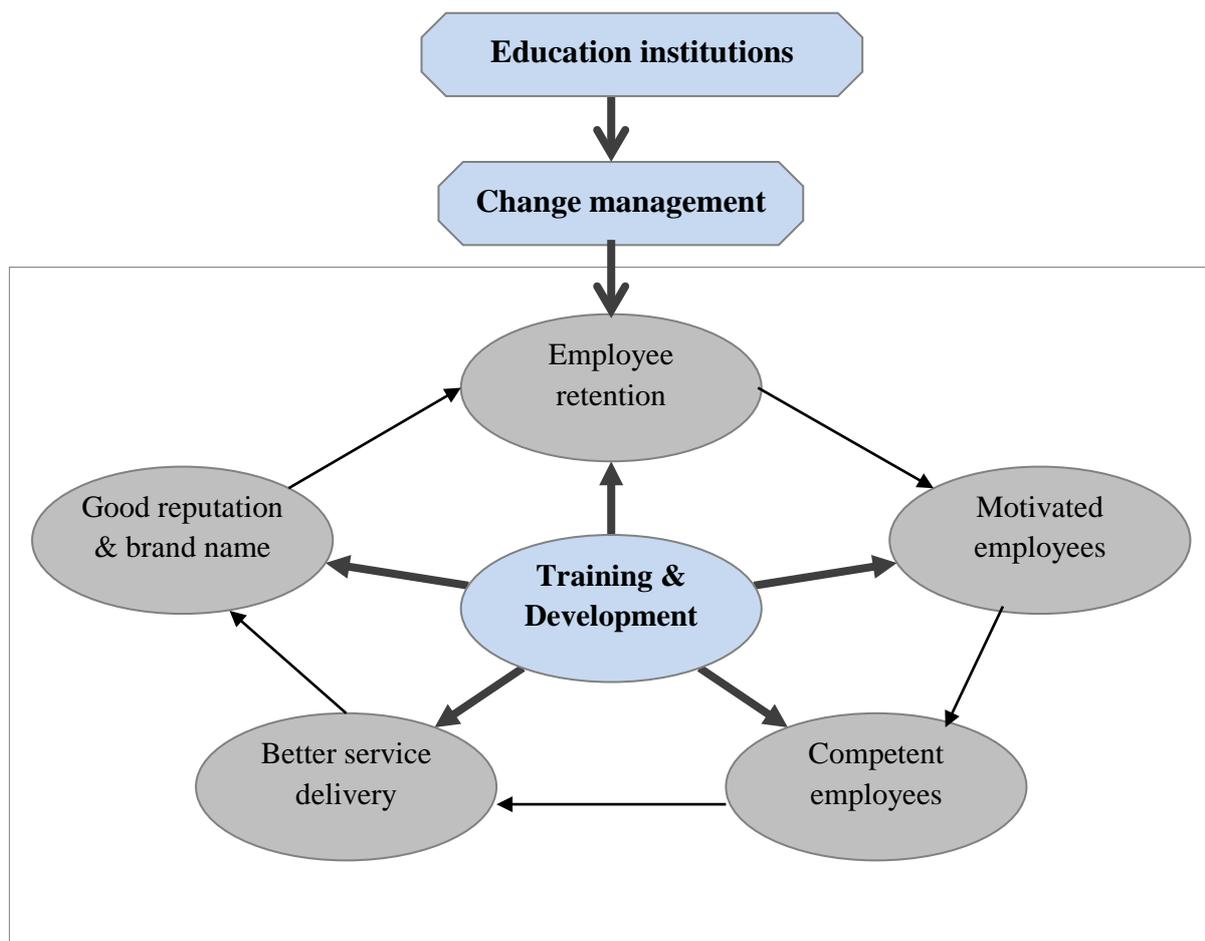
The next chapter presents the findings and discusses the information gathered through the institution's reports, journals and other published materials. The results are based on professional staff perception on change management and the impact it has on their role. Furthermore, it explores ways in which the institutions support professional staff through training and development during change management phases.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents an overview of the findings from the published reports and institutions' websites. Two research questions frame up this case study: first, *how do educational institutions manage professional staff training and development, after going through a change management process*, and second, *what would the distinctive advantage be for the educational institutions in possessing well trained professional staff?* The researcher highlighted the issues relating to change management and its impact on staff training and development. Based on analysis of the gathered information, themes were derived and discussed with supporting literature. A model of change management linked to the themes is depicted to show the relationship between change management and staff training and development in the education institution.

Figure 3: Change management impact on staff training & development



Source: Developed by the researcher.

The case study explored and analysed professional staff's experience of the organisational change and, based on this information, themes were developed which assisted in answering the proposed research questions. Themes were derived from information gathered from employee perception regarding change management and training and development. According to the information published on institutions' websites, the researcher briefly listed some comments from institutions' perspective and what staff had to comment about the institution after change management. Staff comments published on the institutional website was for institutional purpose such as, reported comments from staff survey on the institution as an employer, and staff interviews gathered for institutional management purposes. The institutions are labelled as institution AA, institution BB through to institution FF. The assigned name makes no mention of the identity of the institution or staff members. The institutions studied for this case study existed in different educational sectors, had experienced change management on numerous occasions, and are all New Zealand based.

4.2 Findings and Discussion

The staff comments used for analysis in this research project is gathered from the institutional websites under 'Our staff' and 'What staff have to say' regarding the institutions they worked for.

Institution AA:

Change taking place at institution AA and what the institution had to say regarding change are discussed in this and subsequent sections: According to institution AA, change is taking place on a global scale and is driven by the impact of technology on learning and teaching and the changing expectations of students, employers and governments. Changing technology, how information is accessed, learning by having online platforms, students communicating with lecturers, peers, library, assignments submission, course materials and keeping up with their study progression.

Institution AA further states that staff come from a diverse range of backgrounds and are passionate about being employees of the institution. Institution AA plays an essential role in shaping their individual and collective success. The institution aims to have a more highly skilled, innovative and enterprising workforce, and engaged, inspired staff, equipped with

capabilities for the future. Therefore, institution AA continues to invest heavily in boosting the capability of employees to ensure the success of new ways of working.

Staff perception and comments made by institution AA:

- *I like to work for a tertiary organisation where people matter. Institution AA suits my values, ethics and puts people first. It has enabled me to better understand and enable others in terms of personal growth. Institution AA is about real-life learning, a vibrant institution that is changing for the better and I am happy working at institution AA.*
- *I could keep on excelling in my own professional area. I really want to aim high in my career. Institution AA provides the support and learning opportunity I need to achieve what I aim to be.*
- *Institution AA is an inspiring place in which to work; it gives one the opportunity to learn and develop at the same time. It has great flexibility; it supports staff who would like to grow in their career.*
- *Institution AA is a fantastic place to work, it looks after staff needs, has great facilities and team atmosphere to support each other.*

Staff perception and comments made by institution BB staff:

Institution BB creates more opportunities for professional development, learning opportunities, new ideas for staff. The emphasis on more up-skilling staff, opportunity to study further and develop new skills The incentive to study free and options for professional development, opportunity for continuing education, job shadowing and mentoring which creates opportunities for career advancement. Training options are made available to learn new processes and systems, new technology and tools implemented. Institution BB is a great place to work, inspiring people, and diversity of people. It provides autonomy in my work, flexible work environment, great learning environment for staff and students; innovative and new ways of doing things is always encouraged.

Institution BB:

- *Continues to develop an open, inclusive and consultative culture where staff are proud of their involvement;*

- *Seeks to support, encourage and increase the number of female staff in senior positions in a professional role;*
- *Provides staff with opportunities to develop their capabilities, encourage contributions and enhance their well-being;*
- *Is increasing efforts to attract, retain and develop high quality staff (academic and professional);*
- *Encourages and support staff development for all professional staff;*
- *Celebrate and reward staff success and achievements who meet institution goal;*
- *Provide attractive work environment, appropriate equipment, facilities, system and technology;*
- *Enhance management and leadership performance.*

Staff perception and comments made by institution CC staff:

According to published reports on institution CC's website, the institution provides a comprehensive range of professional development activities available throughout the year. These include specialised leadership and management programmes, opportunities for staff to undertake projects and immerse themselves in another institution or overseas organisation through the professional development programme and study assistance. Staff is educated and made aware of equal opportunities in the workplace, training sessions are conducted on dealing with discrimination, harassment and bullying and working with individuals from diverse cultural backgrounds, and staff are given online training packages on equal opportunity.

Institution CC:

- *Continues to develop measures to enhance its performance in change management, cross unit co-operation, career opportunities,*
- *Shows commitment to leadership, communication, teamwork, and wellness.*
- *Provides staff with a career with many opportunities, while being part of a growing, forward-thinking institution.*
- *Committed to attract and retain staff who are committed to the institution's vision and values.*
- *Strengthen administrative efficiency and effectiveness to increase quality and sustainability.*

- *Increase staff capability for the deployment of digital technologies and support them to succeed in their roles.*
- *Support staff throughout their life according to their unique needs and aspirations and most importantly, institution CC wants staff to be happy with a fulfilling career.*

Staff perception and comments made by institution DD staff:

Institution DD has been embracing new technologies, the way staff have to think and work with the team. Professional staff are encouraged to think about how the new technologies might be used to improve services and student experiences. Institution DD gave me the opportunity to do some further studies while working full time. This made me grow in my career within the institution.

Institution DD:

Institution DD wants to excel through its dynamic staff, with shared values and a common purpose. It engages staff and students as partners in a flexible, inspiring and technologically advanced environment.

Institution EE:

Career development and a number of internal and external learning underpins are clearly to be seen in the strategic plan and the institution has commitment to ensure that all staff have an opportunity to excel in their career. A number of training (in-house or external) and development opportunities are made available to support career development at the institution.

Staff perception and comments made by institution FF staff:

Institution FF is a world class place to work and has a global reputation; provides great career opportunities, supports professional staff to advance in their chosen field and develop towards excellence to meet institutional goals. It is flexible and well-recognised for work done and we would like to continue the growing trend of institution FF and to remain at number one position.

Institution FF:

Institution FF is one of the leading and highly ranked institutions, having a global reputation as an employer and for academics. According to information provided on institution FF's website, institution FF is:

- *Committed to provide professional staff with professional development opportunities to support the institution's mission and goals.*
- *Aims to improve the skills and knowledge of the professional staff, improve the quality of workplace performance, enhance job satisfaction and encourage retention by providing development opportunities.*
- *Continues to provide development opportunities, programmes and other experiences to increase staff member's capabilities.*
- *Enhances professional staff current performance and prepare them for future roles and improve the institution's performance.*
- *Provides development opportunities such as workplace learning (job rotation), day to day development activities, secondments, project work and coaching.*
- *Encourages professional staff to attend seminars, workshops, conferences, job shadowing, mentoring, networking or undertake higher studies at the institution.*

4.3 Interpretation of findings

According to the findings, based on information from institutions' websites, published reports, strategic plans and staff feedback, common themes and relationships between change management and staff training and development transpired. The summarised themes highlight the following:

- Change management with proper training and development contributed towards skills growth for employees and better performance.
- Motivated staff showed more engagement and helped the institution to move forward, to grow and prosper following change management actions by the leadership team. The findings are supported by Mitchell (2017), adding that motivated staff show more engagement in the change process as they feel they have had an opportunity to voice out about current issues and to contribute their thoughts about a future vision.
- Training and development increased the level of motivation and created new opportunities for employees during change phases.

- Change management increased employee engagement and created highly competent staff, who could provide quality services to staff and students as shown in the literature (Bankar & Gankar, 2013).
- Change management improved services, broke monotony, increased efficiency and developed better work processes for staff.
- Staff retention and job opportunities increase, as effective change management contributes to higher reputation and branding of the education institution.

The above themes are categorised into key topics to identify whether change management had any positive effects on professional staff.

4.4 Motivated staff

The theme, motivated staff showed more engagement and helped the institution to move forward. It is through training and development that the level of motivation increased and new opportunities were created for staff. This involved institutions taking new directions to meet objectives or goals; have carefully planned internal or external training and development for staff to adapt to new ways of doing things. According to the analysis, institutions and staff have mentioned that development opportunities given to professional staff has allowed them to improve skills and knowledge; ultimately enhancing the quality of their work performance. It is noted that institutions not only assisted professional staff in their current role but also prepared them for future roles and created opportunities for them to grow in their career. Training programmes, such as job rotation, secondments, staff exchange, job shadowing and mentoring, also created new opportunities for professional staff to accept higher roles more confidently. This, in itself, was a motivating factor for professional staff as they tended to be well supported and valued by the institution.

The findings are well supported by Fedorova and Ponimareva (2017), as the authors state that the quality of educational institutions' human and intellectual potential is determined by the vision of the organisation's future, professional staff motivation for development, and attitude towards the problems of their institution. It also included means to enhance the degree of harmonisation between professional values and activities, which determines the potential for the institutions' development. Motivated staff do their job to their best of ability and go an extra mile because of the job satisfaction that drives them to perform well.

On the other hand, Burke (2014) mentions that when organisations change overall direction, they first design and implement changes at staff level. This helps them move the organisation into its new direction, hence training and development plays an important part for employees. Furthermore, professional staff need not only gain knowledge and skills but also the ability to acquire and enhance their professional competencies (Fedorova & Ponimareva, 2017).

Kansal and Chandani (2014) highlight that motivation remains the same, as people become more involved with change being introduced thus leading to more productivity. Axelrod (2010) emphasises a different view on motivation and suggests that to increase motivation, organisations need to have staff engagement. Staff need to have a voice in issues that impact them and they must sense a feeling of fairness. The author further highlights that staff engagement at the workplace appears when the job provides meaning, challenges, autonomy and feedback. The findings from the case study revealed that most professional staff feel engaged and included in the institution's planning process and have opportunity to express concerns thus reducing resistance to change and getting the institutional strategic decisions to move forward.

4.5 Competent employees

Based on institutions' comments, it is noted that institutions aim to invest more in professional staff capabilities so that they can acquire the related knowledge, skills, abilities and attributes to adapt to the new ways of working - with higher performance. In doing so, institutions identify staff competencies which can contribute to improved organisational performance and invest in similar training and development which can create a highly skilled, innovative workforce.

On the other hand, by implementing new technology, systems and processes, institutions are providing appropriate tools and equipment, work environments and facilities to professional staff so that they can be adequately equipped to undertake their respective roles. It can be accepted that career development and training (internal or external) is part of the institutions' strategic plans and that institutions have a commitment to ensure that staff capabilities meet high standards. Geodegebuure and Schoen (2014), support by stating that professional development empowers professional staff to truly master their jobs, take responsibility for their actions, explore the boundaries and view the bigger picture, rather than sticking to prescribed policies and procedures. This gives professional staff clear autonomy,

accountability and better engagement to their job, thus providing quality service to staff and students of the institution.

Furthermore, Erbert (2016) asserts that communicating change to employees makes them aware of what is expected from their role, and how the organisation will support them to achieve the desired goal. This leads to high-quality work performance, work satisfaction, low absenteeism and low staff turnover. In the case of effective change management communication, employees feel more positive about change and view change as a means of career progression. Through training and development employees acquire new knowledge and skills, thus giving them the opportunity to perform at the highest level and flourish within an organisation (Erbert, 2016).

4.6 Better service delivery

Effective change management allow staff to master new skills so that they can perform their duties well. This involves staff learning about new software, technology or methods for completing certain tasks in a much more efficient manner. It is seen that institutions are embracing new technologies to improve services and student experiences such as accessing information, learning via online platforms, communicating with academics, access to course materials, and study progression or for any support services. In order to make services much more effective and efficient, professional staff need to acquire new knowledge and ways of doing work.

It is also observed that institutions support professionals to gain new knowledge through several training and development sessions. Some of the training and development packages are specifically tailored for professional staff's role, particularly those in specialist roles. It is also noted that change encourages professional staff skills growth and increases engagement and ultimately leads to higher and better productivity. Moreover, staff engagement creates space for professional staff to look outwards to explore best practice and be innovative. Gray (2015) asserts that employee engagement makes staff to look beyond their institutions, across the sector, to professional associations, to the literature or different industries for their ideas and inspirations and implement similar ideas in their institution.

4.7 Employee retention

According to the findings, professional staff appear to be happy working at institutions where employees are appropriately valued. Professional staff tend to enjoy a vibrant learning environment which inspires and gives them the opportunity to learn and develop.

Professional staff find working at the institutions to be flexible, and having an inclusive and consultative culture where staff are involved in decision making. In one of the institutions, professional staff is encouraged, supported through training and development, to prepare them for a senior role, thus increasing the number of female staff positions in the institution in particular. In another institution, professional staff that had outstanding performance throughout the year and met the institutional goal; were given recognition and rewarded. It can be mentioned that institutions increase effort to attract, retain and develop high quality staff not only for their current role, but for future roles as well. Institutions want staff to be happy, develop towards excellence and remain committed to the institution's vision and values.

Recent trends highlight that employees have a desire to obtain fresh skills, particularly acquiring technical skills, which provides job security to employees as pointed out by (Terera & Ngirande, 2014). Employees look for organisations that are prepared to give staff training and developing opportunities (commonly known as professional development in educational institutions). Furthermore, employees whose personal goals are being looked after by the organisation strongly identify with the organisation and their retention is enhanced (Nel, 2015). Due to this affective commitment, employees tend to stay longer with the organisation. Hence it is important for any organisation to provide its employees with adequate training and development and keep track of their level of job satisfaction (Terera & Ngirande, 2014).

4.8 Good reputation and brand name

In the past, training and development for staff was not given much importance. It was seen to be very costly and not worthwhile for staff, hence there was less relevance for developing training programmes. The scenario has however changed and organisations nowadays try to support and develop their staff that have best interest and commitment towards leading the organisational success. Miri, Mansor, Chasempour, and Anvari (2014), support this by saying that the modern approach to training is that, globally, organisations have realised the importance of training and it is seen as a commitment and retention tool rather than a cost. The authors further add that achieving organisational goals depends on the ability of employee's duties and their adaptation to changes in environment, demand for knowledge and skills of employees. Furthermore, improving human resources by providing training and education assists staff to work effectively and increase productivity for the organisation. On the contrary, Terera and Ngirande (2014) views show that apart from training, employees

also consider other factors when choosing to remain in an organisation for a longer period. It is vital for management to develop an attractive employee value proposition as a retention strategy that is inclusive of training and development, opportunities for promotion and global exposure, monetary rewards and health benefits as well (Terera & Ngirande, 2014). Training alone is not sufficient for employee retention; management should have a reward structure that includes more than compensation and benefits packages, so that the right quality of employees are attracted and remain in the organisation (Terera & Ngirande, 2014). Hence, this will lead an organisation to be regarded as a reputable employer globally.

Based on findings, three institutions were highly ranked and have global reputations in terms of academic reputation, employer reputation, faculty/student ratio, citations per faculty, and international student and faculty ratio. One of the institutions' staff commented that they would like the institution to remain highly valued and respected in academic circles hence they support the mission and goals of the highly ranked organisation. As mentioned, another institution's staff stated that it is great to work with inspiring people, a diversity of people, staff and students. From the findings, educational institutions continue to improve their global ranking position and like any other organisation; educational institutions are now increasingly developing and maintaining a positive reputation or image to attract students and staff as part of their change efforts.

It is noted that institutions have been promoting their internal and external branding, and staff understand the brand values and use these values in their daily work to promote the institution. Literature as presented by Schee (2015), highlights that educational institutions branding promotion nowadays is demonstrated by staff wearing T-shirts with logos shown on websites, brochures or posters around campus buildings, promoting the institution in public places with posters, on public transport and through various other marketing tools.

4.9 Discussion

The findings enabled the researcher to answer the two research questions which formed the framework of this case study, namely:

- *How do educational institutions manage professional staff training and development, after going through a change management process?*
- *What would be the distinctive advantage for educational institutions to have well trained and developed professional staff in the institution?*

The research findings show that the institutions which have experienced change developed training and development plans for professional staff. This has been confirmed by the staff comments and they felt that the institution looked after their needs and supported them to acquire new skills, knowledge and abilities through relevant training and development. Professional staff felt very motivated and satisfied by being employees of highly reputable institutions. In some instances, training packages were developed for staff which they could utilise to learn online by themselves. According to professional staff, institutions allowed time-off for them to gain higher qualifications within the institution as part of professional development; so that they could grow in their role or accept higher positions within the institution. Furthermore, institutions have invested substantial resources in peoples' capability so that all staff get an opportunity to attend some sort of training programme, be it internally or externally.

By having trained staff, institutions benefitted in many ways such as: skills and knowledge being enhanced; effective and efficient services provided to staff and students; increased productivity and better quality of work which helps in cost reduction; staff being able to adapt to change easily, hence less resistance; increase in students' enrolments leading to improved profitability, and the institution's reputation is promoted and enhanced.

On the other hand, professional staff of the institutions also benefit from change management by getting appropriate training and development at the institution. They feel empowered to make quality decisions, take on more responsibility, being valued and recognised for their contribution. Improved knowledge, training and development not only gave them the opportunity to work, but also prepared them for senior positions; making them able to understand the mission and goals of the institution and work towards achieving them. With a happy and satisfied workforce, employees tend to stay with the institution longer.

According to the findings, it is noted that educational institutions have a shift in mind and are seen to be more of a learning organisation, where staff continually look for new ways of doing things and ways to implement change. Findings also reveal that staff and the institution both share the same vision as the institutions challenge their employees to change and contribute towards the organisational goal. Institutions empower their professional staff by putting an emphasis on learning, education and training. Furthermore, they invest in staff who seek quality, excellence and continuous improvement to make a difference in the work process. Erasmus et al. (2015), confirms this by stating that a learning organisation actively

encourages learning within the environment; it learns and fosters learning. Moreover, learning institutions are fostered by devoting time, energy and resources on a continuous basis to training and development of its employees.

It is common nowadays that the development division of the educational institution is known to be a means of addressing the change process to staff by providing them with appropriate training and development. The organisation's development team formulates various training programmes in-house for staff, which assists them to acquire skills and better understanding how to go through the change phase smoothly. Erasmus et al. (2015) agree to this and add that organisational development focuses on team building and personal development which is relevant for staff to achieve and improve an organisation's effectiveness.

Therefore, to strengthen educational institutions' competitiveness in the global academic space, educational institutions need to focus on improving professional staffs' personal and professional potential as pointed out in the literature (Fedorova & Ponimareva, 2017).

4.10 Summary

Change management is about getting new results; employees adopting new behaviour while overcoming their habitual ways of doing things and reluctance to acquire new skills and behaviour. This chapter highlights the main aspects from the findings, including the significance of training and development. The two research questions which had framed up the research project were also answered.

It can be summarised that training and development assists staff to learn new skills, behaviour and come out of the transition phase to make a new beginning. Smith, King, Sidhu, Skelsey, and Apmg (2014), describe a new beginning for employees to be when they develop a new identity, experience new energy and discover the new sense of purpose that makes the change beginning to work. Furthermore, to motivate employees to make a desired change, it is necessary to create sufficient survival anxiety to destabilise the current situation and drive them forward (Smith et al., 2014). It is very crucial that professional staff take advantage of the training and development opportunities that are available at the institution to equip with themselves with required skills. Terera and Ngirande (2014) state that staff with required skills are considered to be very valuable, particularly during retrenchment or layoffs, such staff can be retained by the institutions. Hence it is through training and development, support and encouragement from the leaders, rewards and recognition that professional staff engage positively with the change process.

The next chapter summarizes the key findings of this research project. Furthermore, it discusses the limitations of doing a case study project and makes suggestions for further research on similar topics. Finally, appropriate conclusions and recommendations based on the findings are presented.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This case study focussed on the impact of change management on professional staff training and development in educational institutions. The chapter summarises the key findings by highlighting the main aspects to answer the research questions. The chapter then highlights the significance of training and development and its implications for professional staff in educational institutions, which includes some recommendations. Furthermore, it discusses the limitations of the study and provides suggestions for further research on related topics.

5.2 Significance of training and development

Over the years, there have been significant changes in the role and responsibilities of professional staff, as well as changes in educational institutions' operational functions. It is seen that professional staff seemed to require particular knowledge and expertise, particularly those having high-level responsibilities. Positions such as those involving operational decision-making, budget planning and risk management do require a significant amount of job autonomy and responsibility. In addition, due to the emergence of new administrative roles and increased specialisation of professional work, senior leaders are now shaping the institution's future by promoting and implementing more training and development programmes for professional staff. Simpson and Fitzgerald (2014) support this by saying that changes in educational institutions have created openings for new possibilities and opportunities for professional staff, particularly the female staff. Therefore, to accept the opportunities, professional staff need to be ready with the relevant skills and knowledge required for the job.

The case study was framed on the basis of two research questions which are reviewed below:

How do educational institutions manage professional staff training and development, after going through a change management process?

It is apparent that educational institutions which have undergone change management had some sort of training and development plan in place for the professional staff. The findings reveal that professional staff have mainly expressed positive experiences and benefits from the change management process. It can be mentioned that educational institutions have moved on to become more of an 'organisational learning' institution, where staff across different levels are involved in the change process; taking ownership and responsibility of the

change process to get the maximum benefit. As mentioned by Lawler and Sillitoe (2013), organisational learning engages staff in identifying and solving problems, enabling the organisation to continuously experiment, improve and to increase its capabilities. Noe (2017) asserts that learning organisations have an enhanced capacity to learn, adapt and change, and training is seen to be one part of the system designed to create human capital. The contributions which professional staff make towards meeting the institution's desired goal, come from learning new skills and capabilities which the change management process requires. Educational institutions have found it very crucial to invest in employees through training and development, thereby improving staff proficiencies so that the institutions can acquire a greater return in human capital investment through increased job commitment and high staff retention. Terera and Ngirande (2014) assert that employers seize on employee training as one of the most effective retention tools and take the responsibility of ensuring that they preserve and maintain their best employees.

It is noted that educational institutions have moved towards changing technology for accessing information, being innovative and implementing new ways of doing work through use of new technological tools. With these change, professional staff have to acquire new knowledge and learn how to use new technology for accessing information for staff and students. Educational institutions appeared to be investing significantly in providing some level of training on new technologies being implemented in the institutions. Therefore, the given training not only demonstrated to staff that institutions were investing in their development and job security but also were providing professional staff with the tools they required to be successful in implementing the new technologies and doing their job more efficiently. As mentioned by Dehmlow (2016), providing training helps build confidence and competence for staff, reduces anxieties and provides additional engagement in the change process.

Moreover, change brings anxiety amongst staff and through training and development; professional staff are introduced into newly defined roles more easily, where they can see the benefits of the change process. Thus, educational institutions have taken a modern approach to training and development and have realized the importance of training and staff development. Training and development is now seen to be a commitment and retention tool especially among the professional staff. From the findings it can be confirmed that educational institutions invest heavily in boosting their professional staff's capability to ensure success of new ways of working.

What would be the distinctive advantage for educational institutions to have well trained and developed professional staff in the institution?

Professional staff stated, in most instances, that the reason for their stay with the institution is the support being provided for learning and developing for their career progression. For some staff, this has resulted in career growth; learning new skills and knowledge has created better opportunities within the institution. Findings suggest that training and development had increased opportunities for professional staff to move into senior roles and being able to excel in their career much more easily.

On the other hand, institutions have strengthened the administrative workforce which now provides very effective and efficient service to the stakeholders and has increased quality and sustainability. Educational institutions have found that celebrating and rewarding professional staff for their contribution, has led to increased motivation, job satisfaction, feeling valued and willingness to stay longer with the institution. It can be mentioned that acknowledging and rewarding professional staff for their contribution has helped the institution to grow, become more successful and reach its goals. At the same time, institutions have created an environment where highly talented staff can thrive and contribute towards building a global reputation for the institution. Noe (2017) adds that when organisations go through change, they need to ensure that employees must have the necessary skills to implement the change, and it is through learning, training and development that organisations are able to gain acceptance of change from the employees.

5.3 Implication of the study

The most evident implication of this study suggests that change management and implementing new ways of doing things by educational institutions are not the only things that make an institution thrive and be successful. Rather, it is through professional staff training and development which institutions provide, allowing staff to develop and grow throughout their career. Institutions benefit when these opportunities are well supported and encouraged when change takes place. As mentioned by Ellingson and Noe (2017), human capital resources such as knowledge, skills and abilities are significantly related to organisational performance and have the greatest potential to contribute towards an organisation's competitive advantage. Change management requires employees to master new skills so that they can accomplish new duties and use new methods of completing tasks in more efficient and effective ways.

Employees readily adapt to new ways of doing work after experiencing change management. Organisations' lack of communication, minimum staff involvement or consultation at professional level regarding the change management processes has caused a lot of uncertainty and unhappiness amongst staff, making them less motivated and disengaged. Less thought had been given to employee training and development, thus creating a gap between employees' expected performance against traditional roles. The study revealed that institutions have started listening to their employees, particularly when making decisions which have an impact on their job. By doing so, staff feel more valued and cared for thus maintaining a positive and caring workplace culture where people enjoy coming to work. It was noted that institutions genuinely cared about staff well-being and believed that their contribution was valuable, thus recognising and rewarding professional staff for their contribution.

The gap between the traditional and the new role has narrowed down as institutions have started paying more attention to professional staff training and development, particularly while undergoing change management. Professional staff are very clear about their roles, supporting students and making a difference to their academic achievements. It is quite clear that the emergence of new administrative roles and increasing specialisation of professional work has resulted in professional staff having the potential to shape the institution's future together with their academic colleagues. Gray (2015) supports this by saying that institutional leaders would be wise to capitalise on building a workforce of committed and skilled higher education specialists by providing professional staff with the necessary training and development, thereby creating staff that are able to work alongside and support their academic staff colleagues in the face of significant challenges and changes in the institutions.

Having highly talented and skilled staff develops a successful employer brand, which contributes towards the institution gaining a reputation as an employer of choice, being able to recruit and retain the talented staff members. Erasmus et al. (2015), state that organisations tend to lose a significant number of staff during restructuring or as a result of retirement and existing staff are often not ready to take up the senior roles, causing crises in organisations due to absence of adequate skills and experience. To develop knowledgeable workers, organisations need to focus on new educational processes and new ways of training staff with a focus on developing divergent thinking skills as opposed to only one way of doing things (Myers et al., 2012). Furthermore, Applebaum (2017) asserts that organisations' reputations are built from the inside out; employees are crucial in building a good reputation

and most issues or crises can be anticipated and damage diminished through proper planning, training and being guided by shared values that empower employees to do the right thing. Employees are great ambassadors and if empowered through additional skills development and responsibilities, any organisation can develop a flexible team able to tackle any change situation very easily. Beck and Kleiner (2015) agree to this by saying that empowering presents a lot of opportunities for employees to develop professionally and to redirect their inner potential to further achieve organisational goals. Hence, empowerment not only enhances the employees' success but also the organisation's by leading towards a brighter future which contributes to a better reputation.

Finally, it is noted that professional staff have started accepting change more positively, thereby contributing more towards improvement in service delivery and reaching the institutional goal. In return, educational institutions allow staff opportunities for career progression, recognise and reward them for their contribution to creating skilled education specialists who are able to work alongside and support their academic colleagues and students, in the face of significant challenges and changes taking place in the education sector.

5.4 Limitation of the study

This research was executed on a small-scale study and the data gathered was online from a few New Zealand educational institutions' websites. It was difficult to gain access to the actual staff engagement survey results which educational institutions normally carry out to know their performance, recognise their strengths and identify areas for development; which could give an in-depth reflection of staff views regarding their job, institution as an employer, care and well-being, learning and development, rewards and recognition. However, due to confidentiality reasons this information was not made available by the institutions. In addition, the researcher had to resort to a case study, using information publicly made available on the institutional websites which had staff feedback and comments for institutional purpose. Although many educational institutions have experienced a change management process, the researcher only selected a few New Zealand based institutions which had experienced change process in recent times for this case study. Furthermore, the size of the study was another factor due to small number of institutions being analysed.

The researcher only used institutions where professional staff had published their feedback or comments regarding the institution they were employed by and that had undergone a change process. However, the institutions names could not be revealed due to confidentiality issues.

Lastly, the information was gathered from institutional websites and the focus of the study was only on professional staff and their feedback or comments published online. Academic/teaching staff feedback on the institutional website; was not the focus of the case study and therefore this did not feature in the analysis for this study.

5.5 Further Research

The future research opportunities that have been identified from this case study are as follows:

- Research could be executed by obtaining 'real data' from educational institutions on staff engagement survey results, to gauge perceptions of the majority of the staff and their views and opinions regarding change management in other areas of the institution. Such areas of research may include the impact of change management on systems and processes i.e. change and innovation; the impact of change management on structure change or change management and communication. Although new innovation has already been implemented in teaching and delivery of programmes, it will be good to know the impact of change management and of new innovations and technology embedded in administrative systems and work processes.
- Due to limited information availability from institutional websites, the study only focussed on professional staff. A similar research project could be executed to include the academic or teaching staff, and comparing the views between both professionals - academic and professional staff on their perceptions and experience of change management. It will be interesting to see what type of training and development plans educational institutions have in place for their teaching staff under a change management plan.
- The case study analysed a few New Zealand educational institutions for this research. To make a wider comparison with other educational institutions, research could be executed that includes some Australian educational institutions and comparisons made between the two countries' change management processes and plans for their professional staff.

5.6 Recommendations

The following recommendations are offered based on this study.

It is seen that educational institutions transform very rapidly to change an institution's direction from current state to a desired position, to meet new challenges and opportunities of the business. However, most decisions regarding change happen at senior management level and often staff at lower levels are not consulted and receive no clear communication. Hence resistance to change is very likely from staff at this level and institutions often fail to implement change successfully and thereby achieve the desired objectives. It is noted that there is lack of a structured change management plan and how institutions manage employee behaviour during a change phase. Change should include wide consultation with employees at all levels to gain acceptance and commitment from all levels.

The results from this study show that none of the educational institutions have mentioned the use of any particular change management model to implement the change process. To enhance the change process, educational institutions could make use of a structured change management programme and apply Kotter's 8-step change model more precisely as discussed in chapter two.

Using Kotter's 8-step change model such as: *creating the climate for change* – notify staff what change needs to occur or why a change needs to occur; build *a guiding team* - staff with vested interest in improving; *form a strategic vision and initiatives* – encourage staff to offer ideas, listen to staff, consider their opinions about how they feel the change project would work, along with benefits and potential threats that could be faced. In addition, *communicate the vision* – open communication will strengthen commitment and trust, making for a more effective team and less resistance to change; *remove barriers* – changing mindsets of employees and presenting information in form of reports, doing presentations and showing analysis reports on vital statistics. This could lead staff to change their thinking and ultimately their behaviour. Furthermore, *create short-term wins* – appreciate and acknowledge staff involved in change steps, this creates a sense of pride and satisfaction and will motivate staff to continue with the change process. Finally, *build on the change*; continuous improvement has to be part of the change management. Lastly, *make it stick* to ensure new behaviours are repeated over a long term and staff success celebrated with rewards and recognition, thus leading to corporate success.

Therefore, it is recommended that to manage and sustain change successfully, employees at all levels should be consulted to the same extent as far as change is concerned. Using Kotter's 8-step change model will assist institutions to follow the change process more specifically and view the outcome within a systematic order, allowing institutions to make adjustments or improvements at each step of the change process. All schools/departments or faculties of the institution, which undergo change, should be communicated with in a proper manner. Furthermore, educational institutions implementing change should carry out continuous evaluation and embed change strategy in all policy documents.

A further recommendation is made for professional staff. Although training and development alone is not enough for employee retention in educational institutions; there should be a staff retention strategy, monetary rewards and the need for global exposure and experience for professional staff. By considering these strategies, educational institutions can retain their best staff during restructure. Findings from this study reveal that not all educational institutions have an effective retention strategy for professional staff. Leaders of the educational institution can consider a retention strategy which is inclusive of training and development programmes, health benefits, opportunities for promotion and monetary rewards to attract and retain the right quality of staff. Moreover, staff having the necessary skills and competencies should be considered to be valuable to the institution during change circumstances.

5.7 Summary

It can be summarized that many educational institutions have started to recognise and value training and development to assist professional staff to strengthen or increase their skills in order to improve or make new career progressions. Employees react differently to change – some welcome change positively, others resist, while some can be ambivalent but need to be included in the change process. Employees need to engage with the change process and be consulted about things that affect them. From this study, it can be said that educational institutions have started engaging professional staff and do communicate change management plans, which shows shifting behaviour patterns and attitude of staff to accept change positively. Staff no longer fear change, as they are aware that change provides new opportunities to learn new skills; training and development shape them to work differently and develop a new perspective for their career. Buller (2015) supports this and adds that people no longer fear change; they fear loss. To overcome this fear, educational institutions educate professional staff enough about the business management, the need for change and

related processes in particular. Educational institutions use training and development as means to provide a lot of constructive advice to professional staff and manage change positively. Employee training and development has become part of the business plan and educational institutions ensure that the current skills that employees have and the skills they need to meet changing business requirements are covered by appropriate training interventions to close the gap between the two.

Managing change requires educational institutions to fine tune attitudes and behaviour of professional staff towards intended change and from this study it is noted that staff generally held positive views on their opportunities to learn, develop and progress their career. They feel a strong sense of accomplishment through their job and are encouraged to explore and try new ways of doing things. Furthermore, professional staff feel a sense of growth, autonomy, achievement and being cared for in their well-being. Training and development aims to improve staff performance when work standards get low due to lack of knowledge, skills or poor attitudes. Erasmus et al. (2015) highlight that training and development is viewed to be an intervention to address the shortcomings in knowledge, skills and attitudes.

As stated by Buller (2015), professional staff bring the imagination to envision new possibilities and the skills to convey a compelling picture of the future, thereby enabling others to feel positive and hopeful about their work, their institution and its leadership. Moreover, it is worth mentioning that in today's digital world, huge emphasis on learning new skills through training and development is no longer in the category of 'nice to do', rather it's a 'must do' if educational institutions want to gain a competitive advantage and meet employees' expectations.

Finally, it is through training and development that educational institutions and employees both benefit; employees realise their full potential, increase knowledge, make better decisions, handle more responsibility and institutions gain through an increase in productivity, improved staff knowledge and skills, less turnover, better relationship at all levels, positive organisational climate and an enhanced image for the institution.

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