

EMPLOYEES' LIVED EXPERIENCES OF HAVING BEEN DECLARED IN EXCESS
DURING A RESTRUCTURING PROCESS

by

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I declare that **EMPLOYEES' LIVED EXPERIENCES OF HAVING BEEN DECLARED IN EXCESS DURING A RESTRUCTURING PROCESS** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATION

This study is dedicated to all men and women in Gauteng Health Department who continued to serve this country and its citizens with dedication and commitment despite the fact that they have been “declared in excess” or been “out of adjustment “.

Your unconditional commitment to your work has made a difference in the lives of those you served.

EMPLOYEES’ LIVED EXPERIENCES OF HAVING BEEN DECLARED IN EXCESS DURING A RESTRUCTURING PROCESS

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ABSTRACT

The purpose of this study was to explore and describe the meaning employees attributed to the lived experiences of having been declared in excess in the Gauteng Health Department during restructuring. A qualitative, phenomenological research design was selected as the most appropriate approach in conducting this study. Phenomenology offers both methodological and philosophical perspectives with the aim of developing a greater understanding through description, reflection and awareness of the meaning of having “been declared in excess”. Purposive sampling was implemented. A total of ten (10) female professional nurses participated in the study. Data were collected using one common ontological question that enabled the researcher to gain a greater understanding of what it means to be declared in excess from the participants’ perspective. Data were collected until saturation was reached. Unstructured audio-taped interviews were conducted with study participants. Data were analysed using the method developed by Giorgi (1985). The study highlighted different reactions from different participants despite being exposed to the same experience.

Thematic analysis of the data revealed four major themes:

1. Organizational communication during restructuring.
2. Reactions to being declared in excess,
3. Interpersonal relationships.
4. Coping mechanisms after having been declared in excess.

The opinions and experiences of the participants clearly attest to the fact that employees at all levels need to be taken into consideration in all aspects of decision making. The study highlighted a number of problem areas that may be significant contributors to the weakening of the restructuring process in the health department. The findings of this study added substantial knowledge about employees’ experiences of

having been declared in excess. Recommendations and guidelines which pertain to the need for increased involvement and enhanced communication between the employer and the employees to ensure a less traumatic experience during future organizational restructuring processes, were formulated.

KEY CONCEPTS

Phenomenology, restructuring process, in excess; experience, employee, health services, professional nurse, employer, employee assistance programme, perceptions; workplace.

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Abbreviations

AIDS	=	Acquired Immune Deficiency Syndrome
ANC	=	African National Congress
BCEA	=	Basic Conditions of Employment Act
BPP	=	Batho Pele Programme
CT	=	Caring Theory
CED	=	Collin's English Dictionary
CEO	=	Chief Executive Officer
DOHN	=	Department of National Health
DOH	=	Department Of Health
DPSA	=	Department of Public Service Administration
DTT	=	Departmental Task Team
EI	=	Emotional Intelligence
EIT	=	Emotional Intelligence Theory
EEA	=	Employment Equity Plan
EAPs	=	Employee Assistance Programmes
FT	=	Fairness Theory
FM	=	Formulated Meaning

GEAR	=	Growth, Employment and Redistribution Strategy
GDOH	=	Gauteng Department of Health
GSSC	=	Gauteng Shared Service Center
HSBC	=	Hong-kong and Shanghai Banking Corporation Limited
HSP	=	Hospital Strategy Plan
HR	=	Human Resource
HRS	=	Human Resource Strategy
HNT	=	Human Needs Theory
HPSA	=	Health Partners Southern Africa
IDTT	=	Inter- Departmental Task Team
IHPF	=	Integrated Health Planning Framework
ID	=	Identity Theory
IMCC	=	Intermediate Code Compiler
LRA	=	Labour Relations Act
MEC	=	Member of the Executive Council
NAG	=	National Affordability Guidelines
NEDLAC	=	National Economic Development and Labour Council Act
NHD	=	National Health Department

NHS	=	National Health System
NGO	=	Non-Governmental Organization
NFA	=	National Futures Association
PHC	=	Primary Health Care
PSCBC	=	Public Services Coordinating Bargaining Council
RSA	=	Republic of South Africa
RDP	=	Reconstruction and Development Plan
RS	=	Restatement
SANC	=	South African Nursing Council
STP	=	Structural Transformation Plan
SIP	=	Service Improvement Plan
SS	=	Significant Statements
SID	=	Social Identity Theory
SOE	=	State Owned Enterprise
SDA	=	Skills Development Act
SPA	=	Social Plan Act
STP	=	Structural Transformation Plan
TLT	=	Transformational Leadership Theory
UNICEF	=	United Children's Funds
WHO	=	World Health Organization

CHAPTER 1

ORIENTATION TO THE STUDY

“We live and work in a time when we are challenged to question everything we know. Our traditional ways of leading, managing, teaching and learning, and our traditional interpretations and ways of acting are insufficient to address the concerns we now face as individuals, and as organizations. Change has made our habitual practices obsolete...” (Olalla).

1.1 INTRODUCTION

Since 1994, when South Africa held its first democratic elections all Government organizations in South Africa were subjected to restructuring and transformation. The South African workplace has been affected by the economic transition (leading to pressures to restructure work) and also by the transition towards democracy (the idea of social citizenship) and racial equality (the removal of apartheid structures and practices). These transitions have introduced a disclosure of rights and an emphasis on equity leading the State to intervene at National level by restructuring and transforming government departments, such as the Health Department from national to institutional levels.

There has been a systematic removal of apartheid legislation and the introduction of legislation designed to create equal opportunity throughout society. In the workplace this has involved the introduction of a new labour relations regime made up of six core statutes: the *National Economic Development and Labour Council (NEDLAC) Act No 35 of 1994*, the *Labour Relations Act (LRA) No 66 of 1995*, the *Basic Conditions of Employment (BCEA) Act No 75 of 1997*, the *Skills Development Act (SDA) No 97 of 1998*, the *Employment Equity Act (EEA) No 55 of 1998* and the *Social Plan Document (SPD) of 1998*.

These innovations were designed to position South Africa on the high road, a route that emphasizes skills through training and high wages, through effective collective bargaining, rewards and incentive schemes. The main objective was to deal with the challenges faced by organizations due to South Africa's entry into the global market and to assist these organizations to be more competitive (NEDLAC 1997:9). The desired result was to transform workplace practices, systems and work organization towards equity, efficiency and productivity, hence South African health care system's profound transformation and restructuring.

Being declared in excess due to restructuring, right sizing or downsizing was an unfortunate fact of life for workers employed by the South African Department of Health which caused great concern to those affected, as some segments of the economy were at one time believed to be immune from such pressures, especially health care. But a rapidly changing system of illnesses and service delivery, fuelled by the needs to maintain the standards of care to our clients, has placed healthcare organizations squarely in the struggle as well (GDOH 2003:2).

The study focuses on the experiences of employees being declared in excess in their workplace during the process of restructuring in the Gauteng Department of Health. The context of the study was the South African Health services.

1.2. BACKGROUND TO THE PROBLEM

A historical overview of events which led to the restructuring and transformation of government organizations in South Africa was given by a discussion on legislation and documents pertaining to reforms in South Africa after 1994. An explication of how the new legislation impacted on restructuring and transformation within the Gauteng Department of Health follows.

1.2.1 Historical overview of the health care situation before 1994

Historically, South Africa was known by European countries as a country of apartheid or anti-blacks and as a result was cut off from participating in the global market (Daft & Weick 1994:284). In South Africa, the apartheid past persisted in the work place through the persistence of certain features of what von Holdt (2002:300) has called the “apartheid workplace regime”. The effects of this regime was low trust, low level of skill, a reluctance to identify with the goals of the industry, and above all, the persistence of the racial division of labour that characterized the apartheid regime (Hawkins 2004:215).

As history relates, the implementation of apartheid policies and strategies resulted in a system where allocation of resources was not well planned in economic terms resulting in duplication of services, inferior services with regard to racial groupings, and inequalities with reference to allocation of human and material resources which was a great concern (Moultrie 2001:3).

Mr. A.Masondo, MEC for Health, stated that “*The apartheid government developed a health care system through promulgation of racist legislation and created institutions, whether they are political or statutory bodies, to control health care professionals and the facilities. These bodies have broadly resulted in the fragmentation of the health sector on racial or ethnic lines, to a bias towards curative care and the private sector in general, to inefficiency and to inequity in terms of quality of service and the amount invested*” (DOH 1995:11).

In agreement with Mr. Masondo’s above statement, the democratic South African government inherited a highly fragmented public Health sector with different spheres

of government responsible for the funding and provision of different health services (GDOH 2004:11). These deficiencies included the lack of coordination between the different public authorities (National, Provincial and Local Government), between the public and private sector and between the primary health care services and the hospital services within the public sector that resulted in the delivery of services that were not comprehensive, and often not appropriate to the communities' needs. Access to health care for black and rural communities was inadequate or lacking.

Besides the lack of facilities, the financial burden of finding and financing transport to health facilities and payment for health services acted as a barrier. Steps towards transforming the health sector began with the restructuring of the National Health Department in 1994 and the provision of an overall policy framework for the health sector.

In an attempt to address the above problematic features, a number of politicians assumed that the answer was to trim or reduce the size of the public service, hence the restructuring of the public service. The South African public service was perhaps one of the most important spheres of political, social and economic activity that needed to be restructured for the benefit of the people in the country. The government, through the public service, employed 1.1 million workers, around 5.5% of the economically active population between the years 1994 and 2004 (Dexter 2000:12). These workers were employees who delivered services in the various government departments. The challenge was to maintain strict control of the budget, so that the public service does not consume more resources than the country can afford.

1.2.2 The South African government vision for restructuring

It was generally accepted that South Africa implemented a mixed economy strategy to address the legacies of apartheid. The State's role was dynamic, shifting emphasis to meet the changing developmental needs of society. The South African government vision was that the state should take proactive action to ensure that the injustices of the past were overcome in a manner that ensures fairness and equality.

In its vision, as indicated in the map (Figure 1.1), provinces that needed to be trimmed down included the province under study Gauteng, the Western Cape and to a minor extent, Free State and Kwa-Zulu Natal as the average. These provinces nonetheless required significant internal restructuring and relocation of services. Key features of the decision taken by the departmental authorities included downsizing of tertiary/academic institutions guided by hospitals staff establishments from different health institutions.



Figure 1.1 Map of South African Provinces

[Published in Monograph No 73, May 2002: Leaner and Meaner? Restructuring the Detective Service](#)

Government confirmed its vision for the restructuring of state-owned enterprises (SOEs) at the Lekgotla (A Sotho word which means a gathering where decisions are made) in November 1999. This vision sets out the continued role of the state in the economy, in the light of recent international experience with SOE restructuring and the developmental needs of the country. The key policy statements of Government also have both an explicit and implicit bearing on the state's relationship with SOEs.

1.2.2.1 Government Policy on restructuring and development

Since 1994, the goals of restructuring have been broadly defined to address the economic, social and political objectives of Government, and have been refined from time to time. A discussion document by the ministry of Public Enterprises (1995) recorded the decision arising from a Cabinet Bosberaad in January 1995, lists the objectives of restructuring as follows:

- To facilitate economic growth (“restructuring should be used to increase competition and guard against monopolistic behaviour”)
- To fund the RDP (“through carefully targeted expenditure on infrastructure.... (However, a situation of funding short term current expenditure out of the liquidation of assets.... Must be avoided”)
- To create wider ownership in the South African economy (“restructuring provides opportunity for widely dispersed ownershiprestructuring must redistribute wealth, boost the small and medium enterprise sector, have sustainable affirmative action implications and facilitate genuine black economic empowerment”)
- To mobilize private sector capital (“international firms operating in association with local companies....bring to bear not only the management expertise and technology but also the credit standing and ability to finance investment”)
- To reduce state debt (“restructuring and privatization proceeds may be used to reduce state debt”)
- To enhance the competitiveness of state enterprises (“individual state enterprises should be...positioned to access global resources and markets, particularly in Southern Africa”)

- To promote fair competition (“fair competition at factor and product markets will promote new entrepreneurial activities and better economic performance in the country”)
- To finance growth and requirements for competitiveness (“there is an inescapable demand for new financing through different forms of domestic and foreign partnership to promote the infusion of new equity capital and especially technology. It should be emphasized that growing enterprises are essential to ensure job security for the employed and to generate new employment opportunities for the unemployed”) (Marais 2001:89).

Although it has been suggested that the objectives needed further prioritization if the restructuring process was to be improved (Marais 2001:92) it was not considered possible to provide a single set of priorities. While such a prioritization may have assisted managers in the public sector and in the state owned enterprises in focusing their restructuring efforts, it was unlikely to change the outcomes of the process significantly.

1.2.2.2 Legislation and position papers on transformation and restructuring

The transformation and restructuring process was based on a number of legislative documents and guidelines. The key initiatives of transformation were based on the following:

The African National Congress (ANC) Health Plan (1994)

The ANC health plan launched in May 1994 was developed with the support of the World Health Organization (WHO) and United Nations Children’s Fund (UNICEF) and involved wide consultation at country level and in all provinces.

The plan was utilised as part of the implementation of the transformation and restructuring process with the aim of addressing the existing fragmentation within the health systems and paid attention to the following:

- Ensuring that the emphasis is on health and not on medical care.
- Encouraging and developing comprehensive health care practices that are in line with international norms, ethics and standards.
- Emphasizing that all health workers have an equally important role to play in the health system, and ensuring that team work is a central component of the health system.
- Recognizing the importance of the community, and ensuring that mechanisms are created for effective community participation, involvement and control.
- Introducing management practices that are aimed at efficient and compassionate health care delivery.
- Ensuring respect for human rights, and accountability to the user of health facilities and the public at large.
- Reducing the burden and risk of disease affecting the health of all South Africans.
- Redress the harmful effects of apartheid health care services.

The Reconstruction and Development Programme (RDP)

This sets out an approach to the restructuring of state enterprises, arguing that Government should decide, on ‘the balance of evidence’, whether the public sector should be expanded in strategic areas through “nationalization, purchasing and share holding in companies, establishing new public corporations or joint ventures with the private sector”, or whether it should be reduced in a manner that will “enhance efficiency, advance affirmation action and empower the historically disadvantaged,

while ensuring the protection of both consumers and the rights and employment of workers” (Clause 4.2.5) (ANC/Alliance 1994b:6).

The RDP was viewed as the programme that will offer the best coordination and integration of the different interests of the various stakeholders in the public sector restructuring process. The RDP highlighted the following:

- The need for the creation of a National Health System (NHS).
- Advocating free health care for children under the age of six and pregnant women as well as improvement in the preventive, promotive health care programmes for children.
- Mental and psychological health prevention strategies
- Sexual health and AIDS prevention strategies
- Other health care programmes to ensure prevention, early detection and treatment of priority diseases, improved access to emergency health services, promotion of healthy lifestyles and care of chronic diseases, expansion of occupational health services, development of policies and guidelines for the importation and use of expensive technologies, and an effective National Health Information System focusing on:
 - Human resource for the NHS
 - Finance and drugs for the NHS.

White Paper on the Transformation of Service Delivery (Batho-Pele)

This programme was based largely on the Reconstruction and Development Programme (RDP) document and the African National Congress’s (ANC) health plan focused on equity, acceptability, accessibility, affordability, availability and appropriateness, and subsequently became the government framework for reform which was later formally captured in the Constitution of South Africa (RSA 1996).

Key strategies contained in the White Paper (Social Plan) were:

- Unification of fragmented health services at all levels into a comprehensive National Health System.
- Promotion of equity by developing a single, unified health system
- Focus on districts as the major locus of implementation, and emphasize the Primary Health Care (PHC) approach.
- The three spheres of government, Non Governmental Organizations (NGO) and private sector to unite in the promotion of a common goal.
- The national, provincial and district levels to play distinct and complementary roles.
- Availability of integrated package of essential services for the entire population.

The Growth, Employment and Redistribution (GEAR) strategy

This provided a similar view on restructuring, noting that it "may involve the total sale of the asset, a partial sale to the strategic equity partners or the sale of the asset with Government retaining strategic interest". It also proposed a phased process of restructuring in order to maximize value and to ensure that adequate regulatory frameworks were put in place. The Growth, Employment and Redistribution strategy (GEAR) argues for "decisive leadership by Government" (Wadee, Gilson, Thiede, Okafor & McIntyre 2003:11). This entailed a protocol on corporate governance indicating the objectives and performance appraisal norms for all SOEs, a programme of asset restructuring, and fair pricing policies that would ensure full cost recovery while "also promoting competition or protecting consumers against monopolistic practices" (Department of Finance 2000: section 7.2).

Progress with the restructuring of some major SOEs has been considerable, but negative experiences with some smaller SOEs indicated that Government's approach to restructuring needed to be refined (McIntyre & Gilson 2000:238; Ruff 1997:59). This was particularly important especially that the South African economy was reorientating itself towards the regional and international markets, and the major public corporation (energy, telecommunications, transport and defence-related industries) must increasingly support this global positioning (Bradshaw 1997:329).

Despite their difficulties, the major SOEs represented massive financial, investment, labour, technology and infrastructure resources in the South African economy. They also dominated sub-Saharan African's transport, communication, power and defence-related technology sectors. According to Doherty and Thomas (2003:171), government's restructuring strategy aimed at maximizing the contribution that its assets could make development both in South Africa and on the continent. The restructured South African SOEs couldn't lead the way in promoting the African renaissance in their respective sectors, providing world-class expertise, resources, services and infrastructure to a developing continent, often in partnership with enterprises in other African countries (McIntyre & Gilson 2002:1637; Savage & Benatar 1990:147).

Development cannot be measured only by financial criteria, and restructuring is not a means of improving government finances and enterprise efficiency at the expense of the poor. Rather, the success of restructuring will be measured by its own contribution to improving the standard of living of the majority of the population. According to McIntyre and Gilson (2002:321), the goal of the restructuring process was to ensure that it benefits all South Africans by expanding infrastructure services that are competitively priced and accessible, and that provide an opportunity for economic participation. Restructuring should be accompanied by regulatory reforms to ensure that consumer interests were protected, that services and public

participation in service delivery were extended, and that environmental and other public policy concerns were appropriately addressed (Wadee et al 2003:4).

According to Woodward, Shannon, McIntosh, Cunningham, Lendrum and Rosenbloom (2006:556) the restructuring programme aims at returning the state owned enterprises to the ambit of citizens' concerns. Hence, performance contracts, shareholder compacts and other regulation instrument have been designed to ensure that restructured state owned enterprises understand fully their responsibilities while undertaking business in an economically efficient manner (Gubrium & Holstein 2000:492). Likewise, equity partners, management contractors and other participants from the private sector will be guided by a common commitment to the broader aims of the Reconstruction and Development Project.

In short, a situation was envisaged in which the role of non-state institutions was incorporated into the organization, financing and management of state owned enterprises. Thus, rather than alienating state assets in the main, the role of private, national and international capital, and community-based capital resources such as trade union investment funds, employee share plans, public offerings and other forms of participation, was increased (Koys 2001:101).

Since the publication of the documents cited above, there have been a number of further elaborations of these objectives, including the Growth, Employment and Redistributions strategy and the 1996 National Framework Agreement. Some objectives may have been prioritized differently in the various documents, but there was little difference in the overall statement of objectives, as shown in Table1.1

Table 1.1 Key objectives from various policy documents: adapted from Curtin (1997:7)

RDP (1994)	GEAR (1996)	NFA (1996)	IMCC (1999)
Meeting basic needs	Introducing budget reform to strengthen the redistribution of expenditure	Increasing economic growth and employment	Mobilizing private sector capital expertise
Developing human resources	Effecting a faster reduction in the fiscal deficit	Meeting basic needs	Ensuring wider participation in South African economy
Building the economy	Encouraging a competitive and stable currency	Redeploying assets for growth	Creating effective market structures in the sectors currently dominated by SOEs
Democratizing state and society	Ensuring monetary consistency to limit inflation	Facilitating infrastructural development by mobilizing and redirecting private sector capital	Attracting foreign direct investment
Implementing the RDP	Reducing tariffs to complement industrial restructuring	Reducing state debt	Reducing the public sector borrowing requirement
	Introducing tax incentives for new competitive investment and labour absorption	Enhancing competitiveness and efficiency of state enterprise	Enhancing the efficiency and effectiveness of SOEs
	Accelerating the restructuring of state assets to optimize investment resources	Financing growth and requirements for competitiveness	Financing growth and requirements for competitiveness
	Expanding infrastructure investment to address service deficiencies and backlogs	Developing human resources	Accessing globally competitive technology
	Ensuring appropriate flexibility in labour markets		
	Funding skills training commensurate with needs		
	Expanding trade and investment in Southern Africa		

	Implementing stable and co-ordinated policies		
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The table shows a remarkable consistency among the main objectives of restructuring and other state industrial and economic policies (Castells 2000:184; Drucker 1997:356).

1.3 BEING DECLARED IN EXCESS

The DOH strived at attaining a more balanced and equitable staff establishment over time, with strengthened management teams, more mid-level and generalist doctor posts, an increase in the number of nursing posts, protection of allied health professionals and fewer posts for support staff (GDOH 2004:550). This exercise was anticipated to lead to some of the staff members being in excess or unplaced (the two concepts will be used inter-changeably throughout the study). On the contrary, the majority of staff members including professionals found themselves being declared “in excess in their workplace”.

Being declared in excess in the workplace implies that the individual does not have a post that corresponds with her/his salary level; as such the person can be placed laterally to another vacant post or be moved to the lower level at the same salary level. The disadvantage for this placement option is that the individual was excluded from any type of salary increment or promotion. The chance to move upwards in the hierarchy was to apply for an advertised post within the institution or elsewhere with first priority of employment given to the employees in excess.

A Departmental Task Team (DTT and an Inter-Departmental Task Team (IDTT), were established at the provincial level. These structures comprised of both the employer and representatives from organized labour and accomplished the following:

Department of Health Task Team

A Departmental Task Team (DTT) at Provincial level was established in order deal with the discrepancies that might occur during the process. Their participation in the restructuring process included:

- Consultation on the restructuring and transformation process.
- Monitored the coordination and implementation of the restructuring process in the Department.
- Oversaw and promoted the redeployment of staff in excess.
- Monitored the Department's establishment and updating of the list of excess employees.
- Developed criteria for determining the employees in excess with some getting placed in their former institutions but on different post levels.
- Oversaw the processes of matching/placement and training of excess staff.
- Monitored the process of the determination of training need.
- Ensured that the appointed training institutions used were accredited

Inter-Departmental Task Team

The main task of this team was to ensure that the restructuring process runs smoothly under their observation. At the end of the process it was reported that they have:

- Monitored the co-ordination and implementation of the restructuring process within Departments on provincial level.
- Promoted redeployment.
- Monitored the establishment and updating of the provincial/national list of excess employees.

1.4 HOSPITAL STRATEGY PROJECT

Resulting from the Government vision on restructuring, the 1995/1996 *Hospital Strategy Project* (HSP) commissioned and funded by the Department of Health and the European Union, identified some of the critical problems regarding hospitals within the national health system, and suggested some reform strategies. The most salient strategies recommended by the report include:

- Ensuring adequate funding for public hospitals.
- Rationalizing and reallocating hospital resources.
- Restructuring the system (and introducing a coherent classification system).
- Developing a planning system for future resources at hospital.
- Ensuring efficient use of resources at hospitals.
- Developing efficient and accountable hospital management teams.
- Ensuring efficient labour relations policy and management (Dumont & Meyer 2003:128)

In developing a co-operative relationship between the public and private sector, the Hospital Strategy Plan was required to bring consistency to the system: service, human resource and capital development planning, norms, incentives, information systems, and referral mechanisms. One of the implications of this Hospital Strategy Project was the restructuring of human resources.

Human resource implications

The Department of National Health (DONH) initiated the *Integrated Health Planning Framework, 1998* (IHPF) in order to ensure that health planning in South Africa across all provinces was affordable, sustainable and was able to meet the essential health

needs of the country (GDOH 2002:2). As a result, the *National Affordability Guidelines, 1996 (NAG)* based on the model that used staffing norms, based on workload, and was implemented. The aim was to improve equity in the distribution of staff across the province and to enable an objective assessment of productivity. The staffing norms seek to address inequity in staff ratios and establishments as well as improve productivity.

The process of restructuring has been guided by legislations such as the Reconstruction and Development Programme (ANC: 1994a), the African National Congress Health Plan (ANC: 1994b), the Batho Pele Paper (DOH 1997a), the White Paper on Transformation of Health System in South Africa (Gauteng Department of Health 2004:12).

Further work of concern in the Gauteng Department of Health involved a human resource planning process, with the aim of developing a rationalized and affordable staff establishment for all health services reflecting the priorities of the department (GDOH 2004:17). The process of developing a new staff establishment was driven by the lack of a structured approach to human resource planning, the poor distribution of existing personnel between urban and rural areas, between rich and poor, between levels of care, between the public and private sectors and within the public sector.

Detailed work was done on developing a Human Resource Strategy (HRS), linked to the Service Improvement Plan (SIP). New organizational plans were developed based on the strategy for repositioning Gauteng Health Services. The strategy for Human Resources was developed within the National Planning Framework, the Strategic Position Statement and Gauteng Hospital Norms in order to align services to human resources and appropriate levels of care.

As a result, the health system inherited by the new government in 1994 was summarised by Wadee, Gilson, Thiede, Okorafor and Di McIntyre (2003:4) as:

- Centralized and undemocratic.
- Highly fragmented in structure: health service delivery was divided between ranges of authorities, for example, national, provincial, former homelands, and local government structures, with curative and preventive care services provided in separate facilities and administered by different health authorities.
- Inefficiently and inequitably biased towards curative and higher level services (only eleven percent of total public sector health care expenditure was devoted to non hospital primary care services).
- Inequitably biased towards historically “White” areas as certain geographic areas were systematically underfunded as a result of apartheid policies.
- Inequitably biased towards the wealthy minority who use the private sector, estimated to be around twenty three percent of the population and who, for example, had access to the nearly sixty one percent of the total health care expenditure attributed to this sector in 1992/93.

These characteristics were largely attributable to the mal-distribution of health care human and material resources between the public and private sectors, on a geographic basis and between levels, hence a call for restructuring of the health systems.

An awareness of these problematic features had stimulated the restructuring and transformation system into action, with an urge to effect fundamental reform of health care in its totality, with greater efficiency and equity. The current health reforms were targeted precisely at eliminating the deficiencies (Department of Health 1997 (a): 12).

Gauteng Province in line with the rest of other provinces, responded to the process of transforming and restructuring by revising organizational structures in support of the districts and priority health programmes.

1.5 THE RESTRUCTURING PROCESS IN GAUTENG DEPARTMENT OF HEALTH

The GDOH began implementing its Structural Transformation Plans, aligned to national initiatives in 1995. The plan included the closure of three hospitals, and the conversion of seven others into community health centres. A large-scale transfer of staff was proposed, especially from the central academic hospitals to various regional and district hospitals, in order to promote equity in staffing and service levels. The closures and conversions were implemented ahead of the general transfer of staff and the finalization of the finer details of service provision and the rationalization. Some staff transfer occurred from the closed and converted institutions to district health services and previously disadvantaged hospitals, thus benefiting the initial strengthening of the district health system (GDOH 2004:16).

Gauteng Department of Health comprises of 28 hospitals of different levels and 19 Primary Health Care Centres as indicated in Table 1.2. There are presently three administrative regions for the health in Gauteng, each are composed of two health districts as indicated below.

Table 1.2 Gauteng Administrative Regions for Health

Region	Name	Hospitals
A	City of Johannesburg Metropolitan Municipality and the West Rand District Municipality	South Rand Carletonville Coronation Edenvale Helen Joseph Leratong Dr Yusuf Dadoo Chris-Hani Baragwanath Charlotte Maxeke (Johannesburg) Sizwe-Tropical Disease Tara Sterkfontein Wits –Dental
B	Ekurhuleni Metropolitan Municipality and the Sedibeng District Municipality	Germiston Heidelberg O.R. Tambo Memorial Far-East Rand Natalespruit Pholosong Tembisa Sebokeng Kopanong
C	City of Tshwane and the Metsweding District Municipality	Pretoria West Mamelodi Kalafong Dr George Mukhari Steve Biko Academic (Pretoria-Academic) Weskoppies Cullinan Pretoria-Dental Medunsa- Dental

Guided by the commitment to eradicate inequalities in the workplace as well as to ensure representivity in terms of race, gender and disability, the provincial government embarked on a process to transform and restructure state institutions to reflect the character and demographic of Gauteng.

In line with the restructuring process the Public Services Coordinating Bargaining Council's (PSCBC) Resolution 7 of 2002 was implemented in order to restructure staff in all GDOH institutions.

The DOH issued some guidelines for managers in implementing the administrative changes of Resolution 7 of 2002 but which totally excluded the well being of the employees who were affected by the process. The counselling line was only available to the managers who were struggling to confront or manage the interviews or responses of employees.

The principles and guidelines for managers in the institutions were outlined as follows:

- The administrative employees were the first group of staff to be deployed and the surplus list was compiled from the person-to-post matching exercise that had been carried out in GDOH.
- The list had been generated per institution and the parameter for defining in excess has been determined from person- to- post matching per position.
- The employees declared in excess across the province were estimated to 1229 individuals.
- Being declared in excess does not mean that the individual is to be retrenched.
- In line with fourth bullet above, the GDOH is focused on ensuring that where possible employees are to be retrained, cross-skilled or placed elsewhere in the GDOH.
- Informing employees that they were declared in excess was the first step in the process; they were not to be advised that they were to be retrenched as no retrenchment packages were to be offered before the elections.
- Employees were encouraged to look for alternative placements or be assessed and re-streamed or alternatively placed where there was a need.
- There was a help line to address the following matters: - questions on retrenchment and handling the Resolution 7 matter, counselling line to assist

managers who were struggling to confront or manage the interviews or responses of employees.

- Depending on the number of employees to be told about their status in the restructuring process, it was human and professional to inform each employee separately, to allow time for clarity related to the restructuring process.
- Where it was impossible to inform each employee individually, it was recommended that a group session be conducted, followed by question and answer session and that employees were given an opportunity to make individual appointments with their managers to discuss the matter at hand.
- The intention was to only retrench as a last resort and this process formed the first phase of consultation.
- Set up follow on sessions to see how staff was coping and how they felt about the matter. Where clarity on restructuring related issues was required, the manager would set up a meeting with HR manager.
- Where HR team in the region or institutions was unable to answer a question, the matter was to be raised with relevant people at provincial level (GDOH 2003:1).

Because of the broad scope of restructuring in the GDOH, the research study will focus on Region B (Ekurhuleni- Sedibeng Health Districts). The restructuring process started by an Employee Profiling Questionnaire that reflected the employee's current position, qualifications, employment history, skills and competencies and was completed by every staff member employed by the GDOH in 1997. These employee profiles were used during the actual person -to - post matching process. The person to post matching process then unfolded aimed at comparing current staffing profiles with the staff establishment so as to comply with phase 1 of Resolution 7 (Social Plan) of 2002.

This exercise entailed on-site verification for placement of staff in correct posts and formed the baseline for phase 2 of the process. Due to the dynamic nature of human resources and service delivery, the data of post-to-person process was verified during this phase. The Department identified the employees' profiles that complied with the requirements of the defined posts on the organizational structure of the Department and appropriately placed employees in the post that corresponded with the compiled profile.

The staffing norms implemented, addressed inequity in staff ratios and establishments and aimed at improving productivity. During the process of moving the services to some of the disadvantaged organizations, it was inevitable that the staff would have to move as well to ensure equity. This resulted in certain staff categories being identified as having surplus staff; while deficits occurred in other categories (GDOH 2002:9). Employees who could not be placed in defined posts of the Department, were declared in excess or as surplus staff, but were not automatically redundant in the public service by virtue of being declared in excess in the Health Department.

Having been declared in excess does not imply retrenchment but that an employee is not allocated to a specific post in his or her institution after the person to post matching exercise (GDOH (3) 2003:1). Employees declared to be in excess would be redeployed within the public service country wide and qualified to apply for vacant posts or re-skilling that would lead to obtaining a new job and retraining in preparation for change in career. Those with the minimum of ten years service and above could apply for

severance package (GDOH (2) 2003:2). The process of restructuring and transformation that occurred indicated one thousand two hundred and twenty nine (1229) surplus staff across the province (GDOH (2)2003:1).

The Gauteng Health Department has in line with Resolution 7 (Social Plan), *Staff Development and Training Schedule* of 2003/2004, designed training programmes to ensure that the employees who were affected are supported and retrained or re-skilled in order to deal or cope with the changes. The courses outlined in the Social Plan were aimed at retraining or re-skilling employees into new jobs within the Gauteng Health Department (Gauteng Department of Health 2003:1). Dumont and Meyer (2003:122) support Joubert (1994:25) who maintains that attention to the trauma brought by the restructuring process however is more often of utmost importance in change process than provision of skills to unprepared employees.

1.6 PROBLEM STATEMENT

As much as the challenges for health care systems reform and transformation are acknowledged, it should also be acknowledged that individuals do get affected during the process of restructuring and employees should therefore receive support.

During the restructuring process in the GDH the researcher was called by top management in the training section to teach the managers and supervisors on how to handle the employees who have been declared in excess. During these sessions she realized that some managers have already delivered the news of having been declared in excess to employees. She became concerned when she realized that employees displayed different reactions and that managers did not know how to deal with the

situation. The question that came to her mind was how these employees really experienced this phenomenon of having been declared in excess.

Employee Assistance Programme (EAP) services were available to managers only leaving the employees who were declared in excess without support.

Employee Assistance Programmes

According to Worster (2000:97) an Employee Assistance Programme (EAP) is a valuable strategy that needs to be implemented throughout the restructuring and transformation process for promoting and managing organizational and employee health and well being; and especially in a country with ever increasing transformative pressures and competitive drives.

Harper (1999:15) concludes that most South African organizations do not yet regard an EAP infrastructure as either an integral part of effective human resource management or an integrative tool to address the issues of health and well being facing the work force in the country.

Csiernik (2003:22) reported that there are 10 000 EAPs in North America alone. In contrast, Terblanche as cited in Maiden (1992:100) reports that EAPs in South Africa are a relatively new phenomenon and that they are not managed and utilized to their fullest. In their study, Vosloo and Barnard (2002:42) concluded that EAPs in South Africa have developed and have grown at an unprecedented rate, indicating the realization of the importance of EAPs to employees.

Throughout the process of restructuring and transformation the GDOH did not clearly outline the plan of dealing with those who were directly or indirectly affected by the process of transformation and restructuring. An Employee Assistance Programme (EAP) exists within the public sector and is situated at a central place being the Gauteng Shared Services Centre (GSSC) catering for the eleven (11) different

departments within Gauteng Province. The service was not accessible to all DOH employees as only four institutions/centres have been targeted for piloting purposes whilst the restructuring and transformation took place in all health centres. Its expected effectiveness was not felt within the health service especially when it was most needed during the restructuring process.

Even though some professionals, for example, nurses, did not directly lose their initial jobs, they were found to be affected as they were placed at the same levels as before the restructuring which have disadvantages to the individual in the long run. being declared in excess, implies that one has reached the maximum salary scale and will not amongst others be eligible for an annual increase at any given time unless if one applies for an advertised post elsewhere on a different salary scale or same level but being placed in a similar vacant post.

Guiding research question

The guiding research question was formulated to enable the researcher to collect the data which will reveal the essences of the phenomenon under study.

The guiding research question for this study was:

“What were the lived experiences of employees’ having being declared in excess in the Gauteng Health Department during a restructuring process?”

1.7 PURPOSE OF THE STUDY

A qualitative approach using the phenomenological method was applied in this study to explicate the experience of professional nurses who have been declared in excess in their workplace in the Gauteng Department of Health. Therefore the purpose of this phenomenological inquiry was to explore and describe the essence of the phenomenon

of “being declared in excess”, and to formulate guidelines to support employees who have been declared in excess in their workplace.

1.8 RESEARCH OBJECTIVES

The objectives of this study were to:

- Explore and describe the lived experiences of the Gauteng Department of Health’s professional nurses who were declared in excess in the workplace.
- Develop guidelines which could assist managers during future restructurings to render the necessary support to employees being declared in excess.

1.9 SIGNIFICANCE OF THE STUDY

Based on the fact that the experiences of employees being declared in excess in the Gauteng Health Department has never been researched before, the study will make a contribution to the dearth of knowledge available regarding this unique category of employees enabling better management of the matter in times to come.

The findings will provide valuable insight into the employees’ lived experiences and the knowledge gained may be used during future restructuring processes to prepare and support employees adequately.

1.10 ASSUMPTIONS

Assumptions are the basic principles that are accepted as being true on the basis of logic or reason, without proof or verification (Polit & Beck 2008:14). The following assumptions applicable to this study were formulated with reference to the three areas of commitment to any research undertaking as proposed by Kuhn (Polit & Beck 2008: 23) namely:

- Theoretico-conceptual assumptions.
- Methodological-Technical assumptions.
- Ontological assumptions.

Theoretico-conceptual assumptions

Theoretical-conceptual commitments are commitments to the accuracy or truth of the theories and the laws of the particular paradigm (Swanson & Power 2001:49).

The following Theoretic- conceptual assumptions are stated:

- The Qualitative Research Paradigm is applicable to the study of the phenomenon under investigation.
- The focus of phenomenological philosophy is to understand the behaviours of the human being.
- Experience is not primarily a knowledge affair characterized by the separation of subject and object (Fleetwood 2005:197).

Methodological-Technical assumptions

Methodological-technical assumptions refers to the criteria regarded as being scientific and to the methodology and instrumentation by means of which a given view of what is scientifically valid, may be realized (Amundson, Borgen, Jordan & Erleback 2004:256).

The following Methodological-Technical assumptions are stated:

- Guba's Model provided an adequate foundation to ensure rigor, that is, the assessment of trustworthiness in qualitative research.
- Phenomenological approach which evolved from the philosophical tradition is concerned with interpreting concealed meanings in the phenomena.

- The purpose of the phenomenological interview is to understand shared meaning by drawing from the subjects a vivid picture of the lived experiences, complete with the richness of detail and context that shape the experience.
- Individual experience and knowledge, while valid, may not be the reality of those we seek to describe (Swanson & Power 2001: 52).
- The application of the phenomenological philosophy is imperative for the study of the individual's experience of being declared in excess.
- The narrative or story from the subjects, elicited through formal unstructured qualitative interviews, will express a reality sufficiently unique or cohesive so that any a prior knowledge of the researcher will not influence the interpretation of these stories.

Ontological Assumptions

The word ontological is derived from the following:

Ontic meaning - real existence, givenness of something, the essence of something, essence or real existence is sought in the abstract for example, the essence of the experiences of being declared in excess in the workplace.

Logy meaning - logos, thought

Ontology meaning - study of being or reality

Ontological commitments are assumptions concerning the nature of the research object (Rayo 2007:1).

The following ontological assumptions were stated:

- Employees declared in excess can give objective and experiential ontological information regarding the experience of being declared in excess.
- The researcher allows the participants to reflect this experience of being declared in excess.
- The experience of being declared in excess exists in employees of the Gauteng Department of health.

- There were no support services for the employees declared in excess, nor included in the planning stage.
- The unstructured phenomenological interview is appropriate for data collection and will elicit the required information from participants.

1.11 LITERATURE REVIEW

A review of the literature is a comprehensive description as well as an evaluation of the evidence related to a given topic (Brockopp & Hastings-Tolsma 2003:122).

Some qualitative researchers believe that an extensive literature review should not be conducted, before data collection starts, although other qualitative researchers suggest and accept a cursory review of literature for various reasons.

In this study the researcher conducted a preliminary literature search for the following reasons:

- It informed the researcher to the complexity of the phenomenon under investigation.
- It introduced the researcher to the context of the phenomenon and the culture of participants.
- It provided additional justification and credibility for the study, for example, illustrating that this phenomenon had not been studied before or studied in this manner.
- It signified how this research could add to existing knowledge.

The purpose of the literature review in a qualitative study is to tell the reader how the findings fit into what is already known about the phenomena (Byers & Unruh 2002:119). The literature review in this study was not meant to confirm or argue existing findings but to assist in focussing the study.

In qualitative research, the purpose and timing of the literature review varies based on the type of study to be conducted. Phenomenological research used in this study involves comparing and combining findings from the study with literature to determine

current knowledge of the phenomenon (LoBiondo-Wood & Haber 2002:81; Creswell 2003:289).

The researcher kept separate from the participants' description what she knew or believed about the phenomenon under study. Therefore, the researcher postponed the intensive literature review until data collection was complete in order to facilitate phenomenological reduction discussed in chapter 3. The researcher was thus, in line with the phenomenologists who believe that the literature should be reviewed after data collection and analyses so that the information in the literature will not influence the researcher's objectivity (Burke 2001:169).

1.12 RESEARCH DESIGN AND METHOD

Research design is the overall plan for addressing a research problem and includes specifications for enhancing the integrity of the study whereas the methodology comprises the techniques used for structuring the study and collecting and analysing data in a systematic manner (Polit & Beck 2008:765). According to LoBiondo-Wood and Haber (2002: 58) and Charmaz (1995:520), design considerations are often driven by the researcher's purpose. Depending on the purpose for an example, to describe, explain, explore, predict, and gain participation, and given the researcher's philosophical orientation, a particular research method (or set of methods) is more appropriate than others.

A qualitative explorative, descriptive and contextual study design was chosen, which has wide application opportunities in industrial psychology (Hanna & Shank 1999:53).

1.12.1 Qualitative research

According to Streubert-Speziale and Carpenter (2007:20) and Parahoo (2006:63) several authors have identified what they consider to be prominent characteristics of qualitative or naturalistic research. Qualitative research uses the natural setting as the source of data and the researcher attempts to observe, describe and interpret settings as they are, maintaining what Patton (2002:55) calls an empathic neutrality. Qualitative researchers direct their attention to human realities rather than to the concrete realities of objects (Boyd 2001:76) and the researcher acts as the human instrument of data collection.

Qualitative researchers predominantly use inductive data analysis and qualitative research reports are characterized by descriptive, expressive language with the presence of voice in the text (Streubert-Speziale & Carpenter 2007:27; Eisner 1991:36). It has an interpretive character, aimed at discovering the meaning events have for the individuals who experience them and the interpretation of those meanings by the researcher. Attention is given to the idiosyncratic as well as the pervasive, seeking the uniqueness of each case.

Qualitative research has an emergent (as opposed to pre-determined) design, and researchers focus on this emerging process as well as the outcomes or product of the research. Qualitative research describes a phenomenon as it is manifested and its objective is to understand the phenomenon rather than to explain it in terms of the laws of cause and effect (Meyer, Moore & Viljoen 1989:22). It is a systematic, interactive, subjective approach used to describe life experiences and give them meaning.

Since human emotions are difficult to quantify (assign numerical value), qualitative research will be applied in this study, as it seems to be a more effective method of investigating the emotional responses (experiences) under study. The study will focus on the whole which is consistent with the holistic philosophy of nursing (Burns & Grove 2003:27).

1.12.2 Research population and sample

The population is the entire group of persons that is of interest to the investigator. It is the number of items from which to draw a sample. Brockopp and Hastings-Tolsma (2003:5) view population as the entire group of persons or objects that is of interest to the investigator. According to De Vos (2002:155), population is a set of elements that the researcher focuses on and to which the obtained results should be generalized.

The population in this study was designated by professional nurses who had the experience of being declared in excess in the health services of the Gauteng Department of Health, in the Ekurhuleni District specifically.

Sample

The sample is a subset of the population selected by the investigator to participate in a research project (Brockopp & Hastings-Tolsma 1989:176; De Vos 2002:5).

It is not good enough to assume that findings for the sample will be replicated in the rest of the population, so therefore the sample in the first place need to be carefully selected if there is any confidence that the findings from the sample are similar to those found among the rest of the category under investigation. Sample size will be guided by saturation.

The sample for this study included only professional nurses.

Sample size

A major issue in the conduct and evaluation of research is the sample size, or the number of participants in a sample (Liamuttong & Ezzy 2005:49; Polit & Hungler 1993:184). The sample may be small or large, depending on the type of the research question, material and time, resources as well as on the number of researchers. Qualitative research sampling consists of small sampling units because of the large volume of verbal data that must be analyzed and because qualitative research tends to emphasize intensive and prolonged contacts with participants (Sandelowski 1996:31).

Patton (1990:209) and Polit, Beck and Hungler (2001:31) insist that no guidelines exist for sample size in qualitative research. Although there are no rigid rules, research texts often mention 6-8 data units are needed when the sample consists of a homogeneous group, while 12-20 suffice for a heterogeneous sample (Polit & Beck 2008:674; Kuzel 1992:44). However, in this study the sample size was guided by data saturation.

Sampling

Sampling is the process of selecting a subgroup of a population to represent the entire population (Polit & Beck 2008:339; Flick 1998:37). According to Cormack (1991:90) the in-depth nature of qualitative research usually results in a small selective sample that could lead to the suspicion that the researcher could be influenced by a particular pre-disposition that could affect the generalizability of the small scale study. This issue raises the relevance of establishing a decision trail in qualitative research in order to establish rigour by exposing the researcher's pre-understandings and prejudice (Koch 1994:974), and this also underlines the importance of explicitly defining and justifying the study sample which is being targeted.

Sample selection involved choosing participants who experienced the circumstances of being declared in excess and selecting events and incidents related to the social process of investigation (LoBiondo-Wood & Haber 2002:148). In effect the participants were selected with the specific purpose in mind and that purpose reflects the particular qualities of the employees chosen and their relevance to the topic of investigation.

The researcher used the most common type of sampling utilized in phenomenology which is the purposive sampling method because the purpose of this research is to accentuate specific information, meaning it selects individuals to the study based on their knowledge of the phenomenon so that they can share such knowledge (Crotty 1996:34; Streubert-Speziale et al 2003:342). Dane (1990:3) points out that the advantage of purposive sampling is that, it allows the researcher to focus in on people

or events, who have grounds in what they believe, and which will be critical for the research study.

The researcher selected the participants in terms of criteria for selection being employees who were declared in excess in the GDOH, based on the available information on employees being declared in excess in different health care facilities which was estimated at 1229 (GDOH 2003:2). Professional nurses who were declared in excess were selected to participate. Participants were selected for the purpose of describing an experience that they were personally part of. Once the appropriate group was identified, the researcher applied for access to the venues and permission to conduct the study, provided informed consent, and then collected data until saturation. Saturation refers to the repetition of discovered information and confirmation of previously collected data (De Vos 2002:300; Morse 1994:4; Seidman 1998:11).

Saturation of data gives the researcher confidence that the description of the phenomenon has been captured (Gillis & Jackson 2002:185). The probability of inclusion and the degree to which the sample represents the population in this research study is unknown, as saturation will determine the process.

Sampling is discussed in detail in chapter 3.

1.12.3 Data analysis

Analyzing the meaning of the data collected and how it relates to current literature sources about the phenomenon so that it can be communicated to other researchers is a major goal of qualitative methods (Brockopp & Hastings-Tolsma 2003:250). Data analysis is an ongoing process in qualitative research. Babbie and Mouton (2002:644) asserts that it is best to begin analyzing the data as soon as the initial data has been collected, this will act as a guide to further data collection. Polit and Hungler (1999:573) argue that qualitative data analysis is very intense activity that requires insight,

ingenuity, creativity, conceptual sensitivity and sheer hard work. It is more demanding than quantitative analysis.

Burns and Grove (2005:289) state that *“during data analysis, the dynamic interaction occurs between the researcher self and data, whether the data are communicated orally or in writing. During this process, referred to as reflexive thought, the researcher explores personal feelings and experiences that may influence the study and integrates this misunderstanding into the study. This critical thinking leads to bracketing, which is used to help the researcher avoid misinterpreting the phenomenon as it is being experienced by the participants”*.

The data analysis method is discussed in chapter 4.

1.12.4 Measures to ensure trustworthiness

According to Polit and Beck (2008:195), every researcher wants their findings to reflect the truth. Trustworthiness is an essential component of qualitative research. Findings should reflect the reality of the experience under study. Koch (1994:976) and Guba and Lincoln (2000:86) state that providing participants with the opportunity to review the researcher’s interpretation of the data can support its trustworthiness or credibility.

Trustworthiness is a term used by qualitative researchers to demonstrate rigor of the research methodology (Streubert-Speziale & Carpenter 2003:346). Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Similarly the researcher will use alternative ways of explaining the data.

Trustworthiness of the study is discussed in detail in chapter 3.

1.13 ETHICAL REQUIREMENTS

The Concise English Dictionary (1976:225) and Collins English Dictionary (1999:530) define ethics as: “relating to morals, treating of moral, question morally correct,

honorable". Cassell's English Dictionary (1966:56) as cited in Couchman and Dawson (1995:141) says: "treating of or relating to morals, dealing with moral questions or theory, conforming to a recognized standard." In this study, research was planned and executed in a way, which would foster justice and beneficence and exclude harm or exploitation of participants which implies providing confidentiality and anonymity.

Ethical requirements will be discussed in detail in chapter 3.

1.14 DEFINITION OF TERMS

The following definitions are provided to enable the readers of this study to share the researcher's interpretation of specific terms.

Phenomenological research

Phenomenological research is an inductive, descriptive approach developed from phenomenological philosophy (Parahoo 2006:68). The focus of phenomenological philosophy is to understand the response of the whole human being, not just understanding specific parts or behaviour (Omery 1983:58).

In this study, the aim of phenomenological research is to describe the phenomenon of having been declared in excess as experienced by the employees in the GDOH.

Philosophical

Philosophical refer to the researcher's system of beliefs and values concerning research and even knowledge itself (Masters 2003:34). These considerations also involve the researcher's ideology, theoretical positions, and interests in relationship to that which he/she is studying. At a basic level, this would impact the researcher's understanding of the nature of truth.

Employee Assistance Programmes

An Employee Assistance Programme utilizes specific core technologies to enhance employee and workplace effectiveness through prevention, identification and resolution of personal and productivity issues (EAPA Board of Directors July 2003). It is the programme available to all employees in order to get assistance in resolving their personal or social issues that have a negative impact on their productivity in the workplace.

Employee

An employee is a person who is hired to work for business or a firm, in return for payment (Collins English Dictionary 1999:508). Lexis and Nexus (2004:5) define employee as any person who is employed by, or works for an employer and who receives or is entitled to receive any remuneration or who works under the direction or supervision of an employer or any other person. It is any person, excluding an independent contractor, who works for the State and who receives, or is entitled to receive, any remuneration; and any other person who in any manner assists in carrying on or conducting the business of an employer (DOH 1997:5).

In this study it implies to the employees of the Gauteng Department of Health specifically the professional nurses.

Being in excess

Being in excess means that the employee is not allocated to a specific post in his or her institution after the person- to - post matching exercise is concluded during the restructuring process within an institution (GDOH 2003:3)

Employees declared in excess are to be reallocated to other institutions where there is a need for their services and skills.

Management

The Collins English Dictionary (CED) (1999:943) defines management as the technique, practice, or science of managing or controlling or the skilful or resourceful use of material and time.

According to Kroon (1990:126), management is a process whereby people in leading positions utilize human and other resources as efficiently as possible in order to provide certain products or services, with the aim of fulfilling particular needs and achieving the stated goals of the business.

Management is an attempt to fit the organizations' external environments and their internal situations. Management is a continuous planning process in a changing environment in order to develop and implement a suitable plan that will lead to fulfilment of the changing needs of consumers (Kroon 1990:126).

In the context of this study the management refers to the persons engaged in the governing body of the Gauteng Health Department, those persons controlling the activities of other employees (The Concise Oxford Dictionary 1976:614).

Transformation

Transformation refers to a change or alteration, especially a radical one. It is the act of transforming or the state of being transformed (Collins English Dictionary 1999:1623).

In this study transformation refers to a process of planned change within the GDOH, due to external and internal forces, in accordance with health policies and legislation in South Africa (Sibaya & Muller 2000:7). The transformation encompassed the process where professional nurses and support staff were put in lower post levels in the new staff establishment as compared to the old establishment, thus declaring them in excess.

Restructuring

Restructuring is defined by Collins English Dictionary (1999:1313) as the process of organizing a system, business or society in a different way. Restructure means to give new structure to; rebuild or rearrange (The Concise Oxford Dictionary 1976:614).

Restructuring in this context refers to a major departmental effort to significantly change the DOH's work processes, which involved the reallocation and adjustment of work flows, job responsibilities and production design (Urden & Walston 2001: 205).

In this study restructuring refers to the process of reallocating human resources in different institutions in order to equip those institutions that were previously disadvantaged and the closure of some of the hospitals.

Perceptions

This is an insight or intuition gained by perceiving (a way of perceiving awareness or consciousness) a view (Collins English Dictionary 1999:1151).

Perceptions are the knowledge, beliefs and opinions expressed by the employees declared in excess in relation to the lived experiences resulting from transformation and restructuring in GDOH.

Self concept (Person's perception of himself)

There are many definitions of self concept, but one of the most compact and comprehensive is that given by Burns (1988:3) as cited in Gerdes (1988:77) who said "the self concept is a composite image of what we think we are, what we think we can achieve, what we think others think of us and what we would like to be".

It is also referred to as self image, and may thus be defined as person's view of his own attributes which may be categorized in terms of certain aspects such as physical, intellectual, moral, social and psychological self (White 1997:10).

Meyer, Moore and Viljoen (1989:378) defines self concept as the organized consistent conceptual gestalt composed of perceptions of the characteristics of the “I” or “Me” and the perceptions of the relationships of the “I” and “Me” to others and to various aspects of life, together with the values attached to these perceptions.

Self concept refers to the whole set of attitudes, opinions and cognitions that a person has of him/her self (Collins English Dictionary 1999:1395).

Within the self-concept the phenomenal field includes experience and meaning of external objects, experience and meanings concerning the individual.

One’s self-concept, identity and roles undergo constant modification throughout life. Every transition, crisis and role change is, however inevitably associated with change in one’s perception.

Experiences

Experiences are defined as the totality of characteristics, both past and present that make up the particular quality of a person, place or people (Collins English Dictionary 1999:542).It is a direct personal participation or observation, actual knowledge or contact. Experiences in this study refer to the realities, which the employees being declared in excess found themselves in after transformation and restructuring of health services in GDOH.

Health services

Health services refer to public health services provided to individual patients, their families and communities (GDOH 2004:43).Health services in this study include primary, secondary, tertiary and rehabilitative services rendered by the employees of GDOH in order to serve the Gauteng Province population equitably.

Downsizing

Downsizing is defined by Collins English Dictionary (1999:467) as the process of reducing the operating costs of a company by reducing the number of people it employs. Downsizing refers to the planned elimination of positions or jobs (De Vries & Balazs 1997:11). In some literature, this concept is sometimes used exchangeable with restructuring.

In this study the concept implies that professional nurses in particular were placed at a lower post level as their initial posts have been eliminated during the restructuring process leaving the institutions with fewer senior posts and more junior or entry-level posts.

Workplace

Workplace means any premises or place where the person performs work in the course of his employment (Lexis & Nexus 2004:6). Workplace means a national or provincial department, or any other functional unit within them that may be defined as a workplace in order to ensure efficient and effective service delivery (DOH 1997:107).

In this study workplace refers to institutions within the Ekurhuleni District, Gauteng Department of Health.

Employer

Employer means any person who employs or provides work for any person remunerates that person or expressly or tacitly undertakes to remunerate him, but excludes a labour broker (Lexis & Nexus 2004:5).

In this study the employer means the Gauteng Department of Health.

Professionals

Australian Council of Professions (1997) define "professionals" as a disciplined group of individuals who adhere to ethical standards and uphold themselves to, and are accepted by the public as possessing a special knowledge and skill in a widely recognized body of learning derived from research, education and training at a higher level, and who are prepared to exercise this knowledge and these skills in the interest of others (Masters 2003:46)

Professional nurse

Professional nurses are independent practitioners of the profession of nursing, accountable for their acts and omissions, and responsible to their patients, their employers and to society whom they serve as well as to their profession, for the maintenance of the highest standards of professional knowledge and competence (Denzin 2002:67).

In this study the professional nurse implies any person who is trained as a professional in the field of nursing be it Chief Professional nurse, Senior Professional nurse or Professional nurse, registered with the South African Nursing Council (SANC) and employed by the GDOH.

Guidelines

A guideline is any document that aims to streamline particular processes according to a set routine. By definition, following a guideline is never mandatory (protocol would be a better term for a mandatory procedure). Guidelines are an essential part of the larger process of governance (en.wikipedia.org/wiki/Guidelines)

In this study guideline referred to a document that has been formulated in order to assist in the future organizational restructurings without inflicting emotional trauma to those affected by the process.

1.15 OUTLINE OF THE RESEARCH REPORT

The report consists of seven chapters outlined as follows:

Chapter 1

An overview of the study is provided. The background to the problem, problem statement, research question, and purpose of the study, objectives, significance of the study, assumptions and research design are discussed.

Chapter 2

The methodological framework, phenomenology is discussed.

Chapter 3

The research design and methodology, trustworthiness and ethical considerations are discussed.

Chapter 4

The method of data analysis is discussed.

Chapter 5

Data presentation: themes, categories and subcategories supported by literature control.

Chapter 6

Conceptualization: emergent construct, themes and categories are related to existing theories.

Chapter 7

Summary of findings, conclusions, recommendations, guidelines and limitations are presented.

CHAPTER TWO

PHENOMENOLOGY

“The primacy of appearance is a fact of everyday life which neither the scientist nor the philosopher can ever escape, to which they must always return from their laboratories and studies, and which shows its strength by never being in the least changed or deflected by whatever they may have discovered when they withdrew from it” (Arendt 1978:24).

2.1 INTRODUCTION

This chapter addresses phenomenological inquiry as a philosophy and developing science and its application to the phenomenon of the experience of being declared in excess in the workplace. Phenomenology is, in its founder Edmund Husserl’s formulation, *“the study of experience and the ways in which things present themselves in and through experience” (Drew 2001:17).*

Streubert-Speziale and Carpenter (2003:52) support this formulation describing phenomenology as a science which purpose is to describe particular phenomena, or the appearance of things, as lived experience. Brewerton and Millward (2001:75) reflected the same meaning of phenomenology by explaining that phenomenological study

describes the meaning of lived experiences for several individuals about a concept or a phenomenon. This study will assist in bringing to language of understanding the study participants' lived experiences of being declared in excess in the workplace.

Phenomenology comes from the two Greek words: phainomenon (an appearance) and logos (reason or word, hence a reasoned inquiry). Phenomenology is a reasoned inquiry which discovers the inherent essences of appearances. The meaning of appearance leads to one of the major themes of phenomenology, being that appearance is anything of which one is conscious. Anything which appears to consciousness is a legitimate area of philosophical investigation. Babbie (2001:102) conclude that an appearance is a manifestation of the essence of that of which it is the appearance of.

Phenomenology is a philosophy of experience, the study of structures of consciousness as experienced. For phenomenology, the ultimate source of all meaning and value is the lived experience of human beings (Sokolowski 2000:209). The task of philosopher, according to phenomenology, is to describe the structures of lived experience, in particular consciousness, the imagination, relations with other persons, and the situatedness of human subject in society and history (Bindless 2000:22).

Phenomenology is both a philosophy and a research method that allows for the exploration and description of the phenomenon under study, and thus providing readers with the understanding of common phenomenological language and themes.

2.2 PHENOMENOLOGICAL ROOTS

The discipline of phenomenology may be defined initially as the study of structures of experience, or consciousness. Literally, phenomenology is the study of phenomena: appearances of things, or things as they appear in our experience, or the way we experience things, thus the meanings things have in our experience (Smith 2007:2).

The discipline of phenomenology as a historical movement originates with Edmund Husserl (1859-1938). He is considered the “*father*” of phenomenology and worked copiously to establish it as a rigorous science. The phenomenological attitude in itself is much older, and its traces can be followed back to Beckley and Hume among others (Garfinkel 2002:642). The aim of phenomenology is to bypass the presuppositions built into traditional theories in order to describe what shows up in the flow of lived experiences (Cohen 2004:398). The key discovery is that all forms of consciousness are characterized by intentionality; directness towards things.

Husserl defined the science of phenomenology as the study of the essence of conscious experience, and especially of intentional experience, and he defines consciousness as pure rational, mental activity, and developed a theory of the essential structures of consciousness in terms of the parts and moments of our mental acts (Moran 2000:287). Husserl called the method phenomenological reduction or epoche. By carrying out the reduction we abandon the natural or naturalistic attitude which takes the world for granted and come to adopt instead the phenomenological or the transcendental attitude (Tieszen 2005:115).

According to Brewerton and Millward (2001:97), the use of this method includes the grasp of consciousness being directed towards an object; consciousness is consciousness of something, and that such attention involves no concern for whether these objects really exist. To describe things as we experience them from the first person (participant) point of view, is to describe also the forms of consciousness in which we experience objects, their mode as being given to us.

Phenomenology is concerned with the relationship between reality which exists outside our minds (objective reality) and the variety of thoughts and ideas each of us may have about reality (subjectivity) (Babbie 2001:122). From the phenomenological approach we experience the phenomena in the world rather than the world itself. Phenomenologists

tend to explore the process of experience more or less disconnected from personal relations with others; or being-with-others.

The phenomenological movement began around the first decade of the twentieth century (Streubert-Speziale & Carpenter 2003:53), and consists of three phases as outlined in table 2.1.

Table 2.1 Phases of the philosophical movement

	Phases	Philosopher	Concepts
1.	Preparatory phase	Brentano (1838-1917) and Stumpf (1848-1936)	Intentionality- consciousness is always conscious of something
2.	German Phase	Husserl (1857-1938) and Heidegger (1889-1976)	<ul style="list-style-type: none"> • Essences and appearances or themes, representing the basic unit of common understanding of any phenomenon • Intuiting, accurate interpretation of what is meant in the description of the phenomenon under investigation • Phenomenological reduction, a return to original awareness regarding the phenomenon under investigation • Bracketing, remaining neutral with respect to belief or disbelief in the existence of the phenomenon
3.	French Phase	Marcel (1889-1973). Merleau-Ponté (1905-1980) and Sartre (1905-1980)	<ul style="list-style-type: none"> • Embodiment • Being -in –the- world <p>Both concepts refer to the belief that all acts are constructed on foundations of perception or original awareness of some phenomenon.</p>

Adapted from Streubert-Speziale & Carpenter (2003:53)

2.2.1 Preparatory phase

During this phase, the concept of intentionality is clarified. According to Merleau-Ponté (2002:67), “*Interior perception is impossible without exterior perception, that the world as*

the connection of phenomena is anticipated in the consciousness of my unity and is the way for me to realize myself in consciousness”.

Therefore this study is based on the awareness (consciousness) of the participants that restructuring process in their workplace was a reality and the results were that of them being declared in excess.

According to Taylor (2003:273), consciousness is essentially a property of acts that is always directed towards an object. Consciousness is *intentional*, that is, consciousness is always consciousness of something. For the researcher in this study, the intentional activity was directed towards describing the experience of being declared in excess in the workplace, and to uncover the meaning of this lived experience.

Intentionality

Moran (2000:201) states that phenomenology studies the structure of various types of experiences ranging from perception, thought, memory, imagination, emotion, desire, and volition to bodily awareness, embodied action, and social activity, including activity. The structure of these forms of experience involves what Husserl (2001:67) called *“intentionality”*, that is, the directedness of experience toward things in the world, the property of consciousness that is a consciousness of, or about something (Smith 2007:2). According to classical Husserlian phenomenology, our experiences are directed towards representing things only through particular concepts, thoughts, ideas and images.

Intentionality is a philosopher’s word. It is derived from the Latin word “intention”, which is in turn derived from the verb “intendere”, which means being directed towards some goal or thing (Smith 2007:198).

Intentionality is the power of minds to be about, to represent, or to stand for things, properties and states of affairs. The puzzles of intentionality lie at the interface between the philosophy of mind and the philosophy of language. This is sometimes informally

called the “ofness” or “aboutness” of perceptions, thoughts and sentences (Augustine 1999:180). Intentionality is further equated by Finlay (2003:1) with the capacity to bear a real relation to something nonexistent, for example, the capacity of a belief to bear a correspondence relation to a nonexistent fact, hence to be false. Similarly when our intentions are not fulfilled, they seem to bear relations to nonexistent facts (Zavahi 2003:2).

Intentionality is a way of describing how in consciousness the mind directs its thoughts to an object. Solomons (2001:201) describes the notion of intentionality as: the property or characteristic of the mental of being of or about something. It does not make much sense to talk about there being thinking without there being thinking about something or other.

The term intentionality indicates the inseparable connectedness of the human being to the world. Brentano (1976:207), and later Husserl (2001:82), argued that the fundamental structure of consciousness is intentional. According to Taylor (2003:98), every consciousness experience is bi-polar: there is an object that presents itself to a subject or ego. This means that all thinking (imagining, perceiving, and remembering) is always thinking about something. The same is true for actions: grasping is grasping for something pointing at something. Smith (2007:202) cites that all human activity is always oriented activity, directed by that which orients it. In this way we discover a person’s world or landscape. We are not reflexively conscious of our intentional relation to the world. Intentionality is only retrospectively available to consciousness as Merleau-Ponty (2002:218) and Levine (2001:112) reflected that, “*the world is revealed to us as ready-made and already there*”.

The term intentionality is often summarized as “*aboutness*” or the relationship between mental acts and the external world (Taylor 2003:99). The direction of psychological states toward intended objects distinguishes the mental from the purely physical. If one believes, then she believes something about something. If one doubts, then that doubt is about something, and has an object about which one entertains a doubt. Byrne (2004:109) maintains that, if one hopes, fears, expects, dreads, loves, and hates, all of

which psychological occurrences are about the objects they intend. Language, art and artifacts are also directed toward intended objects in referring to things and facts or states of affairs. They are only derivatively intentional when they are used to communicate ideas that originate with a mind's intrinsically intentional thoughts (Jacquette 2004:1).

Brentano (1976:205) defined intentionality as one characteristic of psychical phenomena, by which they could be distinguished from physical phenomena, using such phrases as the relatedness to a content, the direction towards an object, or the immanent objectivity (Dominik 2001:117). Jacquette (2004:1) interpret intentionality as a conceptually primitive irreducible abstract relation between thought or its expression and its intended objects. Every psychical, or mental, phenomenon, every psychological act, has content, and is directed at an object (the intentional object). Every belief, desire, has an object that it is about: the believed, the wanted. Levine (2002:211) used the expression "*intentional in-existence*" to indicate the status of the objects of thought in the mind.

French philosopher Sartre (1970:4), in "Being and Nothingness", identified intentionality with consciousness, stating that they were indistinguishable from one another. 'Intentionality' shows Sartre's view of the significance of phenomenology: the bare notion of intentionality establishes (i) the content-less, empty and transparent character of consciousness (consciousness has no 'inside', and no substantiality); and (ii) the dependence of consciousness on reality. Sartre's objective in *Transcendence of the Ego* is to establish a picture of the person or self as non-substantial, as dependent for its being on the world, and as essentially a public, objective item in the world – a position that was a stark contrast to Brentano's (1976:208) positions that intentionality is but one quality of mental phenomena.

German philosopher Heidegger (1962,1985:189), in "Being and Time", defined intentionality as care, a sentient condition where an individual's existentiality, facticity,

and forfeiture to the world identifies their ontological significance, in contrast to that which is mere ontic (thinghood).

Cohen (2004:400) defines intentionality as the inseparable connectedness of the human being to the world. To further define, he quotes Merleau-Ponté (2002:12) " *the world is revealed to us ready-made and already there*". All thinking is always about something. All doing is always doing something. There is always an object and a subject and these are inextricably linked. All human activity is always oriented. The subject and object of consciousness are related and not distinct. If a person is emotional (object) then they are emotional about something (subject). Giorgi (2003:89) states that the classical way of stating the intentional relation is by noting that to be in a state of desire implies that something is desired. The orientation to intentionality however, is not always conscious. Intentionality is only available to consciousness upon retrospective reflection.

2.2.2 German Phase

The concepts of phenomenological *reduction* and *appearance, intuition* and *essences* were developed during the German phase. Instead of making intellectual speculations about the whole of reality, philosophy must turn, Husserl declared, to a pure description of what it is. Smith and Thomasson (2005:336) contend that phenomenology is a discipline that attempts to describe what is given to us in experience without obscuring preconceptions or hypothetical speculation. In taking this position Husserl (2001:20) became the most influential force not only upon Heidegger but upon the whole generation of German philosophers.

Husserl's logic is bound to the immediacy of all experience insofar as phenomena are understood as givens in their immediate and irreducible presentative force. Husserl (2001:87) emphasized the formal qualities of the concrete reality which human beings recognize as their experience (Zavahi 2003:12).

Phenomenology demands of us to look at the world as we meet it in immediate experience. It requires of us the same demand for awareness and the same will to seize the meaning of the world as that meaning comes into being. Phenomenology does not produce empirical or theoretical observations or accounts, but rather accounts for experienced space, time, body and human relation as we live them.

Phenomenological reduction

“There is an experience in which it is possible for us to come to the world with no knowledge or preconceptions in hand; it is the experience of astonishment. The “knowing” we have in this experience stands in stark contrast to the “knowing” we have in our everyday lives, where we come to the world with theory and “knowledge” in hand, our minds already made up before we ever engage the world. However, in the experience of astonishment, our everyday “knowing”, when compared to the “knowing” that we experience in astonishment, is shown up as a pale epistemological imposter and is reduced to mere opinion by comparison” (Foster & Perkins 2004:14)

It is impossible to practice the phenomenological method without understanding the meaning and significance of “reduction”, a technical term that describes the phenomenological device which permits us to discover what Merleau-Ponty (2002:212) calls the spontaneous surge of the lifeworld (Kriegel & Williford 2006:88). The aim of reduction is to re-achieve a direct and primitive contact with the world as we experience it rather than as we conceptualize it.

The term reduction derives from *re-ducere*, meaning to lead back. The discovery of the pre-reflective lifeworld by means of reduction always transcends the lifeworld. The direct and primitive contact, of which Merleau-Ponty speaks, is experienced as a moment of lived meaning, meaningfulness. According to Zavahi (2003:18) the method of reduction is meant to bring the aspects of meaning that belong to the phenomena of our lifeworld

nearness. Specifically, it aims to bring into focus the uniqueness of the particular phenomenon to which we are oriented (Streubert 1991:119).

According to Husserl (2001:238) phenomenological reduction means, examining ones' attitudes, beliefs and prejudices to literally bracket these out, remove them from influencing the research. Searle (2004:275) indicates that reduction is a certain reflective attentiveness that must be practiced for phenomenological insight to occur. Reduction is not only a research method; it is also the phenomenological attitude that must be adopted by anyone who wishes to participate in the question that a certain project pursues. In other words, phenomenological meaning and understanding has to be produced constantly anew by the writers and the readers of phenomenological texts.

Drawing on the work of Merleau-Ponté, Dorr (2004:62) suggests a number of reductions to discover the essential pre-theoretical understanding of a phenomenon:

- Awaken a sense of wonder and amazement in the world
- Overcoming one's subjective or private feelings, preferences, inclinations and expectations
- To strip away theories or scientific conceptions and themes which overlay the object of study
- See past the particularity of the lived experience to discover the universal essence of lived meaning.

By reduction, the phenomenological researcher seeks to determine the essence of the phenomena under study by coming to an understanding the meaning of being declared in excess in the workplace from the participants' perspective. The steps as proposed by Van Manen became guideposts to the reflective practice of the researcher during this study.

The phenomenological reduction approach includes the method, guidelines, and rules that allow for the determination or the ability to make assertions about the grounds of meaning in the phenomenon under study. The method equipped the researcher with a way of knowing about the phenomenon under study.

Bracketing and Epoche

The literature has generally treated bracketing and epoche as interchangeable terms/concepts or synonyms (Gearing 2004:1430). In Husserl's (2001:212) term, epoche, means the negative move whereby we bracket the world, and the reduction proper, meaning, the move whereby the self is driven back upon itself. However, it was declared that there are some underlying philosophical differences between the two terms, but they can be described or defined interchangeably to reflect the similarities of their core essences. According to Bednall (2006:123) the definition and activation of both bracketing and epoche often lacks uniformity of standards particularly when critical engagement occurs with the issue of researcher subjectivity in data interpretation. Gearing (2004:1431) commented:

“Many ensuing phenomenologists who accepted (bracketing) as essential to the tradition... interpreted or described this concept individually to fit with their respective phenomenological writings”.

Wengraf (2001:290) raises a concern that the literature is not forthcoming in describing the activation of bracketing or epoche in phenomenological inquiry or providing exemplars of operations which demonstrate the concepts at work in a research project. Gearing (2004:1433) is not alone in identifying practical distinction between epoche and bracketing. Researchers such as Ahern (1999:407), Groenewald (2004:27) argue that the variations of functions and purposes. The distinctions emerge from how a researcher engages with data at the pre-empirical, collecting stage and how that engagement shifts at the post-empirical interpretation stage.

Patton (1990:408) describes epoche separately from bracketing as “an ongoing analytic process”, which implies it should be dynamically integrated into the sequential progress of the whole research method from the very beginning of the study. Acts of bracketing,

on the other hand, would occur at the interpretive moment when a researcher holds each of the identified phenomena up for serious inspection (Bednall 2006:134).

The researcher allowed those personal ideas and feelings held in *epoche* to synthesize with those observations as interpretative conclusions.

According to Gearing (2004:1434) this process is described as “reintegration” which consists of the unbracketing and subsequent reinvestment of the bracketed data into the larger investigation. Epoche allows for empathy and connection, not elimination, replacement or substitution of perceived researcher bias. Bracketing, on the other hand, advances that process by facilitating recognition of the essence of meaning of the phenomenon under study.

The operational balance between the researcher’s awareness of past experience and the units of meaning identified in the data accounts of the research participants is illustrated in figure 2.1.

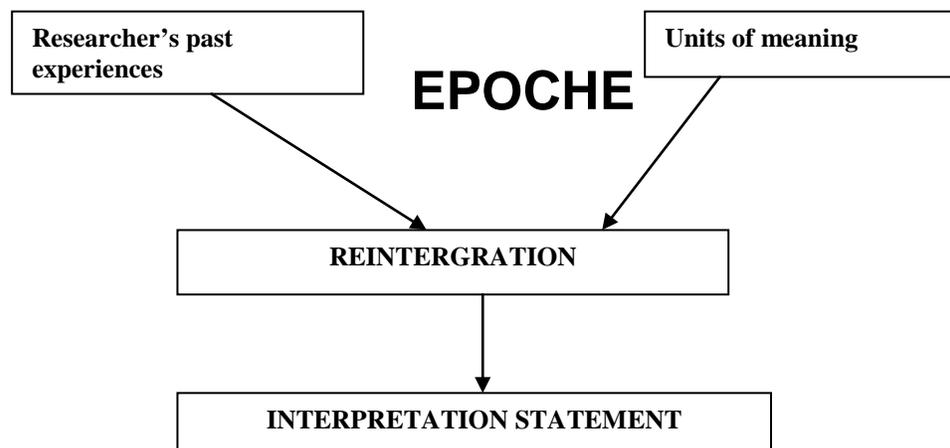


Figure 2.1 Balance between experience and units of meaning (Adapted from: Gearing (2004), cited in Bednall (2006:126)).

The researcher’s past experiences and the units of meaning identified are kept apart by epoche. The two states are taken through to reintegration when the items held in

epoche are assessed for any synthesis with flagged items data collected from the participants. Gearing (2004:1434) used the term “*unbracketing*” to describe the event of removing the brackets which leads to a fusion between the two sets of information. The idea expressed in this fusion emerges as interpretative statement.

Gearing (2004:1434) explains that phenomenological theory often alludes to the seeking of *units of meaning*, where an item of relevance to the research area appears to have “meaning” assigned to it in terms of its potential significance to interpretative conclusions yet to come in data analysis and hence events of “un-bracketing”.

Epoche therefore is a habit of thinking which continues throughout pre-empirical and post-empirical phases of the study. Whereas, bracketing is an event, the moment of the interpretative fusion and the emergence of the conclusion (Bednall 2004:127).

Bracketing

“It is a requisite of phenomenology that no preconceived notions, expectation, or framework to be present to guide the researchers as they gather and analyze the data” (Omery 1983:100).

Bracketing (also called *epoche* or the *phenomenological reduction*) is a term derived from Edmund Husserl for the act of suspending judgment about natural world that precedes phenomenological analysis (Bruzina 2001:46). In other words, bracketing involves setting aside the question of the real existence of the contemplated object, as well as all other questions about its physical nature; these are left to the natural sciences. Thus, one’s subjective perception of the bracketed phenomenon is the truest form of experience one can have in perceiving it.

Bracketing begins the reduction process, and like that process, must continue throughout the investigation. Bracketing is part of the reduction process where the researchers first identify any preconceived notions or ideas about the phenomenon

under study. The researchers then separate out of consciousness what they know or believe about the topic under investigation. According to Streubert - Speziale and Carpenter (2003:55) bracketing requires researchers to remain neutral with respect to beliefs or disbeliefs in the existence of the phenomenon.

Thus, phenomenological reduction begins with bracketing, (a suspension of beliefs, assumptions, and biases about the phenomenon under investigation). Isolation of pure phenomenon, versus what is already known about a particular phenomenon is a goal of the reductive procedure. In this study, the only way to really see the lived world of employees declared in excess clearly, is to remain as free as possible from preconceived ideas or notions about the knowledge of the effect of restructuring and process that took place in the Gauteng Department of Health.

Epoche

According to Macquarie (1997:716) the word “epoche” appears to be Greek, the form being “*epock*” meaning a check or a pause. In modern English, the form is epoch meaning “a particular period of time marked by distinctive events.

Husserl uses the term epoche to refer to the method of suspending judgment regarding the true nature of reality. The process of suspending judgment is also referred to as bracketing any information about the subject being analyzed (Streubert-Speziale & Carpenter 2003:62). Punch (2004:189) asserts that within qualitative research, epoche can be interpreted as highlighting a particular period when significant events occur in the experience of a researcher, but any impact from the memory of which need to be put aside during data collection. It therefore contains connotations of continuity and sequence, as opposed to the single act or episode of bracketing which would occur at or immediately prior to data interpretation (Bednall 2006:130). Caelli (2001:273) supports the notion of epoche implying a continuous dynamic of setting aside unexplained assumptions.

The starting point of most phenomenological methods rests on the practice of the *epoche* which is the ongoing effort of the researcher to suspend or “bracket” previous assumptions or understandings. Finlay (2005:2) points out that the researcher engages in a process of trying to see the world differently and freshly- and to attend more actively to the participant’s view.

Husserl’s insight is that we live our lives in what he terms a “captivation-in-an-acceptance”; that is to say, we live our lives in an unquestioning sort of way by being wholly taken up in the unbroken belief-performance of our customary life in the world (Husserl 2001:200). We take for granted other facets of our existence. Everyone accepts his or her humane immanence, thus the existence in the world. Weston (2002:381) views *epoche* as a procedure whereby we no longer accept our existence in the life world. This has been seen in this study where study participants felt that they are not important in the workplace, their contributions were not considered and that they are nothing in the eyes of their superiors, hence declaring them in excess. This notion is supported by Husserl who believes that being “put out of action” one sees self as no longer of this world, where this world means to capture all that we currently accept (Husserl 2001:216).

Intuiting

The heart of the phenomenological reduction is what Nerlich and Clarke (2001:40) called *phenomenological intuiting*, an effort through which the phenomenologist works for an openness in regard to the phenomenon under study.

Intuiting is an accurate interpretation of what is meant in the description of the phenomenon under investigation. The intuitive process in phenomenological research results in a common understanding about the phenomenon under investigation. Intuiting in phenomenological sense requires that researchers imaginatively vary data until a common understanding about the phenomenon emerges. Through imaginative

variation, researchers begin to wonder about the phenomenon under investigation in relationship to the various descriptions generated (Neil & Munjas 2000:28).

Phenomenologists maintain that intuition is important in the development of knowledge, although human meaning cannot be inferred from the sense of impression alone. Intuition involves developing one's consciousness through looking and listening. To possess the characteristic of intuition, one arrives at knowledge which grasps the ideal (essence). Husserl distinguishes further between perception and intuition. Intuition of the essence of an object is the source of meaning and intelligibility of the particular phenomena. Eidetic is insight into essences through the experiencing of exemplifying particulars. Such particulars may be given in either perception or imagination (Cohen 2004:401).

By intuition, as in this study, the researcher was able to know the necessities imposed on the participants during the restructuring process and the reasons for them being declared in excess in the workplace (components of the intervention to be made by the health department as an employer), without being obliged to go back to the employer and query, and without the employer having to justify this components of intervention. Intuiting the component of the phenomenon under study provided the researcher and the participants with mutually satisfying and knowledgeable experience.

Essence

The term essence derived from the Greek word "*ousia*", which means the inner essential nature of a thing, the true being of a thing. The Latin essential, from *esse* means to be. According to Easton, McComish and Greenberg (2000:703) essence is that what makes a thing what it is (and without which it would not be what it is); that what makes a thing what it is rather than its being or becoming something else.

In Husserl's (2003:212) writings, essence often refers to the "whatness" of things, as opposed to their "thatness" (their existence) (Gubrium & Holstein 2000:487; Van Manen 1979:48). Essence means the absolute basis of knowledge regarding a subject. Husserl

(2001:213) proposes that all improvable assumptions should be discarded when describing what is in experience and he represented this opinion in his famous statement “zu den sachen selbst”, or “to the things themselves (Cohen 2004:403).

In phenomenology, the essence of a thing is its essential meaning before social and cultural meanings are attached to it. It is the seeking of the essence, the true being of the things for themselves as opposed to how they are experienced in the lifeworld. Van der Zalm and Bergum (2000:211) define essence as that which makes a thing what it is. To discover the essence of a thing the researcher explores the whatness, consciously reducing reflective thought. It asks first and foremost, what is it like? And after what is it like for me in my world?

Essence is a complex notion that alludes to the ever questionable ways of the being, to the ways that a phenomenon reveals itself in thinking, to the ways that we encounter something, and to the ways that ourselves are constantly put into question by the being of the things of our world (Boyd 2001:93). The term essence does not describe the “whatness” of a phenomenon only but it also describes the meaning relations that we maintain with the world. Essence is a relational term that refers to the intentionalities of our world; to possible ways of encountering and relating to the things of our world before and while we understand or think of them in language and poetic and conceptual thought.

Spielberg, cited in Boyd (2001:95; 1993:128) describes seven steps in arriving at essence:

- *Intuition*, which involves developing one’s consciousness through looking and listening.
- *Analyzing*, which involves identifying the structure of the phenomenon under study and which occurs through dialectic (conversation between participant and researcher). This knowledge is created through a joint project in which participant and researcher are jointly committed to describing the phenomenon under study.

- *Describing* the phenomenon; however, premature description is one of the potential dangers in phenomenology. Description directs the listener to explore his or her own experience of the phenomenon. Insight becomes communicated through description.
- *Watching modes appearing and exploring the phenomenon in consciousness.* At this stage, the researcher reflects on the relationships (or structural affinities) of the phenomenon.
- *Suspending beliefs* (phenomenological reduction) and *interpreting concealed meanings.* This latter step is used in hermeneutic phenomenology to describe the lived experience in a way that can be of value in informing our practice and science.

By intuiting, analyzing, and describing within the rules of epoche, the true nature of an object can be determined.

2.2.3 French phase

The primary concepts developed during this phase were *embodiment* and *being-in-the-world*. These concepts refer to the belief that “all acts are constructed on foundations of perception or original awareness of some phenomenon. According to Merleau Ponty (2002:59), lived experience, given in the perceived world, must be described. Embodiment is the way in which human psychology arises from the brain’s and body’s physiology (Rohrer 2007:339). Philosophy of embodiment in essence regards embodiment as an idea that binds together two worlds of substance (or matter) and spirit (or culture, thought of as intentional objects and phenomena). This body and mind are fused into a single being.

Greenberg and Baron (2003:209) explained these key concepts, originally explained by Merleau –Ponté as follows:

Embodiment explains that through consciousness one is aware of being in the world and it is through the body that one gains access to this world. One feels, tastes, touches, and hears, and is conscious through the opportunities the body offers. It is important to understand that at any point in time and for each individual a particular perspective and/or consciousness exists. It is based on the individual's history, knowledge of the world, and perhaps openness to the world.

In this study there were psychological, cognitive as well as biological reactions that the participants said they displayed when they were told that they were declared in excess in their place of work. What the participants had in mind and experienced about the restructuring process was portrayed by means of linguistic behaviour through voicing their experiences.

2.3 FUNDAMENTAL CHARACTERISTICS OF THE PHENOMENOLOGICAL METHOD

According to Streubert-Speziale and Carpenter (2003:56) Phenomenology as a research method is a rigorous, critical, systematic investigation of phenomena. Giorgi (1985) provide guidelines to this research approach, which would enable the rigorous and accurate interpretation of the phenomenon under study.

- Read the entire description of the experience to get a sense of the whole.
- Reread the description.
- Identify the transition units of the experience.
- Clarify and elaborate the meaning by relating constituents to each other and to the whole.
- Reflect on the constituents in the concrete language of the participant.
- Transform concrete language into the language or concepts of science.
- Integrate and synthesize the insight into a descriptive structure of the meaning of the experience.

As a philosopher, Giorgi (1985) reflect their philosophical stances of interpretation of the data from the scripts, and aim at uncovering the meaning from the life-world of participants which requires commitment to reaching a fuller understanding of the phenomenon under study.

2.4 ESSENTIAL ELEMENTS OF PHENOMENOLOGY

Weick and Sutcliffe (2001:202) described phenomenology as the rigorous and unbiased study of things as they appear so that one might come to an essential understanding of human consciousness and experience. Phenomenology is a way of viewing lived experiences of people, and the meaning they attribute to that experience. Phenomenology does not hold that the world out there can be known in the way a photographic plate takes an image of the world (Willis 2004:2). All knowing is at one level subjective since it is always related to, and constructed by, the person engaged in knowing. As Spielberg (1982:75) wrote *“all phenomenology starts from the phenomena. A phenomenon is essentially what appears to someone that is to a subject”*.

Following will be the discussion of essential elements of phenomenology and their application to the study.

2.4.1 Lifeworld-systems perspective

Lifeworld is a concept used in philosophy and in some social sciences, meaning the world as lived prior to reflective re-presentation or analysis. Husserl (2001:211) introduced the concept of the lifeworld in his *Crisis of European Science* (1936), following Martin Heidegger’s analysis of Being-in-the-world in *Being and Time*.

Lifeworld means the shared common understanding, including values that develop through face to face contacts over time in various social groups, from families to communities (Willis 2001:5). The lifeworld carries all sorts of assumptions about who

we are as people and what we value about ourselves: what we believe, what shocks and offend us, what we aspire to, what we desire, and what we are willing to sacrifice to which ends. Questions about the worldlife, why do one believe in such and such, can be answered by some version of *“because that’s who I am and who we are”*. (Basten 2001:5).

The lifeworld is the everyday world we live in with its entire taken-for-granted attitude. This is the world of lived experience. Dastur (2000:179) quotes from Husserl’s writing to describe the lifeworld as “the world of immediate experience”, the world as “already there” and “pre-given”. According to Mostert (2002:2) the life-world is the world as lived by a person, a whole being, complete with worldview, relations and experiences. Rosen (2006:218) explains the lifeworld as the “unproblematic background of shared experiences and beliefs”. It is within the lifeworld that the person has the lived experience. Thompson (2007:149) has developed the concept of the lifeworld-systems perspective; which allows the integration of two separate approaches to the world. A lifeworld is not just a physical environment, but the patterned ways in which a physical environment is functionally meaningful within some activity.

According to Treitel (2000:127) social coordination and systematic regulation occur through shared practices, beliefs, values, and structures of interaction, which may be institutionally based. We are inevitably lifeworldly, as individuals and interactions draw from custom and cultural traditions to construct identities, define situations (by coming to understanding, and also by negotiations), to coordinate action, and create social solidarity (Ashworth 2003:145).

In a rational modern society, not only the contents of the lifeworld, but the structure, in terms of the division between personality, society and culture, are open to rational analysis and construction (Weick & Sutcliffe 2001:274). This means that debate takes place in the context of rational, agreed, norms. Participants in this study wanted a platform where issues about the coming change process could be discussed, and agreement reached by both parties.

Yancey (2001:392) believes that the world has to be just there, furnishing this sense of who we are and who we value being, but it also requires constant reaffirmation. Participants of this study reaffirmed to themselves and each other of who they are and what they value in their positions as the employees in the health department. Value commitments are reaffirmed, and the basis of influence is re-established. What's crucial for this study is that because the lifeworld consists of communicative action, participants had reached a common understanding on everything they are going through from being declared in excess in their workplace. Communicative action and it alone has the ability to regenerate influence and value commitments (Frank 2002:83).

Thus in the Department of Health, legal procedures in implementing the restructuring process became de-coupled from a common sense (lifeworld) conception of what is just, fair, and right. Justice became juridification. Law as juridification becomes a system that colonizes the lifeworld. The lifeworld is the world as lived by a person, a whole being, complete with worldview, relations and experiences. It is within the lifeworld that the person has the lived experience (Worster 2000:100).

In their article, 'Eight Roles of Symbolic Leaders" Deal and Peterson (1999:202) point out some questions that the leader in the health institution needs to consider. What is the culture of the department now and its history, values, traditions, assumptions and ways? What can one do to strengthen aspects of the culture that already fit the idea of an ideal health department? What can be done to change or reshape the culture, when one sees a need for new direction? What Deal and Peterson (1999:202) are implying is that a leader needs to understand what led up to this point in the department that requires him or her to bring in new changes, where the department is now and where the department is going, or wants to go.

Politically this is tough because to get things done a leader needs to convince others that what he or she is doing is right and has the employees' best interest at heart (Dastur 2000:180). Giorgi (1997:235) states that leaders know how to do things they want to but do not know what works or how to implement those brilliant plans they are trying to get across.

All too often it seems as if those making the policies have forgotten what it was like to be in the ward situation with patients, or they are making policies for areas they know little or no experience with (Brawer 2004:1).

Sergiovanni's (1990:6) teachings of lifeworld, its importance and contrast with the systemworld are part of the foundation of this study's philosophical ideas. His foundation is that "form should follow function". This means the health departments decisions use means, structures and policies to serve its purpose and values or in other words the lifeworld, defined as culture, meaning and significance is the centre of a health department's operations.

A leader needs to understand how the often unseen or unconsidered aspects, including and not limited to, history, culture, and the community (employees) influences which make up the health department, are significantly important in the grooming of its professionals. A leader needs to be aware of this and take these aspects into account when changing policies or practices: his or her changes affect the whole community of employees. Supporting this idea, Sergiovanni (1990:4) asserts that: "The lifeworld provides the foundation for the development of social, intellectual and other forms of human experience".

The systemworld dominated this process of restructuring, and this created a problem as the study participants feel like the policies of these decisions are imposed upon them, as they are given no choice. The people under this system often feel their department is more concerned with methods rather than goals and human resources.

Based upon these differences and once it is recognized there are two systems, the question becomes, why is it important for form to follow function, or why should the lifeworld drive the systemworld? Possible answers may be that lifeworld takes the people into consideration; it is a more democratic system, while the systemworld is driven by those in charge and can be seen as dictatorship (Neil & Munjas 2000:30).

In his study Frank (2002:83) concludes, "whenever individuals become attached to an organization, or way of doing things, as they feel that they are part of the whole system and need to be involved in decision making activities of that institution".

Taking people into consideration is the process by which the researcher uncovers the units of experience. By being aware of the participant as a total being, perceptions in their experience were revealed. For example, through identification with the participants who experienced being declared in excess in the workplace, the researcher uncovered the experience of being declared in excess in the workplace for the participant and her self, and at the same time, revealed the feelings of empathy in relation to the experience as expressed verbally and behaviourally by the participants.

Participants in this study had experiences of being on the bottom of the systemsworld dominated health department. They know what it is like to have policies changed and imposed upon them with little or no consideration of those who will be affected by those decisions and policies. Brawer (2004:2) views these non-involvement practices as poor criteria upon which to base a decision. Decisions with potentially long term effects need long term consideration by decision makers. Another reason why it is important for the lifeworld to drive the systemsworld is because of changes in, and what and how change is implemented within a department (Sergiovanni 1990:212).

2.4.2 Foci of phenomenology

Phenomenology's foci emerge from its central assumptions. First, it is "lived experience" as constituted in consciousness that is the unit of analysis for uncovering the structures of experience (Mostert 2002:3). Lived experience is a holistic phenomenon in consciousness that contains the multiple constituents of consciousness, such as numerous cognitive and affective dimensions. Because there is no way of attaining a stance outside of experience to attain understanding of human life, all attempts to penetrate the meanings of human life must be situated within the flow of natural life experiences (McDaniel, Jordan & Fleeman 2003:266). Thus, phenomenologists do not

construct in authentic laboratory situations for the study of the structure of life, but, rather, situate their investigations of consciousness within the everyday world. It is the everyday world that human beings constitute the meanings that guide their actions.

Since phenomenologists are interested in individuals as meaning makers, they study meaningful action rather than behaviour. Within this distinction, action is viewed as being guided by values and motivations, whereas behaviour is not. According to Greenberg and Baron (2003:291), action is:

(1) A lived experience that is; (2) guided by a plan or project arising from the participant's spontaneous activity; and (3) distinguished from all other lived experiences by a peculiar act of attention. Thus, phenomenologists would not observe behaviour in isolation. That is, separated from the context in which these are meaningfully employed in action patterns.

Phenomenologists are interested in the various structures of consciousness that lend meaning in life. Thus, they do not privilege formal reasoning in their study, but instead focus on all the structures of relationships that may emerge in individual consciousness that shape the meaning (Among the patterns that emerge may be relationships of self and the world, means and end, and power. As applied in this study, imagination, affect, and remembrances are some of the other structures of consciousness that are focused on by phenomenologists in the process of coming to understand the meanings of human life and the construction that develop from those meanings (McDaniel et al 2003:268).

The focus of phenomenology is that every day is lived as experiences (Henry 2002:167). The researcher strived to understand the experience of being declared in excess in the workplace from the participants' view. It was this lived experience that led to their reactions and perceptions. Participants were the only ones who can make meaning in the experience of being declared in excess in the workplace, as they lived the experience and are able to tell the story as first hand informers. The researcher

understood the meaning of being declared in excess by analyzing what the participants remembered and comprehended from the experience lived.

2.4.3 Experience

Experience can be defined or viewed as a comprehensive term for anything a human being may notice, believes, feel, hope, know, imagine, sense, remember and somehow represent. By using language we can represent and symbolize ideas of things that are not, or cannot be, and thus at least have the ideas even if it will never eventuate that we meet these things in reality (Hawkins 2004:2). Experience as a general concept comprises knowledge of, or skill in, or observation of something, or some event gained through involvement in or exposure to that thing or event. The concept of experience generally refers to know-how or procedural knowledge, rather than propositional knowledge. Philosophers dub knowledge based on experience “empirical knowledge” or “a posteriori knowledge”.

An alternative way of clarifying the term experience is in terms of propositional attitudes: whatever might be the object of a propositional attitude is somehow experienced. The fact is that humans speak of their experiences in terms of propositional attitudes. It is the totality of the cognitions given by perception; all that is perceived, understood and remembered (Foster & Perkins 2004:1).

The immediacy of experience is when someone is able to recount an event they witnessed or took part in, has firsthand experience (Semple 2001:73). Firsthand experience of the “you had to be there” variety can seem especially valuable and privileged, but it often remains potentially subject to errors in sense perception and in personal interpretation.

In this study the participants were all exposed to the process of transformation and restructuring in their place of work and ended up being among those who were declared

in excess. Second hand experience can offer richer resources: recorded and/or summarized from first hand observers or experiencers or from the instruments and potentially expressing multiple points of view. The researcher in this study recorded and summarized experiences as given by the firsthanders, the participants who experienced the event.

2.4.4 The lived experience (Erlebnis)

“A lived experience does not confront me as something perceived or represented; it is not given to me, but the reality of lived experience is there-for-me because I have reflexive awareness of it, because I possess it immediately as belonging to me in some sense. Only in thought does it become objective”. Van Manen (1997:35).

Erlebnis is the German word for lived experience, experience as we live through it and recognize it as a particular type of experience. Solomon (2001:88) used this term to show that there is a pattern of meaning and a certain unity to experience. Our language can be seen as an immense linguistic map that names the possibilities of human lived experiences. Lived experience within the lifeworld lies at the very heart of phenomenology, without it there would not be phenomena to investigate and interrogate. Lived experience is the starting point and the end point of phenomenological research (Van Manen 1997:36)

Erfahrung is the German word for life experience (Gander & von Kaenel 2006:165). This is the more general term. We may say that a person has had many experiences in life. Life experiences are more inclusive than lived experiences. Life experiences are the accumulation of lived experiences and the understandings and sense we may have made of these experiences. Gander et al (2006: 167) showed that certain Erfahrungen, for example in the case of aesthetic truth experiences, can have a transformative effect on our being, thus we speak of an experienced person when referring to his or her mature wisdom, as a result of life's accumulated experiences.

The lived experience is that which is lived by a person at a given time, in a given place. It is pragmatic and implicates the totality of life. It's already there and is part of our awareness. The practical example is that in this study the participants lived the experience of being declared in excess, and it has been a reality they possess.

2.4.5 Consciousness

Husserl made some key elaborations which led to a distinction between the acts of consciousness (noesis) and the phenomena at which it is directed (noemata).

“*Noetic*” refers to the internal act of consciousness

“*Noematic*” refers to the object or content (noema) which appears in the noetic act (the noemata).

Phenomenology on the other hand is the description of consciousness or experience from a first person point of view. Its modern interpretation was introduced by Husserl. The central structure of an experience is its intentionality, because experiences are always about or directed at something. Our experience is directed towards things only through particular concepts, ideas, and images. It is impossible to deny that we are conscious and yet, it seems difficult to imagine the kind of explanation that would allow science to make sense of this very private, and yet undeniably real phenomenon (Symons 2002:65).

Husserl (1973:211) brought the investigation further through his description of things as we experience them from the first person's point of view. This description is also the forms of consciousness in which we experience the objects, their mode of being given to us. He argued that consciousness is a proper part of the activities of the human “I” and the psychic or psychophysical “I”, as well as the pure “I” (Cairns 2002:800).

Williford (2005:144) bracketed together consciousness and perception and defined the latter as the ability to receive sensible qualities. The laws of the unconscious activity differ widely from those of the conscious; in turn the discovery of unconscious

processes and laws invites us to form the idea of belonging to a system, which is the true psychoanalytic concept of unconsciousness. But the opposite of dreaming, wakefulness, is not the same as consciousness. In the wakeful state the brain and mind is on, and images are received, and yet consciousness might be absent (LeVasseur 2002:15).

Merleau-Ponty (2002:89) includes embodiment of the mind, for even if the body is distinct from the world it inhabits, it is not separate from it. As he argues: if being is consciousness, it must be nothing but a network of intentions. At its simplest and most basic level, consciousness lets us recognize an irresistible urge to stay alive and develop concern for the self, and later others (LeVasseur 2002:15). According to Giorgi (1997:39) those things that present themselves in the lived world need to be part of the consciousness of a person, for them to be spoken of or referred to. Their presence is acknowledged by consciousness. Without being conscious of the presence of a thing, it cannot be part of the lifeworld of a person.

In phenomenology, as in this study, the desire is to explore a given phenomenon (being declared in excess) in the lifeworld (in the workplace) first as it is presented to the consciousness of a person (study participants), within the context of their lifeworld and them.

2.5 THE PHENOMENOLOGICAL PHILOSOPHY

The first step in phenomenological philosophy is reflection on the meaning or essence of the experience of consciousness (Willis 2001:6; Giorgi 1997:238). Phenomenological positivism is the experience which is characterised by reflection, intuition, and description of the phenomena of consciousness. Husserl's (1970:181) study of the phenomena of consciousness and established the roots of reason in human experience. Phenomenology as a philosophy is the science of the sciences, providing the principles which validate, a priori, all the sciences (Searle 2000:172).

Phenomenology, a particular philosophically based approach to research, offers a methodology that can lead to systematic explication of human experiences and human science paradigms (Solomon 2001:239)

2.5.1 Phenomenological theory

The central task in social phenomenology is to demonstrate the reciprocal interactions among the processes of human action, situational structuring, and reality construction (Orleans 2001:3). Rather than contending that any aspect is a causal factor, phenomenology views all dimensions as constitutive of all others. Phenomenologists use the term reflexivity to characterize the way in which constituent dimensions serve as both foundation and consequence of all human projects. The task of phenomenology, then, is to make manifest the incessant tangle of reflexivity of action, situation, and reality in the various modes of being in the world (Rayo 2003:46).

Phenomenology commences with an analysis of the natural attitude. This is understood as the way ordinary individuals participate in the world, taking its existence for granted, assuming its objectivity, and undertaking action projects as if they were predetermined (Orleans 2001:8). Language, culture, and common sense are experienced in the natural attitude as objective features of an external world that are learned by actors in the course of their lives. However, each person's biography is unique, and each develops a relatively distinct stock of typifications and recipes. Therefore, interpretations may diverge. Everyday social interaction is replete with ways in which actors create feelings

that common sense is shared, that mutual understanding is occurring, and that everything is all right (Charmaz 1995: 510).

Thus, typifications derived from common sense are internalized, becoming the tools that individual consciousness users to constitute a life world, the unified arena of human awareness and action (Giorgi 1997:260; 1975:89). Common sense serves as an ever-present resource of assured actors that the reality projected from human subjectivity is an objective reality. Since all actors are involved in this international work, they sustain the collaborative effort to rectify their projections and thereby reinforce the very frameworks that provide the construction tools (Rayo 2003:59).

In this study the researcher considered all the realities of being declared in excess in the workplace from the participants' perspective, combined all the dimensions expressed before coming to a conclusion that what was said forms the foundation of the research being undertaken.

2.5.2 Philosophical orientation

The philosophical orientation of phenomenology holds that:

- The person is integral with the environment
- The world is shaped by the self and also shapes the self
- The person is a self within a body

Phenomenologists view the person as integral with the environment. The world is shaped by the self and also shapes the self. The person has a world which is the meaningful set of relationships, practices, and language that we have by virtue of being born into a culture (Nerlick & Clarke 2001:55).

A person's world is so pervasive that generally it is not noticed unless some disruption occurs. Referring to this research study, participants' reactions, attitudes, behaviors, cultural beliefs and perceptions were not noticeable until, when they realized or were

informed that they have been declared in excess in the department of health. Participants in this study reacted differently to the situation as unique entities. Not only is the world of each person different, but each person's concerns are qualitatively different. The body, the world, and the concerns, unique to each person, are the context within which participants were understood.

2.5.3 The purpose

Phenomenological study focuses on the essence or structure of an experience. The inner experiences are compared and analyzed to identify the essence of the phenomenon being studied. In one sense all qualitative research is phenomenological in nature but, because of its focus on experience and understanding, phenomenology stands on its own as a type (Cousin 2002:201).

The objective of phenomenology is to describe the essence of behaviour based on meditative thought, with the purpose of promoting human understanding. Thus the goal of phenomenological methodology is to provide an accurate description of the experience of the phenomena being studied and not to generate theories or models or develop general explanation (Newstom & Davies 2002:77). In phenomenology, the researcher seeks a deeper and fuller meaning of the participant's experience of a particular phenomenon. Phenomenology offers a descriptive, reflective, interpretive, and engaged mode of inquiry.

The researcher thus seeks to describe what they are experiencing as openly as possible with as much honesty and lack of bias as they can muster (Sokolowski 2000:138).

2.6 THE PHENOMENOLOGICAL RESEARCH PROCESS

Despite real differences within the phenomenological movement that has shaped research traditions, the methods of phenomenological research have much in common. These methods are used to study areas where little is known or to explore sensitive content. The researcher recruits potential research participants who have lived the phenomenon in question and are willing and able to describe their experiences.

In phenomenological research the process involves:

- Identifying the phenomenon, the experience.
- Asking what is the meaning of one's lived experience.
- Acknowledging that the only reliable source of information is the person. Therefore the person must interpret the action or experience for the researcher.
- Researcher must interpret the explanation provided by the person (Burns & Grove 2003:77).

Since the 1980s, there has been a shift in research methods towards the employment of so called qualitative methods. Many disciplines have a phenomenological perspective because of what they owe to Husserl. However, method without a philosophical framework that determines why a particular method is employed and what view of reality the researcher holds, is purely mechanistic. The choice of an appropriate research method should be determined by a combination of the philosophical position of the researcher vis-à-vis the research objectives, the nature of the problem to be explored, its novelty in research terms, and the time and resources available to carry out the work (Minger 2001:108). The leap that researchers make from statement of the problem to data collection without the benefit of a perspective to guide either the choice of problem or the choice of method is one of the principal reasons for the relatively low level of many research studies (Taylor 2003:275).

The aim of the phenomenological method in research is to uncover the ground structures of certain phenomena by analysis of situations, for example, being declared in excess at the workplace as is the case with this study. Alston and Bowless

(2003:118) describe a situation as any world complex in which a person finds himself and to which he simultaneously assigns a meaning. Through the analysis of descriptions of experiences, the ground structures of situations are uncovered. Concept of ground structure is not some kind of product or achievement, rather, an interpretive instance in an ongoing dialogue of interpretive method.

Phenomenology is concerned with identifying that which is inherent and unchanging in the meaning of an item or idea under study. Greenberg and Baron (2003:290) contend that the term describes how true meaning within the social world of themes, ideas, and happenings might be identified by a researcher and a participant in a combined interpretative response to data. Such an interpretation would reflect some component of a researcher's own experiences which Rietman (1986) in Creswell (1998:370) argued should be known at the commencement of data collection. Of all the major traditions of qualitative research as defined by Creswell (1998:267), it is phenomenology which relies on the interpretative legitimacy of the researcher.

According to Van Manen (1990:5), phenomenological research is primarily about wanting to know the world in which participants live. As such the world's secrets as he puts it, intimacies that form the experience of the world, are questioned and examined. Wanting to do this research study became the researcher's caring act for fellow employees in line with Van Manen's argument as he outlines some points which identify phenomenological research.

In line with other phenomenological researchers, the researcher of this study aimed at systematically examining human experience of being in excess and from this examination derived consensually validated knowledge. Dastur (2000:182) contends that there are many ways of changing experience into knowledge, but this research study is concerned with one special way, the phenomenological method. Following are the phenomenological steps in the transformation that the researcher followed in this study as summarized by Boyd (1993:126):

- A person's experience is transformed into actions and language that becomes available to him/her by virtue of a special interaction she/he has with another person. In this study the other is the phenomenological researcher who created a situation or context in which the participant's inchoate lived experience became available to him/her in language.
- The researcher transformed what she saw or heard into an understanding of the original experience. Because we can never experience another person's experience, the researcher relied on the data the participant produced about the experience, and from that the researcher produced her own understanding.
- The researcher transformed this understanding into clarifying conceptual categories which she believed were the essence of the original experience. The researcher avoided simply recording, as recording was not enough to produce understanding.
- The researcher transformed those conceptual categories that existed in her mind into a written document (thesis) which captured what she thought about the experience that the participant has talked about or expressed in some way.
- The readers of this research study will transform this written document (thesis) into an understanding which functions to clarify all the preceding steps and which can also clarify new experiences that the readers may have.

2.6.1 Phenomenological reality

Good phenomenological research is more than a simple synthesis of the contents of a group of interviews. Research is not truly phenomenological unless the researcher's beliefs are incorporated into the data analysis. Unless other researchers acknowledge their already meaning-endowed relationships with the topics of their research, then there is a sense of delusion about grasping the essence of any phenomenon (Drew 2001:19).

The researcher's thoughts, responses, and decision-making process should be acknowledged and explicated throughout the entire research process. For phenomenological research to be credible, documentation of this process must exist

from the selection of the topic through all phases of the collection and analysis of the data and creation of the essential description of the phenomenon. This includes explaining why the researcher chose a topic, responded to a participant's narrative in a particular way, was drawn to a particular passage in a transcript, and saw a particular pattern. It is by this process that the researcher's work becomes phenomenological (Drew 2001:20). It is also by this process that, in part, the trustworthiness of the research is demonstrated (Munhall 2001:516).

2.6.2 The Essential description

Doing phenomenological research is a challenge, exciting, and at times an exhausting process. The researcher sometimes is forced into uncomfortable self-awareness as she reveals not only the meaning of the phenomenon for participants but her own responses. The final research product can provide a real sense of satisfaction for the researcher, an often expressed sense of meaningful contribution by the research participants, and insight and understanding for the reader.

At the end of the research, the goal is the exhaustive, essential description of the phenomenon under study. More than anything else, the description must allow the reader to grasp what is central to the phenomenon. It should be a simple, tight description. If some part of the description is removed, the integrated totality would no longer exist. Where as if something is added, it would be superfluous (Donalek 2001:517). To attain this goal, the researcher lives with the data, views it from various perspectives, imaginatively explores alternatives, identifies potential emerging themes, entertains other possible configurations, and finally creates the essential description (Munhall 2001:170).

The final essential description might be returned to participants for their responses, shared with others who have also experienced the phenomenon, or reviewed by experts in the field for their responses. Such measures support the rigor of the study. Ultimately, however, the researcher retains responsibility for the final description.

The final research report includes the essential description and a summary of the phenomenological research process. Themes that have emerged from the analysis and supporting selected quotes from participants allow the reader to follow the researcher's process of discovery (Donalek 2001:517).

2.7 LIMITATIONS AND STRENGTHS OF THE PHENOMENOLOGICAL METHOD

One of the difficulties of phenomenology is that the researcher is engaging in the description of meanings that always stand in relationships that are ever changing. Phenomenologists recognized this dilemma and responded to it in different ways. Husserl, for example, believed that through the collection of carefully selected individual cases in which the structures of consciousness become revealed, a systematic knowing of the ways human beings construct meaning could be elaborated.

Chan (2000:78) contend that through interpretive research one could not arrive at objective knowledge, but one could move closer to approximations of truth. Heidegger (1962:184) believed that the process of doing interpretive research is a circular process of understanding that is itself constitutive of meaning. Researchers necessarily approach their project with the preconceived notions that are part of their being.

As researchers proceed, however, they can work towards revealing their own preconceptions, thus illuminating opportunities for change or growth. Thus, interpretation is necessarily involved in understanding. However, the results of this process do not produce verifiable knowledge, but instead understandings that can be judged by their effectiveness in addressing the concerns of the inquiry (Nerlich & Clarke 2001:55).

Within this context, human beings and their numerous ways of making meaning have privileged status. This status is related to one of the guiding principles of phenomenological research: the goal of research is to create an openness regarding the possibilities of human beings to uncover their own categories or organizing themes. In other words, phenomenological research asks the researcher to respect the unique meaning-making structures of the individuals with whom they are engaged, rather than imposing a priori categories. Mintzberg and Westley (2001:90) suggested that one of the goals of phenomenological research is to effectively communicate “the other’s” way of seeing things.

Instead of offering a prescriptive set of techniques for doing phenomenology, phenomenology and interpretive research call researchers to study human life in ways that will create understandings about the processes individuals engage in as they construct meanings. Researchers must ground their undertakings in the view that human life is constructed in meaningful experiences. The action of describing the patterns involved in human life experiences, as well as penetrating their meanings through interpretation, is the art and the purpose of phenomenological/ hermeneutic research.

Phenomenology is not without its critics. Mintzberg and Westley (2001:90) summarize their criticism with the following comments:

- It is difficult to replicate a descriptive study of experience
- A phenomenological study is too subjective
- In a phenomenological study, researcher bias interferes with results
- The language of phenomenological research is too vague and ephemeral
- There are no procedural guidelines for conducting phenomenological research
- The phenomenological method is a historical and
- Phenomenological research is frequently based on the memory of informants.

However, one may argue that these limitations are the great strengths of phenomenology and the attributes that uniquely distinguish the phenomenological and

other qualitative research methods from the traditional and prevailing quantitative methods which select only certain variables and measure their outcomes. Qualitative research methods serve different purposes and should not be measured by criteria of quantitative research methods (Alston & Bowles 2003:302).

2.8 SUMMARY

An overview of phenomenology as philosophy and research method was presented. The researcher stated her philosophical stance which underlies this study.

Phenomenology is the descriptive methodology of human science, seeking to explore and describe phenomena as they present themselves in the lived world in order to find the meaning of the phenomena for itself (Mostert 2002:2). It has its origins in philosophy. It is a discovery-oriented method where the observer needs to have an attitude of openness to let the unexpected meaning emerge. It should be made clear at the outset that phenomenology deals with persons as opposed to subjects. A person is a whole being, complete with past experiences, attitudes, beliefs and values. They live in the world of experience, replete with both cultural and social influence (Willis 2001:12; Caelli 2000:9).

In this study, phenomenology is applied to the phenomenon of being declared in excess in the workplace. Phenomenology is the way things appear to us in experience or consciousness. According to Caelli (2000:366), phenomenology describes what is given to us in the immediate experience of being declared in excess in the workplace without being obstructed (mediated) by pre-conceptions and theoretical notions.

Phenomenology engages in the process of epoche, in which the natural attitudes are placed aside (bracketed) such that the researcher may begin with the things themselves, which according to Husserl (1970:186) are the two poles of experience. These poles are known as the noema and noesis. Noesis is the act of perceiving, while

noema is that which is perceived. Through this method, an eidetic reduction (data analysis) was performed where noema was reduced to their essential form of essence.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

“Verbal and nonverbal activity is a “unified whole”, and theory and methodology should be organized or created to treat it as such” (Pike 2009).

3.1. INTRODUCTION

In this chapter the Qualitative Research Paradigm underlying this study is discussed. According to LoBiondo-Wood and Haber (2006:141) the choice of a research methodology is determined by the purposes for which the research is undertaken, the characteristics of the population to be studied, the approach the intended audience is likely to value and believe, and the questions used to initiate the inquiry. The discussion is structured around the issues of qualitative research, the phenomenological process, research design, techniques, sampling design, and trustworthiness during and after data collection and analysis and ethical considerations guiding the whole study. As such, this is a chapter that is of fundamental importance to the study, as it is the method of inquiry, the methodology and their application that dictate the form and the style of data that would be generated.

Purpose of the study

A qualitative approach using the phenomenological method was applied in this study to explicate the experience of registered nurses who have been declared in excess in their workplace in the Gauteng Department of Health. Therefore the purpose of this phenomenological inquiry is to identify and describe the essence of the phenomenon of

“being declared in excess”, to explain the essence of the lived experience of the phenomenon under study without making assumptions or judgments.

Research question

The types of questions that the researcher asks are the key to doing qualitative study. The following question was asked at the beginning of each interview,

“What were your experiences when you were told that you have been declared in excess in your workplace?”

3.2 RESEARCH DESIGN

Mouton and Marais (1994:32), defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance of the research purpose with economy in procedure, with the aim to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximized. According to Loisel and Profetto-McGrath (2004:204) and Polit, Beck and Hungler (2001:165), research design refers to the researcher’s overall plan for answering the research questions or testing the hypotheses and incorporates decisions about when and how data will be collected in a study

LoBiondo-Wood and Haber (2007:202) postulate that: *“The framework that the researcher creates is the design. When reading a study, the research consumer should be able to recognize that the research question, purpose, literature review, theoretical framework, and hypothesis (quantitative) all interrelate with, complement, and assist in the operationalisation of the design”*. In conducting this study the researcher supported the view of LoBiondo-Wood and Haber (2007:202) that “the degree to which there is a fit between these design elements strengthens the study and also the consumer’s

confidence in the evidence provided by the findings and their potential applicability to practice”.

Alston and Bowless (2003:290) suggest that qualitative research is designed to understand processes; describe poorly understood phenomena; understand differences between stated and implemented policies or theories and discover unspecified contextual variables.

To understand a phenomenon, to uncover the meaning the situation has for those involved, or delineate process (how things happen), a qualitative design would be most appropriate (Merriam 2002:11). Streubert-Speziale and Carpenter (2003:341) and Polit, et al (2001:55), contend that many qualitative studies are based on the premise that gaining knowledge about humans is impossible without describing human experience as it is lived and defined by the actors themselves.

For this study, a qualitative approach using the phenomenological method of inquiry, which is inductive and descriptive, was applied to explicate the experiences of employees being declared in excess in their workplace (McLeod 2001:37). Brewton and Millward (2001:223) suggest that a particular advantage of using phenomenology is a deep understanding of the structure of an experience that is the essence of the phenomenon. They also believe that very rich data can be obtained.

Phenomenology has the potential to reveal participant experience in its rich immediacy and vibrancy. Cohen (2004:402) notes that the applicability of the phenomenological method to research is evident by the wholeness of the approach which aims at examining entities from many sides, angles, and perspectives until vision of essences of a phenomenon or experience is achieved.

According to Loiselle and Profetto-McGrath (2004:209) qualitative design has the following characteristics:

- It is flexible and elastic, capable of adjusting to what is being learned during the course of data collection.

- It typically involves a merging together of various data collection strategies.
- It tends to be holistic, striving for an understanding of the whole.
- It requires the researcher to become intensively involved, usually remaining in the field for lengthy period of time.
- It requires the researcher to become the research instrument.
- It requires ongoing analysis of data to formulate subsequent strategies and to determine when fieldwork is done.

In line with the above-mentioned characteristics, a qualitative exploratory, descriptive and contextual research design was followed using phenomenological inquiry as method.

Exploratory

Like descriptive research, the exploratory research begins with a phenomenon of interest and investigates the full nature of the phenomenon, the manner it is manifested, and the other factors to which it relates (Polit & Beck 2008:20). Exploratory studies are conducted to obtain more information on areas in which very little information is available (Cairns 2002:799). According to Mouton and Marais (1994:43) the aim of exploratory research is to explore a relatively unknown research area in order to gain new insight into the phenomenon under study, rather than collecting accurate and replicate data. The researcher in this type of study moves forward with the expectation of charting new territory for research rather than with the goal of quantifying a particular variable.

In this study the researcher aimed at exploring the experiences of employees who were declared in excess in the GDOH during the restructuring process.

Descriptive

From a philosophic viewpoint, the study of humans is deeply rooted in descriptive modes of science. Human scientists have been concerned with describing the fundamental patterns of human thought and behaviour since early times (Streubert-Speziale & Carpenter 2003:2). The aim of the describing operation is to communicate and bring to written and verbal description distinct, critical elements of the phenomena.

Thompson (2007:304) believe that many qualitative studies based on the premise of gaining knowledge about humans cannot be possible without describing human experience as it is lived and as it is defined by the actors themselves.

During descriptive research, emphasis is placed on an in-depth description of a specific individual, situation, groups, interaction or social object (Babbie & Mouton 2002:80).

In this research study the researcher went out to examine the experiences of employees who were declared in excess as viewed within the phenomenological approach as it was imperative for the researcher to prove through the most meaningful way to describe and understand human experiences. On the experiences of being declared in excess, phenomenological describing involved classifying all critical elements or essences that are common to the lived experiences and described these essences in detail. Critical elements were described singularly and then within the context of their relationship to one another.

Contextual

Contextual considerations refer the resources that the researcher has available to conduct the study and the limitations within which he/she must operate. For example, time, money, participants, expertise, power, and influence are among some contextual variables that one should consider.

According to Taylor (2003:273) the aim of contextual research is to give an extensive and in-depth description of the phenomenon, event or group within the context of the unique setting of the phenomenon domain.

Context drives the way we understand the meaning of events. Babbie and Mouton (2002:89) noted that meaning is always within context and contexts incorporate meaning. The context can be seen as immediately relevant aspects of the situation (where the person is physically, who else is involved, and what the recent history of their contact is) as well as the relevant aspects of the social system in which the person is functioning (a classroom, a school, a family, a community and as in this study, hospitals in Gauteng Department of Health).

The contextual design was chosen because it provides data about the present, tells what people are thinking, doing, anticipating and planning in their naturalistic environments, that is, the emphasis is on the lived world of humans. According to Bogdan and Biklen (2003:44), in a qualitative study, research questions are not framed by operational variables; instead, they are formulated to investigate complex topics in context.

This study is contextually bound to the unique time, space and value context of the Gauteng Department of Health where the research was conducted.

3.3 THE NATURE AND PRINCIPLES OF QUALITATIVE RESEARCH

Parahoo (2006:62) defines qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of participants and conducts the study in a natural setting. This definition incorporates the idea that the researcher is an instrument of data collection that focuses on the meaning of participants' experiences in social context.

Brockopp and Hasting-Tolsma (2003:326) view qualitative research methods as a group of approaches to conduct research that are being increasingly considered important in building a body of knowledge in different disciplines. The qualitative paradigm is based on induction, holism and subjectivism.

Qualitative research is largely considered as an *inductive approach* to discovering or expanding knowledge that requires the involvement of the researcher in the identification of the meaning of relevance of a particular phenomenon to the individual (Brockopp & Hasting-Tolsma 2003:328). A qualitative research strategy is inductive in that the researcher attempts to understand a situation without imposing pre-existing expectations on the setting (LoBiondo- Wood & Haber 2002:141).

Cowley and Houston (2003:82) refer to *holism* as the assumption that the whole is greater than the sum of the parts, and that context is essential for understanding a situation. This approach was implemented with the aim of gathering data on numerous aspects of being declared in excess, and to construct a complete picture of the social dynamic of the setting. It is of vital importance to the qualitative researcher to always understand a situation from the perspective of the participant in the situation.

The qualitative research is *subjective* in that the focus is the experiential states of actors and their perception of a situation. Qualitative research is a broad term referring to several research methods. Because all methods involve data that are text rather than numbers, all includes some means of doing content analysis on the text (LoBiondo-Wood & Haber 2002:126). Text means data is in a textual form, that is narrative or words written from interviews that were recorded and then transcribed or notes written from observation of the researcher.

This qualitative research was implemented in line with LoBiondo- Wood and Haber's (2002:129) view that to understand the complex processes that precipitate human interaction, it is necessary to obtain information that is relevant to various attitudinal, situational and environmental factors in the world of those investigated. The task of the

researcher in this instance was to provide a framework within which participants can respond in terms of their own meaning.

Qualitative research refers to what is thought of as *naturalistic research*, a general label for qualitative research methods that involves the researcher going to a natural setting, that is, to where the phenomenon being studied, is taking place (LoBiondo-Wood & Haber 2002:126).

Underlying principles

Qualitative research is based on a number of distinctive underlying principles:

- Holistic: Qualitative methods seek to understand the complexity as a more accurate reflection of reality (Cohen 2004:398).
- Based on recognition of multiple realities where realities are seen as inherently subjective. The focus is on understanding different perceptions, aspirations and interests and how these influence accounts of facts and events rather than attempting to reduce them to one version of reality (Mintzberg & Wesley 2001:90).
- Interpretative and inductive: The scope and focus of the research are continually redefined as understanding of different parts of the process increases and new issues arise (Cairns 2002:810).

3.4 QUALITATIVE AND PHENOMENOLOGICAL APPROACHES

While phenomenological research focuses on interrogating accounts of participants' experiences, it differs from merely qualitative research in asserting that the meanings uncovered by the researcher do not exist in themselves in the data we examine. It is only in light of the 'explication guiding question(s)' posed to the data by the researcher that the meaning of the phenomenon emerges (Giorgi 1985b:55).

This priority of meaning in phenomenological research is also reflected in the use of the term "co-researchers" to describe participants in research in this tradition (von Eckartsberg 1998b:31). These individuals are not to be treated as experimental objects for the use of the researcher; the role and responsibility of the participants is to share their experiences with the researcher. The world of lived experience is termed the "life-world" by von Eckartsberg (1998a:5).

As von Eckartsberg (1998b:50) states, 'the emphasis of phenomenological analysis research is on the study of configurations of meaning in the data involving both the structure of meaning and how it is created'. The recognition of the co-constituted nature of both the data and findings of the research is what distinguishes phenomenological analysis from the more general term, 'qualitative research'. It is to this co-constituting activity of our human participants by and through which meaning is imminent in experience that phenomenological oriented inquiry attends.

3.4.1 Phenomenology defined

According to Husserl (1970:214) phenomenology, is a philosophy of "rigorous science" born from different mental attitudes. For Husserl (1970:216) phenomenology is a philosophy which has as its starting point in a field of originality in which induction and deduction do not take place; intuition based on exact analysis and description is the sole feature of phenomenology (Ray 1979:88). Husserl (1970:216) perceives

phenomenology as a science of elucidating the intentional structure of acts and the objects towards which the acts are directed (Barber 2005:44). In order to arrive at an understanding of observed actions or behaviour, the researcher needs to find out what the participants themselves know and the explanations they give for their actions or experiences of being declared in excess in the workplace.

Merleau-Ponty (1962: vii) views phenomenology as the study of essences; and according to it, all problems amount to finding definitions of *essences*; the essence of perception is important in phenomenological philosophy and method. Perception is not a science of the world, or even an act; or a deliberate taking up of a position. It is the basis from which every act and issue emanates and is presupposed by them. Phenomenology is therefore a way of thinking or perceiving (perception) as well as a method with its goal being to describe the lived experiences.

Essences are elements related to the ideal or true meaning of something, that is, those concepts that give common understanding to the phenomenon under investigation. According to Brown (2004:209), essences are unities of meaning intended by different individuals in the same acts or by the same individuals in different acts. Phenomenology is also a philosophy which puts essence back into existence, and does not expect to arrive at an understanding of man and the world from any point other than that of their 'facticity'.

3.5 POPULATION AND SAMPLING TECHNIQUE

3.5.1 Population

The population is viewed as the entire group of persons or objects that is of interest to the investigator and have specific characteristics in common (Polit & Beck 2008:337,761). The target population consisted of all employees in the Gauteng

Department of Health, who had been declared in excess with specific focus on the professional nurses. The accessible population consisted of employees allocated to specific institutions in the Gauteng Department of Health and met the criteria as stated above. Participants were drawn from the hospitals in Region B (Ekurhuleni Health District). (See table 1.2)

3.5.2 Sampling method

The selection of an adequate sample size and appropriate sample design is critical in qualitative research. The quality of the research is contingent upon the appropriateness and adequacy of the sample, that is, from whom and how much and the quality of the data obtained. The sample is a subset of the population selected by the investigator to participate in the research project (Brockopp & Hasting-Tolsma 2003:176).

Non-probability sampling was utilized. Non-probability sampling is a selection process in which the probability that any one individual may be selected is not equal to the probability that another individual may be chosen. The probability of inclusion and the degree to which the sample represents the population are known (Brockopp & Hasting-Tolsma 2003:18).

Purposive sampling

According to the Streubert-Speziale and Carpenter (2003:67), purposeful sampling is used most commonly in phenomenological inquiry. This method of sampling selects individuals for participating in the study based on their particular knowledge of a phenomenon for the purpose of sharing that knowledge.

The researcher selected participants by virtue of their involvement in the specific situation and experience of the phenomenon. The researcher knew who experienced the phenomenon under study through the information obtained from the Central Office of Gauteng Department of Health on employees having been declared in excess.

According to Patton (2002:169) “the logic and power of purposeful sampling lies in selecting information rich cases for the in depth study. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling”.

Sample Criteria

Participants were considered to be included for the study if they met the following criteria:

- Employee in the Gauteng Department of Health
- Being declared in excess
- Allocated in certain institutions within Region B of the GDOH (see table 1.2)
- Professional nurses

Qualities of participants

Regardless of the type of sample employed, participants must be selected or carefully chosen according to specific qualities (Christian 2000:291).The following qualities were used as a guide to the researcher when selecting the sample:

- Participants must be knowledgeable about the topic and experts by virtue of involvement in specific life event/s or association. In this study the participants experienced the phenomenon of being declared in excess.
- The participant is not necessarily an expert in the usual sense, with much in-depth theoretical knowledge or a particular sociological characteristic, rather a good participant is someone who has undergone or is undergoing the experience and is able to reflect and provide detailed experiential information about the phenomenon.
- Good participants must be willing to, and be able to critically examine their experiences and their responses to the situation, and this process may be painful or stressful, or could be therapeutic.

- The good participant must be able to share the experience with the interviewer.

Size of the Sample

Patton (2002:67) contends that there are no rules regarding the size of a sample in qualitative research. Sample sizes in qualitative research are typically small because of the large volume of verbal data that must be analyzed and because qualitative research tends to emphasize intensive and prolonged contacts with participants (Peshkin 2000:5). Punch (2004:117) claim that when the sample size is too large, the specific responses of the participants and their meanings might be lost or not respected.

According to Polit and Hungler (1995:238), the sample size in qualitative research is usually guided by the point when saturation and redundancy occur. However, LoBiondo-Wood and Haber (2002:126) argue that results based on a small sample (under 10) tend to be unstable.

Adequacy of the sample was achieved when the researcher noted saturation of data a sense of closure was attained because new data yielded redundant information (Polit & Beck 2008:765). Redundancy is the repetition of the statements regarding the phenomenon under study (Robinson 2000:208). Sample size, therefore, could not be predetermined. Therefore, in this qualitative research, informational adequacy was ensured by the completeness and the amount of information, rather than as in quantitative research, by the number of cases. The sample size in this study comprised ten (10) participants at which stage data saturation was reached.

3.6 RESEARCH INSTRUMENT

The term instrument is used in research to describe a particular method of data collection. The research instrument is a device used to measure the concept of interest in a research project (Brockopp & Hasting-Tolsma 2003:206).

3.6.1 In-depth phenomenological interviews

Conducting in-depth phenomenological interviews is a common method for gaining access to individuals' lifeworlds. In phenomenology the interview serves very specific purposes. First, it is used as a means for exploring and gathering of narratives (or stories) of lived experiences. Second, it is a vehicle by which to develop a conversational relationship with the participant about the meaning of an experience. This may be achieved through reflection with the participant on the topic at hand (Rosen 2006:310). Interviews also allow participants to share their stories in their own words.

There are various ways of conducting research interviews, including structured, semi-structured and unstructured interviews (Sadala & Adorno 2002:288). An unstructured interview format was chosen in this research to provide the advantages of both structured and semi-structured interviews. Unstructured interviews provide greater breadth or richness in data compared with structured interviews, and allow participants freedom to respond to questions and probes, and to narrate their lived experiences without being tied down to specific answers (Semple 2001:89). A further advantage over unstructured interviews is the ability to compare across interviews because some of the questions are standard.

An interview is defined as a face-to-face verbal interaction in which the researcher attempts to elicit information from the respondent, usually through direct questioning (Gillis & Jackson 2002:466). In-depth unstructured interviews are used when the

researcher has no preconceived view of the content of flow of the information to be collected (Polit & Beck 2008:392). Interviews were used because they could solicit more in-depth information, they provided the opportunity for probing of responses, and they could be used with participants who are not able to write or read.

The research instrument in this study was an in-depth unstructured interview. Once the participants and the location of the research were identified, the researcher turned to the question to be asked of the participants. The researcher devised a very clear question that enabled her to receive more than a simple answer, because she wanted a description that would answer the uneasiness that triggered the research process. The researcher did not want just a limited description of what it means to be declared in excess, but a description involving feelings and thoughts about the reality experienced and the perception of that reality within the context leading to a reflection on its meanings and its impact on employees' lives (Asp & Fagerberg 2005:3).

Since the phenomenological method involves retrospective description of lived experiences, the question to the participants led them to reflect on and describe a situation or circumstances in which the experience was presently remembered. The participants were encouraged to describe the situation in which they experienced being declared in excess, to share all their thoughts, perceptions, and feelings they can recall until they had no more to say about the situation.

A tape recorder was used to tape the interviews. Interviewing the participants involved description of the experience, but also involved reflection on the description. Weitzman (2000:1) defines qualitative interviews as “attempts to understand the world of the participants' point of view, to unfold the meaning of people's point of view, to unfold the meaning of participants' experiences and to uncover the lived world prior to scientific explanation.

Probing questions were not predetermined but were left to the discretion of the researcher, who frequently took her lead from the participants' cues. The question "***what were your experiences when you were told that you have been declared in excess in your workplace***" was used to initiate the discussion.

This research question:

- Expresses the researcher's concern about the experience of being declared in excess whilst rendering service in GDOH. By conducting this research she tried to understand this phenomenon and was preceded by an identification of the subject or phenomenon under study (Sadala & Adorno 2002:7).
- Focused on seeking understanding of experiences as humanly lived and reflected the meaning of being declared in excess guided the structuring of interrogative statement that encouraged the participants to share personal thoughts, perceptions, and feelings about the phenomenon in an unstructured way.

Getting to the phenomenon itself as a starting point for discovery and articulation of meanings of lived experiences, helped in the formulation of this research question. The researcher chose to approach this understanding from the participants' stand point, those who lived the experience of being declared in excess in their place of employment.

The question's objective was to understand what being declared in excess meant from the participants view point and, by subjecting their responses to an interpretative analysis, to reach the essential characteristics of the phenomenon under study, which would enable understanding its essential meaning – its structure.

3.6.2 The researcher as Instrument

During this research, the researcher, as the principal data collector, was both a researcher and a member of the same profession as her participants. Being, thus, an insider gave her several advantages. It helped to facilitate trust and confidence in the researcher-participant relationship and allowed her to establish rapport with the participants early in the data gathering process, providing access into their clinical world and thoughts.

According to Hoskins and Mariano's (2004:35), in qualitative research, the investigator is the research instrument and as a primary data-gathering instrument the researcher adjusted and included the multitude and complexity of realities encountered by her as a human being. The researcher appreciated, understood and evaluated meanings that participants gave to their experiences. During the research process bracketing was used when interviewing to bracket the phenomenon researched for the interviewee. Here it refers to the bracketing of the researcher's personal views or preconceptions (Shamoo & Resnik 2003:65).

Bracketing

Burns and Grove (2003:380) offer the following definition: "Bracketing is a fundamental methodological principle. One holds all the preconceptions in abeyance in order to reach experiences before they are made sense of and ordered into concepts that relate to previous knowledge and experience". These preconceptions and habits of mind, which are characteristic of everyday understanding, make up what is referred to in phenomenology according to Cohen (2004:403), as the natural attitude.

Bracketing is implemented by the researcher during data collection where the researcher withholds prior knowledge of the phenomenon under study to enable the researcher to perceive the experience precisely as it is described by the participants. The purpose of bracketing is to try to assume an attentive and naïve openness to description of phenomena, an uncertainty about what is to come and willingness to

wonder about the experiences being brought to the presence in the description of the subjects (Kleiman 2004:3). Kleiman further believe that theorizing, conceptualizing, labelling and categorizing according to what is already known engenders a sense of complacency and comfort, which deprives one of the excitement of discovering the unknown about the lived experiences being studied.

Prior to data collection the researcher identified and bracketed her assumptions, preconceptions, beliefs, attitudes, values, perspectives, and knowledge about the phenomenon under study in order to see, know, and understand the phenomenon or experience of the participants. Bracketing is referred to as placing preconceived ideas in brackets, that is, suspending or laying aside what is known about the experience being studied (Giorgi 2002:75).

In preparation for conducting the interviews, the researcher dialogued with colleagues who questioned and brought to her awareness her previous knowledge, experience and beliefs. Coupled with bracketing, the researcher withheld any existential claims, which means to consider what is given precisely as it is given, as presence, or phenomenon. Withholding existential claims facilitates the analysis of phenomenon that is not easily recognized as particular 'objects' such as emotions, values, or experiences. Bracketing and withholding existential claims strengthen the analysis of collected data. The above does not mean that one forgets all possible past knowledge, only that one holds in abeyance or brackets all past knowledge of the phenomenon that may influence its perception or originality in the present situation (Giorgi 2003:82).

In this research study the researcher strived to identify the true essence or meaning of the phenomenon, and presented this as it is truly appears to subjects, a concept which Husserl (2001:121) described as 'going back to the things themselves'.

The researcher was totally immersed in the phenomenon under study and began to know about the phenomenon as described by the participants (intuiting). The researcher avoided all criticisms, evaluation or opinion by paying strict attention to the

phenomenon under study (Streubert-Speziale & Carpenter 2003:60). The researcher was involved as the instrument in the interview process. She became the tool for data collection and listened to the individual descriptions of lived experiences of being declared in excess.

The researcher further considered the suspension or 'bracketing out' (or epoche), "in a sense that in its regard no position is taken either for, or against" (Lauver 2002:249), the researcher's own presuppositions and not allowing the researcher's meanings and interpretations or theoretical concepts to enter the unique world of the participants (Sadala & Adorno 2002:282).

Researchers are human beings, and it is natural that they bring their own personal experiences, preconceptions, beliefs and attitudes to the research situation. It is these aspects that the phenomenological researcher adopting a Husserlian approach strives to expose and hold in abeyance. This helps the phenomenon to be presented from the participant to the researcher's consciousness in a clear and unaltered manner, exactly as the participant experiences it, and before it is subject to the attitudes and experiences of the researcher. If this can be achieved, then the findings are more likely to be a true mirror image of the experience from the participants' point of view (Wall, Glenn, Mitchinson & Poole 2004: 24).

The process of returning to this original state of awareness regarding the phenomenon is referred to as *phenomenological reduction*, and the manner in which this is achieved is known as 'bracketing' (Husserl 1913:89). Just as in the mathematical sense, bracket can be used to contain certain formulations, so too in the phenomenological sense, imaginary brackets can be used to highlight and put on hold our everyday assumptions. An important aspect of learning from this process of bracketing during interviews with participants is that the researcher must accept that unplanned issues will occasionally arise. These issues need to be immediately bracketed so that they do not interfere with the emerging phenomenon.

The researcher attempted to maintain what van Manen (1997:119) referred to as *hermeneutic alertness*, which occurs in situations where researchers step back to reflect on the meanings of situations rather than accepting their pre-conceptions and interpretations at face value. Thus, reflexivity was viewed as an important dimension in designing and implementing this research. Throughout the research, opportunities for thoughtful analysis of the research experience, and the relationship between the researchers, participants, and the research (e.g., research questions, methods) were built into the research process and are explicated in this account.

3.7 DATA COLLECTION PROCESS

In any type of research, the description of data collection is important, as it assists the reader to understand the research process adequately. Data collection is the process of gathering information from identified subjects to answer a research question (Gillis & Jackson 2002:424). This refers to different approaches to systematic inquiry developed within a particular paradigm with associated epistemological assumptions (Solomon 2001:229).

Van Manen's (1997:202) "*Researching Lived Experience*" was selected to guide this study because his methodology was interpretive, open to innovation, and emphasized writing as a key element in the reflective process in conjunction with the research approach of Colaizzi (1978:119), which has its roots in phenomenological philosophy, and which attempts to present accurately the lived experiences of those studied.

Data for qualitative inquiry come from various sources: observations, interviews, verbal reports, documents, pictures, diaries, and artefacts (Gillis & Jackson 2002:372). In-depth, unstructured interviews were the primary data gathering source used to help construct the participants' perspectives regarding the research question in this study.

Participants were contacted prior to the formal session to solicit their interest, address the nature of the study, provide an overview for informed consent and gave them time to reflect on the phenomenon of study with the anticipation of getting richer descriptions during the interview (Cousin 2002:211). The researcher requested the list of the professional nurses who have been declared in excess form GHD Human Resource Unit. Participants were contacted first per telephone followed by face to face interaction.

The interviews were held in the natural hospital setting where participants are presently working. During these interviews the researcher tried to maintain a phenomenological stance: the researcher introduced herself, described her work in relation to the research study, and requested the participants' collaboration and their consent to tape-recording. The researcher explained the research study that had been approved by the GDOH Research Review Committee and the HOD for health (See *annexure D*) and obtained their formal written consent (See *annexure F*)

An open-ended clarifying question: "*what were your experiences when you were told that you have been declared in excess in your workplace?*" was posed. This allowed the interviewer to follow participants lead, to ask clarifying questions, and to facilitate the expression of the participants' lived experience (Streubert-Speziale & Carpenter 2003:68). The interview allowed the researcher an entrance into the participant's world and was an excellent source of data collection. The interviewer avoided at all costs giving even when asked, advice, opinion or imposing own perspective on the experiences the participants is presenting. Distraction or interruptions from others not directly concerned was minimized by putting on the door of an interview room a board with "*Do not disturb*" message written on it.

The researcher listened to the participants in an understanding and non-judgmental way, with no limit to time, and to be empathetically involved with them and show how

interested she was, without either interrupting or asking any questions. With this approach the interviewees spontaneously expressed their views on the meaning of the experience of being declared in excess.

The primary data collection strategy implemented was the use of a tape-recorder. Individual interviews were conducted as experiences are to be explored by eliciting the perceptions and viewpoints of the participants in their own words.

A tape recorder was sensitively introduced by informing the participants beforehand. By using a tape recorder the researcher was freed from the task of writing copious notes and concentrated on the participants, watching for non-verbal as well as verbal cues in following up answers. With this technique, a much wider range of in-depth data was collected (Cousin 2002:242). The advantage was that participants raised issues about the phenomenon that the interviewer had not thought of, or considered important.

Data collection continued until theoretic saturation or redundancy of information was achieved. This means that no new information was obtained and that the researcher was exposed to the same information over and over.

Interview techniques applied

During the interview the researcher adhered to the principles of interviewing as follows:

- Before commencement of the interview, the aim of the interview was fully explained and the participants given the opportunity to ask the questions for clarity.
- Using an icebreaker in order to make the participants feel at ease, provide comfortable, non-threatening environment and thus establishing rapport with the participants introduced interviews.
- During the interview the researcher was engaged, meaning that she was willing to understand the participant's response to a question in the wider context of the

interview as a whole. Participant's perspective on the phenomenon under study unfolded as the participant views it, not as the researcher views it.

- During the interview the researcher made every effort to be flexible, adopting either a passive or active role as the situation demanded. Flexibility was essential for discovery and eliciting the participant's story while at the same time gathering information with enough consistency to allow for comparison between and among participants (Wall, Glenn, Mitchinson & Poole 2004:32).
- All interviews were audiotape recorded as it gave the researcher emotional security. This in turn enabled her to be more at ease and thus put the participants at ease and allayed their fears, communicated warmth, empathy and to concentrate fully on the objectives and what was being said. Tape recording allowed the researcher to ask appropriate questions, to probe unclear concepts and thus elicit a greater quantity and quality of data (Burns & Grove 2003:374).
- The researcher listened attentively throughout the interviews by assuming an active listening stance, and even though the recorder was running, the researcher followed the participant's story carefully. The participants were encouraged with nods and by means of non-verbal communication. Eye contact was maintained with the participants, verbal and non-verbal and body language cues were identified and appropriately acted upon.
- The participants were observed for signs of fatigue such as listlessness, disinterest, irritability and repetition of information. When this was observed the interview discontinued for ten (10) minutes. This allowed the participant time to leave the room, walk about and then complete the interview with no ill effects being observed.
- At the closure of the interview the participant was reminded that follow up of interviews would be made if any aspects were unclear (Van der Wal 1992:115).

Description of the phenomenon of interest

The first step taken by the researcher was to obtain description of lived experiences from the participants. In order to observe the phenomenon, as presented by the participant, the researcher entered into a relationship of dialogue openness, ready to allow the participant to speak and ready to listen. It is in fact this proffered readiness to listen that inspired participants to relate what presented itself to their consciousness in the immediate situation. The openness is facilitated by conducting the interviews in an environment that was comfortable for the participants (Gilgun 2005:721).

The direct face-to-face meeting of participants and the researcher is required in research because the nature of the lived experience depends, in part; upon the manner in which it was experienced (Nerlich & Clarke 2001:50). How the experience is related lends insight into the meaning the experience had for the person having it. Face-to-face encounters enable the researcher to get some of the nuances of participants' experiences conveyed through, for example, facial expressions, blushing, gestures, tears, sounds, silences and other vocal dynamics (Parse 2003:328).

The researcher reduced the nuance-laden connotations obtained by being present at the descriptions, and by arguing that these can be written in the margins. However, it was only in the face-to-face situation that the researcher could ask questions of the participant. Therefore, the researcher did the interview and got the richest appreciation of the descriptions rendered in the interviews.

3.8 DATA ANALYSIS

According to Bronckopp and Hastings-Tolsma (2003:288) data analysis is involving the careful mulling over of recorded data to discover apparent patterns, themes, or relationships. The data analysis element of the phenomenological method is rigorous, adhering strictly to a systematic approach, which compels the researcher to abide by the spirit and intent of the guiding principles of phenomenological analysis.

3.8.1 Qualitative data analysis

The qualitative researchers use inductive analysis of data, meaning that the critical themes emerge out of the data (Emery & Thomson 2004:638). In keeping with the methodology adopted in this research, data analysis methods were developed from phenomenological principles and from guidelines in the literature about systematic, useful ways of interpreting research data. Therefore, the method used in this study was specific to this research, but also drew on the experience and knowledge of experts in the field of phenomenological and interpretive researches.

Burns and Grove (2003:383) define qualitative data analysis as “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others”. It is the process that facilitates making interpretations from interviewing. Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories, to examine them in a holistic fashion, and to find a way to communicate this interpretation to others.

The word qualitative implies an emphasis on process and meanings that are not rigorously examined or measured (if measured at all), in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape the inquiry. They seek answers to questions that stress how social experiences is created and given a meaning (Angelides 2001:430).

The researcher was willing to examine all possible meanings systematically and to let the way participants had experienced reality emerge without preconceived conclusions. Analyzing the meaning of the data collected and how it relates to current literature sources about the phenomenon so that it can be communicated to other researchers is a major goal of qualitative methods (Brockopp & Hasting-Tolsma 2003:290).

In data analysis, the researcher's aim is to attempt to discover and abstract meaning. Data analysis is creative, requiring much time, critical thinking, and emotional and conceptual energy (Giorgi 1975:107). In this study the purpose of data analysis was to:

- Explore and describe the experiences of participants who were declared in excess at their place of work by gaining understanding and insight about a particular phenomenon (being declared in excess) from a group of individuals.

3.8.1.1 Elements of qualitative data analysis

Analysis of data was begun using the Giorgi (1985:112) modification. This method incorporate the rigorous process of intuiting of dwelling with the data, analyzing, and describing the unfolding of the meaning while staying true to themselves in all at once process of emerging meaning (Dorr 2004:62).

The following elements of qualitative analysis were followed:

- The researcher analyzed data that was collected and in the light of that analysis, collected additional data until saturation was reached, that is, until no new information was forthcoming from additional sources. The process was cyclical, integrative, and interactive.
- The investigator became immersed in and dwelled on the data.
- The researcher divided the data into smaller units for analysis (coding and categorizing), reflected on what these clusters meant, and then reintegrated them into a conceptual whole, with the results being a higher order synthesis.

- Information collected made inferences, assigned meanings, speculated, abstracted understandings, offered explications, and dealt with disconfirming evidence, in order to test the feasibility of an interpretation.
- There was a balance between the interpretations made and the data/evidence that served as support for the interpretations.
- Personal reflection in the form of feelings, assumptions, preconceived ideas, reactions, and values were explored and dealt with as necessary so that analysis was not merely a projection of what the researcher believed, thought, or felt.
- The researcher interrogated, contemplated, dialogued with, and critically appraised the data to develop clarity of meaning and to advance the descriptive evidence to a more abstract and conceptual level.
- Comparison was looked into by giving attention to conceptual similarities and differences, generating themes (that related to the major topics under investigation, then given a code name for easy referral and assimilation), and patterns, contrasting themes and patterns across individual cases.
- Theoretical sensitivity provided meaning and understanding through:
 - Continual verification of interpretations and hunches with the actual data
 - Maintenance of sceptical stance
 - Familiarity with the literature and
 - Adherence to sound research practices.
 - Conclusions were directly grounded in descriptive, quotations, and documentary evidence.

Data coding

Parahoo (2007:394) points out that there are many different kinds of qualitative data analysis of which each applies a different theoretical interest to the interpretation of the

data that are collected. Most methods of qualitative data analysis tend to share some similar analytic processes. These involve the researcher going through the data, reading it and annotating it, identifying particular objects of interests. This is often called coding.

Coding is a way of transforming the raw natural formless low-level data into a restricted set of interrelated symbols that we like to think with. Coding begins the process of selecting what is important from the rest (Baruch & Hind 2000:30). Cutcliffe and McKenna (2002:126) view codes as the building blocks for theory or model building and the foundation on which the analyst's argument rest. Implicitly or explicitly, they embody the assumptions underlying the analysis. Through coding we can selectively attach meaningful tags to words, phrases, events, situations, and so forth, naming what is potentially important about them and distinguishing them from the rest of the data (Kratwohl 2004:2).

The first major analytic phase of the research consists of *coding the data*. In short, coding is the process of defining what the data are all about. Unlike quantitative coding, which means applying preconceived codes to the data, qualitative coding means creating the codes as you study the data (Richtner 2004:66). The research process is both more creative, and more interactive, at all stages, for qualitative researchers. As codes are accumulated, the researcher will begin to sort them into themes. According to Reid, Flower and Larkin (2005:21) this represents a movement from the particular (line by line codes) to the general (patterns within those codes).

Thematic analysis

Similarly, the accounts of these themes which emerge represent a movement from the descriptive (e.g. summarizing what the interview participant says, or does, in a series of codes) to the interpretative (making some attempt to identify what it all means).

These processes are typical of what is sometimes called a thematic analysis. This is a kind of generic qualitative approach to data analysis (Attride-Stirling 2001:385). Data is collected through interviews because the researcher is interested in exploring the participants' frameworks of meaning.

The key criteria for qualitative reports are twofold. Firstly, it is important that their interpretations of the data relate to the data. Secondly, it is important that the interpretations are plausible (that the account which the researcher offers the reader is persuasive).

There is no right interpretation on any qualitative data set, but some interpretations may be more persuasive than others (Vosloo & Barnard 2002:40). Typically, this means that qualitative reports include excerpts of raw data, in the form of extended quotations, alongside the researchers account. This allows the reader to make a kind of validity check between the data and the researchers account. For many researchers, this has the added virtue of giving the participants a "voice" in the published research.

There are three ways in which data can be coded: open, axial, and selective coding.

- Open Coding - Examine data, and then generate themes by categorizing the discrete elements that jump out at you from the data.
- Axial Coding - Generate themes, and look instances in the data that support those themes.
- Selective Coding - Examine the themes for underlying connections to form one over-arching story line.

Open coding

The initial step in data analysis is open coding, which occurs concurrently with data collection. This process involves “opening” the text contained in the transcripts and uncovering concepts such as thoughts, ideas, and meanings (Polit & Beck 2008:67). According to Von Holdt (2002:289), open coding is the process of breaking down the data into distinct units of meaning. Essentially, a researcher attempts to identify units of textual data that have significance based on the study's purpose. These units of data are then organized together into categories and subcategories. Once the open-coding procedures are concluded, axial and selective coding is performed.

In this study the researcher identified and tentatively named the conceptual categories into which the phenomena observed would be grouped. The goal was to create descriptive, multi-dimensional categories which form the preliminary framework for analysis. Words, phrases or events that appeared to be similar were grouped into the same category. These categories were gradually modified and replaced during the subsequent stages of analysis that followed. As a rule, this started with a full transcription of an interview, after which the text was analysed line by line in an attempt to identify key words or phrases which connect the participant's account to the experience under investigation. This process is associated with early concept development which consists of "identifying a chunk or unit of data (a passage of text of any length) as belonging to, representing, or being an example of some more general phenomenon" (Taylor 2003:273).

As Burns and Grove (2003:381) points out, a code can be used as an encryption, indexing, or measurement device, a method of indexing or identifying categories in the data. The code adds information to the text (rather than reducing the text) through a process of interpretation that simultaneously breaks the text down into meaningful chunks or segments.

How the text was segmented was influenced by the data collection strategies, which are interviews and the way that strategy structured the resulting text (Emery & Thomson

2004:638). Data collection strategies generally fall along a continuum from minimally structured (transcribed interviews) to maximally structured.

Axial coding

Axial coding is described as the process of relating the categories and subcategories in order to create “more precise and complete explanations about the phenomena” being studied (Cobb & Forbes 2002:197). Axial coding attempts to make connections between and among the categories by exploring such things as the conditions that helped to create the category and the context in which the categories are embedded (Kendall 1999:743).

In this study, the researcher identified the emerging styles and themes in order to categorise them together. That is, most descriptive bonding topics were clustered under one category. The final decision was made after checking and rechecking themes according to the main categories.

Selective coding

Selective coding, which was originally called theoretic coding, involves identifying a category of data around which the others are integrated or linked (Pitney & Parker 2001:185). Coding for process involved looking at the concepts and defining how they influenced or interacted with each other over time (Flick 2002: 89). A central category is one that can explain the phenomenon or issue under investigation and all other categories related to it (as explained in chapter 6). Kerry and Armour (2000:10) suggested that a central category may evolve from an existing category, or the researcher may create “a conceptual idea under which all the other categories can be subsumed.” Ultimately, selective coding is used to generate theory by creating a set of explanatory concepts linked to the stated purpose of the study.

In this study, the researcher re-identified the number of categories relating to each other. The categories were integrated, regrouped and refined. The categories of the

responses were thereafter described in terms of data collected. The results were written down and discussed under the headings of the emergent themes. (See chapter 6).

3.8.1.2 Cognitive processes in qualitative analysis

The term qualitative research encompasses a wide range of philosophical positions, methodological strategies, and analytical procedures. Thorne (2000:59) summarized the cognitive processes involved in qualitative research in a way that can help to better understand how the researcher's cognitive processes interact with qualitative data to bring about findings and generate new knowledge. Morse believes that all qualitative analysis, regardless of the specific approach, involves:

- Comprehending the phenomenon under study.
- Synthesizing a portrait of the phenomenon that accounts for relations and linkages within its aspects.
- Theorizing about how and why these relations appear as they do, and
- Re-contextualising, or putting the new knowledge about phenomena and relations back into the context of how others have articulated the evolving knowledge.

Although the form that each of these steps will take may vary according to such factors as the research question, the researcher's orientation to the inquiry, or the setting and context of the study, this set of steps helps to depict a series of intellectual processes by which data in their raw form are considered, examined, and reformulated to become a research product (Thorne 2000:5).

3.8.2 Phenomenological data analysis

Analyzing data within phenomenological research involves uncovering the essential structures of the phenomenon in question. The essence of the participant's experiences is captured in phenomenological themes. The meaning of the essences of a phenomenon is not a one dimensional entity but a multidimensional structure consisting of many parts that make up the whole (Reid, Flowers & Larkin 2005:20). Therefore to understand the experiences of participants, one must acknowledge the various components of their overall experience and synthesize them into logical and coherent whole. When themes are synthesized, a more complete understanding of one's lived experiences is possible (Smythe 2000:30).

Phenomenology is about "being". That means, it is not about theories, concepts, ideas or about solving problems. It is rather about describing, and coming to understand the experience itself. In this research study, the experience of being declared in excess was the phenomenon under study that needed to be understood (Smythe 2000:36).

It is an interpretive or conversation method in that:

- The participant interprets her experience in the telling.
- The researcher interprets the possible meaning of that experience in his or her dwelling, thinking and writing.

This further means to study verbally conducted interactions; grounded in philosophical hermeneutics, where meaning is shaped in the context of the exchange (Baker 2002:40). Meanings are assumed to be embedded in a layer of contexts, negotiated interpretation and life world knowledge. It does not presume existence of fixed meanings. Researcher must immerse herself in the context, work and life of the participants to "peel back" layers of meaning (Barnio 2000:880).

A phenomenological study describes the meaning of the lived experiences for several individuals about a concept or the phenomenon. According to Campinha-Bacote

(2002:184), phenomenological data analysis proceeds through the methodology of reduction, the analysis of specific statements and themes, and a search for the possible meanings. The researcher also sets aside all prejudgments, bracketing his or her experiences and relying on intuition, imagination, and universal structures to obtain a picture of the experience.

The phenomenological data analysis steps are generally similar for all psychological phenomenologists who discuss the methods. According to Baker (2002:45), the original protocols are divided into statements. Then, the units are transformed into clusters of meanings expressed in psychological and phenomenological concepts. Finally these transformations are tied together to make a general description of what was experienced and the structural description of how it was experienced.

The phenomenological report ends with the reader understanding better the essential, invariant structure (or essence) of the experience, recognizing that a single unifying meaning of the experience exists (Creswell 2003:203). In this study the single unifying meaning of the experience of having been declared in excess, is explicated in chapter six.

The preference for phenomenology

Phenomenology is concerned with identifying that which is inherent and unchanging in the meaning of an item or idea under scrutiny. By definition; phenomenology never begins with a theory, but begins anew with the phenomenon under investigation. Barnio 2000:883) contends that the term describes how true meaning within the social world of themes, ideas and happenings might be identified by a researcher and a respondent in a combined interpretative response to data.

Phenomenology therefore relies on the interpretative legitimacy of the researcher. In this qualitative analysis an inductive approach was involved. Induction is the process of developing generalizations from specific observations (Broch 2001:280).

The phenomenological data analysis process actually reduces the data collected forming a picture which allows the researcher to elicit meanings and insights from the words of the participants (Baker 2002:40). Data analysis is not an easy process, not only is it time consuming but the researcher also needs to think about trustworthiness of data.

During the transcription process, when the researcher was unable to covert from code into plain text (decipher) a word or sentence, a comment was written on the transcript to this effect and the participant consulted to clarify the uncertainty.

The transcript was then reread to confirm that it was fully understood. These transcriptions served as a permanent, written record and a valuable reference point for the researcher during and after the analysis process.

The unit of analysis was words and phrases. The researcher coded the data that was transcribed from interviews. The analysis was done on the transcription using three columns. The left hand column was used for the codes. The middle column for reflective remarks, that reflected thoughts, feelings, ideas or insights the researcher wished to make. The right hand column contained marginal remarks, which referred to observations and connections to other parts of the data and any interpretations (McCormack 2000:283).

3.9 OUTPUTS OF DATA MANAGEMENT PROCESS

The outputs of the data management process involve descriptive analysis, the identification of patterns and association in data, and interpretative and explanatory accounts.

Descriptive analyses

In descriptive analyses, the researcher is concerned with the substantive content of their data. The researcher seeks to identify key dimensions of phenomena, experiences, attitudes or behaviours, and to construct, categorize and display them in way to illuminate the data. Broch (2001:284) describes this as documenting in loving detail the range of things that exist.

Associative analysis

In associative analysis, the researcher looks for patterns, replication and linkages in the dataset. These might be associations within the data, such as linkages between attitudes or between attitudes and behaviours, or between circumstances and needs, or they might be patterns in the location of a phenomenon within the data, or differences in how it is manifested among different cases. The purpose here is not to display differences or associations quantitatively, but to use the associations or patterns found in data to enrich understanding of the phenomenon in question, and to prompt further searching of the data set to understand why the association or pattern exists (Burke 2001:170).

Interpretive and explanatory analysis

The interpretive process cannot be denied within phenomenology and is central to the data analysis process. As noted by Broch (2001:287) actually, it is argued that the description is ultimately interpretation. As meaningful stories are shared, there is an ongoing process involving language and the interpretation of language. Thus, the phenomenological text is interpretative in that it mediates. Consequently the researchers are not outside the research dialogue but integrally entwined in it.

Conducting a research interview is not simply a matter of chunks of information being transmitted between people (Fischer 2005:119). More accurately, the conversational process is participatory, collaborative, and aesthetically rich. During the interview dialogue, the words which are used do not convey information, but reflect the speaker's world. Holliday (2007:301) suggests that language does not describe the world out there, but discloses the inner infinity of the unsaid.

In interpretive and explanatory analysis, the researcher builds explanation from, or finds explanation within the data for the views, behaviours or accounts described, and for the associations and patterns found. These are described as explanations at the level of meaning rather than at the level of cause (Flyvbjerg 2006:219) that is explanations that reflect the social construction of the phenomena and the meaning attributed to them by the research participants.

For all three types of analysis- descriptive, associative and explanatory, the process involves reviewing and interrogating the dataset. This interrogation will be prompted by the research questions, by the researcher's own hunches. It involves moving between different levels of abstraction and conceptualization and carrying both detailed study within individual cases and comparisons between cases. The search is systematic and comprehensive and the researcher looks for convergence and divergence between cases, for typical and outlying cases, always testing the fit of an association or explanation across the dataset, expecting to find multiplicity and looking for rival explanation.

3.10 RIGOUR IN QUALITATIVE RESEARCH

Any worthwhile qualitative research must be able to withstand rigorous scrutiny. Qualitative research has been called “soft” science because its merits and rigor are judged by the same criteria as quantitative research. Rigour in quantitative research is judged by how narrow, concise, and objective the design and analysis techniques are and how scrupulous the rules have been adhered to and applied to all decisions. Rigour in qualitative research is defined by quite the opposite set of criteria and is associated with being open to the data, scrupulously adhering to a specific philosophical perspective, and thoroughness in collecting data. Rigour is also judged by the logic of the emerging theory and whether the results are adding to what is known about a phenomenon (Burns & Grove 2003:89). Scientific rigour is valued because of its association with the value of research outcomes. Rigour is required in any research to prevent error of either a constant or intermittent nature. Through rigour, the researcher demonstrates integrity and competence, which confirm the legitimacy of the research process.

3.11 TRUSTWORTHINESS

According to Streubert-Speziale and Carpenter (2007:48) much debate is ongoing regarding rigor or goodness in qualitative research. Goodness is an application of rigour; it is a means of locating situatedness, authenticity and trustworthiness (Tobin & Begly 2004:391). The aim of trustworthiness in qualitative research is to support the argument that the inquiry’s findings are “worth paying attention to” (Lincoln & Guba 2005:191). One of the earliest attempts to address this issue was made by Lincoln and Guba (2005:192) who described four general criteria for the evaluation of qualitative research namely: *credibility*, *transferability*, *dependability*, and *confirmability*. Guba’s model is well developed conceptually and has been used by qualitative researchers for a number of years to ensure trustworthiness (Fischer 2005:83).

A fifth criterion, *authenticity*, was introduced by Christian (2000:133) in Lincoln and Guba (2005), and is regarded as a unique feature to naturalistic inquiry (Tobin & Begley 2004:392). The methods applied by the researcher to establish trustworthiness in this study are discussed under these five criteria.

3.11.1 Credibility (truth value)

According to Loseke, Donileen, Cahil and Spencer (2007:491), credibility is enhanced when researchers describe and interpret their experiences as researchers, thus showing their involvement. Streubert-Speziale and Carpenter (2007:49) view credibility as the concept that includes activities that increase the probability that credible findings will be produced. Credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data (Lincoln & Guba 2005:200). With its connotation of "truth", credibility can be compared with internal validity in positivist research. A study's credibility is said to be confirmed when the reader recognizes the situation described by a research study as closely related to their own experience (sometimes referred to as confirmability) (Schwandt 2001:128).

McCormack (2000:286) suggested that a qualitative study is credible when it presents such accurate description and interpretation of human experience, that people who also share the experience would immediately recognize the description. Truth-value is one of the most important criteria for the assessment of qualitative research and methodological strategies are required to ensure a strong credibility.

Research by Mays and Pope (2000: 50) argue that credibility is enhanced when more than one skilled qualitative researcher is involved in the analysis process. The themes, codes and categories identified by each researcher can be compared and differences discussed.

In this study, the verbatim transcripts which were randomly chosen were given to the associates (one tutor from a Nursing College, and one Nurse manager) who are conversant with the qualitative research approach together with the transcripts for critical assessment as to whether transcriptions were correctly transcribed and that the coding was correctly interpreted. The confidentiality agreement form (*Annexure G*) was signed by the co-coders to ensure confidentiality of the participants' information. Team analysis will in this instance, provide the researcher an opportunity to gain many interpretations of the data and therefore prevent any bias (Robinson 2000:217). Participants would need to consent to their responses been analyzed by several people. In this research study, a verbal consent was obtained from participants. After several discussions with co-coders, consensus was reached on the final codes and categories.

During the research process, findings, insights and problems were discussed with the associates. Searching questions by these associates contributed to deeper reflexive analysis by the researcher. Reflexive analysis refers to the assessment of the influence of the researcher's own background, perceptions and interests on the qualitative research process (Barnio 2000:886). Prolonged engagement involves investing sufficient time, meetings, interviews so that participants feel enough confidence and trust in the researcher to allow for adequate study of the phenomenon under study context and adequate checks for misinformation (Loseke, Donileen, Cahil & Spencer 2007: 196). The researcher established prolonged engagement by meeting with participants for one hour, once a week and building relationship.

Member Checking

Member checking is another way of improving the credibility and quality of research by having participants checks the researcher's interpretations of their comments, and behaviours. A key issue to credibility of qualitative research is the ability of the

participants to recognize their experiences in the research findings. Member check is a method of validating the credibility of qualitative data through debriefings and discussions with participants (Polit & Beck 2008:758). This strategy of revealing research materials to the participants ensures that the researcher has accurately translated the participant's viewpoints into data and decreased the chances of misinterpretation.

In this study member checking was done by sending the participants a transcript, a summary of the researcher's interpretations. In this way, the participants were able to revise and clarify earlier statements. The purpose of this exercise was to have those people who lived the experiences validate that the reported findings represent their experiences. Holliday (2007:221) suggests that this would be the direct way of improving the credibility of the study.

Informal member checking was done during interviews by restating, summarizing, or paraphrasing the information received from the participant to ensure that what was heard or written down is in fact, correct. Following data collection, member checking consisted of reporting back preliminary findings to the participants, asking for critical commentary on the findings, and potentially incorporating these critiques into the findings. Both forms of member checking may add accuracy and richness to a final report (Broch 2001:291).

Member checking was done by checking the information of one interview with the interviewee at the time acceptable to both the participant and the researcher. Summaries of taped interviews were played to the person whose experience it is for response.

At the end of the study a terminal (final) member check was done to check the overall interpretation of the analysed data. The only short-coming of the terminal member check would be that participants might not critique any aspect of the information which they had previously conducted a member check on. During this study, the researcher had two follow-up interviews and discussions with participants to check the

interpretation of the analyzed data. These contacts occurred during and after data collection and analysis.

Triangulation

Triangulation is a key concept in qualitative research. Variants of triangulation are used to enhance both the dependability (i.e, methodological and time triangulation) and credibility (source, investigator, and location triangulation) of such research Brown (2001:227). Brewerton and Millward (2001:67) defines triangulation as the use of a variety of data sources, different investigators, different perspectives (theories) and different methods in order to cross check data and interpretations. According to Polit and Beck (2008:768), triangulation refers to the use of multiple referents, methods and perspectives to collect and interpret data about some phenomenon.

Denzin and Lincoln (2000:302) stress the importance of triangulating data from multiple sources and techniques. It is an important ingredient in building credibility for the research findings. Triangulation can be used not only with data collection techniques and data sources but also with the investigators (e.g., having more than one researcher code a transcript) and theories (exploring the data through the lens of multiple theories and perspectives).

Triangulation in this study was viewed as a powerful strategy for enhancing the quality of the research, particularly credibility. It was based on the idea of convergence of multiple perspectives for mutual confirmation of data to ensure that all aspects of the phenomenon have been investigated. The researcher considered how triangulation either contributed to confirmation of certain aspects of the study, or to the completeness with which the phenomenon of interest was addressed (Brown & Rodgers 2002:129), by converging on an accurate representation of reality, that is, drawing conclusions about what constituted the truth or worth about the phenomenon under study, in order to provide a basis for convergence on the truth.

In this study, triangulation was used to crosscheck thematic consistency within and across multiple data sources (Patton 2002:302). The dimensions of meaning presented in the results section (chapter 5) provide evidence of data source triangulation.

Appropriately used, triangulation might enhance the completeness and confirmation of data in research findings of qualitative research.

Types of Triangulation

Three types of data sources are time, space, and person (Denzin 2002:290). Data sources can vary based on the times the data were collected, the place, or setting and from whom the data were obtained (Brown 2004:229). Variance in events, situations, times, places, and persons add to the study because of the possibility of revealing atypical data or the potential of identifying similar patterns, thus increasing confidence in the findings (Brown & Rodgers 2002:130).

Time triangulation

Time triangulation, means gathering data on multiple occasions which helps in examining the consistency of the data and interpretations over time. Time triangulation indicates collection of data at different times to determine if similar findings occur (Brown 2004:230). In this study data was collected during the week at the time convenient for both the researcher and the participants.

Space triangulation

Space/location triangulation involves gathering data at multiple sites in order to minimize and understand any differences/biases that might be introduced by the

participants in each of the institutions. In this study data was collected from different working place (wards) of the participants.

Investigator triangulation

Investigator triangulation involves using more than one observer, interviewer, coder, or data analyst in the study. Confirmation of data among investigators, without prior discussion or collaboration with one another, lends greater credibility to the observations (Denzin 2002:302). Investigator triangulation also involves using multiple researchers to interpret the data in order to minimize and understand any differences/biases the researchers may have (Brown 2004:476). In this study the researcher made use of more than one coder to strengthen study credibility.

Referential adequacy

Referential adequacy of having been declared in excess depends upon whether or not another person can find the cues provided by the participants in the actual experience. That is, elements disclosed in the interview transcripts and recorded tapes of this study must actually exist as traits of the experience. An effective interview transcript and recorded tapes served as a guide to assist others in further description of the phenomena under study. To provide the test of referential adequacy, educators familiar with phenomenological research and health set up were asked to review the transcripts and listen to the recorded tapes. Their role was to ascertain whether or not the elements of the phenomenon under study (experiences) were in the transcripts and that they were successful in expanding their perception and understanding of the experience.

Researcher Authority

Alston and Bowless (2003:92) state that examining the researcher's background for any special training regarding the research study is one way of assessing the researcher's investigative skills and technical competence. As a psychiatric nurse, the researcher

utilized the skills of listening, probing, clarifying, silence and summarising during interviews.

The essence of credibility is a unique issue of the researcher, the “*I was there*” element. To strengthen the idea of authority, viewing the researcher as a measurement tool has been proposed as a measure of credibility (Cohen 2004:392).

3.11.2 Dependability

Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. According to Streubert-Speziale and Carpenter (2007:49) dependability is a criterion met once researchers have demonstrated the credibility of the findings. The dependability of the study is evaluated if it meets the associated criterion of auditability. Auditability is achieved when a researcher provides a sufficiently clear account of the research process to allow others to follow the researcher’s thinking and conclusions about data and thus assesses whether the findings are dependable (Fischer 2005:227). The researcher kept the original interview transcripts as a form of audit trail for future referral. *Annexure H* contains an example of an interview transcript.

According to Streubert-Speziale and Carpenter (2003:38) there can be no dependability without credibility, hence one of the best ways to establish dependability in this study was through prolonged engagement with the phenomenon under study. There is no limit to the length of time and frequency of encounters; it only depends on the design and purpose of the study (Emery & Thomson 2004:640). Audit trail was kept.

3.11.3 Confirmability (Neutrality)

Confirmability is a criterion for integrity in a qualitative inquiry, referring to the objectivity or neutrality of the data and interpretation (Polit & Beck 2008:750). It is another criterion used to establish rigor to ensure freedom from bias in the research procedure and

results (Collins 2000:55). In this study, the researcher ensured that her biases do not interfere with the stories told, by making use of co-coders and disclosing the unique cases. Neutrality refers to the degree to which the findings are a function solely of the subjects and conditions of the research and not of other biases, motivations and perspective, that is, freedom from bias in the research procedures and results (Collins 2000:76). Confirmability is a measure of how well the inquiry's findings are supported by data collected.

Confirmability is similar to the idea of replicability, but as Campinha-Bacote (2002:185) points out, "qualitative research almost by definition defies the criterion of reproducibility." The variables that may influence the outcome of the study are usually difficult to control, and often are integrally part of the context. Controlling or manipulating these factors would defeat the purpose of the investigation. Furthermore, since the researcher is the primary instrument in qualitative research, it is expected that each investigation will be idiosyncratic, influenced by the researcher's subjective engagement with the material being studied. Nevertheless, rigorous qualitative studies make the research process transparent. The auditor would not be able to replicate the study, but would be able to review in detail what the researcher did, why she did it, and how she arrived at the conclusion.

The researcher also identified own biases through the consultation with other researchers and colleagues. Confirmability is ensured when the reader is able to assess the adequacy of the research process and judge whether the findings come directly from the data. One of the reasons that qualitative research has been considered "soft" science is because replication of findings of original research is difficult.

The decision trail, developed by qualitative researchers address this criticism, is a strategy that will allow another, using the same data, to follow the logic of the original researcher. In other words, the decision trail provides an audit trail and will allow replication of the original findings when the data is re-examined. Building a decision trail requires the researcher to establish rules for how the data will be categorized, rated and interpreted.

In this study the researcher kept detailed records (audit trail) that would allow for an independent review of the data collection, coding, and analysis procedures. Streubert-Speziale and Carpenter (2008:229) view Confirmability as the way researchers document the Confirmability of the findings by leaving an audit trail, which is a recording of activities over time that another individual can follow. The objective is to illustrate, as clearly as possible, the evidence and thought processes that led to the conclusions. The decision trail used will provide a way of establishing rigor in this qualitative research and auditing the entire study (*Annexure I*)

3.11.4 Transferability (Fittingness)

Transferability is the extent to which qualitative findings can be transferred to other settings or groups; analogous to generalizability (Polit & Beck 2008:768).

Transferability is related to the idea of representativeness and is concerned with the contextual boundaries of the findings. Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. Equivalent to external validity in positivist research (it may also be referred to as applicability). A study is said to be transferable if the findings fit contexts beyond the immediate situation. In order to transfer the findings elsewhere, readers need sufficient information to be able to assess the extent to which a specific research setting is similar to another setting (Meyers & Sylvester 2006:3).

Qualitative research does not place a high priority on generalizability because the aim is usually to answer questions that are relevant in particular, local context, when a qualitative researcher thoroughly understands the context under investigation, and provides a rich, contextualized, description of the phenomenon of interest; the reader is better able to make inferences about the transferability of the findings (Meyers & Sylvester 2006:5).

The readers of a study judge transferability after reading the detailed account. They are then able to see whether the case or cases can be transferred to other settings. It is about how the findings can be generalized or transferred from a representative sample of a population to the whole group (Polit & Beck 2008:768). The purpose is to try and understand the phenomenon, which may not be distributed evenly in a population. The researcher presented a dense and rich description by describing the findings in-depth supported by a great number of direct quotations from the interviews. Findings were re-contextualised in the literature through literature control.

As a purposeful sample was used in this study, the researcher selected participants that fulfilled the study needs. Participants were selected because they had previous experience of the phenomenon (being declared in excess) and general knowledge of it. Qualitative researchers emphasize in this context, the uniqueness of the human situation so that variation in experience rather than identical repetition is to be expected.

3.11.5 Authenticity

The aim of phenomenological data analysis is to “transform lived experience into authenticity (Lincoln & Guba 2000:214). According to Polit and Beck (2008:748) authenticity is the extent to which qualitative researchers fairly and faithfully show a range of different realities in the analysis and interpretation of their data. Schwandt as cited in Tobin and Begley (2004:392) regards authenticity as a feature unique to naturalistic inquiry.

Authenticity emerges in a report when it conveys the feeling tone of participants' lives as they are lived. A text has authenticity if it invites readers into the vicarious experience of the lives being described, and enable readers to develop heightened sensitivity to the issues being depicted. When a text achieves authenticity, readers are better able to understand the lives being portrayed with some sense of moods, feelings, experience, language and context of those lived.

The aspect of *fairness* is viewed by Guba and Lincoln in Denzin and Lincoln (2005: 201) as the core of authenticity. Fairness refers to the quality of balance meaning that all participants' voices and views are reflected in the text. In this study, the researcher attempted to include the voices of all participants in the text during discussion and presentation of the data to illustrate the different realities. Through this inclusion marginalisation was avoided thereby demonstrating fairness.

Ontological authenticity is present in a study where the researcher demonstrates a sophisticated understanding of the phenomenon under study (Guba & Lincoln 1994) in Tobin and Begley (2004:392). In this study the researcher had several debriefing interviews with the co-coders and promoter and an audit trail was left. The researcher was able to identify on single unifying meaning of the experience of being declared in excess (discussed in chapter 6).

According to Lincoln and Guba (2007:163), authenticity criteria are criteria for determining the goodness, reliability, validity and rigor of qualitative research.

Merriam (2002:183) comments that “*every researcher wants to contribute knowledge that is believable and trustworthy. Since a qualitative research is based upon different assumptions and a different worldview than traditional research, most writers argue for employing different criteria in assessing qualitative research*”.

3.12 ETHICAL CONSIDERATIONS

The wellbeing of employees is one of the foci of research in health departments, while the essential ethical values comprise respecting humanity and protecting human rights (Birch, Miller, Mauthner & Jessop 2002:10). The following values underlie the ethical principles of research: doing good, avoiding harm, truthfulness, fairness and autonomy of the participants (Bindless 2000:22).

Generating scientific knowledge within various disciplines is ultimately directed toward improving the lives of individuals in different aspects of life. Central to achieving this goal is a concern for the rights and safety of the individuals. Although research has undoubtedly produced significant benefits, potential and actual risks exist for those who volunteer as research participants (Brockopp & Hastings-Tolsma 2003:164). It is therefore important for researchers to be able to distinguish between research designed to protect the participants' rights and research that may violate the rights of participants.

Researchers conducting qualitative studies need to be accurately aware of the unique ways ethics, both nursing and research ethics, affect all phases of the qualitative research process. Decisions about what to study, which persons will be asked to participate, what methodology will be used, how to achieve truly informed consent, when to terminate or interrupt interviews, when to probe deeply, when therapy supersedes research, and what and how case studies should be documented in the published results are all matters for ethical consideration (Ellis 2007:20).

Requests for participation

The process of contacting participants was initiated in the following manner. This involved first submitting the application for the research permission (*Annexure A*) to the chief executive officer (CEO) the organization where the study was going to be conducted and the ethical committee of the research unit within the Gauteng Health department, which then pre-evaluated the plan and rendered its advisory opinion. The acknowledgement of the request (*Annexure C*) is provided. The permission to continue with the study (*Annexure B & D*) was given. A covering letter, which would be sent to the potential participants, was sought (*Annexure E*). The letter which was written in standard language (English) was enclosed with the documents of the permission.

Consisting of a courteous request to participate in the research study, a short description of the purpose of the study and the method of collecting the data, the

covering letter also expressed the absolutely voluntary and confidential nature of participation. It included a statement that refusal would not in any way influence the relationship with the researcher. Participants who voluntarily accepted to be part of the study signed the consent form. Once the research permission was obtained the researcher signed a commitment of professional secrecy with the organization in order to secure the confidentiality of the data. The acquisition of participants in the research study was initiated by informing the potential participants and discussing with them the practical implications of the study.

Protection of human rights

The researcher of this study had the responsibility to recognize and protect the rights of human research participants. The human rights that required protection in this research study are described as follows:

Deception

Deception involves a failure to adequately inform potential research participants about the full nature of the research, thereby preventing them from making an informed decision (Birch & Miller 2002 12). In this study the researcher gave accurate information about their participation in the research project in order for the participants to make an informed decision regarding their involvement. Participants were informed about the researcher and the contact details available.

Informed consent

Informed consent has been defined by Brockopp and Hasting-Tolsma (2003:169) as the process of providing an individual with sufficient and understandable information regarding his or her participation in a research project. The process of informed voluntary consent is set firmly within the principle of respect for persons and

incorporates the ethical concept of autonomy or participant's right to self determine if he or she wishes to participate in a research study or not (Gillis & Jackson 2002:332).

While negotiating entry into this world, the researcher invited the participants to become part of the research project and validated that agreement with an informed consent. One of the fundamental responsibilities that the researcher had towards the human participants was to ensure that the individuals understood the nature of the research project and the implications of participation and that the participant is able to decide freely whether or not to participate in the project, without fear of reprisal. Central to the notion of informed document is the participant understands of the project and free consent to participate.

Informed consent was used as the researcher's conscious and deliberate attempt to clearly and fully provide the potential participant with information about the study. One of the fundamental responsibilities that the researcher took into consideration was to ensure that each individual understood the nature of the research project, and that the individual was able to decide freely whether to participate in the project, without fear of reprisal. Together the researcher and the participant reached an agreement about the rights and responsibilities of each during the investigation.

The informed consent form (*Annexure F*) included the title, purpose, and the explanation of the research and the procedures to be followed. Risks and benefits were clearly spelled out. A statement that the participant has the opportunity to ask questions and that the participant is free to withdraw at any time was included. Before the study, the written informed consent that described the purpose of the study, potential risk/benefits, right to confidentiality, and right to withdrawal without penalty, were distributed and explained to all participants during contact session.

Self determination

Based on the ethical principle of respect for persons, people should be treated as autonomous agents who have the freedom to choose without external controls. An autonomous agent is one who is informed about a proposed study and is allowed to choose to participate (Becker 2004:415). The principle of self-determination was considered in this study where individuals had the right to decide whether they want to be part of the study or not without fear or any influence from external forces.

Privacy

Privacy is the right the individual has to determine the time, extent, and the general circumstances under which private information will be shared with or withheld from others (Bell & Nutt 2002:70). Private information includes one's attitudes, beliefs, behaviours, opinions, and records. The research participants' privacy was, protected by informing them fully about the study, and them consenting to participate in a study and voluntary sharing private information with the researcher.

In this study, the interviews were held at the time convenient to both the participants and the researcher. The venue of the interview provided privacy for participants.

Anonymity

Complete anonymity exists if even the researcher, with his or her individual responses, cannot link the participant's identity. Anonymity refers to the act of keeping individuals nameless in relation to their participation in research projects (Brockopp & Hasting-Tolsma 2003:176).

All interviews were tape recorded and later transcribed. As a precautionary measure, the researcher informed the participants that their names would not be mentioned on the tapes that only codes known by the researcher were used. However, complete anonymity could not be maintained in this study as the researcher knew the names of the participants with whom the interviews were conducted.

Confidentiality

Confidentiality refers to the researcher's responsibility to protect all data gathered within the scope of the project from being divulged to others (Brockopp & Hasting-Tolsma 2003:175). Confidentiality means that the individual identities of participants will not be linked to the information they provide and will not be publicly divulged. The researcher's promise to respect the confidentiality of participants' responses in an interview was treated as a sacred trust based on the ethical principle of respect.

In this study, the researcher had not only an ethical responsibility to preserve the anonymity of participants but also had a practical interest in doing so: the ability to collect accurate information would be impaired if the subjects believed that the responses were not kept in confidence. Pseudonyms were used in both data collection process and in the transcriptions of interview tape recording so that the participants' true identities cannot be associated with the data. Signed consent forms were not stapled to instruments or data collection tool/s so that unauthorized persons could not readily identify the participants and their responses. Consent forms were stored with the master list of participants' names and code numbers. The researcher periodically reminded the participants that they were free not to respond to questions or probes that they believed were inappropriate.

Other mechanisms used to ensure confidentiality were the use of a locked file to protect the collected data, limiting access to the data to those individuals who were intimately involved in the research, and destroying the list of participant names at the conclusion of the project.

Fair treatment

The right to fair treatment is based on the ethical principle of justice. This principle states that each person should be treated fairly and should receive what he or she is

due or owed. In research, the selection of participants and their treatment should be fair (Lo-Biondo Wood & Haber 2002:288).

In this study the participants were fairly treated as the researcher's selection of participants was equitable. Participants were selected for the reasons directly related to the problem studied versus convenience, compromised position, or vulnerability. Participants were selected based on their lived experience of being declared in excess in their workplace and being the professional nurses in the Gauteng Department of Health. Researcher and the participants had a specific agreement about what the participants' participation involved and what the role of the researcher would be. As a result, the researcher treated the participants fairly and with respect throughout the study. The researcher made it a point that she was always on time for appointments and data collection sessions terminated as agreed.

There was no change of procedures and activities that were to be performed by the participants done without them been informed and consented. In this study, no benefits were promised and the participants were made aware from the first interaction with the researcher, and the sentence on "no benefits" appeared in the informed consent form.

Protection from discomfort and harm

The right to protection from harm and discomfort is based on the ethical principle of beneficence that states one should do well and above all, do no harm. This principle indicates that members of society should take an active part in preventing discomfort and harm and promoting good in the world around them (Birch & Miller 2002:91). In this study, the researcher conducted the study to protect the participants from harm and discomfort and brought about the greatest possible balance of beneficence over harm.

This study would not cause any discomfort and is described in this context as a minimal risk study, in that the discomfort encountered was similar to what the participant would have experienced in his or her daily life and ceases with the termination of the study.

Participants did not indicate or experience any sign of discomfort during the interviews. They felt relieved and comfortable in reflecting their emotions and voiced that it helped them to talk to someone who would listen.

Publication

Publication of research results in a qualitative study poses major problems, as it may also result in a breach in confidentiality or anonymity. In this research study, permission to use direct quotes was acquired and the researcher made sure that examples of raw data do not reveal the participant's identity.

The participants were informed about the intention of the researcher to publish the results of the study. The purpose was to share the information with the interested parties. A longitudinal view from point of entry to publication was agreed upon with the participants. To prevent misunderstandings, all involved agreed upon the various stages and activities of the entire project. Because we may not foresee the consequences of publication, it is wise in this litigious society to protect not only the participants but also ourselves (Beagon 2000:173).

Conflict methodology

Conflict methodology is built on the interactionist and ethno-methodological perspective, adding the belief that ordinary social life is characterized by deceit and impression management (Barret & Parker 2003:5). Proponents of this method maintain that the researcher is justified in using similar techniques, because it "is the explicit purpose of research to expose the powerful and that deception is legitimate" (Hoy 2004:88).

The counter argument to justify deceit is summarized by Ellis (2007:22) as follows: "Social scientists have not only a right but also an obligation to study controversial and politically sensitive subjects, but this obligation does not carry with it the right to deceit,

exploit or manipulate people”. In this study, deception, exploitation, or manipulation of participants were regarded to be unethical to all those who philosophically stand for professionalism. The use of participant’s advocacy in this research precludes the use of conflict methodology.

In addition, the researcher was alert to nuances in the research that could cause participants to feel “cheated, deceived, or used, thus showing respect to participants. The participants were shown the report description before finalization for their response and agreement to the portrayal. This was to assist in displaying validation and an accurate portrayal. As a researcher, one is participant advocate, where trust, compassion, and empathy encompass all our professional endeavours, including research.

Researcher’s role

Researchers have moral duties to themselves as well as to others. One such duty to self is maintaining integrity and identity that frequently found its clinical expression in “dedication to the participants”. The researcher though dedicated to the research, remained dedicated to the participants first by continuously communicating with them about the progress of the study. The norm of identity, which overlaps with that of integrity, sees a unity and compatibility between one’s personal and professional ethics (Bell & Nut 2002:75) which emphasizes the demand for the protection of human subjects.

3.13 SUMMARY

A qualitative, descriptive, exploratory and contextual design was followed using phenomenology as a method to describe and explore the lived experiences of employees having been declared in excess in the Gauteng Department of Health.

A detailed description of the research methodology including the research instrument, population, and sample processes of data collection and method of data analysis was provided. Trustworthiness was discussed in detail and adherence to ethical consideration was indicated. The next chapter provides a detailed description of the method of data analysis.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

“To analyze is nothing but an operation that results from the conjunction of the preceding operations. It merely consists in composing and decomposing our ideas to create new combinations and to discover, by this means, their mutual relations and the new ideas they can produce.” (Condillac 2001:48).

4.1 INTRODUCTION

Data analysis in qualitative research is a creative process; it is not an easy task. According to Alston and Bowles (2003:56), applying guidelines requires judgment and creativity. Because each qualitative study is unique, the analytical approach used will be unique. Qualitative enquiry depends, at any stage, on the skills, training, insight, and capabilities of the researcher, the analytical intellect and style of the analyst. The human factor is the greatest strength and the fundamental weakness of qualitative inquiry and analysis. Polit and Beck (2008:419) describe qualitative data analysis as “challenging, labour-intensive, and guided by few standardized rules”. As the instrument of data analysis, the researcher explores and reflects on the meaning of the data. The researcher’s ability to interpret the data and to present the findings clearly makes a qualitative study useful.

In qualitative research data analysis is simultaneous with data collection. Beagan (2000:180) describes data collection and data analysis as proceeding hand in hand. Initial data analysis guides later data collection, and this reciprocal process continues

until no new findings are identified. Thus, as data analysis proceeds, the researcher moves back and forth between data analysis and data collection in order to create and explain the findings.

Data analysis can be said to be “the process of breaking down, examining, comparing, conceptualizing, and categorizing data (Lincoln & Guba 2005:214). Data analysis in any research is based on the research question/s, and guided by the theoretical framework of the study.

4.2 PRINCIPLES OF QUALITATIVE DATA ANALYSIS

In phenomenological study, specific techniques such as epoche (bracketing) and imaginative variation are used to analyze data. In this study data was obtained through in-depth interviews. The following research question asked: “*what were your experiences when you were told that you have been declared in excess in your workplace?*”

Despite the fact that there are no universally accepted rules for the analysis of qualitative material, various systems have evolved, and some basic underlying principles can be utilized. The process of data analysis in this study was guided by the principles and procedures which offer *generalized guidelines* for conducting the data analysis as outlined by Collins (2000:67):

- Analysis is current with data collection, that is, data analysis runs parallel with data collection, and the two become integrated.
- Analysis is systematic and comprehensive.
- Analysis includes a reflective activity that results in analytical notes that guide the process. These analytical notes are often called memos. These notes help the researcher/ analyst move from the data to a conceptual level.

- Data are divided into relevant and meaningful units. They are segmented, yet remain whole. Thus the analyst concentrates on small homogenous pieces of data at one time. However, the analysis process begins by reading all of the data to achieve a sense of the whole.
- The data segments are categorized according to an organizing system. Topical categories are formed as a result of reading and examining the data. The process is inductive.
- The main tool is comparison. The goal is to discern conceptual similarities, to refine the discriminative power of categories, and to discover patterns.
- Categories remain flexible. Categories are developed from the data during the course of analysis and must be modified as new data are obtained.
- There is no one right way to manipulate qualitative data. Researchers who describe their process for analyzing the data try to avoid standardizing the process. Qualitative research is the creative involvement of the individual researcher.
- The procedures are neither scientific nor mechanistic.
- The final goal of qualitative data analysis is the emergence of a larger, consolidated picture.

There are many texts written about interpreting qualitative research data. Bogdan and Biklen (2003:147) discuss analyzing data as a two-stage process. The first step is the data analysis, described as the process of systematically searching and arranging the data, in which the researcher organizes the data into manageable units. Interpretation is the second phase of data analysis.

4.3 PHENOMENOLOGICAL DATA ANALYSIS

Analysis is the process that facilitates making interpretations from fieldwork, observation and interviewing as is the case in this research study. Analyzing data within phenomenological research involves uncovering the essential structures of the phenomenon in question. The essence of participants' experiences is captured in phenomenological theme. The meaning or essence of a phenomenon is not a one-dimensional entity but a multidimensional structure consisting of many parts that make up the whole. Therefore, to understand the experiences of participants, one must acknowledge the various components of their overall experience and synthesize them into a logical and coherent whole. When themes are synthesized, a more complete understanding of one's lived experience is possible (Holliday 2007:54).

Understanding the concept of theme is critical to accurate data interpretation. DeSantis and Ugarriza (2000:362) reviewed the literature and interdisciplinary definitions of theme and developed their own definition to help researchers analyze qualitative data. A theme is an abstract entity that brings meaning and identity to a recurrent experience and its variant manifestations. As such, a theme captures and unifies the nature or basis of the experience into a meaningful whole. They further gleaned five aspects of a theme:

- Overall entity (for example, the experience)
- Structure (for example, the nature or basis of the experience)
- Function (for example, the capture and unification of the nature or basis of the experience into a meaningful whole)
- Form (for example, the stability and/or variability of the many manifestations of the experience)
- Mode (for example, the recurrence of the experience).

The researcher in this study kept these aspects in mind throughout the data analysis process especially when coming to generating themes from the raw data.

Phenomenological data analysis from the interviews with participants was analyzed using Giorgi's (1985) framework for analyzing qualitative data. This framework

incorporates the assumptions and principles of the strategy used in this study and can be labelled as a “general inductive approach”. The inductive approach is a systematic procedure for analyzing qualitative data where the analysis is guided by specific research objectives. The primary purpose of this approach is to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data without the restraints imposed by structured methodologies. The use of this framework provided a richness of data analysis giving a descriptive account of the phenomenon under study. The framework included the following stages in the analysis of the data.

The purposes of *using an inductive* approach are (these purposes are similar to other qualitative data analysis approaches):

- To condense extensive and varied raw text data into a brief, summary format;
- To establish clear links between the research objectives and the summary findings derived from the raw data and to ensure these links are both transparent (able to be demonstrated to others) and defensible (justifiable given the objectives of the research).
- To develop a model or theory about the underlying structure of experiences or processes which are evident in the text (raw data) (Flyvbjerg 2006:240).

The general inductive approach provides a convenient and efficient way of analyzing qualitative data for many research purposes. The researcher found this approach to be straight forward and easy to implement.

In this study the researcher made use of the following constituents (units in the experience):

- **Ego** - The researcher as the phenomenologist-researcher.
- **Identification** - This is the process by which the researcher uncovers the units of experience. By being aware of the participant as a total being, and of the researcher herself as a total being, perceptions in the experience were revealed. For example, through identification with the participant who experienced being in

excess, the researcher helped to uncover the experience of being in excess for the participant and herself, and the same time, helped to reveal the feeling of empathy in relation to the experience as expressed verbally and behaviourally by the participant.

- **Intentionality** – This is essentially a character or a property of acts that is always directed towards an object. Consciousness is intentional, that is, consciousness is always consciousness of something. For the researcher in this study, the intentional activity was directed towards describing the experience of being declared in excess, and to uncover the meaning of this lived experience.
- **Discounting** – This defines the limits of the experience. Becker (2004:418) notes it is a requisite of phenomenology that no preconceived notions, expectations, or frameworks to be present to guide the researchers as they gather and analyze the data. The life worlds of individuals being studied were the primary source of data. For the researcher discounting was very important especially in discovering the phenomenon under study. For example, the researcher read broadly about the phenomenon. However, in understanding the meaning of being in excess, the researcher did not impose her knowledge on the participant, but allowed the reality of the participant's experience to be fully expressed.
- **Intuition** – Phenomenologists maintain that intuition is important in the development of knowledge, although human meaning cannot be inferred from the sense impression alone. Intuition involves developing one's consciousness through looking and listening. To possess the characteristic of intuition, one arrives at knowledge which grasps the ideal (essence). Intuition of the essence of an object is the source of meaning and intelligibility of the particular phenomena. Eidetic intuition is insight into essences through the experiencing of exemplifying particulars. Such particulars may be given in either perception or imagination (Ellis 2007:197)

By intuition, the researcher was able to know the necessities imposed by reason of their own nature (components of the intervention to be made), without being obliged to go back to premises, and without having to justify this components of intervention by

deduction. Intuiting the components of the phenomenon under study provided both the researcher and the participant with mutually satisfying and knowledgeable experience. Phenomenology also does not presuppose the existence of process, although process may be discovered as the research takes place.

4.4 PROCESSES OF DATA ANALYSIS

The following features will be implemented throughout the process of analyzing data.

4.4.1 Phase 1

Interview as a whole

Following each interview, the researcher carefully listened to and reviewed the audio-taped conversations. It is suggested that researchers review their tapes as soon as possible following each interview to remain familiar with the data. By doing so, the researcher gains an awareness of the experiences described by the participants. Attention was paid to the tone of voice, meaningful metaphors and recalled body language.

Interview as text

Text is commonly understood as a formal, written and structured document conveying something from shared social realm, having a clear notion of authorship, purpose, historicity and audience, conventions of style, form and grammar (Birch & Miller 2002:99).

Each interview was transcribed into a written protocol. The researchers are encouraged to personally transcribe tapes for two reasons: first, to ensure the anonymity of the participants, and second, to give the researcher an opportunity to

become more fully immersed in the data. Although the transcription process was tedious, however, in the process of transcribing tapes, the researcher developed a greater sensitivity to participants' experiences. The transcripts of the interviews were prepared in plain text format, typed straight forward with return paragraphs. Transcripts were also read horizontally, which involved grouping segments of the text by theme.

The researcher in this study considered the following assumptions when analyzing text:

- The text stand alone; the words and idiomatic expressions convey the meaning and those meanings are relatively invariant.
- Larger context must be considered; the author and her environment, conditions of power and domination
- The reader is part of the process; the author is less important and that meaning unfolds in the "reading" of the text (Bogdan & Biklen 2003:395).
- Acquisition for a sense of each protocol meaning.

Good analysis depends on understanding the data. In order to enhance credibility of the data, the responses of the participants to the interview question asked were closely examined to determine whether they were sharing experience rather than pre-digested theoretical knowledge.

In this study, the researcher acquired more insight and familiarity with data descriptions (protocols in phenomenological research) by listening to the audiotapes several times and personally transcribing them. The transcripts were carefully and thoughtfully read several times while listening to the corresponding audio tape to come to a better overall understanding of each participant's experience, thus enabling the researcher to gain a feeling of them; and making sense out of them (Colaizzi 1978:231). To manage this tension, Finlay (2003:308) suggests that the researcher need to engage in reflexive analysis, thus, moving back and forth in a kind of dialectic between experience and awareness; between studying the parts and the whole.

The exercise enabled the researcher to obtain an intuitive, holistic grasp of the protocol and ensure that each natural meaning unit would be interpreted in context (Cohen 2004:399).

When several participants mentioned a similar subject during interviews as reflected in the transcripts, the researcher believed that she was hearing a common theme. The number of times a theme was mentioned in different interviews or the emphasis placed upon it, pointed to its significance as a major theme in participants' understanding of being declared in excess in the workplace.

All the participants were asked the same question being "*what were your experiences when you were told that you have been declared in excess in your workplace?*" which happened over a period of two years.

Examples of the general focus of the situations were being an employee in the Gauteng Department of Health which was undergoing the process of transformation and restructuring where some of the employees had to be declared in excess with the aim of staffing the other disadvantaged health institutions within the province.

It was noted that the initial passages in each protocol or transcript; involved statements made by participants about being declared in excess in the workplace. As the transcript progressed, the cognitive statement had generally changed to passages describing personal experiences in often profound and moving ways.

The participants, at this point, were describing their lived experience of being declared in excess in the workplace rather than their conceptualized experience.

The researcher dwelled on the data and examined each transcript line by line before extracting significant statements. Repetition of this step resulted in formulated meanings. A total of five hundred significant statements were extracted.

Linking concepts and data

As part of the analytic process, the researcher used coding as a way to organize the phenomenological data. Coding, a symbol or abbreviation used to classify words or phrases in the data, was seen as representing the decisive links between the original raw data, that is, the textual material: interview transcripts audiotapes and the researcher's theoretical concepts. Coding in this study allowed the researcher to differentiate and combine the data retrieved and the reflections made about the information. The coding process enabled the researcher to identify meaningful data and set the stage for interpreting and drawing of conclusions (Brewerton & Millward 2001:209).

In this study the coding process was thought of as essentially heuristic, in that it provided a way to interact with and think about the data. This view point is verbalized by Fischer (2005:202) who said that codes do not serve as denominators of certain phenomena but as heuristic devices for discovery. Taking the naturalistic perspective regarding a priori coding (a list of codes before data gathering) into account, the researcher used a partway approach between the priori and the inductive approach: that of creating a general accounting scheme for codes that are not content specific, but points to the general domain in which codes can be developed inductively.

The predefined codes were changed and developed as the study continued. Others emerged progressively during the data collected. Clear operational definitions were developed for every code, so that it could be applied consistently. Codes were given a name that is closest to the concept it is describing.

Definitions for codes were checked by peers in order to expand or amend it. The checking process was seen as an aid to definitional clarity and served as a reliability check. Data were coded as selected, and enabled the peer debriefers to uncover researcher bias and the researcher to identify incomplete or equivocal data that should be clarified.

This is based on what Newston and Davis (2002:117) would call *open coding*, where transcripts and other documents were examined line-by-line and assigned labels and categories, giving each discrete incident, idea, or event , a name, something that stands for, or represent a phenomenon. Doing research is also part art, and as Picasso's epigram suggests, part of the art of qualitative research is cutting away those notes and details that are not of consequence in order to concentrate on what is. According to Barnio (2000:878), the critical task in qualitative research is not to accumulate all the data you can, but to get rid of most of the data you accumulate. Coding begins the process of selecting what is important from the rest, selection pervades qualitative research.

One of the key elements in qualitative data analysis is the systematic coding of text (Birch et al 2002:11). Qualitative coding in this instance, means creating categories from interpretation of the data. Coding is the process of combining the data for themes, ideas and categories and then marking similar passages of text with a code label so that they can easily be retrieved at a later stage for further comparison and analysis. Coding data makes it easier to search the data, to make comparisons and to identify any patterns that require further investigation (Gibbs & Taylor 2005:1). Codes are the building blocks for theory or model building and the foundation on which the analyst's arguments rest. Implicitly or explicitly, they embody the assumptions underlying analysis. There is no right or wrong process in coding. It is the knowledge and perceptions of the researcher that are used to identify the ideas in the data (Jacelon & O'Dell 2005:218).

These tentative codes were reviewed using the constant comparative method as described by Becker (2004:411). In this method, the goal of the analyst is to generate an emergent set of categories and their properties which fit, work and are relevant for integrating into a theory. The researcher read through the text and found themes or issues that recur in the data. These became the researcher's categories. They were ideas and concepts that the researcher had not thought about. This process allowed

the categories to emerge from the data. Categories were later defined after working with the data.

The primary data source (typed transcripts) was coded through analysis and reduction using Husserl's (1962:172) concept of bracketing. According to Van Manen (2000:93) bracketing involved the following steps:

- Finding key phrase and statements of the phenomenon
- Interpreting meaning
- Obtaining correlative interpretations of these if possible
- Inspecting meanings to find the essence, and
- Offering tentative statement or definition in terms of essential recurring features.

To do this, the researcher began with open coding, which is coding the data in every way possible. Codes that appeared to relate to the same phenomenon were grouped into categories. Names for codes and categories came from the phrases used by the research participants themselves (in which case they are known as "in vivo" codes) and from the researcher.

The initial list of categories changed as the researcher continued with the data. This process is known as iterative (Taylor-Powell & Renner 2003:3). New categories were identified to accommodate data that did not fit the existing labels. Main categories were then broken into subcategories. Data was resorted into these smaller categories into more defined categories. This allowed for greater discrimination and differentiation.

For example,

Confusion (Conf):

Sub-categories

Uncertainty (Uc), lack of focus (Lof), shock (s), worries (Wr).

There was a continuous building of categories until no new themes or sub-categories were identified. Many categories emerged as the researcher needed to reflect the nuances in the data and to interpret data clearly.

Reading and re-reading the text helped to ensure that the data was correctly categorized. The example below indicates the labelling of the themes and concepts from the transcripts. All responses were numbered and given labels to capture the idea in each. Later, data and their categories were sorted and organized to identify patterns and bring meaning to the responses.

Example1. Labelling data from an end-of-session (10 participants)

Categories: Absence of care (Abc), Anger (A), Anxiety (Ant), Acceptance (Accp), Communication (Comm.), Confusion (Con), Defence mechanisms (Def M), Guilt (G), Hurt (H), Integrity (I), Relationships (Rel), Trust (T).

Overlapping coding and un-coded text

Among the commonly assumed rules that underlie qualitative coding, two are different from the rules typically used in quantitative coding: (a) one segment of text may be coded into more than one category. (b) A considerable amount of the text may not be assigned to any category, as much of the text may not be relevant to the research objectives as was the case in this research study.

To sum-up on what the researcher has done: read and re-read through the text. The researcher looked for key ideas, used codes to tag key themes- ideas, concepts, beliefs, incidents, terminology used and behaviours. Notes were kept on the emerging ideas and patterns and on how the data is to be interpreted. Related themes were combined into categories. Categories were labelled. Selected sections of the data were put together in a specific category.

4.4.2 Phase 2

First order thematic (abstraction)

A rigorous and systematic reading and coding of the transcripts allowed major themes to emerge as inductive approaches are intended to aid an understanding of meaning in complex data through the development of summary themes or categories from the raw data (data reduction) (Barret & Parker 2003:11).

This involved reviewing the protocol and collecting the highlighted significant statements, which were paraphrased and assigned a theme. The resulting significant statements, paraphrased meanings, and themes were placed in a tabular form and referred to as the first order thematic abstraction. During this step the researcher had the opportunity to become sensitive to participant's experiences while systematically reflecting on those experiences. Capturing the essence of experiences is necessary to appreciate the uniqueness of the individual and to compare similarities and differences among participants (Kearney 2001:145).

Second order thematic (cluster)

This involved creating a second order thematic cluster. This step entails clustering identified participant themes to a second order thematic grouping in tabular form, including a general description. The aim here is to reduce the number of codes by grouping them together under one heading.

These descriptions reflected the essence of experiences within the prepared themes of each participant and were used to compare experiences. The description also formed the basis of the synthesis of individual participant experiences. As individual themes were synthesized, a global picture of participant experiences emerged. The thematic clustering process provides a mechanism whereby the essence of participant's experiences can be understood (Ellis 2007:15). The result is a broader categorization and the development of emerging themes.

Towards the end of the study no new themes emerged, which suggested that major themes had been identified.

The outcome from qualitative analysis is the development of categories into a model or framework that summarizes the raw data and conveys key themes and processes. The categories resulting from the coding, which are the core of data analysis, potentially have five features:

- Label for category: words or a short phrase is used to refer to category. The label often carries inherent meanings that may not reflect the specific features of the category.
- Description of category: description of the meaning of the category including key characteristics, scope and limitations.
- Text or data associated with category: examples of text coded into category that illustrates meanings, associations and perspectives associated with the category.
- Links: each category may have links or relationships with other categories. In a hierarchical category system these links may indicate super-ordinate, parallel and subordinate categories (departmental heads, supervisors and employee relationships). Links are likely to be based on commonalities in meanings between categories or assumed causal relationships.
- Types of model in which the category is embedded: the category system may be incorporated in a model, theory or framework. Such frameworks include; and open network (no hierarchy or sequence, a temporal sequence (movement or time), or a causal network (one category causes changes in another). It is also possible that category may be embedded in any model or framework (Baker (2002:39).

Extraction of significant statements

This step was based on selective coding, with the aim of removing those categories that did not bear significantly on the research question of the study.

Meaningful statements or phrases that pertained to being declared in excess were extracted from the protocol and written on a separate page. Five hundred significant statements were extracted from the transcripts. Related significant statements were later collapsed into one theme. The following are four examples of significant statements (SS) extracted from four different protocols:

I experienced something that I don't want to talk about because it is hurting and you are not told anything and things are done without your knowledge.

What I experienced was a deceit from my department, I am angry and hurting and the whole process is disgusting.

What I have experienced is the pain the department caused me, the psychological pain of not knowing about my future which was decided by someone else without your knowledge.

I felt so insecure, loss of my work relationships I have built over years; I have even lost my identity as a nurse and did not know who I was anymore.

As the raw data is broken down into manageable units, the researcher must also devise an 'audit trail', in which a researcher does an audit of the research process, documenting all the raw data generated as well as the methods and sources of data generation and analysis decisions. By reading the audit trail, another researcher should arrive at comparable conclusions given the same setting, that is, a scheme for identifying these units according to their speaker and context. The particular identifiers developed may or may not be used in the research report, but speakers are typically referred to in a manner that provides sense of context (Ziman 2000:302). Qualitative research reports are characterized by the use of voice in the text, that is, participant quotes that illustrate the themes being described.

Formulation of significant statements into a more general restatement

This step consisted of reformulating significant statements into more general forms, a restatement, in order to transform the concrete language of the participant into the language of science.

The written separate pages were read repeatedly, reviewed in relation to their sequence in the transcripts, reflected upon, and meaning of the excerpt identified in writing. On occasion, the audiotapes were referred to again to help in the interpretation of meaning. To demonstrate this step, the meanings formulated (MF) for the previous four significant statements were presented in corresponding sequence:

The affected employee was hurting and feels that there was neither communication nor information regarding the process.

The employee is angry because she feels deceived by her department.

The employee is unsure of her future as processes are not communicated to her.

The employee has a sense of insecurity in her place of work.

The coding process as a whole was guided by the research question of the study. The researcher made constant reference to the question to ensure that the coding was appropriately focused as the ultimate goal of the analysis and coding approach according to Beylerian and Kleiner (2003:99) is to determine the participant's view of the world in general and the topic in particular.

As the analysis progressed, a point of theoretical saturation was reached when few new categories emerged, confirming that sufficient data has been gathered to fully develop the core categories.

Formulation of a statement of meaning (Axial coding)

The next stage of analysis involves re-examination of the categories identified to determine how they are linked, a complex process sometimes called *axial coding* (Broch 2001:187). The discrete categories identified in open coding are compared and combined in new ways as the researcher begins to assemble the big picture. The purpose of coding is to not only describe but, more importantly, to acquire new understanding of a phenomenon of interest. Therefore, causal events contributing to the phenomenon; descriptive details of the phenomenon itself; and ramification of the phenomenon under study must be identified and explored (Speitzer & Mishra 2002:710).

Similar to Speitzer and Mishra (2002:710) the codes and categories were compared and checked against one another, this time searching for connections between categories with a view to detecting emergent themes. Although the open and axial coding have been described separately, in practice the two concepts were alternated between during analysis process.

Thus, each transcribed interview was read, and significant statements (SS) were identified. Each SS was reworded into a slightly more general restatement (RS) that reflects the same idea. The investigator then determined what the meaning of the statement was and wrote a formulated meaning (FM). At each of these stages the statement became more abstract. The FMs were then grouped into themes, themes into theme clusters, and theme clusters into theme categories. This part of the analysis basically involved categorizing the meanings by similarities. Theme categories and theme clusters were used to write an exhaustive description of the experience of being declared in excess in the workplace.

In this study, significant statement and restatements were studied to derive and record a sense of their meaning, the formulated meaning. Each formulated meaning was developed with consideration of the statements preceding and following it so that the context was maintained. Concepts, labels, and processes were identified and clarified.

The following are further examples of significant statements (**SS**) (for example, phrases that pertain to the investigated phenomenon); restatements (**RS**), and formulated meanings (**FM**)

SS: *I experienced something that I don't want to talk about because it is hurting and you are not told anything and things are done without your knowledge.*

RS: *The affected employee was hurting and feels that there was neither communication nor information regarding the process.*

FM: *lack of communication from the employer's side left the employee hurting.*

Theme: *feels hurt due to lack of communication*

Theme cluster: *feelings of hurt*

Theme category: *emotional turmoil*

SS: *What I experienced was a deceit from my department, I am angry and hurting and the whole process is disgusting.*

RS: *The employee is angry because she feels deceived by her department.*

FM: *The process is perceived as a deceit and left the employee angry.*

Theme: *feels deceived and angry*

Theme cluster: *feels deceit*

Theme category: *lack of trust*

SS: *What I have experienced is the pain the department caused me, the psychological pain of not knowing about my future which was decided by someone else without your knowledge.*

RS: *The employee is unsure of her future as processes are not communicated to her.*

FM: *The action taken by the department created a sense of uncertainty about her future.*

Theme: *limited choices about the future*

Theme cluster: *sense of uncertainty*

Theme category: *uncertainty*

SS: *I felt so insecure, loss of my work relationships I have built over years; I have even lost my identity as a nurse and did not know who I was anymore.*

RS: *The employee has a sense of insecurity and loss of identity in her place of work.*

FM: *The departmental decision left the employee in a state of insecurity*

Theme: *unable to make own choice*

Theme cluster; *feelings of insecurity*

Theme category: *insecure*

To ensure that the formulated meanings did not serve the connection with the original protocol while moving beyond the protocol statements, the restatement and formulated meaning were validated by two colleagues with experience in qualitative research. They read both the restatements and the formulated meanings and compared them with the original protocols. The formulated meanings were validated with a minimum of changes. The changes resulting from the validation process were made to increase precision or to include relevant concepts.

Organization of formulated meanings into themes, theme clusters, and theme categories

Categories are, in essence, the conceptual scheme of the research design.

In this step of data analysis, themes were identified from the formulated meanings and the themes then organized into theme clusters and categories to allow for the emergence of themes common to all participants protocols. Discrepancies that seemed present in the themes were not eliminated since they could be logically inexplicable but existentially real and valid (Haase 1987:68). Data that did not seem to fit were not ignored.

Table 4.1 Summary of theme clusters and theme categories

THEME CLUSTERS	THEME CATEGORIES
1. communication	1. Organizational communication during

<ul style="list-style-type: none"> 2. relationships 3. trust 4. absence of care 5. anger 6. anxiety 7. guilt 8. hurt 9. confusion 10. integrity 11. acceptance 12. defences mechanisms 	<ul style="list-style-type: none"> restructuring 2. Reactions to being declared in excess 3. Interpersonal relationships during restructuring 4. Coping mechanisms after having been declared in excess
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The theme clusters that emerged fell into four theme categories (as indicated in table 4.1). The themes and their relationship to each protocol were validated by the colleagues who validated the formulated meanings. These two individuals were asked to decide whether there were any themes suggested by the original significant statements that were not accounted for and whether the themes incorporated anything not implied in the original protocols. The accuracy of all the themes was validated.

4.4.3 Phase 3

Formulation of the statement of the essential structure

From the exhaustive description, the seventh step of data analysis, the essential structure was derived. The essential structure of the *emotional responses* (anger, guilt, anxiety, acceptance, defence mechanisms, confusion and hurt) was displayed by the participants.

Communication (absence of care clustered) was also identified as the theme category that finally emerged. Lack of trust (relationships clustered) was evident. It includes a description of the processes and meanings derived through the previous steps of analysis.

Protocol synthesis (within person analysis)

This step involved synthesizing each individual participant's protocol. This process, otherwise known as within person analysis, involved reflecting on and summarizing participant's experiences to provide an overall picture. While the researcher was completing the synthesis, common themes surfaced, and the researcher reverted back to the original text and the overall story that was shared. Once again the numbers within the bracket next to each statement represent the identified significant statements that were extracted and collected from the participant's protocol. Each participant's significant statement shared a common element to support the resulting analysis.

Overall synthesis of participants' protocols

This step involved reflecting upon the various themes that emerged from each individual protocol. This process provides an understanding of individual and shared experiences among participants. The resulting overview also provided an opportunity to compare experiences in a descriptive format and related these descriptions to extent research. The numbers appearing in brackets at the end of each significant statement represented common statements from different participants. These shared experiences were copied under the appropriate shared category names.

Between persons analysis

Following the overall synthesis, the clustered themes for all participants were presented in category format, providing a quick visual reference to specific themes that may or may not be present within each participant's experiences. Additionally this

process can be helpful in comparing experiences among participants and in formulating a global picture of participant's inner experience.

The following steps are outlined to provide readers with an understanding of how the researcher systematically developed themes and conclusions.

Validation of the essential structure by study participants

In the final step of data analysis, five participants, selected because of their accessibility, were asked to confirm that the essential structure of communication was the same as they had experienced. The essential structure was read to the participants with the clarification when complicated terminology was used. The reading was stopped frequently to ask specifically whether each element was experienced by participants. All five concurred that their experiences were the same as described in the essential structure.

In conclusion, interview data incorporated the qualitative methods of Giorgi (1985). The following were formulated from the statements significant to the participants' lived experiences of being declared in excess in the workplace: meanings were organized into five hundred statements (data units or evidence), twenty categories, twenty four Sub-categories, seven Sub-sub categories and four themes (see chapter five) and further collapsed into four theme categories. At this point the researcher decided that no further collapsing of the data was appropriate, as in doing so would lose richness that is contained in the data. The theme clusters and theme categories will then be described and enriched with exemplars from the interviews in chapter five of this study.

4.4.4 Conclusion drawing and verification

Conclusion drawing involved stepping back to consider what the analyzed data mean and to assess their implications for the question at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-

check or verifies these emergent conclusions. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their Confirmability (Hoy 2004:63). The question is whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations (Chambliss 2000:167).

The results section of a qualitative report will often be longer and much more discursive than the results section of a typical experimental report. This is because there needs to be an account of the data (to communicate a sense of what it is like) and an interpretation of the data (to make a case for what it means). This should be based upon the codes and/ or themes of the analysis. Often this means that instead of two sections (results and discussion); qualitative reports will offer only one (analysis) (Creswell 2003:45).

4.5 ACTIVATING BRACKETING (EPOCHE)

In order to guard against, or at least identify and minimize, the influence of the personal ideas and attitudes of the researcher, many qualitative researchers engage in a process called bracketing (Hammersley 2000:291). This means that prior to data collection and analysis the researcher identifies and suspends his or her own assumptions, beliefs, culture, attitudes, values, perspectives and knowledge about the phenomenon under study to see and hear the experience of another (Jones 2001:22). The purpose of bracketing is to assure as much as possible that the research findings are truly the participants' description of the experience and are not coloured by the perspective of the researcher.

A sequence of six stages was followed during data analysis.

Stage one: Iterative reading and flagging items

Each interview transcript was read repeatedly. The researcher flagged items in terms of their relevance to the general areas canvassed by the interview questions, including the probe and follow-up questions. Textual references which also seemed objectively part of the researcher's remembered experiences albeit within different circumstances and with different emotional characteristics were also flagged. However no presuppositions about any flagged item was made in terms of its potential significance to the data interpretation or as a potential answer to the initial research question.

Stage two: Establishing topics of significance

The flagged items constituted a preliminary list for clustering into topics of significance. Epoche was still in place, so no attempt to decide the relative significance of topics was made at this stage (Jones 2001:25). A strict discipline was applied not to allow flagged units from one interview to influence selections of units from any other. Although substantially a degree of coding was applied during this stage two, it was not a static or inflexible process and later decisions to flag further items were seen as part of the progressive development data.

Stage three: Establishing thematic linkages

Common ideas or themes surrounding the topics of significance were then reassessed and subsequently identified and clustered by coding them together as the major contextual issues. No judgments were yet being made about the characteristics, source or personal consequences of the thoughts and feelings identified as common to the researcher's experiences (Gearing 2004:1437). As part of reaffirming the personal discipline which this entailed, the researcher frequently consulted the possible biases, but this was simply to remind the researcher of where potential for subjective influence or personal bias lay. No formal recording or interpreting of those influences occurred at this stage. The researcher remained alert not to follow her own professional experiences to contaminate the distinctive voice of the participants.

Stage four: Examining the flagged items for meaning

Hypothetically ideas and random thoughts based on the researcher's past experiences were inserted as memoranda to the major contextual issues. Reading of the written text occurred to reaffirm the categorization of topics of significance. Redundant units, that is those not assigned to a topic of significance, were not discarded from the data but transferred to a miscellaneous category in case their significance to the holistic impact of any one participant's account, or to the phenomenon, became apparent. Minority voices were thereby retained because they are important counterpoints to bring out regarding the phenomenon researched (Hammersley 2000:308).

Twelve topics of significance were decided upon with an additional grouping of miscellaneous being the flagged items which were not coded. The researcher then satisfied herself that these objective categories could be reasonably confirmed as functioning responses to the main questions at interview as well as within the ambit of the research intention and the research questions. The topics of significance were listed under the main contextual issues.

Stage five: Reintegration or "de-bracketing" epoche

This phase represented the climax of the epoche and bracketing application and included an additional test as to its authenticity (Gearing 2004:1434). The climax was the point at which items held in epoche were selectively placed into a bracket relationship with the participant's data. The researcher allowed items of information held at arm length until this point to engage with the data provided by the participants. As an interpretative response to each participant's account of the lived experience of being declared in excess in the area of work was fashioned, reference was made to the feeling audit related to each interview.

4.6 INTERPRETING THE DATA

The interpretive process cannot be denied within phenomenology and is central to the data analysis process. As noted by van Manen (1999:25), actually, it has been argued that all description is ultimately interpretation. As meaningful experiences are shared, there is an ongoing process involving language and the interpretation of language. Thus, phenomenological text is interpretive in that it mediates. Consequently, researchers are not outside the research dialogue but integrally entwined in it. As Gubrium and Hostein (2004:487) note, there is no method which can extract us from the tangled loops of interaction. An interesting aspect of conversation is a co-production; there is no set route or destination.

Conducting a research interview is not simply a matter of chunks of information being transmitted between people. More accurately, the conversational process is participatory, collaborative, and aesthetically rich (Cribb 2003:44). The code adds information to the text rather than reducing the text through a process of interpretation that simultaneously breaks the text down into meaningful chunks or segments.

During the interview dialogue, the words which are used do not convey information, but reflect the participant's world.

Corbin and Morse (2004:336) suggest that language does not describe the world out there, but discloses the inner infinity of the unsaid. The words said by the participants need to be interpreted by the researcher to make meaningful understanding of what the participant implies.

Cribb (2003:48) elaborates, "words are not maps of reality. Rather, words gain their meaning through their use in social interchange, within language games of the culture".

Church (2002:42) suggests that the focus should be not on the matter of individual minds and cognitive processes, but, instead, towards the world of shared systems of intelligibility and inter-subjectivity. Meaning and truth, therefore, are not found in correct representations; instead they arise between researchers and participants when a

common world of language is formed (Jacelon 2004:549). This interpersonal connectedness which culminates in dialogue with others has been referred to as mutual stickiness (Gubrium & Hostein 2000:490). A mutual understanding is created when the phenomenon has been pushed to the extent that no more can be said.

Once the data are sorted into manageable chunks through coding, the process of interpretation begins. The whole process of qualitative research can be compared to a celtic knot pattern where the line of the pattern continually turns back on itself (Jacelon & O'Dell 2005:218). After the data have been sorted into codes, the codes were organized. Gubrium and Hostein (2000:499) note the importance of being able to see all of the data from a particular code at the same time.

In this study the researcher created written summaries in the form of tables of each code in order to be able to see each piece of data in relation to other data. With all the data in front of the researcher, the data within each code were organised to explore patterns within the code. The question that the researcher asked herself was “can the data within a code be organized by the degree of the items experienced by the participants?” for example, it was found that amongst the employees who were declared in excess (participants) there were those who used their defence mechanisms to deal with the incident and there were those who displayed emotional symptoms (anger and frustration). This might be a very important finding in helping participants to manage their experiences of being declared in excess at the workplace.

Following careful analysis of all the data within each code, data were analyzed between codes. Several codes were connected by a particular theme. In this study, further analysis showed that a pattern of lack of communication and emotions were common themes, both in relation to loved ones, colleagues and service managers, which may increase the participants' feelings of isolation and hopelessness.

4.7 TRIANGULATION OF ANALYSIS

It is very rare for qualitative data to be collected all in one go, which is then processed and analyzed. If this happened the readers and other researchers might criticize the study project for not being true to the context in which it is generalized, which would make it a weak project. One way of producing believable, credible and trustworthy work is to use triangulation.

Fluency

To analyze texts for their meaning, researcher in this study was fluent in the language which the research participants use. This was not just the formal language, but also the colloquialism used in every day talk. An inability to understand what is said will restrict researchers' abilities to gain an understanding of participants' motives, meanings and behaviours (Mirabito 2004:172).

Capturing talk

The act of capturing talk may shape what is said and in turn influence how it is analysed. In this study, the researcher used a tape recorder to capture talk which means the researcher attended to the interviewee without having to focus on writing down their talk verbatim. However, the recording will have to be clear to allow an accurate transcription, so attention to equipment and environment will have a direct affect on the quality of analysis (Church 2002:42).

Processing text and archiving

The most common way of processing text is to transcribe taped information into a word processed document. These may then be read and re-read to identify meaning, patterns and models. Analytical notes and memos will be made, and all of these need to be stored carefully:

- To protect the integrity of the original document
- To allow the various components of the current analysis to be identified,

- To locate the source of the comments made (Mirabito 2001:71)
- Findings will be kept for two years under lock and key until the results have been published.

Ensuring the voice of the researched is heard

The way in which qualitative research is presented to readers is crucial for them to have confidence in the rigor of the work (Chambliss 2000:160). A good way to show that theories come from the understanding of the research participants is to allow their voices to be heard. This means including representative quotations from people's talk to illustrate points.

This is where data analysis processes come into their own because they allow researchers to earmark segments of text, apply tags or descriptive labels to the segments, and build up categories and themes of analysis. When it comes to writing the definitive research document these segments can be found and are directly inserted into the text.

“Sock bag”

Life is rarely neatly packaged up into tidy bundles (Patton 2002:287). There are always obstructions, themes which peter out, or are inconsistent with one another.

The temptation in qualitative research is to ignore the odd categories that do not fit neatly into the emerging theory. These oddments are like the solo socks one finds in her/his drawers, hence the sock bag phenomenon. All qualitative research projects will have oddments that defy characterization, rather than air brushing them from the picture they need to be acknowledged as part of the whole (Maypole & Davies 2001:54).

In this study, the sock bag was illustrated when during interviews some participants mentioned facts unique to themselves only. For example, one participant indicated the

financial implications of the whole process which was not a concern to other participants.

4.8 SUMMARY

The analysis of qualitative data is best described as “a progression, not a stage; an ongoing process, not a one-time event. The collection and analysis of the data obtained go hand in hand as theories and themes emerge during the study. Qualitative data analysis is a search for general statements about relationships among categories of data.

Characteristics of qualitative data analysis were instrumental in data analysis of this study. The researcher viewed analysis as a cyclic process and a reflexive activity; the analytic process was comprehensive and systematic and not rigid, data were segmented and divided into meaningful units, but connected to the whole was maintained; data were organized according to a system derived from the data itself. Analysis is, on the whole, an inductive, data-led activity. Data presentation and literature control is discussed in chapter five.

CHAPTER 5

PRESENTATION OF DATA AND LITERATURE CONTROL

“The great decisions of human life have a rule far more to do with the instincts and other mysterious unconscious factors than with conscious will and well-meaning reasonableness. The shoe that fits one person pinches another; there is no recipe for reacting to a painful situation or change. Each of us carries his own life-form- an indeterminable form which cannot be superseded by any other” (Jung 1933:69)

5.1 INTRODUCTION

In this chapter the analyzed data are presented in the form of themes, categories, subcategories and sub-subcategories containing empirical evidence (data units). The phenomenon under study namely: *“The experience of being declared in excess in the workplace”* emerged in an assemblage of:

- 4 Themes
- 20 Categories
- 24 Sub-categories
- 7 Sub-sub categories
- 500 statements (data units or evidence)

In presenting the themes and categories, a data display showing the overview of all themes and categories are given at the beginning of each subsection. The summary of major categories that indicate the subcategories which make up the main category is given, followed by a sub-category in the form of a data display in which evidences are displayed. In the discussion of the results relevant data from the literature is included to support the category. An overview of the complete data structure is given:

Themes and Categories

THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING (5.1)

- *Delivering negative feedback (Data display: 5.1.1)*
 - Tell (Data display: 5.1.1.1)
 - Consult (Data display: 5.1.1.2)
- *Rumours (Data display: 5.1.2)*
- *Lack of information (Data display: 5.1.3)*
- *Lack of feedback (Data display: 5.1.4)*
- *Non-involvement in decision making (Data display: 5.1.5)*
- *Lack of understanding (Data display: 5.1.6)*

THEME 2: REACTIONS TO BEING DECLARED IN EXCESS (5.2)

❖ Emotional Reactions (Data display: 5.2.1)

- *Loss and Grief (Data display: 5.2.1.1)*
 - Shock (Data display: 5.2.1.1.1)
 - Sadness (Data display: 5.2.1.1.2)
 - Fear (Data display: 5.2.1.1.3)
 - Anxiety (Data display: 5.2.1.1.4)
 - Anger (Data display: 5.2.1.1.5)
 - Guilt (Data display: 5.2.1.1.6)
 - Hope (Data Display: 5.2.1.1.7)

❖ Psychological Reactions (Data display: 5.2.2)

- *Hurt (Data display: 5.2.2.1)*
- *Disillusion (Data display: 5.2.2.2)*

- *Depression (Data display:5.2.2.3)*
- *Stress (Data display:5.2.2.4)*
- *Frustration (Data display:5.2.2.5)*
- *Rejection (Data display:5.2.2.6)*
- *Powerlessness (Data display : 5.2.2.7)*

❖ **Cognitive Reactions (Data display:5.2.3)**

- *Blaming others (Data Display:5.2.3.1)*
- *Uncertainty (Data display:5.2.3.2)*
- *Job Insecurity (Data display:5.2.3.3)*
- *Confusion (Data display:5.2.3.4)*

❖ **Physical Reactions (Data display:5.2.4)**

- *Lack of sleep (Data display 5.2.4.1)*
- *Poor appetite (Data display 5.2.4.2)*
- *Palpitations (Data display 5.2.4.3)*
- *Nightmares (Data display 5.2.4.4)*
- *Crying (Data display 5.2.4.5)*
- *Headaches (Data display 5.2.4.6)*

❖ **Behavioural Reactions (Data display 5.2.5)**

- *Low productivity (data display :5.2.5.1)*

THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING (5.3)

- *Attitude of management (Data display: 5.3.1)*
 - *Unfairness (Data display: 5.3.1.1)*

- *Lack of caring from management (Data display: 5.3.1.2)*
- Lack of acknowledgement (Data display:5.3.2)
 - *Low self esteem (Data display: 5.3.2.1)*
 - *Lack of appreciation (Data display: 5.3.2.2)*
- Effects on the workplace relationships (Data display:5.3.3)
 - *Strained Workplace Relationships (Data display: 5.3.3.1)*
 - *Don't care attitude from employees declared in excess (Data display: 5.3.3.2)*
 - *Lack of Trust (Data display:5.3.3.3)*
- *Need for training for managers (Data display: 5.3.3.4)*

THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS (5.4)

- Acceptance (Data display: 5.4.1)
- Disbelief (Data display: 5.4.2)
- Suppression (Data display: 5.4.3)
- Denial (Data display :5.4.4)
- Social support (Data display: 5.4.5)
 - *Support from family (Data display: 5.4.5.1)*
 - *Support from unit supervisors and colleagues (Data display: 5.4.5.2)*

5.2 THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING

“The colossal misunderstanding of our time is the assumption that insight will work with people who are unmotivated to change. Communication does not depend on syntax, or eloquence, or rhetoric, or articulation but on the emotional context in which the message is being heard. People can only hear you when they are moving toward you, and they

are not likely to when your words are pursuing them. Even the choices of words lose their power when they are used to overpower. Attitudes are the real figures of speech” (Friedman).

Communication is a process by which we assign and convey meaning in an attempt to create shared understanding of the situation at hand. It is the exchange and flow of information and ideas from one person to another (Freudenheim 1999:12). According to Edwards, Rust, McKiney and Moon (2003:10), many of the problems that occur in an organization are the direct result of people failing to communicate.

Speitzer and Mishra (2002:710) cite communication as probably the most significant aspect of the restructuring process; yet, managers often reduce communication whilst restructuring. There are numerous reasons for this, one being that managers often find themselves in a cruel dilemma, forced to confront people face to face with bad news. The fear of their own and their employees’ emotional reactions cause many managers to withdraw from the rest of the workforce and concentrate their energy on the technical aspects of the process. These managers see communication as idle chatting, a waste of time, and do not realize that a lack of accessibility results in growing distrust from the employees’ side.

Roan, Lafferty and Loudoun (2002:160) contend that insufficient communication may be attributed to management’s reluctance to share disturbing information for fear of causing damage in morale and productivity.

In this study participants repeatedly described their experiences by referring to negative feedback, rumours, lack of information and feedback, not being involved in decision making and lack of understanding.

Data display 5.1 contains a summary of the categories contained in Theme 1: communication.

DATA DISPLAY 5.1
THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING
<ul style="list-style-type: none">• <i>Delivering negative feedback (Data Display:5.1.1)</i><ul style="list-style-type: none">Tell (Data display:5.1.1.1)Consult (Data display:5.1.1.2)• <i>Rumours (Data display:5.1.2)</i>• <i>Lack of information (Data display:5.1.3)</i>• <i>Lack of feedback (Data display:5.1.4)</i>• <i>Non-involvement in decision making (Data display:5.1.5)</i>• <i>Lack of understanding (Data display:5.1.6)</i>

5.2.1 Delivering negative feedback

“Negative feedback is better than none. I would rather have a man hate me than overlook me. As long as he hates me I make a difference” (*Prather*)

Nobody likes unpleasant feedback. Not the bearer, nor the recipient. As a matter of fact, our whole culture seems to have shifted away from the direct approach of human sensitivity to the approach of conveying negative feedback. Employees are not fired or laid off anymore especially in health departments due to the prevailing shortage of professionals throughout the country (Herscovitch & Meyer 2002:474).

In this study, the Gauteng Department of Health (GDH) did not favour the concept “retrenchment” as it was similar to dismissal and instead preferred the concept “surplus” where it was said that in several divisions of the department there was a surplus staff which was mildly termed “in excess” and that a new management plan would be introduced to correct imbalances left behind by the previous government. The plan was to relocate the surplus staff to those areas which were previously disadvantaged. In other words, employees were neither retrenched nor dismissed but were up for transfer to other health institutions within the Gauteng Province.

Data display 5.1.1 gives an overview of the concept delivering negative feedback within the description of communication in the restructuring process.

DATA DISPLAY 5.1.1
THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING
CATEGORY 1: DELIVERING NEGATIVE FEEDBACK
<ul style="list-style-type: none">▪ Tell (Data display 5.1.1.1)▪ Consult (Data display 5.1.1.2)

The delivery of unpleasant news calls for tact, diplomacy, and concern for the wellbeing of both the supervisor (delivering the news) and the affected employee. According to Pederson (2004:319) the following qualities should be incorporated into a conversation in which unpleasant news is delivered:

“If the news is coming as a shock to the other person, be prepared for their emotional reaction. Let them vent, if they seem to need to. Do not try to get them to calm down, be reasonable”.

This was not the case in this study as the participants stated that the supervisor and the Human Resources (HR) manager, who were giving them the bad news, did not consider their shock and instead they were told to remain calm and be reasonable as the decision had been already made by the Department, and that there was nothing they can do to change the process.

“I was told about the process and that change needs to take place” (Data: 100).

Adopting policies is one thing, implementing them is another. During the restructuring process, the employer needs to communicate with the employees whilst implementing the adopted policies from the Health Department authorities. If poor communication is entrenched, one needs to look at the organization's whole style of management. The managers who implement participative style of leadership communicate with her/his employees about any change that needs to take place. The way change is introduced has its own power to motivate or de-motivate, and can often be the key to success or failure.

Robinson and Morrison (2000:526) contend that today's organizations are still failing to communicate clearly their reasons for restructuring and transformation and other organizational changes. While organizations are clearly making forward progress, there is still much work that needs to be done in training supervisors especially those who have to deliver unpleasant news. Without skills, a leader will be ineffective at managing the waves of change that are part of today's business reality.

5.2.1.1 Tell

"Whatever life we have experienced, if we can tell our story to someone who listens, we find it easier to deal with our circumstances" (Wheatley).

This study revealed that management ignored the hopes, fears and expectations of the employees. Management made the decisions, and the supervisors announced it to staff. The supervisor could have provided complete direction and support during the

announcement of the decision taken. Edwards et al (2003:11) regard sharing positive news and negative news as promptly and as fully as possible as the top choice during the restructuring process.

One of the participants stated that her supervisor called her and

“She carelessly broke the news to me” (Data: 9).

Robinson and Morrison (2000:528) contend that when employees enjoy open communication with their managers and feel reassured about their future in times of change, they are likely to accept and cooperate. This was not the cases in this study as the employees’ security was directly affected.

Results from this study show that employees wanted to be told (informed) on time as this will indicate a sense of acknowledgement and respect by the employer.

“You are not told anything about the things that affect you” (Data: 2)

Examples of participants’ statements on “telling” as integral component of the communication processes are illustrated in Data display 5.1.1.1.

DATA DISPLAY 5.1.1.1

THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING

CATEGORY 1: DELIVERING NEGATIVE FEEDBACK

SUB-CATEGORY 1: TELL

- *You are not told anything about the things that affect you (Data:2)*
- *No one told me about restructuring (Data:16)*
- *Can I be told on time so that I can prepare myself (Data:22)*
- *Change need to be communicated to people and not to force it on them (Data:25)*
- *No body told us about anything (Data:27)*
- *The process was not effectively communicated to us as employees (Data:52)*
- *My manager did not tell me anything beforehand (Data:173)*
- *No one is against change, but whatever is affecting the future of people need to be told on time (Data:189)*
- *If they told me on time I would have made my preparations (Data:322)*
- *Why I was not told? (Data:362)*
- *My supervisor told me I am not responsible for what has happened, I am just doing what I was told to do (Data: 424).*
- *I was told about the process and that change needs to take place (Data: 100).*
- *I think communication is very important, tell people what to expect (Data:397)*
- *I believe that when the department is making any change, they need to communicate with people (Data:417)*

According to the participants the supervisors who delivered this unpleasant news were also in the dark like the participants as they could not answer questions related to the restructuring process. Participants were told by the supervisors and the HR managers that they are not responsible for what has happened and that they were just doing their job, which was to convey the message. In this study the participants were given the information to read that pertains to the whole process without thorough explanation.

“My supervisor told me “I am not responsible for what has happened, I am just doing what I was told to do” (Data:424).

Rhoades, Eisenberger and Armeli (2001:826) contend that failure to communicate plans creates the impression that managers do not know what they are doing or do not respect employees. His study showed that employees (study participants) who were told about changes directly affecting their jobs experienced it as distressing.

According to a study conducted by Kickul and Finkl (2002:470), effective leaders seem better at blending the leadership skills of establishing trust, being empathetic and engaging in genuine communication, with the tough skills needed to keep an

organization afloat during difficult times such as organizational change affecting employees. McKee and Healy (2002:12) found that honest and open communication of what was happening to an organization during restructuring and transformation is what employees most want from their organization's leadership.

5.2.1.2 Consult

“I'm not being evasive but I am saying I'm not a scientist and I'm not directly involved in the consultation however the science must be sound, it must be agreed and the consultation must be of a high quality or no one will have any confidence in the process”
(Anderson)

Employees want to know what is happening, they need to be consulted about issues affecting them even if it is unpleasant news and they want to hear it from the top. A full and open explanation of the reasons behind the restructuring and transformation helps prevent feelings of unfairness and promotes the sentiment that the process is a shared experience. In times of restructuring, management needs to pursue a careful and painstaking plan of action (Freudenheim 1999:13). One of the most important roles of the supervisors in any change process is to establish effective communication about the process (Morrissette 1999:3). In this study there was no proper consultation and the supervisors were not properly informed and hence used as messengers of unpleasant news.

“If they consulted us we would have given our inputs” (Data: 316)

“The people, I mean our managers, who were supposed to be knowledgeable about this process were blank” (Data: 464).

It is important to consult with those who are likely to be declared in excess about job placement services, career transition workshops, and individual counselling as soon as possible, to speed up their transition to the new jobs within the institution or in other institutions where they will be placed (Burke 2002:1059). Participants raised a concern

that they were not prepared before hand to enable them to face the results of the restructuring process and that has led to a lot of unanswered questions.

“When did the process start and why we were not consulted first” (Data: 312).

The participants expressed their concern about poor communication between them and their superiors relating to the change that was going to take place and affect their lives. Some participants expressed their bitterness by stating that even if they couldn't have changed anything they should have been given a platform to give their inputs.

Data display 5.1.1.2 exhibits the importance of consultation as perceived by participants in this study.

<p>DATA DISPLAY 5.1.1.2</p> <p>THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING</p> <p>CATEGORY 1: DELIVERING NEGATIVE NEWS</p> <p>SUB-CATEGORY 2: CONSULT</p>
<ul style="list-style-type: none"> • <i>We have the rights to know about the things affecting us (Data:90)</i> • <i>If they consulted us we would have given our inputs (Data:316)</i> • <i>Why were we not consulted (Data:313)</i> • <i>What is the use of staying with a manager who is threatening your future and your career, you are not consulted about your future plans (Data:265)</i> • <i>The department never came back to consult with us “(Data: 490)</i> • <i>Just to consult with us wouldn't be harmful (Data:461)</i> • <i>When did the process start and why were we not consulted first (Data:312)</i> • <i>Consulting with us about the changes they want to make about our careers and future will do (Data:279)</i> • <i>I suspected that I was one of the useless creatures in our institution and that is the reason why I was not consulted (Data:254)</i>

On the other hand the organisation's work must continue, as seen in chapter one of this study. So, at least some employees must be assured that for the foreseeable future, their jobs are not at risk. In her study, *Corporate Credibility and Employee Communication*, Ainsworth (2004:2) cautions managers:

- To provide answers to questions only if they know the answer. Leaders destroy their credibility when they provide incorrect information or appear to stumble

when providing an answer. It is better to say you don't know, and that you will try to find out. She emphasized that answers that are too quickly given should be avoided and act with thoughtfulness. According to the participants, real listening was not displayed by the supervisors in this study.

- Leaders need to listen, just listen. Defensive excuses should be avoided.
- Communication should be proactive. If the rumor mill is already in action, the organization has waited too long to communicate.

According to Gilliland and Paddock (2005:149) the solution oriented approach to organizational change is a proven, simple and effective way of having the strategic conversations that are needed to make a difference when staff are resistant to change, the situation has become stuck, and there is a genuine desire to harness the skills and input of people. A solution conversation clarifies people's concerns and ideas about what is happening and what may be missing for them to move on. It is a quicker and direct way to identify the actions that are required. Managers don't need to know everything that is wrong; they need to know what employees need to move on, and where they want to go.

5.2.2 Rumours

"The flying rumours gather'd as the roll'd, Scarce any tale was sooner heard than told; And all who told it added something new. And all who heard it made enlargements too. It (rumour) has a hundred tongues, a hundred mouths, and a voice of iron" (Alexander).

Rumours, always an organizational challenge, often escalate during periods of change.

It is not uncommon during organizational change for word to get out long before action occurs with regard to mergers, transformations, downsizing and shutdowns. Whether the rumours are based on facts or simply unfounded, individuals may have been on an emotional roller coaster ride long before they were actually been directly affected by the process (Cohen-Charash & Spector 2001:280).

Employees who feel loss of power and control may respond with frustration, anger, and disbelief, and resort to vicious gossip activities (Kotter 2001:38). In this study, some of the participants had no idea of the proposed change process, instead they heard rumours spread about restructuring and job losses which resulted in fear and concern. Uncertainty, fear and anger are just some of the emotions the study participants experienced.

Data display 5.1.2 presents some of the participants' statements of concern regarding the rumours spread through the organization.

DATA DISPLAY 5.1.2
<p>THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING</p> <p>CATEGORY 2: RUMOURS</p>
<ul style="list-style-type: none"> • <i>The rumours were all over the hospital that some people are going to loose their jobs (Data:298)</i> • <i>I heard rumours about people loosing their jobs (Data:348)</i> • <i>Rumours were all over the hospital (Data:466)</i> • <i>I do not know where to start, the rumours were spreading (Data:345)</i> • <i>This rumours are confusing really, I don't know what to do (Data:454)</i> • <i>The rumours made me angry and confused (Data:78)</i> • <i>I don't know whether to believe in this rumours or not, it was confusing (Data:56)</i> • <i>After hearing the rumours about restructuring I stayed at home for days still sorting out my fear and confusion (Data:121)</i> • <i>The message from the rumours was not convincing leaving you even more confused and uncertain about a lot of things (Data:470)</i>

Employees usually know more than management is aware of; and what they do not know, they try to put together from the bits and pieces of information obtained from

different sources (Hargie & Tourish 2000:197). This gives rise to speculation, which usually portrays the situation as being worse than it is. The rumours can quickly reach inordinate proportions, causing employees to divert their concentration from work, and may eventually, if not halted in time, lead to complete organizational paralysis.

Unfortunately, at a time when communication was most needed, existing communication systems were breaking down. A major aim of the change communication is to reduce employees' uncertainty and keep them informed of anticipated events. Participants stated that communication from the organization decreased as transformation proceeded. Rumours circulated wildly in a vacuum, further increasing confusion. During the restructuring process, the losses due to decreased employee loyalty, morale and loss of productivity are compounded by the complexity of the restructuring process (Bordia, Hunt, Pulsen, Tourish & DiFonzo 2004:34; Tomasko 1992:11).

The rumour mill that developed, and intensified, during the preliminary stages resulted in employees spending significant amounts of time gossiping and worrying about what may happen. Unfortunately, many managers in the position of being "in the know" were guided by the policy in which they are to avoid talking about rumours with employees.

Communication would have helped to curb the worry and could have re-directed employee energies to the job at hand (DiFonzo & Bordia 2002:11). Open communication, where one is allowed to express one's thoughts and feelings, facilitates closeness between the employer and the employee, and promotes the adaptation process.

Because the employees were not offered the opportunity of communicating, they ended up believing in the rumours which created uncertainty instead. Mutual fear about the future was not shared between the employer and the employees.

Bordia et al (2004:37) contend that one benefit of having senior leadership explain the reasons for restructuring and transformation to employees is that it helps dispel rumours or gossips, which are almost always worse than the reality.

How the organization communicated with the employees around restructuring was crucial to the success of the transition. Findings indicated that sufficient, timely communication could allay fears and convey respect for employees.

“You could feel that the air was filled with fear and anxiety” (Data: 302).

Inadequate, contradictory, or vague communication increased confusion, anxiety, mistrust, and speculation. One of the participants stated that

“I was confused, not understanding what they mean and was at the same time scared” (Data: 70).

Confidence in the organization was hampered by vague communication or lack of information or communication. One of the most effective ways for management to maintain credibility and trust is to communicate everything, constantly, and in detail. According to Boyne (2004:98) by being accessible and interacting frequently with employees, management is in the position to provide reassurance to those in need of it by clarifying the situation and being honest and open about its consequences.

It is argued that extensive and realistic communication can significantly reduce resistance to change, influence the adoption of new practices and cultures, dispel rumours and minimize uncertainty and employee stress (Appelbaum, Gandell, Yortis, Proper & Jobin 2000:649).

5.2.3 Lack of information

“Wrong decisions are based on lack of information or misinformation. Before making a critical decision, ask yourself, do I have all the right information”? (Yones)

Participants registered their concern about the failure of management to inform them about the change that is going to affect their future and careers. By keeping employees informed, helping affected employees to find new jobs quickly and providing support to those colleagues still at work; employers can help limit the damaging effects of organizational changes (Barber 2005:44). The participants articulated lack of information as not being informed about changes that affected them directly.

Data display 5.1.3 exhibit statements from interviews that reflect the lack of information as it correlates to communication.

DATA DISPLAY 5.1.3
<p>THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING</p> <p>CATEGORY 3: LACK OF INFORMATION</p> <ul style="list-style-type: none"> • <i>Why we were not informed on time or at least get involved in the decision about our futures. (Data:88)</i> • <i>The people who were supposed to be having information about the process were blank (Data:464)</i> • <i>No satisfactory answers were given (Data:376)</i> • <i>There were questions that were not answered (Data:465)</i> • <i>No warning, no preparation for the bad news, nothing (Data:351)</i> • <i>The whole process happened without our knowledge (Data:128)</i> • <i>I am still waiting till today, nothing is being said and nothing is happening (Data:168)</i> • <i>Can we be informed about change that is affecting our future (Data:391)</i> • <i>They did not keep us informed about the change from the beginning (Data:439)</i> • <i>Supervisors themselves did not understand the process, they were messengers with no information (Data:105)</i> • <i>No one informed us about the restructuring (Data:456)</i> • <i>I was not informed on time (Data:480)</i> • <i>No one is talking to us about the progress (Data:449)</i> • <i>They seemed blank, they had no information (Data:377)</i> • <i>Our managers are as blank as everybody when coming to this process (Data: 409)</i>

Kinnunen, Mauno, Natti and Happonen (2000:443) cite two distinguishing characteristics associated with leaders who are best at helping their organizations manage change which could be adopted by managers who have to deliver unpleasant

news. These leaders engage in honest, proactive communication. They listen well, demonstrate sensitivity, and are willing to articulate clearly the rationale and necessity for change despite the pain the changes might inflict. They are able to strike a balance between the bottom line goals of the business and providing the support and direction that employees need during periods of uncertainty.

In contrast, this study showed that ineffective managers were poor communicators who were insensitive to employee needs. Even though the health risks were minimally reported in this study, Barber (2005:1) confirmed in his report that unemployment and redundancies due to organizational changes are a tragedy for everyone affected.

5.2.4 Lack of feedback

“One of the great things about being recognized is that you receive this feedback from people. It is easy to see how sincere people are. It's nothing fake or jive. They're giving sincere appreciation. And it's not that easy to express” (Astin).

Lack of feedback as a construct of communication was raised by participants, stating that even to date no one is talking to them about what has to happen next. Life is going on as if nothing about being declared in excess in the workplace was said. This has left the participants asking many questions without receiving answers. According to Nuri (2001:47), feedback is one of the most valuable elements in the communication cycle. Staff should not be left guessing how their development, progress, and accomplishments are shaping up.

“What criteria did they use to come up with my name (Data: 371)

“My concern is the criteria used to declare other people in excess and not others (Data: 87)

Data display 5.1.4 exhibits statements from participants that reflect the need for feedback on the process of restructuring affecting their future.

DATA DISPLAY 5.1.4
THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING
CATEGORY 4: LACK OF FEEDBACK
<ul style="list-style-type: none">• <i>There is no explanation even today (Data:493)</i>• <i>All those questions run through your head and you don't get answers (Data:474)</i>• <i>I get mixed messages from the situation and no one is saying what the next step is (Data:136)</i>• <i>There is no feedback of the whole process, it's just confusion from top to bottom (Data:497)</i>• <i>No one is talking to us , so who cares (Data:494)</i>• <i>Nothing is going to happen here, believe me (Data:492)</i>• <i>One day we are important, one day we are not, can somebody explain what now? (Data:137)</i>• <i>The department is sort of confused, looking at what they have just decided without coming back to us. (Data:271)</i>• <i>I was just thrown into the unexpected transition characterized by confusion and no one is saying anything (Data:381)</i>• <i>The term is just the tricks played by the department and they don't want to come back and explain this (Data:453)</i>

According to the System's Theory, feedback is necessary to communicate (Wang-Bae 2003:450). It is believed that all living systems are open, with contacts across boundaries for input, output, and a functioning feedback system, meaning that, participants are regarded as open systems in a state of constant exchange with their environment and supervisors who were supposed to give feedback on what is affecting the future of the participants.

Participants raised their concerns about the attitude of the managers and supervisors during the restructuring process. They felt that training for supervisors would have been of value to the whole process before exposing them to the task of informing participants about the results of the restructuring process. According to Gandolfi (2007:11),

organizational restructuring is a stressful process for the employees; it is a time in which they need support and facts from their supervisors. By communicating with employees, making them feel part of the organization no matter what, and working to restore loyalty to those remaining, it is possible to avoid some of the dangerous pitfalls of restructuring (Hargie & Tourish 2001:200)

5.2.5 Non-involvement in decision making

“Tell me and I will forget, show me and I may remember, involve me and I will understand” (Red Zebra).

Actions of involvement was not displayed by the supervisors as at some stage the supervisor disowned the process stating that she is just doing her job as told. There was no sense of ownership from both the participants and the supervisor, implying that the decision was made somewhere without their involvement.

Participants indicated that they would have been reassured if they were made to understand and could have a voice in the restructuring process. They expressed frustration when their input was not sought or when it was ignored to the detriment of the organization. Participants raised their concerns stating that:

“We are not considered as people here, because decisions are made on our behalf, and were not involved from the beginning (Data: 318).”

If employees do not believe they have some form of control over decision-making or input into the change process, or if they believe they are not privy to all necessary information, the impact on morale and on the institution as a whole can be considerable (Gavin & Mayer 2005:875).

The non-involvement in decision making relates to the fundamental Interpersonal Relationship Orientation theory as explained by Brandon (1999:31). This theory concentrates on three interpersonal needs for *inclusion (involvement)*, for *control* and for *affection*. Brandon (1999:32) maintains that people begin relationships in order to satisfy one or more of these needs.

Inclusion refers to the people's need to be recognized as participants in human interaction. The participants spoke of not been included in decision making about change that was going to affect their lives, hence this affected their relationships with the supervisors and colleagues.

"We were not involved from the beginning" (Data: 110).

If a feeling of inclusion is a baseline condition for healthy human existence, then the need to make a difference through control is the next logical level (Mishra and Mishra 2008:20). The use of the term *control* as it applies to this study refers to participants' desires to make a difference in their work environment and to have a say in what happens in their place of work.

"Your future was decided by someone without your knowledge" (Data: 96).

Data display 5.1.5 reflects the statements on non-involvement in decision making as it relates to the importance of communication.

DATA DISPLAY 5.1.5

THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING
CATEGORY 5: NON-INVOLVEMENT IN DECISION MAKING

- *Your future was decided by someone else without your knowledge (Data:96)*
- *Employees were not involved in the decision making (Data:103)*
- *You are told when they have already made decisions on your behalf (Data:5)*
- *We were not involved from the beginning (Data:110)*
- *Restructuring in our department was imposed on us by upper level management (Data:184)*
- *If one was prepared for the possibilities, it will help with regard to self control and adjustment to the situation (Data:400)*
- *The decision as always was from top to bottom, we are not involved (Data:406)*
- *I don't think the department thought clearly about the consequences of their decision, because this was one sided thing (Data:276)*
- *Restructuring is a monster, no one is involving in the decision affecting your future (Data:287)*

According to the study conducted by McKee and Healy (2002:10) it was found that employee involvement in decision making creates an environment where people have an impact on decisions and actions that affect their jobs. Involvement increases ownership and commitment, retains the organization's best employees, and fosters an environment in which people choose to be motivated and contribute towards any change that may take place in the organization.

5.2.6 Lack of understanding

"Truth will always be truth, regardless of lack of understanding, disbelief or ignorance".
(Stone)

There is no formula, no hard-and-fast rule on what—and what not—to say and do when one has been directly affected by the restructuring process (Fugate, Kinickie & Scheck 2004:22).

It's a situation that offers great potential for misunderstanding and hurt feelings, as the people who have lost their jobs are understandably sensitive, embarrassed, and scared, and those who haven't, just don't always know what to do.

The participants raised their concerns in line with the misunderstanding or lack of understanding of the restructuring process that took place in their work place that led them to be declared in excess. The contributory factors that led to the misunderstanding were amongst other, lack of information, non- involvement of employees and poor communication from the management side. There were unanswered questions from the employees who needed to understand the whole process.

"I asked them to explain what they meant because I do not understand" (Data: 73).

"What I still don't understand was when this was decided on my behalf" (Data: 214).

Data display 5.1.5 reflects the statements of lack of understanding as experienced by the participants.

DATA DISPLAY 5.1.6
THEME 1: ORGANIZATIONAL COMMUNICATION DURING RESTRUCTURING
CATEGORY 5: LACK OF UNDERSTANDING
<ul style="list-style-type: none"> • <i>What is to be declared in excess? (Data: 17)</i> • <i>I asked them to explain what they meant because I do not understand (Data:73)</i> • <i>One does not understand the criteria used (Data:111)</i> • <i>I don't know really and I don't understand (Data:131)</i> • <i>I will never understand (Data:274)</i> • <i>What I don't understand is that why was I sacrificed if the department was maybe in trouble, why me (Data:370)</i> • <i>I need to know that maybe I will understand the whole process and come to terms with what has happened (Data:372)</i> • <i>But as of now, I do not understand (Data:373)</i> • <i>I don't understand the concepts of restructuring (Data:452)</i> • <i>I really don't understand (Data:459)</i> • <i>One don't even know what is to be declared in excess (Data:469)</i> • <i>What I still don't understand was when was this decided on my behalf (Data:214)</i> • <i>The concept I don't even understand (Data:248)</i> • <i>A concept one does not even understand (Data:350)</i> • <i>Who decided on my name and based on what (Data:311)</i> • <i>What criteria did they use to come up with my name (Data:371)</i> • <i>My concern is the criteria used to declare other people in excess and not others (Data:87)</i>

Throughout the restructuring process, it is extremely important that managers communicate openly and truthfully with employees concerning why the restructuring process is necessary and how it will be undertaken. Even though the news is not good, the known is much less scary than the unknown.

“I need to know that maybe I will understand the whole process and come to terms with what has happened” (Data: 372).

What are the criteria to be applied in determining who will be leaving? This is possibly one of the most important aspects of a restructuring process to avoid employee perception of arbitrary treatment and favouritism. One of the participants asked:

“My bitterness and dissatisfaction is when the process favours other employees over others” (Data: 20).

“Who decided on my name and based on what” (Data: 311.)

“My concern is the criteria used to declare other people in excess and not others” (Data: 87).

“What criteria did they use to come up with my name” (Data: 371).

Organizational restructuring and reductions are hard truths in today's economy. Employers must work through many complex compensation and benefits issues arising from the decision to let employees go. Armstrong-Stassen (2002:8) has found that these issues are, at times, further complicated by misunderstandings about the whole process, thus from its inception to the implementary phase.

5.3 THEME 2: REACTIONS TO BEING DECLARED IN EXCESS

“Life is a train of moods like a string of beads; and as we pass through them they prove to be many coloured lenses, which paint the world their own hue, and each shows us only what lies in its own focus” (Emerson).

Today’s business environment produces change in the workplace more suddenly and frequently than ever before. Mergers, acquisitions, new technology, restructuring and downsizing are all factors that contribute to a growing climate of uncertainty (Walshe, Harvey, Hyde & Pandit 2004:202). People have deep attachments to their organization, work group, and way of working. The ability to adapt to changing work conditions is important for individual and organizational survival. Change will be ever present and learning to manage and lead change includes not only understanding human factors but also requires the skill to manage and lead change effectively (Thagard 2006:261).

Change is inevitable. It is a fact of life for individuals, families, organizations and communities. It is normal for individuals to react to change. Thus it is expected that employees will react to organizational change, hence there is no right or wrong way to react to change (Gandolfi 2008:12). Thinking about reactions of the employees who were declared in excess in the workplace, one tends to think only of emotional reaction. Yet, people also experience physical, behavioural, cognitive, spiritual and psychological reactions. The intensity of the situation experienced changes over time and through personal growth.

A person’s reaction to a stressful event can take many forms as illustrated in Table 5.1

Table 5.1 Reactions to change

Cognitive (mind)	Emotional	Behavioural	Spiritual	Psychological	Physical
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	(feelings)				(Body)
<ul style="list-style-type: none"> - Blaming - Flashbacks - Uncertainty - Confusion - Poor concentration - Suspiciousness - Insecurity 	<ul style="list-style-type: none"> - Anxiety - Fear - Grief - Irritability -Worry about others -Loss of emotional control - Anger 	<ul style="list-style-type: none"> -Crying Spells -Withdrawal - “Others do not understand” -Decreased sleep -Conflicts with others -Change in social patterns 	<ul style="list-style-type: none"> - Doubt 	<ul style="list-style-type: none"> - Sadness - Guilt - Denial - Powerless - Depression 	<ul style="list-style-type: none"> - Fatigue - Insomnia - Headaches - Empty feeling -Shock symptoms

Adapted from: Campbell, Worrall and Cooper (2001:35).

It should also be remembered that every individual is unique and people will respond very differently to similar situations. Reaction to change will depend on the employee’s perception of the change and personal resources (coping skills, problem solving skills, support). Individuals who experience critical incidents like being declared in excess in the workplace will often be exposed to future career threats and uncertainties.

Data display 5.2 outlines the different reactions to change (being declared in excess in the workplace) as experienced by the study participants.

DATA DISPLAY 5.2

THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS

Emotional Reactions (Data display:5.2.1)

- *Loss and grief (Data display:5.2.1.1)*
- *Sadness (Data display:5.2.1.1.1)*
- *Fear (Data display:5.2.1.1.2)*
- *Anxiety (Data display:5.2.1.1.3)*
- *Anger (Data display:5.2.1.1.4)*
- *Guilt (Data display:5.2.1.1.5)*

Psychological Reactions (Data display:5.2.2)

- *Hurt (Data display:5.2.2.1)*
- *Disillusion (Data display:5.2.2.2)*
- *Depression (Data display:5.2.2.3)*
- *Rejection (Data display:5.2.2.4)*
- *Frustration (Data display:5.2.2.5)*

Cognitive Reactions (Data display:5.2.3)

- *Blaming others (Data display 5.2.3.1)*
- *Uncertainty (Data display:5.2.3.2)*
- *Job insecurity (Data display:5.2.3.3)*
- *Insecurity (Data display: 5.2.3.4)*

Physical Reactions (Data display:5.2.4)

- *Lack of sleep (Data display: 5.2.4.1)*
- *Poor appetite (Data display: 5.2.4.2)*
- *Palpitations (Data display: 5.2.4.3)*
- *Nightmares (Data display: 5.2.4.4)*

- *Crying (Data display: 5.2.4.5)*
- *Headaches (Data display: 5.2.4.6)*

Behavioural Reactions (Data display 5.2.5)

- *Decreased productivity (data display :5.2.5.1)*

Anyone who experiences a stressful situation may experience one or more of these common reactions. These are general reactions to an abnormal situation, and although painful, they are part of the healing process. Understanding the human responses to abnormal situations, can assist individuals in coping effectively with their feelings, thoughts, and behaviours, and help them along the path of recovery.

Our work environment has been plagued by continuous changes resulting from different reasons. These changes caused strong deeply felt, reactions in those employees affected. The intensity and the ways in which we express our reactions will vary depending on our personal experience, general mental health, and other stress factors in our lives, our coping style, our ability to self monitor our emotional state, and our support network (Buckley & Ghauri 2003:207).

Participants in this study experienced trauma that threatened their career future. According to Hirschorn (2002:65) these experiences at times overcome the individual's capacity to adapt to them by establishing a physical, emotional, mental and social equilibrium. Through this equilibrium, human beings develop their capacities to balance life stresses as they seek to satisfy the full spectrum of human needs. A traumatic experience disrupts this equilibrium and produces both physical and mental reactions oriented to meeting the basic survival need (Thompson 2008:2). It became evident in this study that participants were not given a platform for expressing their reaction to the situation, hence the recurring painful memories.

5.3.1 Emotional reactions

“Comfort in expressing your emotions will allow you to share the best of yourself with others, but not being able to control your emotions will reveal your worst” (McGill)

Events like downsizing, layoffs, and organizational restructurings lead to all sorts of negative emotional responses or reactions among employees including fear, anxiety, tension, stress and resistance. Negative emotional reactions in turn may cause a variety of negative work-related attitudes and effects such as decreased commitment, disloyalty, dissatisfaction, distrust, increased employee turnover, and increased absenteeism (Roberto & Levesque 2005:55).

Emotions enhance an organism’s ability to experience and evaluate its environment and thus increase its likelihood to survive and reproduce. It is the machinery of the brain by which the motor action or behaviour of man is put into acceleration or deceleration. That is how the word emotion and motivation are evolved from original Latin word *emovere*, from e-‘out’ and *movere* ‘move’ the Latin verb “*emoverse*” meaning “to stir up” or “to move” (Fullan 2001:191).

Emotions are essentially feeling states that contain important and often complex information about our life experience (Wong & Rochlen 2005:62). Emotions are physical expressions, often involuntary, related to feelings, perceptions or beliefs about elements, and objects or relations between them, in reality or in the imagination. Davey (1999: 4) and Kim and Mouborgne (2003:65) explains that the need to face a changing and unpredictable world as seen in this study makes emotions necessary for any intelligent system with multiple motives and limited capacities and resources.

Data display 5.2.1 provides a summary of the emotional reactions as experienced by the study participants.

DATA DISPLAY 5.2.1

THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS

CATEGORY 1: EMOTIONAL REACTIONS

- *Loss and grief (Data display:5.2.1.1)*
- *Shock (Data display:5.2.1.1.1)*
- *Sadness (Data display: 5.2.1.1.2)*
- *Fear (Data display: 5.2.1.1.3)*
- *Anxiety (Data display: 5.2.1.1.4)*
- *Anger (Data display: 5.2.1.1.5)*
- *Guilt (Data display: 5.2.1.1.6)*
- *Hope (Data display: 5.2.1.1.7)*
- *Depression (Data display: 5.2.1.1.8)*
- *Confusion (Data display: 5.3.1.1.9)*

According to appraisal theories of emotions (Roseman 1984:11), specific situational configurations, as appraised by an individual, elicit specific emotions. The interpretation of the situation is thought to rest mainly on its perceived favourableness with regard to the individual's goals and on the presence of coping resources.

It is at this stage very important to note that in the context of this study, there is a very thin line separating different emotions. It will be realized throughout Theme 2, that emotions do interrelate, meaning that by experiencing a certain emotion at any given time, other emotions can be observed at the same time.

5.3.1.1 Loss and grief

“Grief drives men into habits of serious reflection, sharpens the understanding, and softens the heart; Wise men never sit and wail their loss, but cheerily seek how to redress their harms” (Adams & Shakespeare).

Restructuring is an unexpected feature that arrives in people’s workplaces and is there to stay (Wong & Rochlen 2005:169). It can bring a series of losses for the employees affected, their families and colleagues. Previous ways of thinking, behaving and feeling are replaced by new ones. According to Wilkinson (2004:10), the normal reactions to any loss require a grieving process, which involves a range of emotions and a need to work through the consequences. The process of mourning the losses may include feelings such as frustration, upset, anger, sadness, shock and guilt.

It is reported in the literature that part of the cycle of transformation was actually the cycle of grief and that no cycle of transformation to a new higher state happened without going through the grief cycle (London 1988:60).

Participants experienced grief from being declared in excess in the workplace and chose a variety of ways of expressing the loss. According to Lugton and McIntyre (2005:310), stages of grief reflect a variety of reactions that may surface as an individual makes sense of how this loss affects him/her. Experiencing and accepting all feelings remains an important part of the healing process.

Social organizations go through a process of grieving when dealing with change, the process being similar to what individuals feel when confronted with their own death or that of loved ones. According to Rawlins, Williams and Beck (1993:238) loss is an evitable dimension of the human experience. It is an emotional response that accompanies change. The loss of one’s position in the workplace comprises the final component of one’s physio-psycho-social well-being. In this study having been declared in excess in the place of work is an example of change in a person’s social role which precipitated the feelings of loss amongst the study participants. The feelings of loss experienced are obvious in the following statements from participants:

“The whole process kills you spiritually, emotionally and every aspect of your being dies” (Data: 293)

“I still have this sad feeling that has to do with restructuring“(Data: 250)

Loss results in change. The response to loss, the effective or ineffective resolution of feelings surrounding the loss, determines one’s ability to deal with the resulting change. According to Gandolfi (2008:11), loss is defined as the condition of being deprived or bereaved of something. Being declared in excess in the workplace is referred to as secondary loss or material loss as it involves separation from the usual work surrounding the participants were used to and have attached a meaning to.

Emotions such as shock, sadness, fear, anxiety, anger and guilt manifested in experiencing loss and grief as illustrated in Data Display 5.2.1.1

DATA DISPLAY: 5.2.1.1
THEME 2: REACTION TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 1: EMOTIONAL REACTIONS
SUB-CATEGORY 1: LOSS AND GRIEF
<ul style="list-style-type: none">- Shock (Data display:5.2.1.1.1)- Sadness (Data display: 5.2.1.1.2)- Fear (Data display: 5.2.1.1.3)- Anxiety (Data display: 5.2.1.1.4)- Anger (Data display: 5.2.1.1.5)- Guilt (Data display: 5.2.1.1.6)

Some participants reported grieving their separation from their usual environment and losses in terms of friendship with their colleagues.

“The whole process caused strained relationships amongst us as colleagues” (Data: 285).

“I have worked for so long and so much, build relationships and that is taken away overnight” (Data: 331).

To other participants it meant losing one’s job as stated by one of the participants;

“My interpretation was that it is over, you have lost your job” (Data: 71).

For some participants, being declared in excess in the workplace also disrupted a sense of belonging, personal meaning and structure.

“I did not know who I was anymore” (Data: 163)

This research study obtained some findings that were consistent with five stage theory as described by Kubler-Ross. Kubler-Ross (1969:201) and others have defined the stages of grief as denial, anger, bargaining, depression and acceptance. Change is the external reality, while transition is the inner response, the attempt to deal with change. Because loss is the overwhelming feeling that employees experience during a period of transformation and restructuring, their emotional reactions can be linked to the grief reaction as described by Kubler-Ross (1978:190) in table 5.2.

Table 5.2: Kubler-Ross’ grief reactions.

REACTION	DESCRIPTION
Denial	<p>A person's reaction may be shock and disbelief after receiving word of an actual loss.</p> <ul style="list-style-type: none"> ○ <i>I was in denial (Data: 120)</i>
Anger	<p>The loss is resisted and the anger, behaviourally described as acting out, is often directed towards the innocent people.</p> <ul style="list-style-type: none"> ○ <i>I just destroyed the letter they have given me and threw everything in the bin (Data:118)</i>
Bargaining	<p>During this stage an attempt is made to formulate an agreement to postpone the reality of the loss. A secret bargain is made silently in which the individual is willing to do anything to postpone the loss or change the situation.</p> <ul style="list-style-type: none"> ○ <i>If one can be given time to prepare for the possibilities, it will help with regard to self control and adjustment to the situation (Data: 115)</i>
Depression	<p>This stage occurs when full impact of the actual loss is realized. The depression stage allows the individual to prepare for the loss by working through the struggle of separation. Grieving over what cannot be is manifested behaviourally either as talking freely about the loss or withdrawal.</p> <ul style="list-style-type: none"> ○ <i>You become so scared, angry and end up giving up and become depressed (Data:217)</i>
Acceptance	<p>The individual begins to come to terms with the loss and resumes activities with an air of hopefulness for the future.</p> <p><i>There is nothing that I can explain, the department mandate has to be carried out, I am not against restructuring (Data:24)</i></p>

Participants who were declared in excess in the workplace explained that they felt stunned and unable to accept the situation. They vacillated between feelings of shocked belief and disbelief to the desperate hope that change is not actually happening.

According to Lugton and McIntyre (2005:308) grief is characterized by a wide range of reactions, which are manifest by alteration in thought processes, behavior and emotions.

In many cases the process of separation from the environment of work was difficult. A sense of being marginalized and ostracized was evident in reactions about being declared in excess in the workplace (Cameron & Caza 2004:732). Participants described feelings of being unwanted, not good enough, a failure, and no longer part of the team. These feelings often co-existed with anger, and a sense of mistreatment or unethical behaviour on the part of the organization.

By working through grief, human beings heal, accept change, and move on. Often, in an organization, what is labelled as resistance to change is not resistance at all but a demonstration of the stage of grieving that the person is experiencing (Kompier 2006:422).

5.3.1.1.1 Shock

“Future shock is the shattering stress and disorientation that we induce in individuals by subjecting them to too much change in too short a time” (Toffler).

Shock is a sudden and often intense disturbance of the emotional state that may leave one feeling stunned or dazed (Citera 2001:323). Shock is a normal protective reaction and is experienced differently by everyone. According to Van der Hove and Sharman (2006:22), it is normal to feel a sense of shock when being told that you have been declared in excess in your workplace.

Experiencing shock meant that study participants have physical as well as emotional reactions. As part of feeling shocked, some participants did not believe that the news was real. On receiving the news participants were left in a state of shock and a reaction was:

“Why me” (Data: 360)”.

Data display 5.2.1.1.1 contains manifestations of the shock as experienced by the study participants.

DATA DISPLAY:5.2.1.1.1
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 1: EMOTIONAL REACTIONS
SUB-CATEGORY 1: LOSS AND GRIEF
SUB-SUBCATEGORY 1: SHOCK
<ul style="list-style-type: none">• <i>I didn't know what the future will hold for me after the whole shocking thing (Data:421)</i>• <i>People must try to understand my situation, I am still shocked (Data:295)</i>• <i>When I was still in shock, I was told that my salary will remain the same because I have reached the salary top notch (Data:54)</i>• <i>I remember my supervisor saying “ don't tell us what you did yesterday, better tell us what you're going to do for the department tomorrow, still in that shock and confusion , she didn't care (Data:206)</i>• <i>Shocked as I was, I just said to them, do you both remember telling me about what you are asking me (Data:305)</i>• <i>It was a shock when it happened (Data:352)</i>• <i>You become shocked, angry and end up giving up and become depressed (Data:217)</i>• <i>We did not know how, when and who the victims were, it was a shock (Data:300)</i>• <i>One is left shocked with questions that cannot be answered by anyone (Data:272)</i>• <i>I proceeded as nothing has happened, I believe it was out of shock, I don't know what I was doing (Data:147)</i>

Participants expressed their reaction of shock when they were initially told that they have been declared in excess in their workplace. The participants felt as if they were singled out and could not associate themselves with the reality of restructuring as their minds could not cope with the negative news. They wanted the real reason why they specifically have been declared in excess. According to Citera (2001:211) in this phase of shock, individuals may regress to a child-like state in which emotions are dominant and they do little to help themselves.

Shock denotes reaction to reality. According Smythe (2000:134) reality and the world are quite complex, unpredictable, and confusing to human beings, and being declared in excess results in shock and stress. The feeling of unreality was voiced by some of the study participants. The situation felt unreal, like a dream or like it is not really happening. One participant stated that she remembered her supervisor saying

“They said to me you will get over this shock as you are not the only one affected (Data: 74).

Another participant remarked:

“I proceeded as if nothing has happened” (Data: 147)

5.3.1.1.2 Sadness

“You cannot prevent the birds of sadness from passing over your head, but you can prevent their making a nest in your hair” (Unknown).

Participants experienced sadness after having been told the news that they have been declared in excess. One participant stated that:

”Personally I have gone through a real wilderness experience” (Data: 339).

Whilst the other stated that:

“I don’t know how to tell you because it is very painful” (Data: 463).

Examples of statements on sadness as an emotional reaction resulting from being declared in excess in the workplace are reflected in data display 5.2.1.1.2.

DATA DISPLAY 5.2.1.1.2

THEME 2: REACTION TO HAVING BEEN DECLARED IN EXCESS

CATEGORY 1: EMOTIONAL REACTIONS

SUB-CATEGORY 1: LOSS AND GRIEF

SUB-SUBCATEGORY 2: SADNESS

- *The whole process kills you spiritually, emotional and every aspect of your being dies, I am very sad that is what I can say (Data:293)*
- *Personally I have gone through a real saddening experience (Data:339)*
- *Perhaps that is what it pays to work hard, that is sad (Data:241)*
- *I don't know how I can tell you because is very sad experience (Data:463)*
- *I spend most of the day being miserable and sad (Data:429)*
- *I still have this sad feeling that has to do with restructuring (Data:250)*
- *Experiencing the effect of restructuring was not easy, it was really painful and sad (Data:176)*
- *You hear all sorts of demoralizing talks and those make you even more sad than you can imagine (Data:235)*
- *I do not want to blame anyone here, because at this stage I feel so sad, but the experience was not nice (Data:334)*
- *I sat alone without answers (Data:363)*
- *I worked for this department for twenty years without complaints, working hard, and this is what I am getting as a thank you, its sad you know (Data:441)*
- *The process means I am stuck, it makes me sad, belief me, I cannot move any further (Data:382)*

Sadness is an emotion characterized by feelings of disadvantage, loss, and helplessness. Sadness is considered to be the opposite of happiness and is similar to the emotions of sorrow, grief, misery and melancholy. The philosopher Spinoza defined sadness as the transfer of a person from a large perfection to a smaller perfection (Symons 2002:209). Sadness is a natural feeling which, if unfelt, just stays in our array of unresolved trauma knots.

As with other emotions it was essential for study participants to feel the sadness so that it could eventually go away. Resisting the feeling of sadness would mean allowing it to hang around forever, periodically erupting inappropriately in the body's attempt to rid itself of associated trauma knots (Slevin & Sines 2000:80).

5.3.1.1.3 Fear

“Don't waste life in doubts and fears; spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours and ages that will follow it” (Ralph, Waldo & Emerson).

According to Barker (2003:1) fear is an unpleasant and often strong emotion caused by the anticipation, or awareness of danger. It is completely natural and helps people to recognize and respond to unpleasant situations. Most fear is connected to pain, in the context of this study it is connected to the emotional pain of being declared in excess in the workplace. Behavioural theorists, Watson (2009:214) have suggested that fear is one of several very basic emotions. It is a survival mechanism, and usually occurs in response to a specific stimulus.

The data collected in this study indicate that the levels of fear expressed by participants are moderate. Fear emerges when an event is considered as unexpected and is caused by a situation or another person's behaviour.

Data display 5.2.1.1.3 contains an overview of evidence of fear as experienced by participants.

<p style="text-align: center;">DATA DISPLAY 5.2.1.1.3</p> <p>THEME 2: REACTION TO HAVING BEEN DECLARED IN EXCESS</p> <p>CATEGORY 1: EMOTIONAL REACTIONS</p>
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SUB-CATEGORY 1: LOSS AND GRIEF

SUB-SUBCATEGORY 3:FEAR

- *My interpretation generated fear in me, and thought it was over, you have lost your job (Data :71)*
- *When I got home suddenly fear just came and clouded me (Data:151)*
- *I had the fear that I may lose my job because of the changes which happened in the department (Data:155)*
- *I was scared to lose the relationships that I have build for so many years (Data:161)*
- *Maybe they are afraid they might be targeted too ((Data:296)*
- *Everyone was scared (Data:299)*
- *You could feel the air was filled with fear and anxiety (Data:302)*
- *I had that fear that I could not describe (Data:336)*
- *Everybody lived in fear of their future (Data:387)*
- *I was shaking with fear (Data:420)*
- *I was scared I was going to lose my job (Data:423)*
- *I was starting to lose it and that scared me a lot (Data:435)*
- *I was scared (Data:83)*
- *When I was called to be told about the bad news, I was scared to death (Data:419)*

The fear described by the participants was coupled with anxiety (as described in 5.2.1.1.4) about the uncontrollability and the uncertainty regarding the future outcomes of their work lives. One participant stated that

“I may lose my job because of the changes which happened in the department” (Data: 155).

The other participant indicated that

“When I got home suddenly fear just came and clouded me (Data: 151).

According to Cameron and Caza (2004:732) a key element that differentiates fear from all other negative emotions that are relevant in the context of being declared in excess in the workplace is the extent to which participants were uncertain about what would happen next and unsure of whether they would have the potential to cope with the evolution of things. This was evident when one participant stated that

“I was starting to lose it and that scared me a lot” (Data: 435).

In this study participants were taken by surprise and they never thought that they will one day be affected by the process of restructuring and transformation. Participants commented as follows:

“We were reassured and lived under the impression that health workers especially professionals will never be affected by whatever kind of transformation and restructuring (change)” (Data: 168).

In her study, Ainsworth (2002:3) asked both HR professionals and employees to choose the most pressing of employee concerns from a list of worries; both groups indicated similar choices, fear of losing their job.

5.3.1.1.4 Anxiety

“Much like the hands of a clock go nowhere fast, anxious thoughts run us round-and-round without taking us anywhere!”(Finley).

According to Fontaine and Fletcher (1995:151) anxiety is an uncomfortable feeling that occurs in response to the fear of being hurt or losing something valued. Urden and Wilston (2001:204) define anxiety as a state of intense apprehension, uncertainty, and fear from the anticipation of a threatening event or situation, often to a degree that normal physical and psychological functioning is disrupted.

Participants spoke of how anxious they were when they were called to be told about being declared in excess in their workplace. Participants experienced circumstantial anxiety in this instance, the type of anxiety characterized by symptoms that appear because of an acute stressful event that took place in their workplace, affecting their future and career. There was an indication from the participants that they were very anxious when they were called to the manager’s office as they did not know the reason

for the call. Some indicated that they were clouded by the uncertainty of their future after being told that they have been declared in excess in their workplace.

“I am not sure if this uncertainty of my future will ever end, I don’t even know to which organization I am going to be transferred to” (Data: 45).

Data display 5.2.1.1.4 exhibits the participants’ statements on anxiety as the sub-category of emotional reactions.

DATA DISPLAY 5.2.1.1.4 THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS CATEGORY 1: EMOTIONAL REACTIONS SUB-CATEGORY 1: LOSS AND GRIEF SUB-SUBCATEGORY 4: ANXIETY
<ul style="list-style-type: none">• <i>My heart was pumping very fast (Data:39)</i>• <i>The more anxious I became the confused I became (Data:454)</i>• <i>It was so anxious (Data:468)</i>• <i>I started walking up and down in the house (Data:153)</i>• <i>That was a hell of a moment, I was so anxious (Data:375)</i>• <i>Not knowing where you will be transferred to made me even more anxious (Data:97)</i>• <i>Everybody is anxious but trying to put a brave face (Data:288)</i>• <i>I felt so anxious (Data:119)</i>• <i>I started working with anxiety reigning in me, and that was not me (Data:485)</i>• <i>I also kept quiet and really inside I was anxious (Data:491)</i>• <i>This made me very anxious and confused (Data:321)</i>• <i>I have never experienced such an anxiety in my life (Data:379)</i>• <i>I was extremely quiet and worked as if it was my last day on earth (Data:149)</i>• <i>I sat down anxiously wishing they could tell me why they called me (Data:66)</i>

Asp and Fagerberg (2005:1068) describe anxiety as an unpleasant complex combination often accompanied by physical sensation such as heart palpitations, tension headache and feelings of inner nervousness. Emotional anxiety causes a sense of dread or panic and chills. It is a common emotion along with anger, fear, and sadness as experienced by the participants in this study.

5.3.1.1.5 Anger

“To be angry is to let others’ mistakes punish you. To forgive others is to be good to yourself” (Di Giorgio 2003:260).

Anger is an emotional response to encroachment upon one’s dignity, which leads to disagreement, dispute, or conflict (Armstrong-Stassen, Reavley & Chanam 2005:950). Participants experienced extreme anger which had its roots in the present situation of being told that they have been declared in excess in their workplace. They viewed this as betrayal and felt humiliated. Anger can be an active or a passive emotion. In this study the participants displayed both active and passive emotions by lashing out verbally at the supervisor whether justified or not. As an innate stage of grief, anger which is not properly managed can be destructive. This is equally true in the case of employees declared in excess in the workplace. One participant stated that

“I pointed a finger at both of them and felt like strangulating them. I just took the papers and tear them before even reading, and threw them in the bin” (Data:119).

Anger arises because one is put in the position of being powerless to prevent the situation that can lead to the loss of something important. Anger is an outgrowth of extreme frustration (Gross 2001:112). The situation of being declared in excess in the workplace left the participants feeling betrayed, and used by the employer.

The issue of poor communication between management and the employees aggravated the uncertainties amongst employees. In time of change employees also get concerned about what financial impact the change will have on them. This is a genuine concern of anyone faced with restructuring and the participants were not unreasonable to raise this concern.

Relevant to this study, anger can be defined as being unable to bear the object (supervisor), or intention to cause harm to the object. Some participants mentioned that they felt like “strangulating” the supervisor as they were very angry at her. Change is

laden with heavy emotion because people are giving something up for the unknown. Successful leaders never ignore the feelings of anger, often strong feelings that accompany change.

Data display 5.2.1.1.5 portrays expressions of anger by the participants.

DATA DISPLAY 5.2.1.1.5
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 1: EMOTIONAL REACTIONS
SUB-CATEGORY 1: LOSS AND GRIEF
SUB-SUBCATEGORY 5: ANGER
<ul style="list-style-type: none">• <i>I became so angry and aggressive towards the two managers (Data:75)</i>• <i>I took the papers they gave me and stormed out (Data:77)</i>• <i>I stood up, took the papers and left (Data:257)</i>• <i>I took a decision in my anger that I am going to resign (Data:264)</i>• <i>I got angry with my supervisor and everybody (Data:116)</i>• <i>I was so angry and confused (Data:117)</i>• <i>I just destroyed the letter they gave me and threw everything in the bin (Data:118)</i>• <i>Bring those papers, I know what is all about (Data:255)</i>• <i>Even though I was angry I could still feel for them (Data:209)</i>• <i>That made me mad and felt like strangulating the two managers (Data:203)</i>• <i>I am very angry (Data:332)</i>• <i>The stress of seeing your colleagues remain and you being out of adjustment makes you so angry even towards innocent people (Data:139)</i>• <i>I felt light, confused and angry (Data:13)</i>• <i>I was very angry with everyone worse with HR manager and my supervisor (Data:198)</i>

In their study Amundson, Borgen, Jordan and Erleback (2004:256) realized that during change some employees are so resistant that they become frustrated and angry. Their anger may be repressed, causing an increased stress level; or overt, resulting in emotional outbursts. They concluded by saying that, whether repressed or overt, anger is a typical reaction when employees feel loss of control over their work environment, or

worry that their job security is threatened. Due to anger some participants spoke of 'quitting'.

"I am resigning, what is the use of staying with the manager who is threatening your future and chances to grow" (Data: 265)

"I was angry with everybody, you know, worse with the HR manager and my supervisor (Data: 198)

According to Jacquette (2004: 4) some employees may elect to quit rather than make the needed change. Unfortunately, changes going on in one organization are typical of those going on in other organizations. Electing to stand on one's principle and fight change by quitting often makes the point, but usually at a cost to the employee, not the organization.

5.3.1.1.6 Guilt

"The art of being yourself at your best is the art of unfolding your personality into the person you want to be....Be gentle with yourself, learn to love yourself, to forgive yourself, for only as we have the right attitude toward ourselves can we have the right attitude towards others, stop self blame and acknowledge what has happened"(Wale-Adegbite).

Guilt is primarily an emotion experienced by people who believe they have done something wrong. In psychology and ordinary language, guilt is an affective state in which one experiences conflict at having done something one believes one should not have done. It gives rise to a feeling that does not go away easily, driven by conscience (Soderberg 2003:291). Guilt is the emotion that occurs when a person does something wrong and expects to be punished or expects that someone will be displeased. It is an internal process, a voice within the conscience that tells people that their behaviour is inconsistent with their own value system (Weber 2001:304).

Feelings of inferiority indicated guilt feelings amongst the participants. Both are related to anxiety and represent tension and weakness within the participants as a result of being declared in excess. Based on Freud's theory, defence mechanisms (Theme 3) such as regression, projection, rationalization were used by study participants to manage guilt. An example of projection as a means to manage guilt is evident in the following:

"The staff morale is down and they forget that they are the ones who caused this"
(Data: 55)

"They are the ones who are causing the shortage" (Data: 102)

Some of the participants felt guilty when they were told that they have been declared in excess in the workplace. Some thought that maybe they were not performing as expected, and why them?

Data display 5.2.1.1.6 provides a picture of how the participants experienced guilt.

<p style="text-align: center;">DATA DISPLAY 5.2.1.1.6</p> <p style="text-align: center;">THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS</p>

CATEGORY 1: EMOTIONAL REACTIONS

SUB-CATEGORY 1: LOSS AND GRIEF

SUB-SUBCATEGORY 6:GUILT

- *What wrong have I done that was not communicated to me (Data:12)*
- *Did this happen to me because I was not performing as expected (Data:361)*
- *I started asking myself what have I done (Data:68)*
- *I blamed myself for being a lousy nurse who can be moved around at any time (Data:159)*
- *You feel guilty because you did not do your job to the expectation of your supervisor (Data:396)*
- *What have I done to make people so inconsiderate (Data:473)*
- *I woke up full of guilt, though the department implemented the process (Data:489)*
- *Maybe we were not productive even before (Data:319)*
- *I think managers had the people they disliked and grabbed the opportunity of the change process to get rid of them (Data:191)*
- *This led to diminishing in my responsibilities at work as I became guilty and shameful, anxious and that scared me (Data:228)*
- *You feel so ashamed and guilty that you are a failure (Data:230)*
- *The most painful part is that my anger was directed to the wrong people (Data:384)*

One can feel guilty about being affected by the change taking place in the organization of employment or about the belief that one is no longer good enough for yourself or others. In everyday life, most people strike a balance between other's expectations on the one hand, and their personal abilities and resources on the other. However, if this balance is disturbed, feelings of guilt may take over. Some participants felt that it was their fault that they have been declared in excess in their workplace.

The feeling of guilt came out strongly in the interviews as participants did not understand how the process of transformation targeted them and started feeling guilty thinking that there was something wrong which they did to be declared in excess.

5.3.1.1.7 Hope

"Hope is both the earliest and the most indispensable virtue inherent in the state of being alive. If life is to be sustained hope must remain, even where confidence is wounded, trust impaired"(Anonymous).

Termination of an employee's employment is a tough thing to do, especially when they haven't done anything to warrant the dismissal. One might assume that once you announce the organizational restructuring, the morale of the employees would be crushed. That's not necessarily so. In fact; employees' reactions will depend on how you manage the restructuring process and what one does for those who lose their jobs.

Managers should show compassion and instill hope, in this case that would have actually boosted the morale of affected employees. Their commitment to the organization might increase if they admire the manager's efforts to make the process as painless as possible. Because the remaining employees will be watching how the managers treat their departing co-workers, managers need to communicate honestly with everyone and demonstrate that they value the services of outgoing workers.

These efforts lower the odds that employees will think employees declared in excess were misled or cut adrift unfairly. When explaining the restructuring process to employees, separate the short-term repercussions from your long-term positive expectations. Emphasize that the restructurings are an undesirable but necessary part of your plan to get the department back on track.

In this study participants indicated that due to the restructuring process and how it was implemented, left them with no hope for their employment future. One of the participants stated that:

Things will be fine eventually, I've got that hope. I can't change anything now, but that was uncalled for really (Data: 500).

Maybe after talking this would help I hope (Data: 3).

Data display 5.2.1.1.7 portrays expressions of hope by the participants.

DATA DISPLAY 5.2.1.1.7

THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS

CATEGORY 1: EMOTIONAL REACTIONS

SUB-CATEGORY 1: LOSS AND GRIEF

SUB-SUBCATEGORY 7: HOPE

- *Maybe after talking this would help I hope (Data:3)*
- *One need to talk to a person who will listen even if nothing is done but just listening (Data:344)*
- *Things will be fine eventually, I've got that hope. I can't change anything now, but that was uncalled for really (Data:500)*
- *Being talked to will reduce stress (Data:398)*
- *I do not doubt myself, I have that little hope, I am a professional person (Data:324)*
- *We are getting low salaries, but still we try our best to work hard, maybe they will reconsider (Data:53)*

The hopeful message should neither be naïve but incorporate present realities (e.g., “We will have to work harder in the short-term”) with future benefits (“We will work smarter and create professional and personal opportunities that don’t exist presently”). Employees need to believe that managers are reliable, open and competent, and that they can be trusted to lead the downsizing effort. All stakeholders must believe that their managers are compassionate and willing to balance short-term bottom-line necessities with the welfare of everyone who is vital to the long-term welfare of the organization.

5.3.2 Psychological reactions

“This is the constitutional limitation of man's knowledge and interests, the fact that he cannot know more than a tiny part of the whole of society and that therefore all that can

enter into his motives are the immediate effects which his actions will have in the sphere he knows”(Hayek).

Being told that you have been declared in excess in the workplace sets into motion a variety of psychological reactions. These psychological reactions have physical, cognitive, emotional and behavioural presentations (Elster 2003:87).

Employees and their families can suffer significant psychological damage from the situation of being declared in excess in the workplace.

Data display 5.2.2 reflects the psychological reactions as expressed by the participants.

DATA DISPLAY 5.2.2
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 2: PSYCHOLOGICAL REACTIONS
<ul style="list-style-type: none">• <i>Hurt (Data display:5.2.2.1)</i>• <i>Disillusion (Data display:5.2.2.2)</i>• <i>Depression (Data display:5.2.2.3)</i>• <i>Stress (Data display:5.2.2.4)</i>• <i>Frustration (Data display:5.2.2.5)</i>• <i>Rejection (Data display:5.2.2.6)</i>• <i>Powerlessness (Data display:5.2.2.7)</i>

There has been considerable research done on the psychological response to job loss which in this study context is similar to being declared in excess in the workplace. The results suggest that these responses are almost always negative. Generally, individuals who are affected became sad and angry they go into denial and feel hurt, guilty and disillusioned.

5.3.2.1 Hurt

“We are like horses that hurt themselves as soon as they pull on their bits - and we bow our heads. We even lose consciousness of the situation, we just submit. Any re-awakening of thought is then painful” (Weil).

Experts say restructuring and transformation of any service hurts the remaining employees as well as those who are let go or declared in excess in the workplace as is the case in this study. This causes extra work and stress, not to mention feelings of loss, instability and guilt. Participants experienced hurt as a result of the restructuring process that took place in their workplace and like any other person in the same situation, started putting the blame on others.

‘People become proud of hurting other people’ (Data: 63)

“I was hurting so much that I couldn’t even think straight” (Data: 86)

“What I have experienced is pain the department caused” (Data: 94)

Data display 5.2.3 outlines the participants’ statements supporting their hurt feelings

DATA DISPLAY 5.2.2.1

THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS

CATEGORY 2: PSYCHOLOGICAL REACTIONS

SUB-CATEGORY 1: HURT

- *It is hurting to know that you don't belong (Data:32)*
- *I am hurting and see things differently (Data:46)*
- *The hurt is still hanging over my head (Data:246)*
- *If you are not me , you won't understand what I feel and experience (Data:50)*
- *People become proud of hurting other people (Data:63)*
- *Who ever did this will not get away with it , this was cruel and hurting (Data:496)*
- *I was disappointed and very hurting (Data:249)*
- *It was difficult and demoralizing and that hurts even more (Data:244)*
- *I was hurting so much that I couldn't even think straight (Data:86)*
- *The fact remains you are declared in excess because you are useless, that is hurting belief me (Data:252)*
- *Looking back where I come from with this department, really hurts (Data:380)*
- *Being told directly that you are useless hurts (Data:369)*
- *What I have experienced is pain the department caused (Data:94)*
- *Even though one is trying to accept what has happened, it is still not easy (Data:243)*

In restructuring, it is incumbent on a corporation to affirm, in practice, the importance of its employees. This can be expressed through considerate treatment of those who are declared in excess in the workplace.

Whosoever wants to live in this world with any degree of inner peace must learn how to deal with hurt feelings (Mata & Portugal 2002:1). It is easy for the ego to take offense when people rub us the wrong way. One cannot expect the world to change to keep one happy, it is up to you to change and adapt to the situation. According to Thomas (2003:201), research suggests that people's explanations for their hurt feelings can influence how they feel and how they respond to others.

5.3.2.2 Disillusion

“The wise man, knowing how to enjoy achieved results without having constantly to replace them with others, finds in them an attachment to life in the hour of difficulty. But the man who has always pinned all his hopes on the future and lived with his eyes fixed upon it, has nothing in the past as a comfort against the present's afflictions, for the past was nothing to him but a series of hastily experienced stages” (Durheim).

With different companies and organizations undergoing restructuring these days, many employees find themselves in one of the two categories-survivor or being declared in excess or redundant in the workplace. According to Beylerian and Kleiner (2003:98), in a time where high performance is critical, organizations that conduct restructurings may find that the affected employees are disillusioned, de-motivated and disengaged, characteristics that can drag the fiscal health of the whole organization down. This was also found in the current study as is evident in the following statements of a participant:

“People are so disillusioned and you notice lowered job involvement and lowered morale” (Data: 195)

Significant disappointment, as a result of professionals and managers who failed to provide expected helpful assistance regarding the transformation and restructuring in the department may have triggered a discouraged responses from participants in this study. A number of participants expressed growing disillusionment with the management because lack of information about what was going to happen, what happened and what would happen with their future. Participants made moving comments about their experiences of being declared in excess in their workplace and what their workplace mean to them.

“It won't make a difference whether we are there or not” (Data: 320)

“The message was not convincing leaving you even more confused, frustrated and disillusioned about a lot of things” (Data:470).

Data display 5.2.2.2 outlines the statements of disillusionment from the participants.

DATA DISPLAY 5.2.2.2.

THEME 2 : REACTIONS TO HAVING BEEN DECLARED IN EXCESS

CATEGORY 2: PSYCHOLOGICAL REACTIONS

SUBCATEGORY 2: DISILLUSION

- *I am disillusioned (Data:133)*
- *This is the opposite of what is being preached (Data:134)*
- *Health workers especially professionals will never be affected by whatever kind of transformation and restructuring (Data:186)*
- *I realized that we were fooling ourselves (Data:188)*
- *People are so disillusioned and you notice lowered job involvement and lowered morale (Data:195)*
- *I wish people could stop diluting and face reality (Data:292)*
- *It wont make a difference whether we are there or not (Data:320)*
- *The first thing that came into my mind was that I have lost my job, maybe not because I am a professional (Data:10)*

The participants were also angered by the way their manager took the whole process and the non-caring attitude of managers reinforced their disillusionment. One participant expressed her disillusionment by saying:

“Nothing is happening, nothing is being said, and I am still waiting” (Data1:68).

Participants believed that the whole process was based on favouritism.

“My concern is the criteria used to declare other people in excess and not others” (Data: 87).

“I think managers had the people they disliked and grabbed the opportunity of the change process to get rid of them” (Data: 191).

5.3.2.3 Depression

“Depression is not sobbing and crying and giving vent, it is plain and simple reduction of feelings...Concern should drive us into action and not into a depression. No man is free who cannot control himself” (Pythagoras).

In everyday language a depressed mood refers to a state of unhappiness or sadness, or to relatively minor downturn in mood that may last a few hours or days. A depressed mood is generally situational and reactive, and associated with grief, loss or a major social transition (Daly, Pounder & Kabanoff 2004:323). Van Der Haar and Hosking (2004:1020) use verbs to describe what is commonly known as emotion. For example, he uses ‘to depress’ to describe the total behaviour known as depression which to him, includes depressing ideas, emotions and physiological states.

Depression is an emotion, just like fear, anger, or love. It is the imprint felt after a stressful or traumatic experience. According to Swanson and Power (2001:398), it is a process reflecting a change in brain chemistry, disconnected from individuality, race, colour, creed, upbringing, belief system, environment, relationships, socio-economic factors, and life events and coping skills. Participants stated that they were depressed after having received the news that they were declared in excess in their workplace. They reported that amongst others, they experienced the feeling of rejection, low self esteem, worthlessness, powerlessness.

“It is rather depressing to realize that the department of health does not need your services any longer” (Data: 72).

“You feel so powerless, so sad, so depressed and don’t know how best to describe how I feel as there is nothing that you can do to reverse the situation” (Data: 218).

For any human being, work provides structure to the day, the opportunity to socialize, a sense of accomplishment, and a source of happiness. In other words work can reduce the likelihood of becoming depressed.

Data display 5.2.2.3 contains evidence on depression as a psychological reaction experienced by the study participants after they were told that they have been declared in excess in their workplace.

DATA DISPLAY: 5.2.2.3
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 4: PSYCHOLOGICAL REACTIONS
SUB-CATEGORY 3 : DEPRESSION
<ul style="list-style-type: none">• <i>The whole process has caused me great suffering and at times I try to forget about it, because its really depressing to think about it (Data:226)</i>• <i>The word restructuring brings on depression and headaches (Data:125)</i>• <i>It is rather depressing to realize that the department of health does not need your services any longer (Data:72)</i>• <i>Being declared in excess can be more stressful and depressing event of a person's life (Data:393)</i>• <i>You keep on asking yourself that what is it for me today and that depresses you because you are just on your own (Data:220)</i>• <i>I feel so depressed because at the moment I just have to work and work until when I don't know (Data:383)</i>• <i>You feel so powerless, so sad, so depressed and don't know how best to describe how I feel as there is nothing that you can do to reverse the situation (Data:218)</i>

According to the study conducted by Price (2002:160) it is not simply the loss of employment that keeps individuals in the prolonged state of depression, the report indicates, but rather the cascade of negative events that follow the loss. It is the crises that follow job loss that are more damaging than the loss itself.

Such negative events seem to have caused the study participants to have symptoms of depression and a greater perception that they have lost their personal control, including lowered self esteem.

"We are belittled in front of our colleagues" (Data: 273).

"The whole process has brought me stress and lowered my self esteem" (Data: 49).

The danger is that the participants' depression may affect their later chances of effectiveness and productivity when taken to other institutions.

5.3.2.4 Stress

"How we perceive a situation and how we react to it is the basis of our stress. If you focus on the negative in any situation, you can expect high stress levels. However, if you try and see the good in the situation, your stress levels will greatly diminish"
(Pulsifer)

Stress is derived from the Latin word *stringere*, meaning to draw tight, and was used in the 17th century to describe hardship or affliction (Sverke & Hellgren 2002:23). Gandolfi (2007:146), defines stress as a person's adaptive response to a stimulus that places excessive psychological or physical demand on that person. Luthans (2002:396) defines work stress as an adaptive response to an external situation that results in physical, psychological, and behavioral deviation for organizational participants.

A large number of changes have occurred in South Africa which in turn has affected the workplace in one way or another. Political changes and affirmative action (Torkelson & Muhonen 2003:899), downsizing or rightsizing of organizations (Isaaksson & Johansson 2000:241), retrenchments (Mirabal & De Young 2005:40) and restructuring (Burke & Cooper 2000:201), have all taken place over the last decade. According to Endler and Parker (1990:844) change in the organization has proven to be a major factor in work-related stress. Change is scary especially at work. Fear of losing your job can create intense anxiety at any level.

Participants experienced being declared in excess as a very stressful situation as illustrated in Data display 5.2.2.4.

DATA DISPLAY 5.2.2.4
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 4 : PSYCHOLOGICAL REACTIONS
SUBCATEGORY 4 : STRESS
<ul style="list-style-type: none">• <i>Thought that the department will do everything in its power to protect us instead what we got was a lot of stress (Data:132)</i>• <i>Its like being thrown with a bomb and you expected to run for your life, thus stressful (Data:190)</i>• <i>The information from the supervisors was really not sensitive to the situation (Data:106)</i>• <i>I could feel the whole institution's eyes were on me, that stressed me more (Data:258)</i>• <i>This is stressing (Data:446)</i>• <i>I was instructed to stop crying, that stressed me even more (Data:426)</i>• <i>What can one do, restructuring was not a personal choice but a direct stressing order from whoever (Data:126)</i>

It is speculated by Griggs and Hyland (2003:177) that the stress of being declared in excess is experienced in two ways. Firstly, individuals may experience stress as a result of being declared in excess in the workplace, and the combination of losses that result. Secondly, stress also appears to be associated with the new beginnings faced by these individuals. The reestablishment of careers, social and professional networks, or the commencement of new ventures appears to co-exist with worry and trepidation about the future. It is further speculated that the stress of being declared in excess in the workplace can not be alleviated by re-deployment as is the case in this study.

The experience of uncertainty concerning the future of employment prohibits the individual to cope with the threat adequately and diminishes the opportunities for reducing the level of stress experienced. In line with this reasoning, Research suggests that perceived threats concerning nature and continued existence of a job may have as detrimental consequences as job loss itself. Stress experiences are accompanied by

stress reactions, which may be described as somatic, psychological, and behavioural (Macky 2004:64).

In this study, participants reported that they suffered from stress related physical problems (headaches, night sweats, constipation and sleep deprivation etc). One of the participants stated that

“I tried to sleep but I couldn’t” (Data: 432).

According to Greenglas and Burke (2001:5), psychological problems resulting from stress may be as important as they may impact on the day to day job performance of the employees. Psychological problems that are associated with stress include helplessness, mood change, anger, depression, anxiety, irritability and boredom (de Vries & Balazs 1997:11; Williams 2004:368).

These psychological problems are explained in detail under data display 5.2.1 emotional reactions and data display 5.2.2 psychological reactions. Participants reacted to the impact of stress by exhibiting aggressive acts such as hostility. Job insecurity which is associated with organizational restructuring is discussed in detail in data display 5.2.3.3, also elicits reactions of anxiety, insecurity, stress and anger. These psychological problems associated with stress impact on job performance (Chadwick, Hunter & Walston 2004:40).

Results of an occupational stress survey conducted by Williams (2004:117) showed that the proportion of workers who reacted physically from organizational restructuring, reported to have felt highly stressed. The work environment has become more threatening due the restructuring processes of the organization. Failure to acknowledge and take action to reduce occupational stress has potential physiological, psychological, spiritual, occupational and economic effects on the employees.

5.3.2.5 Frustration

“History balances the frustration of 'how far we have to go' with the satisfaction of 'how far we have come.' It teaches us tolerance for the human shortcomings and imperfections which are not uniquely of our generation, but of all time” (Powell, Jr.).

Frustration is an emotion that occurs in situations where one is blocked from reaching a personal goal. The more important the goal is, the greater the frustration. Frustration results when motivated behaviour is blocked. Some participants responded with rational problem solving methods to overcome the bad news whilst others became frustrated and behaved irrationally.

“it is now time to let go and take a new direction in my career” (Data:183).

It is also nice to be able to step back and look at my experience and see how well things really worked and move on “(Data: 342).

“The message was not convincing leaving you even more confused, frustrated and uncertain about a lot of things (Data:470)

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Data display 5.2.2.5 gives an overview of the frustrations experienced as perceived by the study participants.

<p style="text-align: center;">DATA DISPLAY: 5.2.2.5</p> <p>THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS</p> <p>CATEGORY 1: PSYCHOLOGICAL REACTIONS</p> <p>SUB-CATEGORY 5: FRUSTRATION</p> <ul style="list-style-type: none">• <i>What frustrates me more is that I am still asking why me and to get no satisfactory answer frustrates me (Data:215)</i>• <i>I felt so frustrated (Data:160)</i>• <i>We are just waiting for that day that I doubt will ever come (Data:450)</i>• <i>This is really frustrating (Data:326)</i>• <i>This is frustrating, papers will not answer the questions I have (Data:310)</i>• <i>I screamed out loud thinking that I will feel better (Data:263)</i>• <i>I was so frustrated and just got to the ward, took my bag and left (Data:259)</i>• <i>I would have left the system before I was kicked out (Data:323)</i>• <i>Who will hire me if the institution I have worked for so long does not want you anymore (Data:472)</i>• <i>Why was I declared in excess, why me? Getting no answers is more frustrating (Data:262)</i>• <i>This make me more frustrated (Data:182)</i>• <i>How could she support the fact that I am redundant (Data:260)</i>• <i>Had no choice but to accept what has happened and carry on with my life (Data:127)</i>• <i>It was so frustrating (Data:468)</i>

Some of the participants, who couldn't verbally or physically attack the supervisor, transferred their aggression and frustration to their families, colleagues and patients.

"The situation affected the patients somehow, as there were complains about rudeness and harshness" (Data: 44).

"The fact of seeing your colleagues remaining whilst you are being declared in excess make you more angry even to innocent people" (Data: 139).

Some participants resorted to the regressive behaviours by reverting to earlier and more primitive ways of coping with the frustrating situation such as throwing temper tantrums

“I screamed out loud thinking that I will feel better” (Data: 263)

“I burst into tears” (Data: 154).

“I just started crying” (Data: 422).

Flight (leaving the scene) was another way in which participants dealt with the frustration.

“I took the papers they gave me and stormed out” (Data: 77).

The main point to remember is that the affected person is often not in a rational, problem solving frame of mind, and is therefore not attuned to the facts or the logical procedures of dealing with the situation. This was evident when the supervisors tried to reason with the participants but could not reach any agreement.

“Eventually they said to me, you will get over it as you are not the only one who is affected” (Data: 74).

“Bring those papers, I know what it is all about” (Data: 255).

According to Clair and Dufresne (2004:1580), what participants needed was to be guided back to reality, as they could not be reasoned within their then present mental state of frustration, anger, guilt and anxiety. Listening with understanding to such a person is one effective way to reduce frustration. What the participants needed was to talk to a sympathetic listener who could provide a way for them to vent their feelings and regain control of themselves. Participants described the supervisors as non sympathetic and impatient.

“I was instructed to drink water and start behaving like an adult” (Data 425).

5.3.2.6 Rejection

“It is impossible, in my mind, to distinguish between the refusal to receive a petition, or its summary rejection by some general order, and the denial of the right of petition” (*Cushing*).

Barker and Coy (2003:381) explain rejection as an interpersonal situation that occurs when a person or group of people exclude an individual from a social relationship. This may lead to the emotional state of rejection as experienced by the study participants. According to Clair and Dufresne (2004:1518), emotional rejection is the feeling a person experiences when disappointed about not achieving something desired. It is commonly experienced in a quest of emotional relationships such as in the professional world in relation to advancement.

The act of rejection can make a person experiencing it undergo a sudden drop in positive emotion (Kim & Mauborgne 2003:67). The rejection the participants as a result of being declared in excess were displayed as something ranging from disappointment, low self esteem, and worthlessness, powerless to frustration.

“Why was I the one declared in excess? (Data: 36).

“It won’t make a difference whether we are there or not (Data: 320).

“We are not wanted anymore (Data: 455).

“Is like throwing me in the street and I had to see to finish (Data: 367).

“It does not help whether you work hard or not you will still be kicked out (Data: 35).

These experiences of rejection produced certain attitudes towards self (participants) and supervisors.

“They are as much victims as I am” (Data: 283).

“My bitterness and dissatisfaction is when the process favours other employees over others” (Data: 20).

In this study, the absence of an effective system of communication was strongly associated with rejection.

Data display 5.2.2.6 illustrates the statements related to rejection as experienced by participants.

DATA DISPLAY 5.2.2.6
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 1: PSYCHOLOGICAL REACTIONS
SUB-CATEGORY 6: REJECTION
<ul style="list-style-type: none">▪ <i>My bitterness and dissatisfaction is when the process favours other employees over others (Data:20)</i>▪ <i>I was one of the unfortunate and unwanted employees to be declared in excess (Data:467)</i>▪ <i>I was let down by the department I have given years of my working life to (Data:365)</i>▪ <i>At my age who will really hire me (Data:366)</i>▪ <i>I don't mind if I am no more wanted in this institution (Data:21)</i>▪ <i>Why was I the one declared in excess? (Data:36)</i>▪ <i>It does not help whether you work hard or not you will still be kicked out (Data:35)</i>▪ <i>Especially if you are one of the victims (Data:177)</i>▪ <i>We are the victims are not the only ones affected (Data:192)</i>▪ <i>Being kicked out of the tribe you grew-up in kind of sucks (Data:247)</i>▪ <i>They are as much victims as I am (Data:283)</i>▪ <i>We are not wanted anymore (Data:455)</i>▪ <i>I belief that I was targeted, by whom I don't know (Data:237)</i>▪ <i>Is like throwing me in the street and I had to see to finish (Data:367)</i>

Rejection is emotionally painful because of the nature of human beings and our basic need to be accepted. Maslow (1954:115) and other theorists have suggested that the need for love and belongingness is a fundamental human motivation. To be psychologically healthy, all human beings require a certain amount of social acceptance

and interaction. According to Pitney and Parker (2001:184), being a member of a group is important for social identity. Participants in this study felt that they were no more part of the team after being declared in excess, as they perceived the whole situation as a way of rejection from the team.

When feeling rejected, one often becomes angry with oneself and assume that one have done something wrong (blaming) to deserve rejection. Rejected people grow bitter at the person who rejects them as it was the case in this study.

“The whole thing made me to hate managers in the institution” (Data: 412).

“I just said to them, do you remember telling me what you are asking” (Data: 305).

5.3.2.7 Powerlessness

“Sure you're powerless, sure you're just one person, sure you can't change anything... but you don't have to be miserable about it as well” (*Lunch*).

The sense of powerlessness may be understood as an outlook in which the individual believes that outcomes of situations are determined by forces external to him/her, that he/she is powerless to achieve the desired ends (Chadwich et al 2004:410; DiFonzo & Bordia 2002:10). It is a sense of personal inefficacy, a sense that one's efforts do not make a difference (Pillay, McCoy & Asia 2001:12). Participants did not know the nature and the consequences of the restructuring upon their job, status or reporting structures, they often felt ill-equipped to deal with the change, thus lacking control over the restructuring process in their workplace.

One participant stated that:

“I felt loss of control over my career and future” (Data: 158)

“This renders everybody powerless and unable to contribute productively” (Data: 141)

Data display 5.2.2.7 reflects the statements related to powerlessness as experienced by the participants.

DATA DISPLAY 5.2.2.7
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 1: PSYCHOLOGICAL REACTIONS
SUB-CATEGORY 7: POWERLESSNESS
<ul style="list-style-type: none">• <i>I do not have the powers to fight the decision taken (Data:112)</i>• <i>I thought of resigning (Data:115)</i>• <i>I just said let the process take its course, I will be fine (Data:124)</i>• <i>This renders everybody powerless and unable to contribute productively (Data:141)</i>• <i>I felt loss of control over my career and future (Data:158)</i>• <i>The whole process left me powerless (Data:166)</i>• <i>I do not say change must not take place (Data:390)</i>• <i>You can't fight the department (Data:180)</i>• <i>I felt like the gun was held on my head (Data:238)</i>• <i>My enthusiasm of growing in my profession faded as a result of this transition (Data:275)</i>

Powerlessness is negatively related to emotional exhaustion. The more control we have over stressful events, the less harmful the consequences of the stressors. According to Holde and Roberts (2004:270) and Baruch and Hind (2000:29), a sense of control and support is desirable when individuals are required to cope with the threatening, uncertain or aversive events of restructuring process.

Powerlessness has been associated with learned helplessness, decrements in performance and poorer psychological and physiological wellbeing (Ito & Brotheridge 2001:406). Studies by Armenakis, Harris and Field (2001:329) have examined how individuals regain a sense of control during organizational restructuring by using a range of emotion focused and problem-focused coping strategies. Participants regained their sense of control or power by making use of the different coping mechanisms as discussed in theme 4 of this study.

5.3.3 Cognitive reactions

“When it comes to exploring the mind in the framework of cognitive neuroscience, the maximal yield of data comes from integrating what a person experiences - the first person - with what the measurements show - the third person” (Bristow)

Countless studies have shown that for most individuals a job plays a key role in their lives beyond providing a pay cheque (Treneberth & Dewe 2006:192). A job provides a sense of belonging, security, and most importantly a sense of identity. People define themselves by what they do for a living and by what groups they belong to. In this study the participants belonged to a group of professional nurses in a specific organization. A person has a strong sense of attachment to his or her job, an attachment that is accompanied by personal feelings of control, expectation, and loyalty. Any threat to a job security, then, threatens a greater deal more than loss of income.

Data display 5.2.3 gives the three sub-categories related to cognitive reactions.

DATA DISPLAY 5.2.3
THEME 3: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 3: COGNITIVE REACTIONS
<ul style="list-style-type: none">• <i>Blaming others (Data display:5.2.3.1)</i>• <i>Uncertainty (Data display:5.2.3.2)</i>• <i>Job insecurity (Data display: 5.2.3.3)</i>• <i>Confusion (Data Display 5.2.3.4)</i>

The organization is regarded as a place of security for the employees (e.g. financial, sense of belonging, sense of worth/self). In return the employees give loyalty. This psychological contract is based on an individual's belief, which is shaped by the organization, that the exchange agreement between the employee and the organization includes an implicit guarantee of employment security (Tangri 2003:220). This bond was broken or changed when participants were informed that they have been declared in

excess in their workplace and were thus negatively affected (distrust, hostility, fear, loss of security and uncertainty about their job and future) and also impacted on organization productivity.

5.3.3.1. Blaming others

“When you don't take responsibility, when you blame others, circumstances, fate or chance, you give away your power. When you take and retain full responsibility - even when others are wrong or the situation is genuinely unfair - you keep your life's reins in your own hands” (Olson).

Blame is a natural human reaction, inevitable when an organization has to be restructured, reduced, dismantled, or changed in a major way. Employees affected have to look at someone to blame whilst facing an unpleasant situation. Most obvious targets for blame during restructuring process are, depending on the different factors, management and those employees who are not affected.

The participants who were declared in excess consequently blamed others for ruining their lives and careers as illustrated in their statements in data display 5.2.3.1. They spiralled down, mired in unhappy thoughts and feelings.

“This is not fair on our side; we are also human beings” (Data: 28).

Other participants complained over and over stating that:

“They (managers) are the ones who complicated the whole issue” (Data: 410).

Data display 5.2.3.1 reflects the statements of blaming others as a way they reacted cognitively to being declared in excess.

DATA DISPLAY 5.2.3.1

THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS

CATEGORY 3: COGNITIVE REACTIONS

SUBCATEGORY 1:BLAMING OTHERS

- *They are the ones who are causing the shortage (Data:102)*
- *The affected ones blames the unaffected (Data:403)*
- *The problem lies with the people who implemented it (Data:408)*
- *The managers got information on time and decided to keep it to themselves as usual (Data:418)*
- *It seems as if they did not give it a serious thought of what they have decided on (Data:315)*
- *Who ever did that hated me very bad (Data:479)*
- *I was blaming everybody (484)*
- *I told her that the way she hated she even gave out my name (Data:76)*
- *I believed she knew about the whole process before (Data:174)*
- *How could she accuse me of not living up to my potential (Data:261)*
- *Do I just blame the wrong person (Data:282)*
- *They are responsible for whatever has happened (Data:306)*
- *The department is causing more harm than good (Data:286)*
- *I blame the department and the unions that we belong to (Data:438)*
- *They are the ones who complicated the whole issue (Data:410)*

Sadly, some participants got stuck in the victim/blaming mode when their lives were disrupted. Victim thinking kept participants feeling helpless, and by blaming others for their bad situations of being declared in excess in the workplace, participants placed responsibility on others for making their lives better.

Blaming others for ruining one's life will block one from bouncing back as was evident in this study. Blaming the organization' executives, the government or any person or group for ruining one's life keeps one in a non-resilient victim state in which one does not take residency actions (Pieterse 2002:1023).

5.3.3.2 Uncertainty

“Fear comes from uncertainty. When we are absolutely certain, whether of our worth or worthlessness, we are almost impervious to fear” (*Congreve*).

According to DeLange, Taris, Kompier, Houtman and Bongers (2005:10), uncertainty involves an individual’s perceived inability to accurately predict the consequences of choices or decisions. It is an aversive state that arises due to lack of sufficient information (as discussed in category 5.1.3 lack of information) or ambiguous and contradictory information. However, a characteristic feature of uncertainty is the sense of doubt about future events or about cause and effect relationships in the environment (DiFonzo & Bordia 2002:15). According to Bordia, Hunt, Paulsen, Tourish and DiFonzo (2004:508) uncertainty is an aversive state that motivates strategies aimed at reducing or managing it. The term strategy is preferred because this definition is broader and includes uncertainty about reasons for restructuring and the future viability of the organization.

In today’s continually changing business environment, often organizations have to change strategic directions, structure, and staffing levels to stay competitive (Collins & Rainwater 2005:17). These changes according to Terry and Jimmieson (2003:95) lead to a great deal of uncertainty and stress among employees. The news of having been declared in excess made the participants very uncertain about their future.

“I was afraid to go home thinking that if I come back tomorrow it will be over with me”
(Data: 82)

“People are scared and uncertain about their future” (Data: 196).

“You think about the economic impact the whole process will have, the changes it will bring for me and my family” (Data: 357).

Data display 5.2.3.2 illustrates extracts depicting uncertainties taken from the interviews with study participants.

DATA DISPLAY 5.2.3.2
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 3: COGNITIVE REACTIONS
SUBCATEGORY 2: UNCERTAINTY
<ul style="list-style-type: none">• <i>I am not sure if this is the uncertainty of the future or what (Data:45)</i>• <i>Not knowing anything about my future (Data:64)</i>• <i>I was afraid to go home thinking that if I come back tomorrow it will be over with me (Data:82)</i>• <i>Not knowing about my future (Data:95)</i>• <i>I am not sure of this (Data:140)</i>• <i>People are scared and uncertain about their future (Data:196)</i>• <i>Will I be taken to another institution (Data:221)</i>• <i>You cant be sure of your future in this department (Data:284)</i>• <i>I do not know when will I be out of this institution (Data:330)</i>• <i>What one is facing in the uncertain future (Data:358)</i>• <i>The feeling of uncertainty can make it difficult to focus at work (Data:394)</i>• <i>You are not sure whether to stay or leave (Data:395)</i>• <i>You come to work not being certain about your own job security, that is scary (Data:399)</i>• <i>This uncertainty is driving professionals away to other countries (Data:443)</i>• <i>Nothing happened thereafter (Data:448)</i>• <i>I am just waiting to be taken to another institution which one I don't know (Data:113)</i>• <i>One has to move on with life until that day when one is taken to another institution (Data:405)</i>

Overall, the data points to a number of potentially negative consequences from the restructuring process. Uncertainty does not ease with the announcement of who has been declared in excess in the workplace, but endures for some considerable time, as staff transfers their anxiety from the immediate issue of termination to that of reorganization, and their place within it.

Uncertainty is one of the most commonly reported in the context of organizational restructuring (Pollard 2001:20). It was evident in this study that during the restructuring process employees declared in excess in the workplace experienced uncertainty about the changing priorities of the organization and the likelihood of job loss.

“You can’t be sure of your future in this department” (Data: 284)

“I do not know when I will be out of this institution” (Data: 330)

Thus, there are a large number of issues about which employees declared in excess in the workplace may feel uncertain about looking at the statements from the interviews. This support the notion by DeLange et al (2005:11) that changes in government create uncertainty among public service personnel regarding the impact of changing policies on an organization’s strategic direction. (In the context of this study, participants felt uncertain regarding the reasons for change and the overall nature of this change that led to them being declared in excess in their workplace).

Communication as described in Theme 1 is one of the most commonly used advocated strategies in reducing employee uncertainty during restructuring process. According to Bordia, Hunt, Paulsen, Tourish and DiFonzo (2001:35) the content of, or quality of, communication enables the employees to access the change related information, helping them to feel more prepared and enable them to cope with change. The participatory nature of the communication process allows employees to participate in decision making, thereby increasing their awareness and understanding of change events and providing them with a sense of control over change outcomes (Holden & Roberts 2004:272).

Job related uncertainties are widely prevalent in changing organizations and have been extensively noted in the literature. Other authors have noted a link between communication and uncertainty. Quick, Cooper, Gavin and Quick (2002:187) found that

uncertainty was lower in group that was provided with systematic programme communication; that is, communication that is timely, credible and trustworthy reduces uncertainty and equips employees with the necessary information to deal with organizational change. It is on this note that it is not surprising that the management of uncertainty is noted as the key leadership challenge in today's organizations (Polit & Beck 2007:51).

5.3.3.3 Job insecurity

'Change hurts. It makes people insecure, confused, and angry. People want things to be the same as they've always been, because that makes life easier. But, if you're a leader, you can't let your people hang on to the past' (Marcinko).

Job insecurity is a condition wherein employees lack the assurance that their jobs will remain stable from day to day. Cooper (2006:4) defines job insecurity as perceived *powerlessness* to maintain desired continuity in a threatened job situation. They further maintained that job insecurity is based on the individual's perceptions and interpretations of the immediate environment.

Participants experienced job insecurity after being informed that they have been declared in excess:

"As of now I don't know if I am still angry or not but I am not sure of anything anymore, I just feel so unsecured" (Data: 91)

"I can't get the answers and think that this was based on hatred and that make me even more insecure (Data: 59)

Their expressed statements concur with job insecurity at company level which refers to unstable and insecure conditions in the organization as identified by Mohr (2000:339). As noted by authors like De Witte and Goslinga (2003:255), working life has been subject to dramatic change over the past decades. As a result of the organizational

changes, job insecurity has emerged as one of the most important issues in contemporary work life and the phenomenon of job insecurity has consequently become more frequently studied among scholars and researchers (Sverke, Hellgren & Naswall 2002:242).

Data display 5.2.3.3. Illustrates how participants experienced job insecurity.

DATA DISPLAY 5.2.3.3
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 3: COGNITIVE REACTIONS
SUBCATEGORY 3: JOB INSECURITY
<ul style="list-style-type: none">• <i>I started questioning my work and abilities (Data:360)</i>• <i>The staff morale is down and no one feels safe anymore (Data:55)</i>• <i>I have been fired why should I stay with unreliable managers (Data:266)</i>• <i>They don't want me here (Data:267)</i>• <i>I cant get the answers and think that this was based on hatred and that make me even more insecure (Data:59)</i>• <i>It is just a shake up call, we knew that this as coming and no one feel secured anymore (Data:289)</i>• <i>I had a sense of insecurity (Data:353)</i>• <i>Insecurity started building in me (Data:304)</i>• <i>As of now I don't know if I am still angry or not but I am not sure of anything anymore, I just feel so unsecured (Data:91)</i>• <i>We assumed that the main victims of restructuring are workers who are non-professionals, forgetting that there is no guarantee for anyone (Data:187)</i>

Participants' perception of their own employability outside the organization influenced their feelings about potential job loss. They assessed their skills, their contacts, their age and current job market as one participant stated that:

"At my age who will really hire me" (Data: 366).

The work conditions characterized by uncertainty and ambiguity were regarded as stressful for the participants. The extended periods of job insecurity experienced by study participants decreased job satisfaction and increased physical symptomatology as

illustrated in data display 5.2.4. What has been experienced by the study participants is supported by Smith and Thomasson (2005:453) who state that in his research on job security and health findings showed that job insecurity reduces feelings of control over one's environment and opportunities for positive self evaluation and these psychological experiences in turn have deleterious health consequences.

Feelings of job insecurity have a strong psychological impact on those affected. According to DiMartino, Hoel and Cooper (2003:303), the employee's overall life situation, economic and other highly valued aspects of life will be perceived as threatened. Employment provides individuals with income, social contacts, and opportunities for personal development, as well as a more structured life (Williams 2004:370).

Participants felt that their economic, social and personal needs were threatened by being declared in excess as they suddenly found themselves in an insecure employment situation. One of the participants said

"I felt so insecure" (Data: 160),

This is supported by DiMartino, Hoel and Cooper (2003:303) who indicated that individual's evaluation of work is shaped by a strong desire for stability, and being declared in excess in the workplace would mean losing this structure and stability. Individuals who feel that these important features of life are threatened, and are uncertain as to how to protect them, will be frustrated (Data Display: 5.2.2.5) and experience stress (Data Display 5.2.2.4).

5.3.3.4 Confusion

"Confusion is a word we have invented for an order which is not understood" (Miller).

According to the Collins English Dictionary (1999:336) confusion is viewed as the *state of being abashed or disconcerted; loss of self-possession; perturbation; and shame.*

When managers were faced with restructuring they tended to focus on the immediate and practical needs that emerged at the time when employees were declared in excess. Due to lack of proper communication there was confusion from both the management side and the employee side.

Participants stated there was confusion in the whole process and that;

“The department is confused” (447)

“Can you imagine that confusion and anger” (164)

Data display 5.2.3.4 reflects the statements of confusion as experienced by the participants.

DATA DISPLAY 5.2.3.4

THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS

CATEGORY 1: PSYCHOLOGICAL REACTIONS

SUB-CATEGORY 4: CONFUSION

- *The explanation is that it is like being out of adjustment, another big word to confuse you even more (Data:18)*
- *In that confusion I was asked if I knew anything about restructuring that took place in the GDOH (Data:69)*
- *I heard the whole room spinning, I was confused, not understanding what they mean and was at the same time scared (Data:70)*
- *The whole situation is confusing (Data:135)*
- *I was so paralyzed and confused (Data:143)*
- *They enjoyed every minute of seeing me confused (Data:205)*
- *My head was spinning and was just on the verge of tears (Data:308)*
- *The whole thing is confusing (Data:346)*
- *One of us is confused here (Data:374)*
- *Can you imagine that confusion and anger (Data:164)*
- *the department is confused (Data:447)*
- *I do not know where to start (Data:345)*
- *The following day all hell broke loose (Data:303)*

A restructuring process, occurring in an employee's life, causes confusion and uncertainty. Communication is seen as a key to allaying fears and uncertainties, and making the restructuring process as smooth and human as possible.

"The whole process was unfair and inhuman" (Data: 317).

Restructuring is done for the immediate benefit of the company, in alignments with that, managers need to make sure that employees continue to be productive as much as possible during those days of confusion whilst awaiting placements. According to the participants, details of the restructuring process were unclear in terms of both the targeted functional areas to be eliminated and the selection criteria that was used in the determination of who would stay and who would go. Confusion reigned and made the situation worse especially when there was no clarity on the criteria used. One participant indicated that:

"My concern is the criteria used to declare other people in excess" (Data: 87)

"So that they can give clarity on the criteria used to leave others in and take others out" (Data: 457)

"The whole thing is confusing" (Data: 346).

5.3.4 Physical reactions

"Every suggested idea produces a corresponding physical reaction. Every idea constantly repeated ends by being engraved upon the brain, provoking the act which corresponds to the idea" (Reed).

According to Grunberg, Moore and Greenberg (2001:15) state that those have been exposed to the restructuring process reported the physical reactions which are found to be associated with more symptoms of poor health, depression, nightmares and eating

changes. Being declared in excess in the workplace has been associated with increased work related injuries and illnesses and missed work days (Grunberg et al 2001:27). According to Kalimo, Taris and Schaufelt (2003:91), physical consequences of restructuring harm health even more than unemployment. The real determinants of health are not only one's genetic make-up and lifestyle, but also working one's conditions, education, environment, social support and living conditions.

Data display 5.2.4 reflects the physical reactions experienced by the participants during the restructuring process that included poor sleep, poor appetite, palpitations, back flashes, nightmares, crying and headaches.

<p>DATA DISPLAY 5.2.4</p> <p>THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS</p> <p>CATEGORY 4: PHYSICAL REACTIONS</p>
<ul style="list-style-type: none">• <i>Lack of sleep (Data display:5.2.4.1)</i>• <i>Poor appetite (Data display:5.2.4.2)</i>• <i>Palpitations (Data display:5.2.4.3)</i>• <i>Nightmares (Data display:5.2.4.4)</i>• <i>Crying (Data display:5.2.4.5)</i>• <i>Headaches (Data display:5.2.4.6)</i>

DiMartino et al (2003:303) and Barling and Kelloway (1996:253) have documented that restructuring process is negatively related to employee well-being. Physical health complaints and mental distress tend to increase with the level of stress experienced.

5.3.4.1 Lack of sleep

“Man should forget his anger before he lies down to sleep. If you can't sleep, then get up and do something instead of lying there worrying. It's the worry that gets you, not the lack of sleep” (*Carnegie*).

A study conducted by Ferrie (2001:33) found robust evidence of sleep disturbance during organizational restructuring and improved sleep when employees realized that they were not the only ones going through the rough time.

Examples of statements on lack of sleep are reflected in data display 5.2.4.1.

DATA DISPLAY 5.2.4.1
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 4: PHYSICAL REACTIONS
SUBCATEGORY: LACK OF SLEEP
<ul style="list-style-type: none">- <i>I couldn't sleep at night (Data:38)</i>- <i>I tried to sleep but I couldn't (Data:432)</i>- <i>I couldn't sleep most part of the night (Data:488)</i>- <i>I didn't sleep that night (Data:280)</i>

Participants experienced lack of sleep as a result of the restructuring process that took place and left them being declared in excess.

"I didn't sleep that night" (Data: 280)

"I tried to sleep but I couldn't" (Data: 432)

"I couldn't sleep most part of the night" (Data: 488)

5.3.4.2 Poor Appetite

"Government is like a baby. It has an alimentary canal with a big appetite at one end and no sense of responsibility at the other" (*Reagan*).

A sign of good health is the presence of a healthy appetite. A poor appetite is not a disorder in itself, but a symptom of some other problems. In this study, the problem experienced by the participants was that of being declared in excess in the workplace.

Data display 5.2.4.2 contains statements on poor appetite.

<p style="text-align: center;">DATA DISPLAY 5.2.4.2</p> <p>THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS</p> <p>CATEGORY 4: PHYSICAL REACTIONS</p> <p>SUBCATEGORY: POOR APPETITE</p>
<p>- <i>I didn't want anything, no food nothing (Data:436)</i></p>

Physical or emotional factors such as depression, stress and trauma may cause a person's appetite to diminish. By being declared in excess some of the participants stated that:

"I didn't want anything, no food nothing" (Data: 436).

5.3.4.3 Palpitations

"I know in my heart that man is good. That what is right will always eventually triumph. And there's purpose and worth to each and every life" (*Reagan*).

Heart palpitations are a sensation that your heart is beating irregularly and can be felt in the chest, throat, or neck. It could be either faster than normal heartbeat (tachycardia) or a slower than normal heartbeat (bradycardia) (Gander & von Kaenel 2006:165). Heart palpitations can be a sign of anxiety, stress, and fear as was the case with participants after they were told that they have been declared in excess in their workplace.

Data display 5.2.4.3 reflects the statements on palpitations as they relate to the physical reactions.

DATA DISPLAY 5.2.4.3
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 4: PHYSICAL REACTIONS
SUBCATEGORY: PALPITATIONS
- <i>“My heart was pumping very fast” (Data: 39)</i>

Palpitations are heartbeat sensations that feel like the heart is pounding or racing. Heartbeat can be felt in the chest, throat and neck. This can be caused by anxiety, stress and fear. Some of the participants experienced anxiety stress and fear hence the experience of palpitations.

“My heart was pumping very fast” (Data: 39)

5.3.4.4 Nightmares

“Reality is never as bad as a nightmare Man is a creature who walks in two worlds and traces upon the walls of his cave the wonders and the nightmare experiences of his mental tortures he inflicts on himself” (West).

A nightmare is a psychological phenomenon in which an individual has a sudden, usually powerful, re-experiencing of a past experience (Pollard 2001:20). Because there is a strong emotional component to memory as well, nightmares can occur as a rush of

feelings, emotions, such as anger, hopelessness, and fear associated with a traumatic event.

Data display 5.2.4.4. Illustrates how participants experienced nightmares.

DATA DISPLAY 5.2.4.4
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 4: PHYSICAL REACTIONS
SUBCATEGORY: NIGHTMARES
<ul style="list-style-type: none">- <i>The memories of the whole process terrorize you continuously (Data:219)</i>- <i>When I got home the whole process came back, and came back very strongly (Data:475)</i>- <i>“I tried not to think about it but the thought just automatically comes” (Data: 227)</i>- <i>“The experience was traumatic” (Data: 216)</i>- <i>“The issue does not get out of your head, instead it causes me nightmares” (Data: 329)</i>

Nightmares cause a strong unpleasant emotional response from the sleeper, typically fear or horror (Burns 2003:332). Participants reported that they have experienced the unpleasant dreams the night they were told that they have been declared in excess in their workplace. These nightmares are associated with stress and psychological trauma participants experienced during the restructuring process. One of the participants stated that:

“The issue does not get out of your head, instead it causes me nightmares” (Data: 329).

“When I got home the whole process came back, and came back very strongly” (Data: 475).

“I tried not to think about it but the thought just automatically comes” (Data: 227)

5.3.4.5 Crying

“Crying over what's gone won't find the present. Emotions get in the way but they don't pay you to start crying at the loss of your salary. They pay you to put some perspective on the situation” (Koppel).

The term “crying” refers to the act of shedding tears as a response to an emotional state in humans including nonverbal communication in order to elicit helping behaviour from others (Gander & von Kaenel 2006:170). According to Frey as cited by Pollard (2001:16), people feel better after crying due to the elimination of hormones associated with stress.

Examples of statements on crying as a physical reaction resulting from being declared in excess in the workplace are reflected in data display 5.2.4.5.

DATA DISPLAY 5.2.4.5
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 4: PHYSICAL REACTIONS
SUBCATEGORY: CRYING
<ul style="list-style-type: none">- <i>I experienced everything, I felt hot, felt like crying (Data:14)</i>- <i>I cried as if the whole world has come to an end (Data:79)</i>- <i>I was in tears (Data:156)</i>- <i>I busted into tear (Data:154)</i>- <i>I just started crying (Data:422)</i>- <i>I closed myself in the room and cried and don't know until when (Data:85)</i>

Crying is related to the experience of perceived helplessness because the participants felt powerless and were unable to influence what had happened.

“I just started crying” (Data: 422).

I experienced everything, I felt hot, felt like crying (Data: 14).

I cried as if the whole world has come to an end (Data: 79).

5.3.4.6 Headaches

“Holding on to anger, resentment and hurt only gives you tense muscles, a headache and a sore jaw from clenching your teeth. Forgiveness gives you back the laughter and the lightness in your life” (*Lunden*).

Headache is defined as a pain in the head or upper neck (Gander & von Kaenel 2006:168). This occurs because of physical and emotional stress placed on the body. Data display 5.2.4.6 gives an overview of the headache experienced as perceived by the study participants.

DATA DISPLAY 5.2.4.6
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 4: PHYSICAL REACTIONS
SUBCATEGORY:
- <i>The issue does not get out of your head, instead it causes me nightmares (Data:329)</i>
- <i>I went home with that headache that I can't describe (Data:431)</i>

Participants were exposed to the stress when they were told that they had been declared in excess. Some of the participants couldn't accept what has happened to them, hence manifested into headaches.

“I went home with that headache that I can't describe” (Data: 431)

“The word restructuring brings on depression and headaches” (Data: 125)

These physical symptoms have serious effects on the wellbeing of the individual participant and they also impact negatively on the organization. According to Luthans (2002:412) lack of physical health has been linked to stress. Participants realized that their job performance has deteriorated. Mohr (2000:340) indicated that restructuring process consequences are physical, emotional, psychological and cognitive markers of health.

Following are the behavioural reactions as experienced by the participants who were declared in excess in their workplace.

5.3.5 Behavioural reactions

“Realizing that our actions, feelings and behaviour are the result of our own images and beliefs gives us the level that psychology has always needed for changing personality. *Therefore*, our thinking and our behaviour are always in anticipation of a response which is fear-based” (Chopra).

Behavioural reactions reported by employees declared in excess, manifested in lower productivity at work. Employees who were declared in excess felt dissatisfied with how the process was conducted in their work area. Employees' perceptions of their behavioural reactions explained the relations between restructuring process that took place in their work area and lowered productivity.

Data display 5.3.4 outlines the behavioural reaction as experienced by participants

DATA DISPLAY 5.2.4
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY1: BEHAVIORAL REACTIONS
- Low productivity (Data display:5.2.4.1)

There was an indication that the affected employees' job performance was adversely affected by the high threat to their well-being and job security. According to research conducted by Wang (2003:56), it is suggested that high levels of stress (Data display: 5.2.2.4) have an adverse effect on employees' attitudes and behaviours. This provides one framework that helps to account for the harmful effects on employees who are declared in excess.

Built on the principle of reciprocity, exchange theory posits that individuals will "give back" commensurately what they perceive they have received (or failed to have received) from the other party in the relationship. Thus, the more that employees experience stress in the workplace, the more likely they may be to conclude that the organization is not treating them well (by contributing to their experience of being declared in excess). As a result, individuals may reciprocate by exhibiting more negative attitudes (e.g., reduced organizational commitment) and/or behaviours (e.g., lower job performance). One participant stated that:

"When I was at work I was not showing any commitment anymore" (Data: 234)

"There is low job commitment because people don't just care anymore" (Data: 194)

5.3.5.1 Low productivity

"When you waste a moment, you have killed it in a sense, squandering an irreplaceable opportunity. But when you use the moment properly, filling it with purpose and productivity, it lives on forever" (Schneerson).

Organizational restructuring is a way of life in organizations today. Yet these performance improvement initiatives create feelings of anger, apathy, resentment and stress in both the affected and unaffected workforce which leads to low productivity.

This low productivity often works against the gains the leaders often anticipate. Human resource leaders know the importance and value of employees therefore; HR leaders are presented with an opportunity to add value by taking an early leadership role before, during and after restructuring initiatives to address the healing of the affected workforce.

Data display 5.3.4.1 reflects the statement related to low productivity as expressed by participants.

DATA DISPLAY 5.3.4.1
THEME 2: REACTIONS TO HAVING BEEN DECLARED IN EXCESS
CATEGORY 1: BEHAVIORAL REACTIONS
SUB-CATEGORY: LOW PRODUCTIVITY
<ul style="list-style-type: none">- <i>When I was at work I was not showing any commitment anymore (Data:234)</i>- <i>I took a decision that I am going to resign and started working as I wish (Data:264)</i>- <i>All this scary and confusing thing bring your morale down (Data:222)</i>- <i>I couldn't face the situation anymore and started being absent form work (Data:233)</i>- <i>This led to diminishing in my responsibilities at work (Data:228)</i>- <i>There is low job commitment because people don't just care anymore (Data:194)</i>- <i>You notice lowered job involvement and lowered morale (Data:195)</i>

According to Dollard, Skinner, Tuckey and Bailey (2007:12), nearly sixty eight percent of all restructuring efforts are not very successful in many cases; organizations that restructured to become more profitable and efficient have not achieved either. Instead they have experienced tremendous fallout, especially in the areas of decreasing employee productivity and morale, and increasing levels of absenteeism, cynicism, and

turnover. A look at the reasons for diminished productivity and morale in restructured organizations reveals a changing corporate goal.

This study concurs with what Dollard et al (2007:12) has discovered and one of the employees stated that:

“I couldn’t face the situation anymore and started being absent form work” (Data: 233).

“I took a decision that I am going to resign and started working as I wish” (Data: 264).

It is almost impossible for a company to keep its employees unaware that a restructuring process is being planned. Informal communications channels will quickly fill any vacuum created by tight-lipped executives. And more times than not the rumour mills (Data display: 5.1.2) overstate the organization’s problems and the steps being considered to deal with them. They contribute to lowered morale and lowered productivity by fuelling employees’ apprehensions and worst-case fears.

For executives concerned about maintaining strong morale and increased productivity the only way around this is to keep the vacuum from being created in the first place. They continually communicate (Theme 1), even over communicate, information about the organization's situation and what is being done about it. They give an indication of what is being considered and when any uncertainties may be resolved. (Data display: 5.2.3.2).

5.4 THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING

“How far you go in life depends on you being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong, because someday in life you will have been all of these” (Carver)

In this study the most prominent effects of restructuring is its effects on interpersonal relationships between the employer and the employees. According to Terry and Jemieson (1999:100) organizational power has shifted away from rank-and-file employees to the direction of top management, hence strained relationships. Accompanying this change is a shift in emphasis away from the well-being of individuals in the direction of the pre-eminence and predominance of the organization as a whole. It appears working relationships have changed away from being "familial" in the direction of being more competitive. The employer-employee relationship has moved away from long-term and stable in the direction of short-term and contingent.

Building interpersonal relationships in the workplace is vital for a long-lasting, satisfying, rewarding, and successful organization. Participative organizational leadership helps managers implement behaviours that promote and build trusting relationships during the times of change. They learn to do this with consistent actions each day to the affected and the unaffected employees. In return, they obtain the benefits of high employee-manager and employee-employee relations. These benefits include higher morale, increased initiative, improved honesty, and better productivity. All are important aspects of a profitable and rewarding organizational experience.

Data display 5.3 illustrates how the interpersonal relationships were destabilized during the organizational restructuring.

DATA DISPLAY 5.3
THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING
<ul style="list-style-type: none"> • Attitude of management (5.3.1) <ul style="list-style-type: none"> - <i>Unfairness (Data display: 5.3.1.1)</i> - <i>Lack of caring from management (Data display: 5.3.1.2)</i> • Acknowledgement (5.3.2) <ul style="list-style-type: none"> - <i>Low Self esteem (Data display: 5.3.2.1)</i> - <i>Lack of appreciation (Data display: 5.3.2.2)</i> • Effects on the workplace relationships (Data display:5.3.3)

- *Strained workplace Relationships (Data display: 5.3.3.1)*
- *Don't care attitude from employees declared in excess (Data display: 5.3.3.2)*
- *Lack of Trust (5.3.3.3)*
- *Need for training for managers (Data display: 5.3.3.4)*

Trust (Data display: 5.3.3.3) is the foundation of all successful interpersonal relationships, both personal and business. Trust is the confidence or belief a person feels toward a particular person or group (Punch 2004:341).

Trust is, therefore, one of the primary binding forces in any interpersonal relationship especially in times of restructuring. It permits people to overcome doubts and unknowns and enjoy peace of mind. In this study the absence of trust (lack of trust) caused confusion, worry, inaction, and fear. When interpersonal trust is present, a person feels a confidence that everything will somehow work out. In the workplace, trust is a prerequisite for effective interpersonal communications.

The participants reported that they experienced lack of trust during the restructuring process and reported the feelings of uncertainty (Data display: 5.2.3.2), worry, and a sense of insecurity (Data display: 5.2.3.3) which led to strained relationships (Data display: 5.3.3.1) with colleagues and managers. No relationship, personal or business, can exist for even a short period of time if some element of trust is not present. Trust is an essential leadership ingredient that binds human relationships into effective, working partnerships.

5.4.1 Attitude of management

“There is little difference in people, but that little difference makes a big difference. The little difference is attitude. The big difference is whether it is positive or negative” (Stone).

According to Appelbaum, Lopes, Audet, Steed, Jacobs, Augustinas and Manolopoulos (2003:75), an attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event, this is often referred to as an attitude object.

Attitudes are judgments; they develop on the ABC model (affect, behaviour and cognition). The affective response is an emotional judgement that expresses an individual's degree of preference for the situation; the behavioural intention is a verbal indication or typical behavioural tendency of an individual and the cognitive response is a cognitive evaluation of the situation that constitutes an individual's environment. (Caruana, Cohen & Krentler 2006:430).

Hellgren and Sverke (2003:216) cite that the restructuring process influences various organizational attitudes and behaviours, thus also affecting the organization as a whole. Most attitudes are the results of either direct experience as is the case in this study, where participants' experience was that of being declared in excess in the workplace.

Data display 5.3.1 reflects the sub-categories relevant to the category attitude of management.

DATA DISPLAY 5.3.1
THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING
CATEGORY 1: ATTITUDE OF MANAGEMENT
<ul style="list-style-type: none">• <i>Unfairness (Data display: 5.3.1.1)</i>• <i>Lack of caring from management (Data display: 5.3.1.2)</i>

One of the crucial factors determining the outcome of the restructuring process is management's attitude towards the affected employees. It has already been illustrated in theme 2 of this study about the severity of the reactions of employees declared in excess in the workplace, to what they perceive as unfair treatment on their side. The

behaviour, morale and productivity of those employees declared in excess in the workplace were adversely affected.

5.4.1.1 Unfairness

“Wouldn't it be much worse if life was fair and all the terrible things that happen to us, come because we actually deserve them? So now I take comfort in the general hostility and unfairness of the Universe” (Cole)

Research by Devine, Reay, Stainton and Collins-Nakai (2003:110) indicates that perceptions of fairness can help sustain trust in management in an organizational restructuring process. During a fair implementation process, one party, for example management does not dominate the needs of the other party (employees). It is argued by Spreitzer and Mishra (2002:718) that a just implementation is likely to result in more trusting employees' reactions because victims are more likely to believe that the implementation reflects their own interests and needs, rather than just those of management.

In this study, participants felt that the whole process of restructuring was unfair as they were not prepared in time and effectively for the process. They viewed the whole activity as a moment of truth during which the Gauteng Department of Health revealed its true colours. This concurs with a study conducted by Chadwich et al (2004:412), who found

that more than half the participants in their study thought their organization's process of change, redeployment, or reorganization were unfair.

Data display 5.3.1.1 exhibits participants' statements about the unfairness of managements' attitudes.

DATA DISPLAY 5.3.1.1
THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING
CATEGORY 1: ATTITUDE OF MANAGEMENT
SUB-CATEGORY 1: UNFAIRNESS
<ul style="list-style-type: none">• <i>What has happened and the way we were treated was unfair and inhuman (Data:462)</i>• <i>I don't know how to describe it, it's just unfair (Data:354)</i>• <i>The whole process was unfair and inhuman (Data:317)</i>• <i>I experienced something that I don't want to remember or talk about because its really unfair and it hurts (Data:1)</i>• <i>There was no fairness in the whole thing and nobody told us anything (Data:28)</i>• <i>How do they expect me to relax whilst I do not know why they called me, is that fair really? (Data: 67)</i>• <i>This was not fair, anyway maybe I am jut too emotional (Data:291)</i>• <i>That is not fair, I have studied so hard, then somebody thinks that he/she can take that from you overnight (Data:65)</i>• <i>I am tired of working hard and someone takes the credit, I mean that is not fair (Data: 61)</i>• <i>Whoever decided on this unfair move should feel ashamed of herself (Data:442)</i>• <i>This is not fair especially that I forfeited my leave days because I was compromising</i>

for the patients' sake (Data:327)

- *The situation have unfairly affected the patients somehow, as there were complains about rudeness and harshness (Data:44)*

The issue of fairness has been found to be related to a number of other work-related variables and has its roots in theories of organizational justice which propose that people attend to the processes used to determine outcomes as well as to the end result in determining "fairness". Participants reacted to the way the organization treated them during restructuring. Fair and sensitivity treatment would be reassuring to participants. Unfair and insensitive treatment received from the managers generated resentment and anger.

Research on organizational fairness has articulated different elements of fairness, each influential on victims' response to organizational restructuring; distributive, procedural and interactional fairness.

Distributive fairness

This reflects the fairness of outcomes that result from an organizational restructuring process. Other researchers like Brockner and Greenberg (1990:60) and McShane (2001:88) focused on how survivors perceived the outcomes received by victims of restructuring, for example, the adequacy of outplacement assistance and support. During the implementation of the restructuring process, survivors identify with victims or see themselves as potential future victims who will be treated the same as their colleagues. Perceptions of distributive fairness seemed to be relevant in this study, to have influenced the participants' reactions to the fact that they have been declared in excess in their workplace. One participant mentioned that,

"What has happened and the way we were treated was unfair and inhuman" (Data: 462).

"This is not fair on our side, we are also human beings" (Data: 28).

Thus, to the extent that those remaining believe that their affected colleagues are fairly treated, it is argued by Herscovitch and Meyer (2002:479) that those remaining will respond in more trusting ways. Distributive fairness also reflects perceptions that the burden of the organizational restructuring is being shouldered by employees at all levels of the organizational hierarchy.

Procedural fairness

Reflects the fairness of the processes used to implement the organizational restructuring. A decision rule based on equity rather than victim need or equality is seen to be most fair in determining who will remain employed and who will not (Sronce & McKinley 2006:90).

In contrast when employees perceive the decision rule to be random, it is argued by Spreitzer and Mishra (2002:710) that they will respond in a less trusting way. This was evident in this study where participants felt that decisions rule was one sided, and unfair on their side.

“I think managers had the people they disliked and grabbed the opportunity of the change process to get rid of them” (Data: 191)

Advance notice is an important aspect of procedural fairness. Advance notice enhances employees' empowerment by increasing the degree to which they feel self determination over their future.

Interactional fairness

Focuses on how far the rationale for the organizational downsizing is perceived by employees especially those affected. Participants reported that it would have been fair if they felt the reasons for declaring them in excess were clearly and adequately explained to them.

When the reasons underlying the organizational restructuring are credible; employees respond in a more trusting way because they perceive the organizational restructuring mandate to be interactionally fair and embracing the health of the organization.

This was evident in this study as one participant said:

“I need to know that maybe I will understand the whole process and come to terms with what has happened” (Data: 372).

Managers and supervisors may have considered the restructuring process fair, but it did not lessen the effect of declaring employees in excess, especially if people leaving were close to the organisation.

In this study, handling the process with fairness, justice, and compassion might have moderated the negative effects but still did not prevent managers and supervisors from distancing themselves emotionally, cognitively, and physically from the participants. Somehow there needed to be an element of emotional support that would allow for restructuring managers and supervisors to reconnect with their feelings and their relationships severed through the restructuring process.

5.4.1.2 Lack of caring from management

“People who say they don't care what people think are usually desperate to have people think they don't care what people think” (Carlin).

Punch (2004:1611) state that supervisors assigned to break bad news to colleagues, and sometimes even having to determine which colleagues to terminate experience negative emotional baggage. The emotional impact of the experience was heightened by the closeness of the relationship that existed between restructuring managers and the participants. In their study Grimshow and Kleiner (2002:130) it was realised that those who dealt with the experience in a peripheral way, writing up departure documents or working out severance and insurance issues, tended to experience less

emotional distress. Thus, one's role and proximity to the actual restructuring process experience affects how one respond to the situation at hand.

Entrenching caring into an organization is a critical responsibility of both management and a supervisor, for it is the behaviour and attitude of superiors that turns systems and procedures into reality especially during the restructuring period (Baier 2003:95).

Optimal caring behaviour is dependent on how serious organizations demonstrate that they value their employees. It is therefore imperative that management create a caring environment that will assist the employees through support so that they can accept change as it occurs.

A culture of non-caring during restructuring is counter-productive and causes a culture of distrust and fear. Participants experienced management as non-caring during the restructuring process.

Data display 5.3.1.2 exhibits the many references to the "don't care" attitude of management.

DATA DISPLAY 5.3.1.2
THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING
CATEGORY 2: ATTITUDE OF MANAGEMENT
CATEGORY 2: LACK OF CARING FROM MANAGEMENT
<ul style="list-style-type: none">• <i>Whether you are happy with the decision or not they don't care (Data:6)</i>• <i>When he carelessly broke the news to me (Data:9)</i>• <i>Our managers don't have hearts, they don't just care (Data:15)</i>• <i>My supervisor did not care about my feelings or my fears (Data: 26).</i>• <i>People's feelings and fear where not considered (Data:51)</i>• <i>Eventually they said to me you will get over this shock as you are not the only one affected (Data:74)</i>• <i>People responsible for the whole mess do not care (Data: 98)</i>• <i>The Department of health does not care about its employee (Data:101)</i>• <i>Our feelings were not even considered (Data:107)</i>• <i>Those people who call the shot don't give a damn about the people (Data:185)</i>• <i>Our managers don't want to know how we feel (Data:231)</i>• <i>They don't care about us (Data:413)</i>

- *Was instructed to drink water and start behaving like an adult (Data:425)*
- *No reassurance, nothing (Data:378)*
- *No empathy, nothing (Data:172)*
- *One went through this and pain alone with no help from the institution (Data:414)*

This study indicates that employees are affected by more than just the fact of restructuring. They are affected by how the restructuring process was managed and by what was done for the individuals in those positions. Consequently the negative attitudinal changes were reflected in participants' reduced work performance and lowered commitment to the organization and adopting the "don't care anymore" attitude. According to Garvin and Roberts (2005:6), commitment can actually increase during restructuring process when the employer shows some commitment to the affected employees.

5.4.2 Lack of acknowledgement

"Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos to order, confusion to clarity. It can turn a meal into a feast, a house into a home, a stranger into a friend" (Beattie).

A study conducted by Hopkins, Hopkins and Mallette (2001:288), suggests that managerial commitment is basically loyalty to the organization and share three common components: acceptance of the organizational values, willingness to exert effort on behalf of the organization and a desire to remain an employee of the organization. The need to factor these three components at the managerial level becomes a key component prior to the implementation of the restructuring process. Managerial commitment and acknowledgement of the employees must be viewed as being essential to the effective functioning of the organization during the restructuring period.

Acknowledgement of employees' emotional strains indicates the organization's concern for its employees and to impress those remaining that the organization is both sensitive

and proactive. This would indicate that employees have a choice and that their inputs in the restructuring process are valued.

Data display 5.3.2 displays a summary of the sub- categories of acknowledgement as experienced by participants.

DATA DISPLAY 5.3.2
THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING
CATEGORY 1: LACK OF ACKNOWLEDGEMENT
<i>Low self esteem (Data display:5.3.2.1)</i>
<i>Lack of appreciation (Data display:5.3.2.2)</i>

Davis (2003:182) states that valuing is the living of cherished beliefs as revealed in speaking (communication) and moving (actions). The opinions and experiences of the study participants attest to this notion. Participants spoke about the value of being appreciated, communicated to, being informed on time, being reassured and supported. This acknowledgement disclosed cherished beliefs and ways of being regarded as part of the family within the organization.

5.4.2.1 Low Self Esteem

“You can’t touch it, but it affects how you feel. You can’t see it but its there when you look at yourself in the mirror. You can’t hear it, but its there when you talk about yourself. What is this important mysterious thing? It’s your self esteem.” (Symons 2002:293).

Low self esteem means experiencing ourselves and the world at the other end of the self esteem spectrum. It can be caused by many internal and external factors and influences like significant losses. In this study the significant loss is attached to having been declared in excess in the workplace as a result of the transformation process that took place. Low self esteem also leads to, feeling depressed, hopeless and thinking negatively about ourselves and deny the right to happiness. One of the participants said:

“Who will hire me if the institution I have worked for so long does not want me anymore” (Data: 472).

“You feel so small inside” (Data: 232)

This indicates that the participant was lacking confidence and that she is “not good enough”. These are the beliefs that create emotions of insecurity and fear (data display 5.2.3.3; Data display: 5.2.1.1.3), a belief about us created by the mind concluding that one is not good enough in the eyes of others. Table 5.3 outlines the signs of low self esteem.

Table 5.3: signs of low self esteem

- *Feeling not good enough*
- *Finding fault with ourselves*
- *Finding it difficult to see our own good qualities*
- *Lacking of confidence*
- *Tendency for sadness, anxiety and depression*
- *Lacking belief in our own abilities*
- *Having self image difficulties*
- *Difficulty in asking for what we want and being assertive*

- *Experiencing ourselves as the victim of other peoples actions*

Adapted from (Symons 2002:293)

Self esteem is based in emotions, not a self image. Self esteem is how much one values oneself or himself and how important one thinks he/she is. It's how individuals see themselves and how they feel about their achievements. It's more like quietly knowing that one is worth a lot. It's not about thinking you're perfect, because nobody is, but knowing that you are worthy of being loved and accepted.

Data display 5.3.2.1 illustrates how participants experienced lowered self esteem as a result of being declared in excess.

DATA DISPLAY: 5.3.2.1

THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING

CATEGORY 1: ACKNOWLEDGEMENT

SUB-CATEGORY : LOW SELF-ESTEEM

- *Being useless for the years I have served this department (Data:8)*
- *One thinks that maybe she is not important as far as they are concerned (Data:30)*
- *This whole process has brought me stress and lowered my self esteem (Data:49)*
- *You feel so small inside (Data:232)*
- *Its like you don't exist anymore (Data:355)*
- *I felt as if this emptiness is happening to me for the thousand times (Data:268)*
- *How inefficient you have been and how useless you have been (Data:236)*
- *You feel empty inside (Data:356)*
- *Some sya it's a good thing but to me this is degrading (Data:290)*
- *To have your self esteem damaged like this was emotional and painful (Data:178)*
- *Being painted into a particular corner, to me represent one word, redundancy (Data:251)*
- *All this scary and confusing things bring your self esteem and morale down (Data:222)*
- *Your self esteem is even worse, it's gone, it's shattered (Data:294)*
- *We are belittled in front of our colleagues (Data:273)*
- *Being so belittled one just go to work without a purpose in mind (Data:167)*

- *I felt like I have lost my identity as a nurse (Data:162)*
- *I did not know who I was anymore (Data:163)*

The study results showed a relationship between job insecurity and low self esteem. Job insecurity as described in (data display 5.2.3.3), seemed to predict subsequent low self esteem amongst study participants, but at the same time, low self esteem seemed to predict subsequent high job insecurity. Altogether the study results suggest that the realm of work is crucial to self esteem.

Participants believed that they were not valued by the department even after rendering their service for many years.

5.4.2.2 Lack of Appreciation

"We are so often caught up in our destination that we forget to appreciate the journey, especially the goodness of the people we meet on the way. Appreciation is a wonderful feeling, don't overlook it" (Unknown).

Appreciation means adequate recognition whereas appreciate is to estimate worth, quality (Concise Oxford Dictionary 1976:55). Participants felt that they were not appreciated by the department hence declaring them in excess in their workplace. The message they received was that they had no value.

Data display 5.3.2.2 contains the data references to lack of appreciation as experienced by the participants.

DATA DISPLAY 5.3.2.2

THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING

CATEGORY 1: ACKNOWLEDGEMENT

SUB-CATEGORY 2: LACK OF APPRECIATION

- *We are nothing, they can do without us (Data:104)*
- *You work for so many years and after that you are said to be of no value anymore (Data:242)*
- *Nurses leave the country to where they are valued, respected and appreciated (Data:33)*
- *Better working conditions, good remuneration and most important, acknowledgement of the good work done (Data:444)*
- *Being in the department for twenty years did not mean a thing (Data:269)*
- *No appreciation, no acknowledgement, no thank you (Data:270)*
- *What we need is just recognition of our service to the department (Data:278)*
- *I can get the job where I will be respected and my contributions acknowledged (Data:325)*
- *I use to work without going on leave, sometimes working long hours without complaining and at the end this is the thank you by my supervisor? (Data:58)*
- *I felt I was undervalued (Data:364)*
- *If the department was appreciating and decent, it should have just said go home and rest and thanks for nothing (Data:368)*
- *I was just wasting my time and energy and not appreciated (Data:328)*

People seek a sense of interpersonal warmth of being liked or loved. It was evident in this study that participants felt hated and targeted by their supervisors and thus the reason they have been declared in excess in their workplace and not their colleagues. One of the participants expressed her bitterness and said:

“I am not loved, and let those who are loved do the job” (Data: 47).

“You work for so many years and after that you are said to be of no value anymore” (Data: 242)

5.4.3 Effects on workplace relationships

“It is amazing how much you can accomplish when it doesn't matter who gets the credit” (Unknown).

Being declared in excess in the workplace inevitably means changes in one's relationships. For many, work provides a place to go, where people know you and welcome you as a member of the team; one who, like them, serves the purpose within the organization. For the participants, losing this sense of belonging and purpose was a devastating blow, as their source of recognition was removed.

Data display 5.3.3 contains a summary of the sub-categories related to effects on the relationships as experienced by the participants.

DATA DISPLAY 5.3.3
THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING
CATEGORY: EFFECTS ON RELATIONSHIPS
<ul style="list-style-type: none">• <i>Strained workplace relationships (Data display: 5.3.3.1)</i>• <i>Don't care attitude of employees declared in excess (Data display: 5.3.3.2)</i>• <i>Lack of Trust (Data display: 5.3.3.3)</i>• <i>Need for training for managers (Data display:5.3.3.4)</i>

Organizations need to be sensitive to the fact that employees form close relationships. If possible, organizations need to give both the affected and the unaffected employees' adequate opportunity to grieve the loss of co-workers. It is disturbing to those remaining when organization don't allow them to prepare for grieve, or even acknowledge the loss of the relationships they have built over years

5.4.3.1 Strained workplace relationships

“A relationship, I think, is like a shark, you know? It has to constantly move forward or it dies. And I think what we got on our hands is a dead shark” (Woody).

According to the Concise Oxford Dictionary (1976:1137), strained relations refer to unpleasant tension between parties, meaning forced and not spontaneous.

We live in a world of constant organizational change. These changes challenge us to rethink our ways of developing effective organizational relationships. When people in organizations develop and enjoy effective relationships, they are more likely to perform reliably and competently together. During an organizational restructuring period, this often translates into success or failure and may be the difference between sustaining workplace relationships and destroying them.

In this study, participants experienced strained relationships at work after having been declared in excess as one participant remarked:

“The whole process caused strained relationships amongst us as colleagues” (Data: 285).

Cascio (2002:40) states that Lose/Win people bury a lot of feelings. Unexpressed feelings came forth later in uglier ways. Psychosomatic illnesses often are the reincarnation of cumulative resentment, deep disappointment and disillusionment. One of the participants voiced her disappointment by stating that:

“I was disappointed, very disappointed” (Data: 249).

Data display 5.3.3.1 reflects the statements related to the strained relationships in the workplace as a result of having been declared in excess.

DATA DISPLAY 5.3.3.1

THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING

CATEGORY 3: EFFECTS ON RELATIONSHIPS

SUB-CATEGORY 1: STRAINED WORKPLACE RELATIONSHIPS

- *The whole thing made me to hate managers in the institution (Data:412)*
- *This attitude led to poor relationship with my colleagues (Data:42)*
- *We are two groups ,the loved and the unloved (Data:43)*
- *I could see that this is also affecting the relationship with my colleagues (Data:386)*
- *The whole process caused strained relationships amongst us as colleagues (Data:285)*
- *Who cares, I don't need their relationships (Data:495)*
- *I have worked for so long and so much, build relationships and now that is just taken away overnight (Data:331)*

The literature on the loss of relationships largely defines a loss as one that occurs through the termination of service of a colleague with emotional relevance to the one not affected by the restructuring process (Buono, Bowditch & Lewis 2002:320). The loss of a co-worker through restructuring process qualifies as a grief and loss situation as discussed in Data display: 5.2.1.1, loss and grief. Victims of restructuring are indeed grieving as they have been robbed of their colleagues due to organizational restructuring, as result they experienced sadness (Data display: 5.2.1.1.2) as their co-workers were declared in excess in the workplace. It also affects remaining colleagues who were not declared in excess.

5.4.3.2 Don't care attitude of employees declared in excess

“ You cannot control what happens to you, but you can control your attitude toward what happens to you, and in that, you will be mastering change rather than allowing it to master you” (Tracy).

Non-caring attitude means the lack of interest from employees who perform duties without attention and respect for the human beings (Baker 2001:209). Ignoring someone and demonstrating a non-caring attitude is more painful than verbal abuse. In the minds of the employees declared in excess, self esteem diminishes and the

awareness that one has little or no influence upon the situation becomes frustrating and demoralizing (Jacelon 2004:550)

The way in which the employees were treated during the restructuring process significantly affected their overall attitudes of non-caring. When employees feel that they have been discriminated against they will become negative.

The results of this culture of a “don’t care attitude” were reflected in the statements in data display 5.3.3.2.

DATA DISPLAY 5.3.3.2
THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING
CATEGORY 3 : EFFECTS ON RELATIONSHIPS
SUB-CATEGORY 2: DON'T CARE ATTITUDE BY EMPLOYEES DECLARED IN EXCESS
<ul style="list-style-type: none">• <i>I am reluctant in doing whatever work related duties (Data:34)</i>• <i>Other affected people don't just care anymore (Data:40)</i>• <i>If I don't feel like coming to work I don't think twice I just sleep (Data:41)</i>• <i>Who cares , let the goodies do that (Data:47)</i>• <i>Why should I waste my energy over nothing (Data:48)</i>• <i>I don't care anymore (Data:57)</i>• <i>Why am I doing the job since I was declared in excess (Data:388)</i>• <i>I have changed completely and swore to myself that no one is going to do the same thing to me, I will not trust anyone (Data:486)</i>• <i>The process changed me.... I don't care anymore (Data:60)</i>• <i>Let them do what they want to do, all my relationships are gone, what is the use of fighting back (Data:92)</i>• <i>They don't have tact they do it just like that (Data:171)</i>• <i>There is lower job commitment because people don't just care anymore (Data:194)</i>

- *There is a significant drop in performance (Data:197)*
- *I didn't care anymore (Data:229)*
- *When I was at work I was not showing any commitment anymore (Data:234)*
- *How do you care for the next person if no one is taking care of you (Data:389)*

Participants noticed changes in their own and their co-workers' feelings about the organization. Participants found that the negative moods of other employees contributed to their negativity. Participants described feelings of anger, cynicism, resentment, fear, and anxiety in themselves and among their co-workers. Acceptance of the uncertainty and lack of control were important to a number of participants.

The general negativity affected their interaction with colleagues, and their productivity dropped accordingly. Some participants reported that they would come to work late and leave early or not come at all, something they did not do prior to the restructuring of the organization. Therefore, stress occurs in a wide range of work circumstances but is often made worse when employees feel they have little support from supervisors and colleagues and have little control on what has happened.

5.4.3.3 Lack of trust

"When restructuring is unavoidable, smart managers look for opportunities to improve flexibility, innovation and internal communication to improve trust between managers and employees" (Anonymous).

According to Buono et al (2003:310), trust is the state of readiness for unguarded interaction with someone or something. Mishra, Mishra and Spreitzer (2009:14) defines trust as a generalized expectancy held by an individual or group that the words, promise, verbal, or written statement of another individual or group can be relied on – a definition that is close to the Collins English Dictionary (1999:1640) definition of trust as *"a confidence in, or reliance on some quality or attribute of a person or thing, or the truth of a statement."*

Trust form the foundation for effective communication, employee retention, and employee motivation (Mishra et al 2009:13). People have been interested in trust since Aristotle and this has not changed much even today. Robinson and Morrison (2000:530) indicate that trust is the basis for creating positive relationships in the work environment.

Trust is an essential component for building a high performance organization and in creating staff loyalty. Trust builds relationships and motivates staff to perform at their very best each day. Without trust staff would be reluctant to do much without the manager's approval. Every organization depends on relationships, internally and externally especially during times of transformation and restructuring where the future of the employees are affected, and relationships depend on trust. Trusting the employees is the first step to building lasting relationships, earning their trust is another.

Data display 5.3.3.3 contains statements referring to lack of trust as experienced by the participants.

DATA DISPLAY 5.3.3.3
THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING
CATEGORY 3: EFFECTS ON WORKPLACE RELATIONSHIPS
SUB-CATEGORY 3: LACK OF TRUST
<ul style="list-style-type: none">• <i>No one is trustworthy in this department anymore (Data:4)</i>• <i>You will be surprised on how much suffering is there within people especially if there is no one to confide to (Data:201)</i>• <i>I told myself that I am not going to trust anyone and I am not going anywhere (Data:482)</i>• <i>Why was my name given, I can't tell, no one is trustworthy(Data:478)</i>• <i>I have build that mistrust around me and was no go area (Data:483)</i>• <i>I couldn't trust my manager anymore, and was angry with her (Data:281)</i>• <i>I didn't trust her anymore and was angry also (Data:175)</i>• <i>I don't trust any of the managers (Data:416)</i>• <i>What was the big secrecy about all this, what were they hiding (Data:458)</i>• <i>I took this as a trap from my colleagues and supervisors (Data:212)</i>

- *I thought my colleagues who were not affected sold me out (Data:199)*
- *I didn't know what to think or whom to trust (Data:200)*

Vulnerability appears to be a key element of trust. According to Herscovitch and Meyer (2002:480), trust is defined as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other party will perform a particular action important to the trust or, irrespective of the ability to monitor or control the party. By combining these definitions with the participants' description of their experience as far as trust is concerned, it is clear that trust cannot exist in an environment of uncertainty; therefore trust does not exist in an uncertain and risky environment.

Nikandrou, Papalaxandis and Bourantes (2000:334) investigated the factors associated with organizational trustworthiness and found that trust, relates to the confident positive expectations that an individual has about the motives of others in regard to situations entailing risk. Trust is at the core of successful relationships and an antecedent of cooperation. Distrust in the context of interpersonal fear, is explained in this study as the inward feeling of caution, and focused on supervisors, representing an unwillingness to trust any of the authorities in the organization.

Distrust is not a lack of faith or belief in someone, but a feeling of warning towards someone, something questionable or unknown. Fear can also affect the subconscious and unconscious mind, most notably through nightmares as eluded by the study participants. Participants in this study experienced lack of trust and poor relationships with their supervisors as a result of the way in which the whole process of restructuring was handled. One participant voiced her distrust on people especially at the workplace: *"I told myself that I am not going to trust anyone and I am not going anywhere"* (Data: 482)

Ambivalence was expressed by participants who felt that managers would try to look out for employees but, ultimately, had their own best interests as a priority. Managers were perceived as untrustworthy when they withheld information.

"I didn't trust her anymore and was angry also" (Data: 175).

Buono, Bowditch and Lewis (2002:238) best expressed the link of the strategic direction to trust in their study, *"Competing for the future"*: it's an ambitious and compelling strategic direction that provides the emotional and intellectual energy for the journey that needs to be taken by the participants especially those who are declared in excess in their workplace. Participants spoke of failure of the management to inform them about the plans (vision) of the department and the direction it will take and how it was going to affect some of the employees (strategy) so that they could be part of the workforce that enabled the department to attain this vision.

Consequently, all organizations that successfully implemented the restructuring process emphasized the role of employees, giving their employees a reason to have a high degree of trust that their organizations are headed in the right direction. With this reassurance the employees would not hesitate to display commitment, support and trust in the change process that may take place. A high level of integrity and trust is an important asset in times of change where employees are directly or indirectly affected (Folger & Cropanzano 2001:339). Because employees assume that if the organization is forthright about a topic as important (potentially sensitive) as change, then they can trust the organization in other areas as well. Organizations should share the change information to all employees and not to individuals (Citera 2001:310).

According to Boyne (2004:99) nothing is more frustrating, or more damaging to trust in the workplace, than perceived favouritism toward certain employees. In this study, participants felt that they were not the favourites of management that is the reason why they were declared in excess. They believed that management gave in their names to the department to get rid of them. One of the participants asked:

“Why me, and not those who are well known to be lazy and doing nothing the whole day” (Data: 262).

When partiality is suspected, employees assume that something other than the objectives of the department in implementing change is driving the decision of declaring them in excess and trust diminishes. If, on the other hand, employees see a clear connection between the need for restructuring by the department and them being declared in excess in the workplace, they will strive to accept and support without ill-feelings the whole process. Equally important, they will trust that the organization is playing fair (Buckley & Ghauri 2003:223).

As Corner (2003:297) points out, trust is evident in the actions, language and conversations we have and it provides a solid foundation for our developing and sustaining effective relationships. Without trust we are unable to develop effective relationships and sustain, support and reinforce collective actions. So trust is the essential ingredient which binds relationship and mutual collaboration together.

5.4.3.4 Need for training for managers

“Any training that does not include the emotions, mind and body is incomplete; knowledge fades without feeling” (Anonymous).

Education and training is seen as the key form of support (Hirschorn 2002:6; Senge 1999:10). All participants admitted that the lack of training on the side of managers had a negative impact on the whole process of restructuring within the organization. Participant spoke of the need for more training opportunities for managers in future restructuring:

“The department is expecting supervisors to deliver such scary and sensitive issue without training them” (Data: 169)

Participants stated that they had a great concern about the supervisors as it seemed as if they did not know anything about the process as they could not answer the questions

or queries that participants had, and instead they were defensive and shouting at subordinates. Communication provides senior management with an opportunity to stress to the survivors that the result of the restructuring and transformation will be a healthier organization. Depending on the size of the organization, senior managers need to hold meetings with employees to allow the employees to ask questions and vent their frustration (Citera 2001:310).

Data display 5.3.3.4 exhibit statements on the need for training for managers as raised by the participants.

<p>DATA DISPLAY 5.3.3.4</p> <p>THEME 3: INTERPERSONAL RELATIONSHIPS DURING RESTRUCTURING</p> <p>CATEGORY 3: EFFECTS ON WORKPLACE RELATIONSHIPS</p> <p>SUB-CATEGORY 4 : NEED FOR TRAINING FOR MANAGERS</p>
<ul style="list-style-type: none"> • <i>Supervisors did not understand a thing about the whole process (Data:170)</i> • <i>I tried to ask questions but could not get satisfactory answers and that clearly showed that they did not get training on what they are doing (Data:202)</i> • <i>They were given absolutely no training nor preparation to deal with this process (Data:211)</i> • <i>The department is expecting supervisors to deliver such scary and sensitive issues without training them (Data:169)</i> • <i>Do you think they had an idea of how to handle the situation (Data:428)</i> • <i>What do they know without training, except hurting people (Data:204)</i> • <i>I think and still believe that training was needed before managers could be given this task (Data:208)</i>

Gilliland and Paddock (2005:160) support the statement by participants about managers who can't communicate and needs training on this issue. They state that

"We can't rely on organizations and management to provide a comfortable and supported change process. The reality is that these changes are often implemented by managers who don't possess the required communication and interpersonal skills needed to facilitate change processes and build confident staff relationships".

According to Collins and Rainwater (2005:15), supervisors could probably use some outside assistance through training or orientation about how to deal with organizational restructuring issues. Organizational restructuring activities inject new anxieties and people issues into the workplace, direct line managers and supervisors can benefit from training that deals with how to handle employees' reactions to change which can range from anger, denial, resentment or other emotional reactions such as crying to workplace sabotage (Folger & Cropanzano 2001:301).

Managers can also benefit from training on team building, workplace communication, coping with change, stress management, and effectively coaching and mentoring subordinates in a changing work environment.

According to Macky (2004:164) the positive effects expected by the organization are lower overheads, less bureaucracy, faster decision making, smoother communications, greater entrepreneurship, an increase in productivity and thus increased organizational effectiveness. Although the department declared some employees in excess in their workplace to reap the benefits, it has to face the negative consequences too of unhappy employees. The negative consequences depicted in this study were amongst others the creation of a climate of distrust, insecurity and de-motivation, low employee morale and commitment, increased absenteeism, emotional trauma, breakdown of the psychological contract, high levels of stress, breakdown of communication and loss of trust.

5.5 THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS

“I see nothing wrong with the human trait to desire. In fact, I consider it integral to our successful coping mechanisms. Becoming attached to what we desire is what causes the trouble. If you must have it in order to be happy, then you are denying the happiness of the here and now” (McWilliams).

According to Rawlins, Williams and Beck (1993:902) coping mechanisms are unconscious intra-psychic reactions that offer protection to the self from stressful situations. They are the skills that persons use for stress reduction (Mirabal & DeYoung 2005:40). Unconscious counterparts of coping mechanisms are defence mechanisms. According to Macky (2004:65) overuse of particular coping or defence mechanisms may exacerbate individuals’ problems rather than remedy it.

Participants were not able to cope with the difficulties that they faced as a result of being declared in excess in their workplace. As a result they were subjected to feelings of tension and stress. To handle this discomfort, participants used various coping mechanisms.

Data display 5.4 reflects the coping mechanisms of acceptance, disbelief, suppression, denial and social support as utilized by participants.

DATA DISPLAY 5.4
THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS
<ul style="list-style-type: none">• <i>Acceptance (Data display: 5.4.1)</i>• <i>Disbelief (Data display: 5.4.2)</i>• <i>Suppression (Data display:5.4.3)</i>• <i>Denial (Data display :5.4.4)</i>

- *Social Support (Data display 5.4.5)*
 - *Support from family (Data display: 5.4.5.1)*
 - *Support from unit supervisors and colleagues (Data display: 5.4.5.2)*

When individuals experience emotional pain, their mental and emotional states are looking to move away from the hurtful person or situation. These are the responses of defence and the subconscious mind does not differentiate between physical and emotional pain, as both can hurt. If someone insults you or behaves in a way that violates your personal emotional boundaries, as was the case in this study, where participants were shouted at by the supervisor, the feelings of hurt discussed in data display 5.2.2.1, was appropriate. One participant stated that the supervisor said to her:

“Don’t tell us what you did yesterday, better tell us what you are going to do for the department tomorrow, no sympathy, nothing” (Data: 206).

Bandura (2002:102) and Miller (1999:37) contends that coping mechanisms are activated by painful or unacceptable emotions and desires and seek to prevent them from reaching consciousness; they make use of mental processes that, using the imagination, operate on mental content that represents the cause of anxiety, in such a way as to reduce or eliminate anxiety. Coping mechanisms change not only what we feel, but also what we think about the people or situations involved.

5.5.1 Acceptance

“Acceptance is not submission; it is acknowledgement of the facts of a situation; then deciding what you're going to do about it” (Theisen).

Acceptance, the opposite of rejection is a driving force that keeps many people from being negativity driven human beings. In spirituality, mindfulness, and human psychology, acceptance usually refers to the experience of a situation without an intention to change that situation (Cartwright & McCarthy 2005:261). As is the case with

participants in this study, many accepted what has happened because they didn't have the powers to change what has been decided upon by their seniors.

Data display 5.4.1 exhibits evidence of acceptance as a way of coping with emotions, despite the fact that participants were not happy.

DATA DISPLAY 5.4.1
THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS
CATEGORY 1: ACCEPTANCE
<ul style="list-style-type: none">• <i>Restructuring of hospitals is a good thing, I don't have anything against it (Data:19)</i>• <i>There is nothing that I can explain the departmental mandate has to be carried out (Data:24)</i>• <i>I must face the reality and deal with it (Data:309)</i>• <i>We wouldn't resist if we were told on time (Data:29)</i>• <i>Restructuring is a good thing but can the people be informed on time (Data:89)</i>• <i>What has happened has happened (Data:93)</i>• <i>I am not against restructuring (Data:109)</i>• <i>I now understand what he felt (Data:138)</i>• <i>I need to start looking around and apply to other institutions (Data:148)</i>• <i>I told myself that this is not the end of the world (Data:150)</i>• <i>I said to myself no need to fear because the job-cutting axe has already done its</i>

job (Data:152)

- *You know it is important to mourn (Data:297)*
- *No one is against the change that the department wants to implement (Data:277)*
- *It is fine now, it will be over with time (Data:179)*
- *It is now time to let go and take a new direction in my career (Data:183)*
- *I am better off because I know where I stand and can make my future plans on time (Data:193)*
- *What is done is done (Data:333)*
- *I ended up accepting the reality (Data:337)*

Acceptance is suggested when the situation is both disliked and unchangeable, or when change may be possible only at great cost or risk (Buchholtz, Ribbens & Houle 2003:506). The participants voiced their bitterness about the whole process of restructuring and that no one cares about their concerns, worries and fears.

“No one is against change that the department wants to implement” (Data: 277).

“Maybe I viewed the situation differently, I might have taken it too personal” (Data: 340).

Some participants concurred with Balmer and Dinniek (1999:182) and stated that it wont help to fight the department because you will not get anywhere except hurting yourself even more. Participants did not have the energy to fight back but that did not remove the fact that they were not happy and not accepting what has happened.

“There is nothing that I can explain, the departmental mandate has to be caried out” (Data: 24).

What has happened has happened” (Data: 93).

According to Buckley and Ghauri (2003:207) accepting a reality that seems totally unacceptable takes time. Shock, disbelief and denial forestall the need to confront and accept a loss that is unthinkable.

5.5.2 Disbelief

*“Truth will always be truth, regardless of lack of understanding, disbelief or ignorance”
(Stone)*

Disbelief is viewed as a doubt about the truth of something and the state of being unsure of something (Fullan 2001:291). One important area of belief is in human actions and emotions. People must act, react and interact in ways which are believable.

Being declared in excess in the workplace was a great shock to all the employees affected, each study participant interviewed expressed disbelief at what was happening to them and the health department. The department has never experienced a restructuring before and this came as a huge shock for the employees particularly given the organizations' history as a government business and the employees self perception as public servants.

Similarly, employees were unprepared and shocked at the perceived damage (being declared in excess in the workplace) the restructuring caused to their work environment, their relationship with their co-workers and relationship with management.

Data display 5.4.2 reflects the statements relevant to the Theme 4: coping with emotions under the category of disbelief.

DATA DISPLAY 5.4.2
THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS
CATEGORY 2: DISBELIEF
<ul style="list-style-type: none">• <i>That was Greek to me because I never heard about restructuring or transformation in the department (Data:307)</i>• <i>I was asking myself questions without an answers (Data:430)</i>• <i>You ask yourself where will I go from here (Data:471)</i>• <i>Who am I to question the authority's decision (Data:31)</i>• <i>I cant believe this was happening, what is going to happen to my children and I am still owing the house (Data:11)</i>

- *It was not nice, not nice at all (Data:411)*
- *I took the process very cool (Data:476)*
- *It does not make sense (Data:314)*
- *Seniors who decided on our professional and future made us to feel fired emotionally (Data:210)*
- *I never believed that I will be amongst the unfortunate (Data:301)*
- *I couldn't believe when I was given the news that left me shocked and shattered and devastated (Data:213)*
- *I couldn't believe it (Data:335)*
- *I couldn't believe what I heard, and hoped that I will hear something different (Data:23)*

From a wider perspective, Gauteng Department of Health is a major employer and employees perceived themselves as a large family, with many of the employees living locally and working alongside relatives. In agreement with the study conducted by Macky (2004:64), study participants described a strong identification with the organization, management and their co-workers prior to the restructuring. In this environment, it was clear that participants' working lives, kinship relationships, extended family relationships, sense of community and sense of attachment to a location had become affected.

The indication was that as the restructuring process progressed, participants grew increasingly bitter and angry towards management and the way in which they were treated. There was a perception among those affected that it no longer mattered what they did because they had already been declared in excess in their workplace. Feelings of fear and job insecurity were very strong amongst participants.

5.5.3 Suppression

“Everyone knows there is no fineness or accuracy of suppression. If you hold down one thing you hold down the adjoining” (Saul).

Suppression is one of the maladaptive coping mechanisms because it creates more problems than it solves and is destructive of potentially positive relationships (Williams 2004:118) views suppression as consciously holding back unwanted thoughts.

Participants utilized the negative coping mechanism of suppression to deal with the pain and stress caused by the restructuring process. To the participants it was the best option for putting behind the fact that they have been declared in excess in the workplace.

Data display 5.4.3 reflects the use of the coping mechanisms suppression by the participants who were declared in excess.

DATA DISPLAY 5.4.3
THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS
CATEGORY 3 :SUPPRESSION
<ul style="list-style-type: none">• <i>The question brought back memories, the painful memories that I didn't want to remember (Data: 253)</i>• <i>There is nothing wrong with the process (Data:437)</i>• <i>At work I was not happy anymore and I just try to forget about and carry on with my life (Data:385)</i>• <i>The experience was traumatizing and one doesn't even want to think about it, it is best if it's forgotten" (Data: 216)</i>• <i>I think I will survive, no need to complain (Data:451)</i>• <i>I am alright now believe me (Data:498)</i>• <i>I was so emotionally disturbed and could not hear a word they said (Data:225)</i>• <i>Maybe more shocking news are still around the corner and I didn't even want to think about that (Data:142)</i>• <i>There is nothing wrong with the concept of restructuring(Data:407)</i>• <i>I couldn't face the situation anymore and started being absent from working didn't want to think about that anymore (Data:233)</i>• <i>I need to go on with my life as if nothing is happening (Data: 499)</i>• <i>What I experienced and the situation that comes into mind are simplistic ones: disgusted, anger and deceit and tried hard to put that behind me (Data: 62).</i>

Participants did not want to think about the situation, but blocked all the pain so it cannot reach consciousness. Participants remarked as follows:

"The experience was traumatizing and one doesn't even want to think about it, it is best if it's forgotten" (Data: 216).

“I need to go on with my life as if nothing is happening” (Data: 499).

According to Cartwright and Cooper (2000:217) employees resist, not out of stubbornness, but out of fear about how changes will impact them personally.

5.5.4 Denial

“Doubt, indulged and cherished, is in danger of becoming denial; but if honest, and bent on thorough investigation, it may soon lead to full establishment of the truth” (Bierce).

Denial is the refusal to acknowledge the existence or severity of unpleasant external realities or internal thoughts and feelings (Mirabal & DeYoung 2005:39). Researchers have explored possible defensive reactions aroused by the restructuring process. One among common reactions adopted by the participants was denial, a coping mechanism common to both management and employees in the restructuring process (Boxall, Macky & Ramussen 2003:197).

Researchers report that various coping strategies leading to two different reactions to downsizing: people either resort to denial or detachment, thus distancing themselves psychologically from the perceived threat. Participants in this study stated that:

“It is fine now, I will get over it with time” (Data: 179)

“But its fine, like any traumatic thing, this will come and pass...” (Data: 245).

According to Adkins, Webel and Farh (2001:465), difficulty in concentration and memory as well as recurrent and intrusive thoughts of the changing situation and possible job loss are part of the shock stage of participants' in denial.

Data display 5.4.4 outlines the statements that depict denial as experienced by participants.

DATA DISPLAY 5.4.4

THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS

CATEGORY 4: DENIAL

- *I was in denial, and became stubborn, and when I got back to the ward I just proceeded as if nothing has happened (Data: 120).*
- *Even though i was in denial it happened (Data:130)*
- *I just said thank you and took the papers and left (Data:146)*
- *But its fine, like any traumatic thing, this will come and pass (Data: 245).*
- *There is no need to remain in denial, one need to move on (Data:404)*
- *Maybe I viewed things differently, I might have been in denial and have taken things personal (Data:340)*
- *When I was called by my supervisor I did not expect anything, especially to be in excess, maybe it was for something else (Data:7)*
- *I am still in denial that I may lose my job because of the changes which happened in the department (Data:155)*
- *Maybe I was in denial thinking that it will never happen to me (Data:129)*

According to DiGiorgio (2003:259), participants described the use of the above mentioned coping mechanisms with the aim of either denying the reality of the situation and/or avoiding the emotional pain that they are faced with. Some participants resorted to stubbornness to avoid further information about the departmental transformation and restructuring results. One participant said:

“I was in denial, and became stubborn, and when I got back to the ward I just proceeded as if nothing has happened” (Data: 120).

Denying feelings or emotions leads to confusion, resentment and physical stress. Even intense and uncomfortable feelings such as anger, fear and frustration are softened when they are acknowledged without criticism or blaming and move us to change the things in our lives that need to be altered (Bozeman & Perrewe 2001:165). One should allow self to experience, support and channel uncomfortable emotions as productively as possible. It will pave the way to feelings of freedom, joy and peace.

Denial operates in relation to many of several painful feelings, including shame and guilt. It is used to defend the individual against painful reality by perverting his or her experience of that reality (Peshkin 2000:7).

5.5.5 SOCIAL SUPPORT

“The best way to inspire people to superior performance is to convince them by everything you do and by your everyday attitude that you are whole heartedly supporting them” (Peterson).

There is no clear definition for the term social support but a broad definition might refer to the extent to which a person has people around him/her that give support in one way or another. This support could be financial, emotional, companionship or advisory (Pitney & Parker 2001:186). According to the online Medical Dictionary (12 December 1998) social support is the support systems that provide assistance and encouragement to individuals with physical or emotional disabilities, in order that they may better cope. Social support is viewed as a network of family, friends, colleagues and other acquaintances one can turn to in times of crisis (Coakes & Steed 2003:69).

Social support can increase one’s sense of belonging, purpose and self worth and promoting positive mental health. Social networks provide emotional and physical support in times of crisis and can provide many benefits that improve our overall well-being. According to Fisher (2000:185) social support helps to buffer the impact of stressful life events as it provides the emotional qualities associated with the sense of

belonging and the information needed to minimize the physically or psychologically deleterious outcomes of life events.

Data display 5.4.5 contains a summary of the categories Social support.

DATA DISPLAY 5.4.5
THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS
CATEGORY 5: SOCIAL SUPPORT
<ul style="list-style-type: none">• <i>Support from family (Data display:5.4.5.1)</i>• <i>Support from unit managers and colleagues (Data display:5.4.5.2)</i>

The growing literature highlights the importance of social support for health, life satisfaction and positive adjustment. An affectionate bonding is associated with feelings of pleasure, calm, and reduced anxiety (Wilkinson 2004:13). Separations from those who are socially valued, and the threat to social exclusion as is the case in this study, are sources of emotional distress as experienced by the study participants. There are several sources of social support amongst which family and colleagues at work were utilized by the study participants to strengthen their self image and improve their self-assurance and self-esteem.

According to Swanson and Power (2001:162) the content of support is generally categorized as emotional (associated with sharing life experiences), offering caring, listening or advice, or instrumental offering practical help in solving problems, provided by close friends , colleagues and relatives; informational support involves the provision of advice, suggestions, and information that the person can use to address the problem; and appraisal support which involves the provision of information that is useful for self evaluation purposes: constructive feedback, affirmation and social comparison.

Whether support is perceived as emotional, instrumental and informational or appraisal,

its success may also depend on the characteristics of both provider and receiver of support. And many supportive interactions may fulfil either action.

Social support is not a unitary concept, and most studies have considered both context and content (Sahdev 2003:60). In the occupational settings, a distinction is commonly drawn between support from an employee's immediate manager, and from co-workers. It is at this stage also important to acknowledge the interface between work and family life, recognizing that individuals can gain support regarding occupational issues from family and friends external to the work setting.

According to Parse (2003:320), strategies for ensuring support is provided including ensuring that there are adequate resources at all levels of the organization throughout the process, ensuring that support (leadership) is flexible, personalized, and appropriate for the situation and the context based on an assessment of the organization's needs; and providing supports for the physical and emotional stress responses generated by the process of restructuring.

5.5.5.1 Support from family

"Family life is full of major and minor crises; the ups and downs of health, success and failure in career, marriage, and divorce - and all kinds of characters. It is tied to places and events and histories. With all of these felt details, life etches itself into memory and personality. It's difficult to imagine anything more nourishing to the soul" (Moore).

Being declared in excess in the workplace is a stressful time for the entire family. For them, being declared in excess in the workplace is synonymous with loss of income, prestige and the fear of an uncertain future. The family also becomes worried about the participants' happiness. On the other hand family members may feel awkward and may say things which unintentionally hurt. Some participants' alluded to the fact that they were at a certain stage projecting their anger and frustrations at their families. Despite the frustrations and uncertainties families were there for the participants in one way or another.

Examples of statements on support received from family members are reflected in data display 5.4.5.1.

DATA DISPLAY 5.4.5.1 THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS CATEGORY 5: SOCIAL SUPPORT SUBCATEGORY 1: SUPPORT FROM FAMILY
<ul style="list-style-type: none"> • <i>I had no one to talk to except my family (Data:84)</i> • <i>We (me and my brother) talked about what has been written on the papers (Data:157)</i> • <i>At first I was angry with my family thinking that they are not supportive enough (Data:223)</i> • <i>Even though my family was supportive they were affected too (Data:108)</i> • <i>My brother was there for me, he understood what I was going through and supported me throughout (Data:165)</i> • <i>I phoned my sister who came to sleep over at my place (Data:433)</i> • <i>I had no one to talk to except my family and myself (Data:37)</i> • <i>I just wanted him to tell me that everything will be alright (Data:224)</i> • <i>My sister encouraged me to go back to work and deal with what has happen (Data:434)</i>

Some of the study participants explained that they at a certain stage acknowledged their fears, disappointments and other feelings. Others felt like not talking about their feelings about being declared in excess but realized that it was the right time to talk to their family members in order for them to be able to offer their support.

This move is also supported by Parahoo (2007:204) who states that in the case of victims of restructuring who have children, they need to talk to them about what has

happened and share with them their plans. He further states that victims need to ask for the family's involvement and inputs regarding changes that need to be made within the family during this transition, as this could be the opportunity to bring the family closer together. He further encourages victims to get their support network active, even though that may be the last thing they feel like doing.

5.5.5.2 Support from unit supervisors and colleagues

“When we honestly ask ourselves which person in our lives means the most to us, we often find that it is those who, instead of giving much advice, solutions, or cures, have chosen rather to share our pain and touch our wounds with a gentle and tender hand. The friend who can be silent with us in a moment of despair or confusion, who can stay with us in an hour of grief and bereavement, who can tolerate not knowing, not curing, not healing and face with us the reality of our powerlessness” (Nouwen).

Support received in a work context from managers and work colleagues may be particularly important in reducing occupational stress following organizational change and restructuring. According to a study conducted by Redman and Wilkinson (2006:360), it was found that worksite relocation was associated with increased psychological distress, and that this negative effect was reduced by perceived social support from managers. In this study, participants acknowledged the support they got from their unit managers; conversely this support was not evident from the supervisors who carelessly broke the bad news of being declared in excess to them.

Data display 5.4.5.2 reflects the statements relevant to support received from unit supervisor and colleagues.

DATA DISPLAY 5.4.5.2
THEME 4: COPING MECHANISMS AFTER HAVING BEEN DECLARED IN EXCESS
CATEGORY 5: SOCIAL SUPPORT
SUB-CATEGORY 2 :SUPPORT FROM UNIT SUPERVISOR AND COLLEAGUES
<ul style="list-style-type: none">• <i>My unit manager took me to the nurses' room and tried to calm me down (Data:427)</i>

- *There was no support from my institution (Data:240)*
- *My unit manager was supportive throughout (Data:80)*
- *All the others listened except my supervisor (Data:122)*
- *My unit manager said to me it's nice to be able to look back at my experience and see how well things worked and move on (Data:342)*
- *I am surviving fairly well actually because my unit manager understands what I am going through (Data:343)*

Being declared in excess in the workplace has far reaching effects on the well-being of individuals affected and their remaining colleagues. Being declared in excess in the workplace can result in loss of identity, social contacts, and self worth as was evident in this study. Participants were confused and hurt by the fact that they must change their roles as employees of a certain institution and social participants of a certain professional group.

Participants stated that they were assisted by either their colleagues or unit supervisor or both to go through the rough time of being declared in excess in the workplace. There were those participants who despite the willingness of the colleagues and unit supervisor to give their support, unintentionally displayed anger and frustration towards them.

5.6 Unique contribution of the study

The uniqueness of this study is:

- The original framework (themes and sub themes) that emerged from the data obtained from participants in the study;
- The guidelines described for a well being programme for employees that have been declared in excess in an organization;
- The methodological approach that was followed in interpreting “appreciation” as an underlying dynamic in the restructuring process of employees.

5.7 SUMMARY

In this chapter, data presentation containing themes, categories, subcategories and sub-subcategories were presented with supporting literature.

The following four themes emerged:

- Organizational communication during restructuring
- Reactions to being declared in excess
- Interpersonal relationships during restructuring
- Coping mechanisms after having been declared in excess.

These four themes led to a deeper understanding of the experiences of being declared in excess in the workplace. The construct that emerged from the four themes and its related categories, subcategories and sub-subcategories is related to specific existing theories.

CHAPTER 6

RELATING EMERGENT CONSTRUCT TO EXISTING THEORIES

“When we depend on praise, positive support or consumption to feel good, we're giving other people or things power over us. Finding within ourselves whatever we need to feel good about ourselves is one path to autonomy and freedom” (Anonymous)

6.1 INTRODUCTION

In this chapter the researcher discusses the single “*structure*” which emerged from the data and accommodates all the constituents of the phenomenon being studied, the experience of being declared in excess in the workplace. An explication on how this “*structure*” relates to other existing theories relevant to the phenomenon under investigation follows. According to Wertz (1984:44) the validity of psychological formulations of all types and levels rest on the precision and comprehensivity with which it refers to the immanent structure that essentially constitute the phenomenon under study. The structure (being declared in excess) is internally cohesive and includes all constituents (identified themes and categories) of the phenomenon expressed (appreciation).

Appreciation (Sub-category 5.3.2.2), has been identified as the core, the underlying essence, the all encompassing category, the most influential and fundamental sub-category of this study that accommodates all other identified categories, sub-categories and sub sub-categories. The Interpretative phenomenological in conjunction with Giorgi's (1985) data analysis framework played a major role in bringing this construct to the fore.

Appreciation is first and foremost a constructive response; it is also a judgment made about a person's contribution, reflecting not just work performance but also personal dedication and engagement. The act of appreciation in an organization is engaged in on a regular or ad hoc basis, and expressed formally or informally, individually or

collectively, privately or publicly, and monetarily or non-monetarily (Chalos & Chen 2002:848). Its aim is to acknowledge people's contribution to the organization, as well as their training and development needs.

Employee appreciation is as much an organizational management issue as it is one related to the basic needs of individuals. According to Oiler- Boyd (2001:309) appreciation plays a key role in the success and continuity of organizational change. In this study participants expressed a need to be appreciated by their supervisors and co-workers regardless of their status. According to Chalos and Chen (2002:858) appreciation is one of the most effective ways to reinforce an organization's culture, support its objectives, and retain top performers. Appreciation means the acknowledgment of an individual/team's desired behaviour, effort or business results that support the organization's goals and values.

The results of this study have shown that what employees want from their workplaces are not necessarily better benefits or more money. It was appreciation that made employees feel that they are part of the organization. According to Saltzstein, Ting and Saltzstein (2001:453) feeling appreciated is one of the most important needs of all people. This is supported by the study conducted by Bennet, Davidson and Gale (1995:274) in which "*recognition of the efforts*" was ranked as the most important organizational practice among those listed. Tangri (2003:98) confirms that work has taken on excessive importance in employees' quest for identity and their need for personal fulfilment. Consequently, their appreciation expectations tend to be much higher in this area of their lives. The profound changes transforming the world of work are therefore challenging the very premise of the value of individuals and their achievements within the organization (Cartwright & McCarthy 2005:299).

In this study the top needs employees want were revealed. Leaders today need to respond to employees as *human beings* and to foster an atmosphere that is inclusive, caring, creative, appreciative and pleasant (Tangri 2003:113). People are looking for a deeper sense of meaning and purpose in their work, and above all, they want to be

respected and valued. In an era characterized by right sizing and restructuring, the most successful companies are those that have learned to focus on recognizing the importance of their most important asset: their people. Recognition is critical in motivating, satisfying, and boosting the self esteem of employees (Webster 2003:195).

The phenomena of globalization, international competition and technological change have an impact on an organizations' pace and nature of work, the definition of professions, as well as the boundaries between previously distinct spheres of life (Walshe, Harvey, Hyde & Pandit 2004:254). The effects of these transformations, which are often carried out to develop a competitive advantage or enhance corporate profitability, were not taken positively by the participants. Feelings of uncertainty among participants, resulting from the unpredictable nature of the transformations and the threat of job cuts were reported. A weakened sense of belonging to the organization, a reduced regard for managerial authority, and the questioning of the trust relationship between employer and employee following the violation of the contract that used to bind them, were other negative consequences of the organizational restructuring that made participants feel unappreciated.

6.2 PHILOSOPHICAL STANCE OF APPRECIATION

According to Van der Haar and Hosking (2004:1017), a philosophical stance refers to a way of being in relationship with our fellow human beings, including how we think about, talk with and respond to them. In this study it reflects an attitude and tone that serve as the backdrop for the employer-employee relationship during the restructuring process.

A philosophical stance therefore represents a way of looking at and experiencing the world and it is inevitably influenced by our values and biases: it is a metaphorical position in which our social and personal attributes are convened (Chan 2000:201).

In this study the enquiry was into the influence of the philosophical stance of appreciation in an organization that has undergone restructuring and declaring some employees in excess.

Phenomenology

From a phenomenological perspective, participants who were declared in excess by the organizational restructuring process are first and foremost embodied and emotional beings who are embedded in a specific lifeworld. Appreciation was viewed as an embodied and emotional phenomenon in the organisation. Phenomenology is used in this study as an interpretative framework, which recognises that emotional experienced appreciation remains irreducibly bound to embodied human and organizational processes.

Lack of appreciation as experienced by the participants is a syndrome that can be defined as a group of symptoms or signs that appear together and that tend to indicate, with some consistency, the presence of a certain dysfunctional behavioural state or constraining condition as a result of experiences and/or perceptions of having been hurt, disappointed, let down, victimised, rejected, bullied or betrayed with resultant feelings of anger, hostility and resentment.

Lack of appreciation can be characterised by:

- Experienced states of stress and alienation (e. g. loss of power, significance, autonomy, locus of control)
- Reduction of social or emotional reciprocity and isolation
- Decreasing relevance of shared values and common identification
- Lowered internal appreciation of effort.
- Decreased consciousness for one's own capacity for achievement and self-esteem as well as less confidence in managers
- Declining hope for, or belief in a better future or insecurity about the future (Kupers 2001:5)

Participants in this study experienced feelings of anger, rejection, disappointment and insecurity due to the restructuring process that led them to be declared in excess in their workplace.

Ethical perspective

Organizational-management ethics affects each part, each function and each process in the organizational world (Wang 2003:57). The ethical discourse promotes the idea that appreciation is a question of human dignity and social justice, and not just an organizational performance or workplace mental health issue (Brown 2002:49).

The concept of human dignity is founded on the belief that the person is an end in itself and, as such, should not be considered as a mere means or instrumental entity for the organization (Jaussi & Dionne 2003:476). According to Hosking (2004:99), human dignity and respect for the irreducible, inalienable nature of the person go hand in hand. In this perspective, the worker cannot be designated merely as a number, case or file. The notion of equality among people, to which one is entitled simply by being human, is also associated with employee appreciation. The latter becomes a duty of the modern organizational management, especially in times of the restructurings to which it subjects its employees (Brown 2002:55). All in all, it constitutes a shared collective responsibility that falls to each member of the organization (Jacelon 2004:550). Employee appreciation is therefore linked to the notion of concern for others, implying that attention be paid to outcomes and to the impact of actions taken.

On an ethical level, recognition displays affinities with the concept of organizational justice. In its distributive, procedural and interactional forms, organizational justice can be infused into an organization through certain practices such as giving thought to the human and ethical components of managers' decisions within the organization and

acknowledgement of past mistakes and the negative impact of poor decisions on employees. Appreciation viewed in an ethical light, involves actions aimed at righting wrongs employees have suffered through specific managerial decisions (McNamee 2002:35). It also reflects openness to individual and organizational values.

Kennedy (2001:744) cites the following examples of actions from a study conducted on recognition practices:

Provide dismissed employees with professional services to ease the transition period and help them find a new position or change careers; establish an organizational culture that respects personal values and promotes their tie-in with organizational ones; and assign projects to employees that do not go against their core beliefs and the aspects they value about their work.

In this study the above mentioned recognition practices were not done hence employees declared in excess felt that they were not appreciated by their employer.

The humanistic and existential view

The researcher would like to concur with the study conducted by Brun and Dugas (2008:112) that the humanistic and existential view, which is closely related to the ethical approach, is concerned with appreciating people, their being, their unique, distinctive character and their existence. The belief underlying this perspective is a fundamental trust in humanity and the potential of people and communities. According to this perspective, it is important to the managers to take the time to 'get to know their subordinates and fully acknowledge their existence and ultimately give meaning to their actions' through appreciation (Brown 2002:58). In the humanistic and existential view, appreciation approaches employees as bearers of intelligence, emotions, and expertise (McNamee 2002:112). It also consists of "a priori" appreciation; that is, appreciation immediately granted to everyone based on the principle of equality among people by virtue of their common humanity (Jaussi & Dionne 2003:479).

Through existential appreciation, individuals are granted the right to voice their opinions about, and influence decision-making, as well as the course of their own and the organization's actions. For employees, the indicator of existential appreciation is the impression that others acknowledge their existence and take their needs into account. They also have a sense of being respected as a whole person, having unique physical, emotional, psychological and cognitive characteristics.

Existential appreciation practices may include:

Regularly informing employees of organizational changes, goals and strategies; consulting and involving employees in various design and steering phases of projects; giving employees decision-making latitude in their jobs about decisions affecting their future and career; getting managers to be more visible and accessible during and after the restructuring process; and encouraging employees to support each other during difficult times such as organizational restructuring. This study revealed the absence of the above strategies.

Humanists are committed to building a world that is significant, not only for the individual's quest for meaning, but for the whole of humankind. Organizations are social entities in which a group of people is brought together to work as a team towards a common goal. In order to be successful, there must be goodwill and rapport between team members. Part of the ability to bring organizations to the humanistic environment is the opportunity for employees to engage in open communication and to feel that peers and supervisors appreciate them and take an interest in and actively listen to their input and feedback.

Employees go to work each day with the expectation of doing a good job and being paid equitably for their effort. This does not, however, preclude the fact that they also want to enjoy what they are doing and the people they do it with, all in a comfortable, humanistic environment (Jaussi & Dionne 2003:476).

Work Psychodynamics

According to Kickul, Lester and Finkl (2002:470), work psychodynamics are concerned with people's subjective experience in the workplace, as well as the individual and group defence strategies they employ to maintain their psychological balance in dealing with stressful working conditions. The suffering and pleasure in the workplace also falls within the ambit of work psychodynamics. According to the work psychodynamics theory, *appreciation* is a reward expected by the employee that is largely symbolic in nature. It is recognition in the sense of acknowledgement, or appreciation of the reality of the employee's contribution to the organization (Kleiman 2004:7). *Appreciation* exists in the sense of gratitude, highlighting an employee's contribution to the performance of work.

6.3 RELATING APPRECIATION TO EXISTING THEORIES

To explicate the study results further, appreciation will be discussed in relation to different theories relevant to this study for example;

6.3.1 Social Identity Theory (SIT)

As formulated by Kickul et al (2002:113), social identity theory is an interrelated group of social psychological theories concerned with when and why individuals identify with, and behave as part of, social groups, adopting shared attitudes. Social identity theory is therefore concerned both with the psychological and sociological aspects of group behaviour.

McCleod (2001:227) argue that social identification is a perception of oneness with a group of persons; social identification stems from the categorization of individuals, the distinctiveness and prestige of the group, the salience of out-group, and the factors that traditionally are associated with group formation. Social identification leads to activities

that are congruent with the identity, support for institutions that embody the identity, stereotypical perceptions of self and others. This perspective applies to this study with regard to organizational socialization, role conflict, and intergroup relations resulting from the restructuring process. In this study participants identified themselves with the rest of the staff in the organization but the process of restructuring disturbed this identity. Participants found themselves treated as outsiders, not being part of the existing social group, they felt alienated from the perceived preferred group, and they experienced rejection and felt that management did not appreciate their contributions in the organization.

McNamee (2002:112) explored the concept of group identity that holds together both organization and employees. They differentiate between elements of self-identity derived from individual personality traits and interpersonal relationships (personal identity) and those elements derived from belonging to a particular group (social identity). Relevant to this study is the fact that participants had different personalities and personal identities which clarify their different reactions to the same experience such as uncertainty, anger, disappointment and hurt, and in their different reactions the core element was that they did not feel appreciated.

According to Mickey (2000:389), Social Identity Theory asserts that group membership creates in-group/ self-categorization and enhancement in ways that favour the in-group at the expense of the out-group. In their study, Elliot and Gillie (1998:330) indicate that the mere act of individuals *categorizing themselves* as group members is sufficient to lead them to display in-group favouritism. After being categorized as a group membership, employees seek to achieve positive self-esteem by positively differentiating their in-group (those remaining) from a comparison out-group (those declared in excess). This is illustrated in this study where the employees declared in excess regarded themselves as being the group that is not appreciated and valued in their workplace and believe that the remaining group was most favoured and appreciated. This quest for *positive distinctiveness* means that participants' sense of who they are in the organization is defined in terms of 'we' rather than 'I'.

Elster (2003:301) states that social identity theory also incorporates self-esteem as a motivator for outcomes. Esteem needs can be categorized as external motivators and internal motivators. In line with Maslow's needs, internal motivating esteem needs are those including self-esteem, accomplishment, and self respect. External esteem needs are those referring to reputation and recognition (appreciation).

Self esteem

All humans have a need to be respected, to have self-esteem and self-respect. Also known as the *belonging need*, esteem presents the normal human desire to be accepted and valued by others (Meyer, Moore & Viljoen 1989:213). People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and self-valued, be it in a profession or hobby. Relating to Maslow, needs imbalances as experienced by the participants resulted in them having a sense of low self-esteem. Participants as they experienced low self-esteem needed respect from their supervisors and their colleagues. Psychological imbalances such as *depression* as indicated and experienced by some of the participants can also prevent one from obtaining self-esteem.

Social identity theory suggests a fundamental individual motivation for self esteem (Gonzalez 2002:194). Van Manen (2000:210) views self-esteem as a sense of self; the value one puts on self, and the worth one attaches to self. Self-esteem is the basic belief about self. If one has a positive belief system about one's self, one will have a positive self-esteem, but if one views oneself as worthless, one will have a negative self-esteem. Self-esteem is learned. Self-worth and self-esteem are often used interchangeably. Self-esteem comes from having respect for one and is enhanced by respect from others. In this study context, self esteem refers to self worth, self respect or how participants regarded or felt about themselves after being told that they have been declared in excess in their workplace; whilst self concept refers to perception about identity and achievements.

According to Symons (2002:250), self esteem has been conceptualized as an outcome, motive and buffer, but there is no overall theory of self esteem. The authors suggest that identity theory can be used to provide a theoretical framework for the integration of the various conceptualizations of self esteem. They further regard self esteem as an outcome of, and necessary ingredient in, the self verification process that occurs within groups, maintaining both the individual and the group. Recent research in identity theory shows that self-verification which occurs through performing a role, makes one feel efficacious (McNamee 2002:40).

Self is been defined sociologically by Symons (2002:250) as an organized and interactive system of thoughts, feelings, identities, and motives that people attribute to themselves and characterizes specific human beings. In this study the self esteem built up by the self verification buffered the negative emotions that occurred when the self verification was disturbed by being declared in excess in the workplace. This process allowed continued interaction in structural arrangements during the period of restructuring that caused disruption and change in the participants' lives and plans.

A desire to regain self esteem, produced in part through self verification, stabilized the group because it motivated individuals to form and maintain relationships that verify the participants' identities as professional nurses. Empirical evidence regarding the self-esteem motive, the antecedents of self-esteem, the relation between low self-esteem and psychological problems, and the consequences of enhancing self-esteem is consistent with the identity theory on self esteem. Table 6.1 illustrates the continuum of esteeming as related to this study.

Table 6.1: The “Continuum” of “Esteeming”

Acceptance	Appreciation	Esteem
Welcoming – inviting in	Gentle openness welcome	Highly valuing as important

non-judgmental	warmly with attraction and love	significant, worthwhile welcome with awe, honor
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(Hall & Bodenhamer 2000:203)

In this study the participants felt that their self esteem was wounded by the lack of respect from their supervisors during the restructuring process. Respect from others is in the form of recognition, acceptance, and appreciation. However, the key point is that respect from others will not change one's core self-esteem, because if one does not have an internalized sense of worth one is unable to 'absorb' or integrate the positive from others (Lea & Watson 2005:641). If one's core belief is that one is not good enough then nothing anyone can say is going to make them believe that they are good.

Self-esteem includes having a sense of competence, confidence, achievement, independence and freedom. Participants reported that their achievements and competence as professional nurses was ignored and not recognized when the decision of declaring them in excess was taken. Healthy self-esteem is a realistic appraisal of one's capacities. According to Hellgren and Sverke (2003:220), Sociometer theory proposes that the self-esteem system evolved as a monitor of social acceptance, and that the so-called self-esteem motive functions not to maintain self-esteem per se but rather to avoid social devaluation and rejection. Cues indicating that the participants are rejected, not adequately valued and accepted by their superiors' lowered their self-esteem and motivated behaviours that enhance relational evaluation with their colleagues.

Identities

A psychological identity relates to self-image (a person's mental model of him or herself), self-esteem, and individuality. Each individual is seen to have a repertoire of

identities open to them (social and personal), each identity informing the individual of who he is and what this identity entails (Hammerly 2000:271). Each of these many identities is most salient for an individual at any time will vary according to the social context. In this study context, participants' identity has consistently been associated with their status as professional nurse and entails their belongingness to the group of professionals within Gauteng Health Department and beyond.

The Social identity theory postulates that social behaviour exists on a spectrum from the purely interpersonal to the purely intergroup. Where personal identity is salient, the individual will relate to others in an interpersonal manner, dependent on their character traits and any personal relationship existing between the individuals. Participants had a long built relationship with their colleagues until this equilibrium was disturbed by the restructuring process that took place in their workplace. However, under certain conditions "social identity is more salient than personal identity in self-conception and when this is the case, behaviour is qualitatively different: it is group behaviour."

In several important ways, these issues of identity and identification are fundamentally communicative ones. It is through communication with others that we express our belongingness (or lack thereof) an identity to various collectives, assess the reputation and image of those collectives, that various identities are made known to us, and the social costs and rewards of maintaining various identities are revealed (Barrett 2004:343). Communication has been identified in this study as one of the vital themes towards self identity and a sense of appreciation. Despite this, there is today an emerging awareness and a growing body of research studies that implicitly recognizes the relations between communication and Social Identity Theory in organizational identification research.

6.3.2 Human Needs Theory (HNT)

“The absurd is born of this confrontation between human need and the unreasonable silence of the world” (Albert Camus)

Employee appreciation is as much an organizational management issue as it is one related to the basic needs of individuals. Le Compte (2004:44) views needs as internal states of lack. Kok (2007:21) states that our awareness of a need neither is nor predicated upon specific actions by others or our preferences but on an affective sense, arising from experience that we might best label as “wanting”. Participants experienced this internal lack of appreciation when they were told that they have been declared in excess in their workplace.

According to Kok (2007:4) Human Needs Theory (HNT) looks at the roots of conflict and offers valuable insights into the sources of conflict, and thus possible resolutions. In this study the source of conflict was the restructuring process that resulted in declaring some of the employees in excess in their workplace. In order to live and attain well-being, humans need certain essentials called basic human needs (Zajonc 2000:67). Human needs theorists argue that conflicts as displayed in the form of anger are caused by unmet human needs. Conflict occurs when individuals or groups do not see any other way to meet their needs, or when they need understanding, respect and consideration for their needs. Study participants stated that they did not understand why the restructuring process targeted them, they experienced not being respected and appreciated by the employer and their needs for safety and security were not considered.

Hellgren and Sverke (2003:220) state that acts of conflict as displayed by participants is a tragic expression of unmet needs, implying that all actions undertaken by human beings are attempts to satisfy their needs. Applied to this study, most of the dissatisfaction had to do with unmet human needs such as protection, identity, recognition, participation and understanding.

Only by giving more importance to these latter needs by truly recognizing them as needs essential to the wellbeing of all human beings, will we be able to address the current and intractable lack of appreciation experienced by the participants.

Damasio (2000:418) state that human beings share a basic set of inherent needs “that, as humans, we like to experience and express.” Our needs are a priori reasonable expressions of human nature. Humans experience needs in a common way even if each expresses their presence differently (Hellgren & Sverke 2003:232). In this study what the participants experienced was not what they liked or anticipated, it was something that was imposed and took them by surprise. Like any other human being they expressed and experienced the same situation differently, but at the core of their experiences was the absence of appreciation for their efforts in the workplace.

Human needs theorists argue that one of the primary causes of protracted or intractable conflict is people’s unyielding drive to meet their unmet needs on individual, group and societal level (Damasio (2000:418). According to Kok (2007:8) human perceptions play an essential role in conflict resolution. In this study the conflict was between the management and the employees declared in excess as a result of the restructuring process. Culture, education and societal influences shape our minds and our perceptions (Mroczkowski & Hanaoka 2000:432). Enemy images (negative reactions) are created which convince groups or individuals that certain needs can only be met by certain strategies and that other groups are intrinsic obstacles to their needs being met.

This statement is applicable to this study where participants blamed the supervisors and colleagues (enemies) and they were convinced that their supervisors and their colleagues sold them out and that is the reason they were declared in excess. Supervisors were regarded as obstacles of having their needs of respect and appreciation met. In this study a sense of no appreciation involves the unmet needs amongst others that of identity, and security.

Participants felt that their legitimate identity as professional nurses was being denied both personally and professionally they were not appreciated and as a result were declared in excess. Participants further felt that that they have no security because their status as professionals is not recognized and appreciated by their superiors. Human Needs Theory is widely applicable and may provide sustainable solutions as it focuses on the source of the conflict; it promotes understanding from the base of common humanity.

In table 6.2 needs as defined by Maslow, Burton, Rosenberg and Max-Neef are presented. The highlighted needs are relevant to this study.

Table 6.2: Human needs, as presented by various theorists

Maslow	Burton	Rosenberg	Max Neef
Food, water, shelter (1)	Distributive justice	Physical Nurturance	Subsistence
Safety and security (2)	Safety, Security		Protection
Belonging or love (3)	Belongingness	Love Integrity	Affection
Self-esteem (4)	Self-esteem		Understanding
Personal fulfilment (5)	Personal fulfilment	Play	Creation
	Identity	Celebration and mourning	Identity
	Cultural security	Spiritual Communion	Leisure, Idleness
	Freedom		Freedom
	Participation		Participation

(Kok 2007:6)

Maslow

Humanistic Psychologists believe that in every person there is a strong desire to realize his or her full potential, to reach a level of self-actualization to prove that humans are not simply blindly reacting to situations, but trying to accomplish something greater. Maslow (1943:25) realized through his studies that individuals experienced “peak experiences” which are the high points of life, when the individuals believe they are at harmony with themselves and their surroundings. Self-actualized people can have many peak experiences throughout a day while others have those experiences less often.

Maslow saw human beings' needs arranged like a ladder. The most basic needs, at the bottom, were physical—air, water, food, sleep. Then came safety needs—security, stability—followed by psychological, or social needs—for belonging, love, acceptance. This was the vital phase for the participants where they wanted to feel accepted and appreciated by their employer during the restructuring process for all the years they served. Then came esteem needs—to feel achievement, status, responsibility, and reputation. By not being appreciated the participants' status as professionals has been violated and it was difficult for them to reach the top level of the self-actualizing needs—the need to fulfil oneself, to become all that one is capable of becoming. *Peak experiences* are profound moments of love, understanding, happiness, or rapture, when a person feels more whole, alive, self-sufficient and yet a part of the world, more aware of truth, justice, harmony, goodness, and so on.

Burton

In Burton's view, not differing from what the study participants experienced, the needs most salient to an understanding of destructive social conflicts are those for identity, recognition, security, and personal development. However, he emphasizes the failure of existing state systems to satisfy the need for identity, as the primary source of modern ethno-nationalist struggles (Kok 2007:5).

Humans need a number of essentials to survive. According to Maslow (1943:370) these essentials go beyond just food, water and shelter. They include both physical and non-physical elements essential for human growth and development, as well as all those things humans are innately driven to attain as listed.

- Safety/Security - the need for structure, predictability, stability, and freedom from fear and anxiety. If appreciated one is free from fears and uncertainties that may occur in the workplace.
- Belongingness/Love - the need to be accepted by others and to have strong personal ties with one's family, friends, and identity groups. In the workplace a sense of appreciation make one to feel that he/she belongs to a certain group and gives you an identity.
- Self-esteem - the need to be recognized by oneself and others as strong, competent, and capable. It also includes the need to know that one has some effect on her/his environment. Being appreciated by your supervisors and colleagues boost one's self esteem and dignity.
- Personal fulfilment - the need to reach one's potential in all areas of life. One needs to be appreciated for the efforts taken and for the achievements. This gives the individual the energy and the desire to reach his/her potential (self – actualization).
- Identity - goes beyond a psychological "sense of self," and other human needs theorists define identity as a sense of self in relation to the outside world. Identity becomes a problem when one's identity is not recognized as legitimate, or when it is considered inferior or is threatened by others with different identifications. To belong to a certain group shows acknowledgement and appreciation of one's existence and contribution.
- Distributive justice - is the need for the fair allocation of resources among all members of a community. In the workplace the manager should apply justice equally amongst employees. By declaring others in excess and not others indicate a lack of appreciation to employees and that there was no justice especially if the manager favours some over others.

- Participation - is the need to be able to actively partake in and influence civil society.

Participants felt that to participate in the decision making of issues affecting your future is an indication of appreciation from the manager.

Rosenberg

According to Danielsen (2005:213) human needs are powerful sources of explanation of human behaviour and social interaction. Participants declared in excess expected the social system to be responsive to their individual needs caused by the instability and forced change resulted from the restructuring process. Within international relations and peace studies, conflict that may have been caused by the restructuring process and the theory of Human Needs is relevant in looking at the resolutions of the disturbed needs. These needs that are frustrated by institutions and norms require satisfaction.

Certain groups' needs for identity, autonomy, protection and equality may be met through a range of strategies. Lack of trust as experienced by the participants and enemy images of the "other" may convince the group that the only acceptable or possible solution is a separate state (Rosen 2006:115). Building trust, deconstructing enemy images and fostering cooperation are therefore key elements in human needs-based conflict resolution (Danielsen 2005:209).

Rosen (2006:172) pointed out that needs are always compatible, while strategies may not be. This is key to the human needs approach, as it implies that all conflicts are resolvable when we focus on and consider human needs (Wong & Rochlen 2005:65). What seemed to be unprocedural and unfair in this study was indeed resolvable if the employees' needs were taken into consideration during the restructuring process. What employees needed was to be part of the process from its inception, be part of the decision making, be recognized, be informed, respected and appreciated.

They wanted to feel secure and protected in their workplace. During the restructuring process; it is essential to become clear on all unmet needs and find strategies which will meet both or all parties' needs.

Max-Neef

According to Zald and Pardo (1997:4120) Human Needs Theory attempts to unify human beings from different regions and cultures, creating a common understanding of who we are and how others have similar needs and feel the same as we do. It highlights the distinction between negotiable and non-negotiable issues in a conflict situation looking at how best the parties can have their needs met and those of others.

This school of Human Scale Development is described as, "focused and based on the satisfaction of fundamental human needs, on the generation of growing levels of self-reliance, and on the construction of organic articulations of people with nature and technology, of global processes with local activity, of the personal with the social, of planning with autonomy, and of civil society with the state" (Rondeau & Wagar 2000:161). *Fundamental human needs, according to the school of "Human Scale Development" developed by Max-Neef are seen as ontological (stemming from the condition of being human), and are few, finite and classifiable. They are also constant through all human cultures and across historical time periods. Changes that take place over time and between cultures are the strategies by which these needs are satisfied. It is important that human needs are understood as a system for example, they are interrelated and interactive.*

According to Max-Neef there is no hierarchy of needs (apart from the basic need for subsistence or survival) as postulated by psychologists such as Maslow, rather, simultaneity, complementarily and trade-offs are features of the process of needs satisfaction.

Max-Neef and his colleagues developed the taxonomy of human needs and a process by which communities can identify their "wealths" and "poverties" according to how their fundamental human needs are satisfied. Max-Neef classifies the fundamental human needs as: subsistence, protection, affection, understanding, participation, leisure, creation, identity and freedom as illustrated in Table 6.2.

In this study the needs for protection, affection, understanding, participation and identity of employees declared in excess were violated. They lost their group and individual identity by being alienated and not appreciated. Management's behaviour towards them demonstrated lack of protection, understanding and affection. They were not the favoured group and they were not allowed to participate in the decisions regarding their future.

6.3.3 Transformational leadership theory (TLT)

Transformational leadership is a leadership style that creates valuable and positive change in the followers. According to Jaussi and Dionne (2003:476), a transformational leader focuses on "transforming" others to help each other, to look out for each other, to be encouraging and harmonious, and to look out for the organization as a whole. In this leadership, the leader enhances the motivation, morale and performance of his follower group (Zatzick & Iverson 2006:999).

Hopkins, Hopkins and Mallette (2000:977) state that one of the most important and difficult leadership responsibilities is to guide and facilitate the process of making a major change in an organization. In this study participants displayed signs of lack of appreciation from their managers and dissatisfaction with the restructuring process for many reasons, including distrust, doubts about the need for change, doubts about the feasibility of change, doubts that the benefits justify the costs, fear for economic loss, fear of losing status and power, fear of personal failure, perception that the change is inconsistent with values, and resentment about interference from above.

Erhart and Klein (2001:130) state that reacting to lack of appreciation especially in the workplace should be viewed as a normal defensive response, not as a character weakness or a sign of ignorance to the events.

Leaders are more important than ever in the contemporary era of complexity, change, large enterprises, and nation states. However, their effectiveness depends on their personality and charisma and not solely on their control over bureaucratic structures (Zatzick & Iverson 2006:999). During the restructuring processes transformational leaders make employees more aware of the importance and value of the work and influence them to transcend self-interest for the sake of the organization. According to Durgin (2006:7) developing employees includes behaviour that is intended to increase job-relevant skills which facilitates job adjustment and career advancement. Examples include coaching, mentoring, and career counselling. A manager who applies these three concepts during daily work practice indicates his/her full support and appreciation of subordinates.

To indicate the appreciation of the employees affected by the restructuring process, leaders need to develop employees' new skills and confidence to prepare them to assume more responsibility in a new environment post restructuring. According to Iverson and Pullman (2000:978), leaders have to provide continuous support, encouragement and appreciation to maintain enthusiasm and effort in the face of obstacles (hind ringer), difficulties, and emotional fatigue of those being declared in excess in the workplace. As a result of this influence, employees trust and respect the leader who acknowledges their existence as part of the organization, and they then feel motivated, and accept and embrace the restructuring process in a positive manner.

Supporting includes a wide range of behaviours by which managers show consideration, appreciation, acceptance, and concern for employees' needs and feelings. A manager who is considerate and supportive toward employees is more likely to win their understanding and loyalty (Fisher 2005:2).

Recognizing involves giving praise and showing appreciation to others for effective performance, significant achievements, and important contributions to the organization. Recognizing and appreciating help to strengthen desirable behaviour, improve interpersonal relationships, and increase job satisfaction especially during a period of uncertainty and insecurity.

Effective transformational leadership involves efforts by a manager to encourage and facilitate participation by others in making decisions that would otherwise be made by the manager alone. Hopkins, Hopkins and Mallette (2000:979) agree that participation can take many forms, ranging from revising a tentative decision after receiving protests, to asking for suggestions before making a decision or to asking an individual or group to jointly make a decision. Allowing others to make a decision is often necessary for getting decisions approved and implemented in organizations.

In this study participants stated that they did not participate and were not consulted about the restructuring process and their managers did not involve them in the decision making about their future and to them that was an indication of lack of appreciation from the managers' side. However, even when it is not necessary to consult with employees before making a decision, a manager may still prefer to do so in order to obtain the benefits of participation especially when the decision affects the employees (Davis 2003:182). The potential benefits of participation include better decisions and greater acceptance of decisions by employees who will have to implement them or would be affected by them.

According to Hopkins et al (2000:977) a transformational leader can do many things to facilitate the successful implementation of change. This can include effective communication, appreciation, building trust, ensuring safety and protection and ensuring that the employees' needs are satisfied.

Political actions on the other hand include creating a coalition to approve change, forming teams to guide it, selecting the right people to fill key positions, making symbolic changes that affect the work, making structural changes to institutionalize change, and monitoring the progress of change to detect problems that require attention.

The organizational process does not differ from the political perspective as employees are the ones affected by the processes and the progress monitoring which depends on their reactions and acceptance of the whole process. People-oriented actions include creating a sense of urgency, preparing people for change, helping them cope with change through a sense of appreciation, keeping them informed, demonstrating continued commitment to the change program, and empowering people to implement change. This was not the case in this study as participants were not prepared on time; they were not informed and were not assisted in any way to cope with the fact that they have been declared in excess in their workplace. To the participants this was another indication of lack of appreciation from the leaders' side. There was no demonstration of commitment from the managers' side that management still cares, appreciate and understand what the employees are going through.

Leadership style and organizational culture

For an organizational culture to become more transformational, top management must articulate the changes that are required and those that may affect the employees (Kickul, Lester & Finkl 2002:470). This is in a way the demonstration of appreciation and value of the employees and their contributions throughout the years. Jaussi and Dionne (2003:480) state that if the organization wants to tap the expertise of its members to the fullest, it may highlight its "consultative" style of leadership that indicates the appreciation of employees who are to be affected by the change. In this study the leaders' consultative style was not put into practice during the restructuring process hence the feelings of unfairness amongst the participants.

Changes are introduced in the daily practices of the organization. Robinson and Morrison (2000:527) cite that the desired role models of leadership begin at the top and are encouraged at each successive level below. The behaviours of top level leaders become symbols of the organizations culture of appreciation and consideration. Leaders who are concerned about organizational renewal will seek to foster organizational cultures that are hospitable and conducive to creativity, appreciative to its employees, problem solving, risk taking, and experimentation.

Erhart and Klein (2001:150) suggest that after deliberation and consultation, managers should articulate changes that are desired. The necessary changes in structure, processes, and practices should be made and widely communicated throughout the organization. Robinson and Morrison (2000:529) regarded this as an act of appreciation to the service rendered by the employees over years. Duffield, Kearin, Johnson and Leonard (2007:4) state that the closest to the promotion of fundamental understanding with empirical verification have shown that *trust and appreciation* are the important intervening constructs during a period of uncertainty and anxiety.

Hopkins et al (2001:300) connect the charismatic behaviour of the leader (which includes inspirational motivation, intellectual stimulation, and individualized consideration) with the self-concept and self-esteem needs of the follower. They found that employees who feel appreciated by their seniors react positively to any change process. However, current definitions of transformational components suggest that it is through idealized influence (charisma) that leaders can best close the gap between the organization's mission and the individuals' self-concept, self worth and self esteem. It is proposed by Robinson and Morrison (2000:530) that transactional leaders focus on pragmatic paths to goals, whereas transformational leaders produce in their followers a higher level of self-worth:

(1) salience of the collective identity in their self-concept; (2) sense of consistency between their self-concept and their actions on behalf of the leader and the collective; (3) higher level of self-esteem and a greater sense of self-worth; (4) similarity between their self-concept and their perception of the leader; (5) increased sense of collective efficacy; and (6) a sense of “meaningfulness” in their work and lives.

Since the experience of self-worth and self-efficacy are contingent on goal attainment, it would be highly dissonant for the individual who is valued and appreciated to resist commitment to the vision and mission of the leader (Jaussi & Dionne 2003:489).

6.3.4 Emotional intelligence theory (EIT)

Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups (Durgin 2006:7). Different models have been proposed for the definition of EI. Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to: "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment (Rezoana 2006:390). The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours.

The model claims that EI includes 4 types of abilities:

Perceiving emotions — the ability to detect and decipher emotions in faces, pictures, voices, and cultural artefacts- including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

Using emotions — the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

Understanding emotions — the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

Managing emotions — this is the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals (Sahdev 2000:56).

EI does not prepare us for how to cope with the pressures in our environment; neither does it assist in reading and reacting appropriately to subtleties in social settings. EI is what helps us making (and often finding) our way in a very complex world! One can almost see a high EI as being 'street-smart' (Jandaghi, Martin & Farjami 2009:464).

According to Durgin (2006:5) the EI principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. In this study the relevancy of EI concerns the attitudes of managers and employees, the strained relationships, the reactions of employees who were declared in excess, and the management style during the restructuring process. Appreciation emerged as the core constituent during all these processes in this study.

Maslow's theory can be linked to Emotional Intelligence. Stone, Russell and Patterson (2004) state that Self-actualizers naturally have stronger EI.

People struggling to meet lower order needs - and arguably even middle order needs such as esteem needs - tend to have lower EI than self-actualisers. The original five

stages of the hierarchy of needs explains that all needs other than self-actualisation are deficiency drivers, which suggest, in other words, some EI development potential or weakness (Winston 2003:185).

Emotional appraisal

Goldring and Greenfield (2002:20) define the ability to appraise and express emotion as an individual's ability to sense and acknowledge their own and other's emotions and to express appropriate emotions at the appropriate times. In this study there was a lack of acknowledgement of participants' emotions resulting from the restructuring process. Managers need to accept employee's emotions by allowing them to ventilate – thus an indication of respect for others' realities and appreciation thereof. According to Ehrhart and Klein (2001:143), the manager who can sense the emotions and feelings of employees is more successful in developing emotional bonds than the manager who cannot do this. This seems to fit well with Page and Wong's (2000:208) concept of *caring for others*.

The establishment of emotional bonds is part of Iverson and Pullman (2000:980) construct of commitment to the leader that develops from the employee's relationship with the leader. Participants committed themselves to their organization through the psychological contract they entered into with the employer wherein their relationship was built. This relationship and contract were later violated when there were no indications of a sense of appreciation when they were told that they have been declared in excess in their workplace.

According to Stone, Russell and Patterson (2004:287) the idea of a leader appraising and expressing emotion is consistent with the transformational leadership idea of individual consideration in which leaders vary their communication and behaviour to the specific needs of each employee.

The participants expected their leaders to be sensitive and appraise them for the good work they have done throughout their years of service in their organization (Wong & Sohal 2002:40) contends that the transformational leader disburses *personal attention*

to followers based on the individual follower's needs for achievement and growth as support for the construct of “appreciating others.”

This study's contention is that employees who perceive that the leader cares for and is concerned about their feelings and needs, result in the employees defining their relationships with the leader and the organization as one of caring- appreciative social exchange. This seems to logically support the notion that leaders who are able to appraise the emotions of a follower should be able to establish trusting relationships in which employees are more committed to the leader and the organization (Goldring & Greenfield 2002:15).

Emotional trust

Wong and Sohal (2002:35) define trust as a combination of respect, goodwill, harmony, everyone having a voice, truth-telling, appreciation and credibility. Trust occurs when leaders show concern and appreciation for others, and act in honest ways. The leader's personal involvement, responsibility to others, celebration of the followers' uniqueness, and unleashing creativity in others is an indication of appreciation (Stone, Russel & Patterson 2004:350). Davis (2003:189) makes a contribution to the links found between emotional intelligence by inferring that those leaders who are considerate, kind, and accurately perceive the needs and feelings of their followers find that their employees respond with increased levels of altruism, courtesy, sportsmanship, and conscientiousness and trust.

The use of trust seems to fit well with Lea and Watson's (2005:641) notion that the use of emotion results in antecedent behaviours leading to trust. The following items that appear to relate to the notion of proactive regulation of emotion are relevant to this study: trust, role modelling, empowerment, and mentoring.

These factors are items that can be grouped together under the heading of “Transforming Influence,” which implies a sense of appreciation and proactive behaviour on the part of the leader. Role modelling is defined as leading by personal example.

Empowerment represents the leader allowing the follower to experiment and to be creative without fear. The leader uses mentoring to provide the follower with candid feedback about performance.

According to Elster (2003:204) the ability to understand and analyze emotions results in leaders appreciating and understanding the causes and consequences of emotions. This ability by leaders would seem to be two-dimensional in that the leaders should be able to appreciate and understand the cause of their own emotions as well as the emotions of the followers (Elster 2003:212). Participants were frustrated when organizational barriers conflicted with their psychological contract, their service to the organization was not appreciated, their communications were disregarded, and their attempts to create a shared vision and teamwork were ignored.

Emotional reaction to discrepancy

According to Sherman and Kim (2006:225) emotions are relatively intense affective states that interrupt ongoing thought processes and behaviours. Participants' emotions were triggered by encountering what was unexpected. Being declared in excess came as a shock as they were not prepared and ready for such negative news. Just as discrepancies can be positive or negative, so, too, can emotions, consistent with the basic dichotomy of pleasure and pain (Evans 2004:179).

The emotions of not being appreciated by the supervisors put the participants in a state of preparedness to deal with the discrepancy. For example, negative emotions, such as fear and anxiety which were experienced upon being declared in excess in the workplace, may have served the important functions of directing the participants' attention to the questionable restructuring results, and mobilizing the participants to take actions to minimize current emotional damage and ensure that the same pain and uncertainty is prevented in the future.

The heightened levels of arousal characteristic of emotions are triggered by discrepancies that occurred during restructuring where other employees were affected whilst some were not. This arousal, in turn, triggered efforts to cognitively interpret or

make sense of the discrepancy leading to participants asking “why them”? Why this lack of appreciation?

As a result of the restructuring process the participants felt that their future plans, goals and objectives about their career have been disrupted and that this has somehow affected their well-being. In this way, emotions are functional in that they provide signals that there is a situation that is personally relevant in need of attention (Zajonc 2000:305). Hence, emotional reactions played a key role in how the participants experienced the restructuring process.

Learned Helplessness

It appears that humans can learn to be helpless when exposed to uncontrollable negative consequences, although initial reactions to such conditions often result in increased attempts to assert control (Davis 2003:190). Participants reported that they felt helpless and did not know what to do. “*Learned helplessness*” set in, resulting in decreased effort in the participants fighting the decision made on their behalf and on their future.

In organizational settings, it is likely that organizational members might encounter situations in which learned helplessness actually does set in; especially in situations where people lack control (De Waal 2006:114). Each time the participant tries to attend to the situation responsible for the discrepancy, they realize that they do not have the authority or control to make any changes and suggestions to superiors fall on deaf ears. This indicated lack of appreciation of the participants as employees and professionals. Eventually, the participants learned to accept these discrepancies and negative emotions without responding to them, as they are viewed as beyond personal control.

Experiencing feelings

The word “*feeling*” is used to describe both affective and cognitive states (Bryson 2004:268). The affective sense has acquired a connotation as being a less than

trustworthy state of being. Humans tend to prefer thinking about feelings over experiencing them. In this study participants experienced and thought about their experience of being declared in excess in their workplace. The experiencing came when they were given the bad news and thought about the bad news when they were interviewed. Experiencing feelings distinguishes between the affective and cognitive senses and privileges (Fisher 2005:1).

This introduces the idea that feelings are experienced somatically and quite distinctly from thoughts (Hopkins, Hopkins & Mallette 2000:977). The experience of this distinction leads to the discovery that feeling is the key to uncovering our needs of self esteem and self worth (Fisher (2005:2). In this study experience is regarded as the highest authority. The touchstone of validity is the participants' experience of being declared in excess in their workplace. No other person's ideas, and none of the researcher's ideas, are as authoritative as the participants' experience. It is to experience that participants had to return to again and again. The researcher agree with Luthans (2000:23) that neither the Bible nor the prophets –neither Freud nor research- neither the revelations of God or man- can take precedence over the participants' direct experience of not being appreciated and being declared in excess.

Emotional Model of Organizational Change

Sheman and Kim (2002:229) propose a cognitive–emotional model of organizational change. It is argued that when employees feel that they are not cared for, they are not appreciated and their needs are not met, their emotions go through four sequential but distinguishable stages in the organizational change process.

In the first stage, primary appraisal induces emotions that are high in arousal, mixed in hedonic tones, and are anticipatory. In the second stage, the mixed emotional experiences give way to either positive or negative emotions as a result of the secondary appraisal.

The emotional experience then affects employees' coping behaviours in the third stage. In the fourth stage, discrete emotions that are evaluative and have distinct action tendencies are induced. Given this changing nature of employees' emotional experiences during the organizational change process, and considering emotions' influence on individuals' attitudes and behaviours, it is suggested that change agents need to be sensitive, considerate and adjust the timing and content of the information communicated in order to promote employee acceptance of the change process (Symons 2002:218).

6.3.5 Caring theory (CT)

Caring is a complex phenomenon and many definitions have been suggested. The definitions that follow indicate the physical and emotional nature of this concept for both carers and recipient of care. According to Thagard (2006:69) caring refers to intentional actions that convey physical care and emotional concern and promote a sense of security in another. Zajonc (2000:31) defines caring as the mental, emotional and physical effort involved in looking after, responding to and supporting others. Caring for someone, in its fullest sense, includes an emotional element, i.e. to care for and about the person (Yukl 2002:133).

During the restructuring process participants expected managers to form supportive relationships and engage with them, to care for and about them, which involves their emotions. Participants felt that their managers were non- caring and non- appreciating throughout the restructuring process and were left to deal with the existing emotional turmoil on their own.

Fraley and Shaver (2000:109) and James (1992:488) suggest that emotional caring operates in the context of caring about and concern for, since it involves a 'personal exchange'.

Clearly, not all employees affected by the restructuring process require intense emotional engagement with their supervisors. However, in situations when they are

emotionally upset, or when employee –employer contact is maintained over a period of time (well established psychological contract), the employees will definitely need that relationship to be effective. Participants needed to be cared for emotionally and be appreciated for being part of the organization undergoing restructuring. Ability to move along such a continuum, according to individual circumstances, may confer an advantage and protect supervisors and subordinates from undue emotional stress. By viewing the situation from participants' perspectives and empathizing with their emotions, their expressions and behaviour can be interpreted as a display for the need for caring and appreciation. It is acknowledged that showing actions that reflects caring and appreciation for participants shows humanity on the part of the managers.

Following are views on how employers can show employees they care:

Achievement

The successful completion of something noteworthy through someone's own skill, ability, talent and perseverance results in a sense of pride in themselves and the organization for which they work. Regardless of the size of the achievement, employees need to feel that what they do has worth and purpose, and that their participation means something to the good of the whole. In this study employees felt that their contribution towards where the department is today is not appreciated and therefore felt worthless. An environment that appreciates and encourages individual and team achievement will go a long way in developing a culture where *employee engagement* thrives (Maypole & Davies 2001:54)

Recognition

Receiving a pat on the back can go far in making an employee feel good about what they do and where they work. Employers can do this by building an environment that encourages *mutual respect* for one another and rewards appropriate behaviour that models an organization's values. In this study participants reported that there was no

sense of respect from the management side during the restructuring process. Cameron and Caza (2004:721) cite that during the restructuring process managers need to develop and initiate programs that will help to create an environment where employees feel acknowledged and recognized (appreciated).

Equity

Employees that feel they are treated fairly are far more likely to remain positive about the change processes than if they sense that an organization or its management team engages in elitism, nepotism, or favouritism. Employees want to feel that they are receiving fair treatment in comparison to their co-workers. In this study participants felt that they were the unfavoured group when they were declared in excess. This feeling of equity is what motivates employees to accept any change that is taking place within their workplace as they would feel that their contributions over the years of their service rendering are appreciated. According to Willis (2004:9) the most highly motivated employees are the ones that feel appreciated and that their contribution is most closely aligned with what the employer expects. It's about creating the kind of environment where as much care and appreciation is provided to the affected employees as to the ones remaining.

6.3.6 Fairness theory (FT)

Fairness theory suggests that accountability and judgements are central in the development of justice perceptions following decision making events (Wong & Rochlen 2005:69).

Fairness theory maintains employees mentally alter aspects of events in order to develop contrasting frames of reference by which to evaluate events in question. In this study this connotation refers to the event of restructuring where participants experienced lack of care and appreciation when they were declared in excess in their workplace.

Fairness theory has got three counterfactuals relevant to this study.

Would counterfactual: This questions whether things would have been better if the restructuring process have unfolded differently? Participants asked questions about the whole process and could not get satisfactory answers. They thought that if maybe they were involved in the decision making, things wouldn't be the way they are where they feel unappreciated, lost trust and believe that the whole process was unfair.

Could counterfactual: This determines whether a decision maker could have taken a difference course of action? Participants felt that the employer could have done something besides restructuring especially when they as professional nurses and scarce resource never thought that this will affect them. The participants in turn regarded the restructuring process as injustice as their needs were not considered during the implementation of the restructuring process.

Should counterfactual: This addresses whether, based on moral and ethical standards, the decision maker should have acted as he or she did. Employees felt that the employer should have listened to them before declaring them in excess or should have given the moral and ethical reasons and explanations behind the restructuring process. To the participants this was an indication of lack of consideration, care and appreciation form the employer's side.

In this instance, fairness theory suggests that fairness and appreciation lead employees to conclude that they would have been better off had events unfolded differently or believe the decision maker could or should not have taken a different course of action (Folger & Cropanzano 2001:23).

According to Cohen-Charash and Spector (2001:280) specific practices can be developed in order to manage the victims' perceptions of the organizations and their intentions to quit in the aftermath of restructuring process. These practices must be woven around appreciation, fairness, caring for the separated employees, legitimacy,

support and empowerment. The challenge is to build credibility of the organization as a caring and trustworthy one during the period of restructuring.

6.4 SUMMARY

Employee appreciation is acknowledged from different theoretical and philosophical perspectives as a management practice. Based on the social identity (6.3.1), human needs (6.3.2), transformational leadership (6.3.3), emotional intelligence (6.3.4), caring (6.3.5) and fairness (6.3.6) theories related to appreciation, the following emerged:

- The employers should show their appreciation of the work that the employees are doing and for being able to cope with the situation and its stresses.
- Regardless of the size of the achievement, employees need to feel that what they do has worth and purpose and that their participation means something to the good of the whole.
- Employees that feel they are treated fairly are far more likely to remain aboard than if they sense that the organization or its management team engages in elitism, nepotism or favouritism.
- Employees react strongly to loss of appreciation and the lost sense of fair treatment that comes with it in circumstances such as organizational restructuring. The need for people to feel that they are being treated fairly is basic, and nothing is more basic for most people than appreciation. The impact of people feeling that they are not being treated equitably in this respect can be strongly negative on the organization and individuals. A critical condition for employee appreciation is a clear, credible and inspiring organizational *purpose* that translates for workers into a “reason for being there.”

CHAPTER 7

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS, GUIDELINES AND LIMITATIONS OF THE STUDY

“Reasoning draws a conclusion, but does not make the conclusion certain, unless the mind discovers it by the path of experience” (Bacon)

7.1 INTRODUCTION

This chapter presents a summary of the findings, conclusions and recommendations of the study based on the data analyzed in chapter five and six. The discussion revolves around the major themes, categories and subcategories that emerged from data.

7.2 PURPOSE OF THE STUDY

Purpose of the study was to explore the lived experiences of employees who have been declared in excess during a restructuring process in the Gauteng Health Department. Phenomenology offered an approach to researching the complex world of human experience and accommodated non-empirical data such as values, beliefs and feelings.

7.3 THE GUIDING RESEARCH QUESTION

The research question that was asked to all the participants and made it possible for data collection was:

“What were your experiences when you were told that you have been declared in excess in your workplace?”

7.4 RESEARCH DESIGN AND METHODOLOGY

A qualitative, explorative, descriptive and contextual study design was followed, which is according to Finlay (2003:285) has wide application opportunities in industrial psychology. The researcher adopted a phenomenological approach which served as a meta- theoretical structure and as methodology

In-depth interviews were conducted with participants who comprised of ten professional nurses having been declared in excess in the Gauteng Department of Health. Purposive sampling was used and interviews were conducted until data saturation was reached. Data analysis followed Giorgi’s stages for qualitative data analyses and open and axial coding were used to create order in the data which eventually lead to the emergence of four major themes with categories, subcategories and sub-subcategories.

Literature support review

Some qualitative researchers believe that an extensive literature review should not be conducted as this may influence the researcher’ interpretation of the data collected.

In this study the researcher conducted a preliminary literature search for the following reasons:

- It opened the researcher to the complexity of the phenomenon under investigation.
- It introduced the researcher to the context of the phenomenon and the culture of participants.

- It provided additional justification and credibility for the study, for example, illustrating that this phenomenon has not been studied before or studied in this manner.
- It signified how this research could add to existing knowledge.

The major literature review was conducted as a literature control to support the themes and categories that emerged from the data as discussed and presented in chapter 5.

Relating the research results to existing theory

“Appreciation” is a single construct that was extracted from the data which accommodates all other categories and themes. This was an attempt to enhance the trustworthiness of the findings and to indicate the practical implication of the findings.

Appreciation is related to the experience of being declared in excess in the workplace. In this study the concept of appreciation was related to the social identity theory, human needs theory, emotional intelligence theory, caring theory, fairness theory and transformational leadership theory. These theories were found to be accommodative to the concept of appreciation. The researcher related the study findings to the following appreciation practices (Foster & Perkins 2004:20) which are regarded as the best practice:

- Regularly informing staff of organizational changes, goals and strategies.
- Consulting and involving them in the various design and steering phases of projects that include restructuring processes.
- Giving employees decision-making latitude in their jobs about decision affecting their future and career.
- Getting managers to be more visible and accessible during and after the restructuring process.
- Encouraging employees to support each other especially during difficult times of organizational restructuring.

7.5 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this section, themes and categories (findings) are discussed with reference to “*appreciation*”. Conclusions are drawn from these findings and recommendations are made based on the conclusions.

7.5.1 Theme 1: Organizational communication during restructuring

Findings:

Participants reported dissatisfaction with the way in which the negative news of their being declared in excess was given to them. They were not told beforehand about the restructuring process which was under way. They felt that management should have consulted with them about the restructuring process as they have the right as employees to participate in the decision making about their future in the workplace (Data display:5.1.1) the rumours which employees heard about restructuring and that some employees would lose their jobs, created fears, uncertainty, confusion and anger (Data display:5.1.2). They complained about the lack of information from management by not keeping them informed about changes within the organisation and the restructuring process. During the sudden breaking of the news of being declared in excess, the supervisors could not provide answers to employees’ questions (Data display: 5.1.3). Even after having received the news of being declared in excess, employees explained of lack of feedback, nobody from line or top management came back to them to explain the situation in detail (Data display: 5.1.4).The employees felt that they were not involved in decisions making in their organization and that decisions are being taken for them (Data display: 5.1.5). There was a general lack of understanding among the participants about the process of restructuring, the meaning

of being declared in excess and why they specifically were chosen to be declared in excess (Data display:5.1.6).

Conclusion:

An extensive open and ongoing communication can significantly reduce resistance to change, influence the acceptance of inevitable change and the adoption of new practices and cultures; dispel rumours and minimize uncertainty and employee stress. The participants felt that management did not care about them as employees and did not value them. Poor communication is viewed as a lack of appreciation from the employer's side. Participants were undervalued by the organization which indicates that the victims' expectations of the organization had not been met during the restructuring process. Communicate with candour. When questions come up that you cannot answer either because you don't know or you can't tell due to legal reasons, be honest and tell the truth. Your employees will understand, and will see this as a visible sign of respect and appreciation.

Recommendation:

Effective communication should be implemented throughout the three stages of the restructuring process; that is pre-restructuring, the time the restructuring actually happens, and throughout the post restructuring process. Employees need to be informed timeously of changes that would affect their future to allow them to plan ahead. This is considered to be human and caring. Change needs to be managed by providing the necessary information in an empathetic and caring manner. The employer should have regular meetings with the employees during which their fears and concerns can be addressed and their questions answered, as this opens the channel for better communication. The employer should act procedurally and substantially fair at all times to prevent the possibility of hurting the employees in the interim.

7.5.2 Theme 2: Reactions to being declared in excess

Findings:

The Participants experienced several **emotional reactions** associated with *loss and grief when the news* when the news was broken to them about them being declared in excess in their workplace. They were *shocked* by the unexpected news as their job security was suddenly jeopardized (Data display: 5.2.1.11).

Participants expressed their *sadness* on being declared in excess while they felt that their hard work in the past was *not appreciated* (Data display: 5.2.1.1.2). They experienced *fear* through the realization that they have lost their jobs as their future was suddenly very uncertain. The fear and uncertainty led to *anxiety* as the whole situation became a threatening event. These intense emotional reactions manifested in physical responses as some participants reported they were shaking with fear and experienced an increased heartbeat because of anxiety (Data displays: 5.2.1.1.3, 5.2.1.1.4).

As a manifestation of fear, extreme *anger* was felt by the participants mostly directed to their supervisors (who broke the bad news to them) and management in general. Anger arises when there is an encroachment upon one's dignity (Zald & Pardo 1997:4119), and when one is being rejected by somebody and therefore not appreciated for one's worth (Data display: 5.2.1.1.5).

The participants experienced *guilt* and as they felt like a failure for having been declared in excess and blamed themselves. They felt ashamed (Data display: 5.2.1.1.6). In spite of all the negative emotions expressed, some participants indicated that they had *hope*. Participants felt that talking about the issue would decrease their stress while others still had hope that management would reconsider their decision if they continued delivering a good service (Data display 5.2.1.1.7).

Psychological reactions on being declared in excess as reported by the participants include hurt, disillusion, depression, stress, frustration, rejection and powerlessness.

The psychological *hurt* experienced by the participants was intense as can be inferred from the many references to hurt (Data display 5.2.2.1).

Participants were *disillusioned*, *depressed* and *stressed* after having received the bad news and this led to a “don’t care” attitude with lowered productivity (data displays: 5.2.2.2, 5.2.2.3, 5.2.2.4). A depressed mood is a state of sadness and is usually situational and reactive and associated with grief and loss (Daly et al 2004:323). Stress refers to an individual’s adaptive response to a stimulus placing excessive psychological demand on him/her (Robinson 2000:241), and in the case of work stress, the adaptive response is directed to an external situation-in this case being declared in excess (Luthans 2002:58).

The participants experienced *frustration* because they were not provided with any answers to their many questions for example about why they specifically had been declared in excess. They felt *rejected* and let down by management which left them in a state of *powerlessness*. They couldn’t contest the decision taken by management and did not have control over their careers and future anymore (Data displays 5.2.2.5., 5.2.2.6, 5.2.2.7). According to Baruch and Hind (2000:29), a sense of control is desirable when individuals have to cope with a threatening and uncertain event, in the case of this study the threatening event being having been declared in excess during restructuring.

The ***cognitive reactions*** on being declared in excess culminated in blaming others, uncertainty, job insecurity and confusion. The participants *blamed* management for the situation they were in and found themselves in a victim state which left them powerless (Data display 5.2.3.1). They experienced great *uncertainty* about their future in the workplace which led to job insecurity - defined as perceived powerlessness to maintain desired continuity in a threatened job situation (Roan, Lafferty & Loudoun 2002:159). Participants were confused after the bad news was delivered to them, partly because of the shock but also because of the unclear terms and criteria on which

decisions were based for declaring specific employees in excess (Data displays: 5.2.3.3; 5.2.3.4).

Behavioural reactions exhibited by participants resulted in low productivity which involved lack of commitment, taking less responsibility at work and being absent from work (Data display: 5.2.4.1).

The **physical reactions** experienced by the participants after having been declared in excess included sleeping and eating disturbances, heart palpitations, headaches and nightmares (Data display 5.2.4.2).

Conclusion:

The process and procedures that led to participants to be declared in excess in their workplace was unfairly implemented. Participants were let down by the organization and that their psychological contract with the organization had been broken. This not only shocked the participants but destroyed the trust previously established between management and the participants. The emotional and psychological reactions experienced by participants indicate that the whole situation was a traumatic experience causing extreme stress. The physical reactions experienced by the participants indicated their high level of stress and the psychological trauma they suffered as a result of being declared in excess. These reactions displayed the resentment that the restructuring process can breed within an organization.

Apart from future and career uncertainty and job insecurity, they felt that their esteem has been crippled by management through the restructuring process. They did not feel appreciated.

Recommendation:

The HR manager and supervisors lacked skills to deal with the change challenge at hand. Assessing employee preferences within different segments of the workforce might

be an important first step for encouraging the acceptance of the change process (transfer to other needy organizations). Within the knowledge economy, characterized by global organizations operating on an international scale, it might become important for organizations to define to which extent they want to broaden the field of experiences and expertise of their workers (Alexander 2002:309). During the restructuring process management must not expect to be able to spin away unpleasantness. They should acknowledge the pain, while being clear about why it is necessary and what the ultimate payoff will be. The intention here is to pre-empt misinformation, both internally and externally.

The restructuring organization should have the Employee Assistance Programme service to give psychological support and counselling for those employees who were traumatised by the restructuring process. There should be career advice for the employees, especially those who would wish to change to another field of employment.

Management need to honour the past by acknowledging and appreciating its rightful place in the organization's development. Doing so will help employees avoid feeling unappreciated and that their previous work and accomplishments have been a waste of time.

7.5.3 Theme 3: interpersonal relationships during restructuring

Findings:

Participants were found to focus their negative reactions towards the management, particularly those who were delivering the bad news to them.

Participants expressed their disappointment in management who contributed towards their depression. They experienced the *attitude* of management as *unfair* and inhuman.

They said that management *did not care* about their feelings at all (Data display:

5.3.1.2).

Participants felt that they did not receive acknowledgement from management, no gratitude was shown towards them as employees. They were declared in excess and felt useless and humiliated and this lowered their self esteem considerably. As a result of management attitude they lost respect for management (Data displays: 5.3.2.1; 5.3.2.2).

Strained work place relationships resulted after some employees were declared in excess while others were not. Those declared in excess turned their anger not only on management but also on their colleagues. They felt they were unloved while the others were loved. They also developed a “don’t care” attitude at work which resulted in lowered productivity (Data displays: 5.3.3.1, 5.3.3.2). Participants experienced a sudden lack of trust towards their managers as to colleagues, they felt betrayed (Data display: 5.3.3.3). A need for training of managers to prepare them to deal with the process of restructuring and preparing and informing of employees who have been declared in excess, was voiced by the participants (Data display: 5.3.3.4).

Conclusion:

To avoid strained relationships during restructuring, employees need to be prepared as shock of being declared in excess can cause more harm than good in the work environment, amongst co-workers and with management. Employees develop strong identification with the organization, management and their co-workers and this need to be maintained by implementing the change process procedurally correct. Participants felt unappreciated and as a result they no longer trusted the management within the organization which created a strong sense of a “*them*” and an “*us*” atmosphere, not previously recognizable within the organization. These strained relationships changed the participants’ perceptions of their working environment and the organization. This is an indication that participants would be less likely to react negatively when they had a good relationship with their managers. It was obvious that the managers who had to inform the employees that they have been declared in excess, did not know how to do it

and did not have sufficient background information on the restructuring process. There was no support for the employees and this was perceived by the participants as a sign of not appreciating nor acknowledging their contributions to the organisation.

Recommendation:

The organization had never experienced a restructuring process before and this came as a huge shock for the employees particularly given the organization's history as a government business and the employees' perception as public servants.

- The managers should positively influence the relationship of employees declared in excess with their colleagues. .
- A good and open relationship between employees and managers in terms of trust, support and communication should be maintained during organizational restructuring to assist employees to respond positively to the change process.
- Managers should be briefed and trained on how to approach and support employees who have been declared in excess.

7.5.4 Theme 4: coping mechanisms after having been declared in excess

Findings:

Participants used various *coping mechanisms* to deal with the situation *disbelief* (doubt about truth) was experienced when participants heard the news or having been declared in excess. It came as such a shock that they couldn't believe that it was happening and that it was happening to them specifically. The severity of the unpleasant situation caused participants to go into *denial*. Some of them just continued as though nothing has happened (Data displays: 5.4.2; 5.4.4). Participants used the negative coping mechanism, *suppression*, to deal with the pain caused by having been declared in excess. They kept on working and did not want to think about their stressful situation (Data display: 5.4.3).

When participants realized that they could not change the situation, they *accepted* their circumstances. They reached a stage where although the situation was not a pleasant one, they needed to go on and replan for their future (Data display: 5.4.1). The participants were in need of social support to cope emotionally and psychologically. Some talked to family members while others received support at work from unit managers and colleagues (Data displays: 5.4.4.1; 5.4.5.2).

Participants adopted a number of strategies, including acceptance, disbelief, suppression denial and social support. This helped participants to appease ill-feelings and personal responsibility (guilt) for the restructuring process. Denial is a technique where participants maintain that they did not suffer harmful emotional consequences of being declared in excess. Participants made use of the social support from colleagues and families. A belief that the decision about the restructuring processes were unjust and unfair led participants to display negative feelings that they later suppressed. A few participants stated that layoffs were seen as “*opportunities*” and viewed as “*a new starting point*” or “*a new beginning*” (acceptance).

Conclusion:

According to Miller (1999:37), coping mechanisms are activated by painful or unacceptable emotions and seek to prevent them from reaching consciousness. Coping mechanism are effective strategies to implement in times of stressful incidences or events. Considering their long term relationship with their managers and supervisors, participants were unable to believe and accept what has happened to them. They responded by distancing themselves emotionally, cognitively, physically. These distancing reactions are coping mechanisms in order to make the fact of being declared in excess more bearable while staying objective in the context of an emotionally charged situation. Participants’ reaction to the restructuring process and the coping mechanisms they displayed revealed that they actually went through all the stages of the grieving process as described by Kubler Ross- denial, anger, bargaining,

depression and acceptance. Being declared in excess appears to be a very traumatic experience.

The participants felt alienated and unappreciated and therefore sought social support to increase their sense of belonging and self worth as well as to promote positive mental wellbeing.

Recommendation:

The managers' role is to provide information and guidance but also provide support on a personal coping level. The work of executing restructuring activities is emotionally taxing and professionally challenging thus the need for positive coping mechanisms.

It is healthy and normal to distance oneself from the stressful situation emotionally, cognitively, and physically. These strategies are seen as coping mechanisms for self-protection and self-preservation.

It is important in that organizations take serious note of the most recent labour laws and amendments that came into effect (Barker & Coy 2003:441). Even though the legal aspects were not examined as isolated entities in this study, in a way they were silently implemented throughout the study. It was evident that the HR manager involved in this process of informing employees that they are declared in excess had no knowledge of the process one could at this stage doubt the knowledge on legal aspects involved in the process. Labour legislation is enforced on employers and more recently on government employees who never thought that change could affect them in any way and their reactions to change and their practices and procedures can create conflict (Armenakis, Harris & Field 2001:80).

It is also important that organizations recognize that they have the responsibility to ensure that their employees have understood the new employment contract and have opportunities for retraining and career self management. Victims (those declared in excess in the workplace) must be given maximum advance notification, the best

possible package of benefits, and support to cope with the transition and to gain re-employment (Davis 2003:190).

7.6 LIMITATIONS

This study has a number of limitations that should be noted and that should be addressed in subsequent research. The study concentrated mainly on those employees who were declared in excess in their place of work.

The lack of significant relationship between being declared in excess in the whole health department and emotional problems might be due to the fact that only one organization was involved in this study. Although the fact that a sample consisting of only a homogenous group of participants (all registered nurses) from one organization offers the advantage that the situational factors were kept constant, this also limits the results.

One perceived limitation of this study may be that it is not generalizable in the usual quantitative sense; however concepts discussed by the participants may be transferable to certain other settings (Edwards & Titchen 2003:450). The generalizability of these findings is limited because they were generated in an exploratory qualitative inquiry.

The sample of participants might be viewed as both a limitation and strength. The somewhat homogenous nature of the sample (all from the same institution) might be considered a limitation. However, their commonalities make them appropriate participants for phenomenological study (Elveton 2000:201).

This study was context-specific, due to the uniqueness of the delivery system. It attempted to allow things to exist naturally. Since the analysis rested with the analytic choices and thinking of the researcher, the findings as a result of these process could be subject to other interpretations.

Time and budget limitations made it impractical to assess how the restructuring process might have influenced other areas of the work place like, absenteeism rate, resignation, physical ailments, reduced morale and productivity. Some relevant literature suggests that many of the insights that come from experiential interventions such as this one may not show up until long after the intervention ends (Armstrong-Stassen, Reavley & Ghanam 2005:950). The research design was not intended to produce results that account for or predict the experience of a wide classification of employees as most experimental, hypotheses-testing studies do. This liability was clear at the outset. However, because the inquiry generated a relatively clear theory that can be applied to practical experiences, it should be relatively easy to design a series of focused hypothesis testing studies to experimentally verify and expand the theory generated here. These studies would be much more likely to produce findings generalizable to larger classification of employees in the restructured organizations.

Thus, it is possible that participants may have experienced more meaningful effects of the process of being declared in excess in their workplace months after the process ended, than on the day the data was actually collected. Collecting such data was beyond the scope of the current study

This study provides support to the previous studies on organizational restructuring. DiGiorgio (2003:260) reported that employees affected directly by the process of organizational restructuring do experience some emotional disturbances. However, his data demonstrate that organizational restructuring can take place successfully without exposing employees to emotional trauma, for example guilt.

Nevertheless, the researcher has given careful thought to these limitations, and is confident that the methods used throughout the study and information gained is valid, useful, and enlightening. The strengths and significance of the study far outweigh potential weaknesses.

7.8 RECOMMENDATIONS FOR FURTHER RESEARCH

The following recommendations pertain to future research.

- Further research within a larger sample of organizations should be conducted to collect empirical data about the extent of the restructuring process specifically being declared in excess in the workplace cross organizational with Ekurhuleni - Sedibeng Region.
- Further exploratory studies are needed to explore the experiences of those remaining employees, supervisors and the state of the organization post restructuring.
- It is important for future research to explore the experiences of being declared in excess in the workplace within a larger sample of organizations.
- Future research should broaden the scope of the current study by including different types of participants, for example, support staff.
- In this study as the remaining employees' experiences were not explored and would be advisable if this group can be involved in the future research and the comparison of the two groups reported.
- Longitudinal studies might consider organizational restructuring experiences to explore if and how long-term after-effects on employees may occur.

7.9 GUIDELINES FOR FUTURE RESTRUCTURING

Guidelines for organizations undergoing restructuring are proposed with reference to:

7.9.1 Organizational communication

- Provide as much advance notification as possible. Employees should not be kept at limbo; they need time to make appropriate preparations. (Data display: 5.1.1.1).
- Communicate directly, honestly, and empathetically with employees. Such communication will minimize their distress and help them successfully go through the detaching and reattaching process (Data display: 5.1.3).
- Establish two-way communication rather than hoarding information at the top and releasing it on top-down, on a need-to-know basis. Two-way communication takes the steam out of the rumor mill and provides potentially corrective feedback (Data display: 5.1.5).
- Justify the need for the change. Leaders should explain what the position is, not that the employee is no longer viable or needed (Data display: 5.1.4).
- Present the restructuring process as part of a clearly articulated vision of a desired future for the department. Leaders should show how the changes will benefit the organization, the employee's future prospects, and the clients (community served (Data display: 5.1.3).
- Involve employees in designing and implementing the restructuring process. The organization will benefit from employee's collective wisdom, and the employees will have a vested interest in the success of the process (Data display 5.1.5).
- Create a plan for involving as many people as possible, as early as possible, in the change process.
- Involve all stakeholders, process owners, and most important the employees who will feel the impact of the changes. If you leave the employees behind, at any stage of the process, there will be room for misunderstanding, resistance, and hurt.
- Although, if employees cannot affect the overall decision about change, involve each employee in meaningful decisions about their work unit and their work. The best change is what people think they did themselves (Data display 2.5.2)

- Communicate consistently, frequently, and through multiple channels, including speaking, writing, video, training, focus groups, bulletin boards, intranets, and more about change.
- Communicate all that is known about the changes, as quickly as the information is available.
- Allow an adequate time period and opportunities for employees to ask questions, request clarification, and provide input (Data display: 5.2.6).
- Clearly communicate the vision, the mission, and the objectives of the change management effort. Help employees to understand how these changes will affect them personally. If, as a manager you don't help with this process, employees will make up their own stories, usually more negative than the truth.
- Communicate the reasons for the changes in such a way that people understand the context, the purpose, and the need.
- Communicate with candor. When questions come up that you cannot answer either because you don't know or you can't tell due to legal reasons, be honest and tell the truth. Your employees will understand, and will see this as a visible sign of respect.
- Provide answers to questions only if you know the answer. Leaders destroy their credibility when they provide incorrect information or appear to stumble or back-peddle, when providing an answer. It is better to say that you don't know, and that you will find out.
- Leaders need to listen. Avoid defensiveness, excuse making, and answers that are given too quickly. Act with thoughtfulness.
- Communication should be proactive. If the rumour mill is already in action, the organization has waited too long to communicate. Remember that, open and honest communications are assumed but don't happen because of lack of trust. Communicate early. While it is unrealistic to communicate all information as you learn of it, there are pieces one can disseminate quickly. Doing so will create quick wins for leadership and the communication group and making a habit of it will increase trust in information from those sources.

- Make small promises and deliver on them. Overcoming employee scepticism is one of the biggest challenges that the management will face. By making small promises, like forecasting when the next update will be, and keeping them, employees will begin to trust the information that is provided to them.
- Equip the front line supervisors with information. Employees trust the information from their direct supervisors. Equipping front-line supervisors with information makes them to appear more credible when they can actually answer the questions they are asked and provide employees with credible information.
- Establish a senior leadership presence early and maintain it throughout the restructuring. Senior team need to be visible at all times as being less visible will send the message to employees that leadership team does not respect them or is too uncomfortable to face them (another form of coping mechanism from the management side). A visible leadership presence will send the message that leadership respects employees and while they may not be comfortable with the decision to reduce but they still do support them.
- It is important to keep employees informed throughout the process on the progress the organization is making towards meeting its mission statement and business plan.
- Monitoring progress through periodic in-process reviews that will assist in gaining an accurate picture of the changes is a chief component of successful restructuring.

Hargie and Tourish (2004:291) state that those organizations that take the time to periodically review their procedures, learn from their mistakes as well as their successes, and incorporate what is learned from these periodic assessments into their restructuring procedures have found that they could minimize adverse impact in ongoing restructuring processes and complete future restructuring in a more streamlined fashion.

7.9.2 Employees reactions on restructuring

- Honour the past by acknowledging its rightful place in the organization's development. Doing so will help employees avoid feeling that their previous work and accomplishments have been a waste of time.
- Remain open to listen to the employees' concerns, fears and emotions without becoming defensive, angry and critical.
- Openly acknowledge the employees' feelings rather than pretending they do not exist. Do not guess at the employees' feelings if they haven't been expressed in some fashion.
- Set the example. Even if you are unhappy with change, exhibiting your anger and frustration in front of your employees will only fuel their inappropriate emotional responses and will delay the ability of those employees to move on because they will believe that your resistance means is still hope that the change won't be made.
- It is not the manager's nor the supervisor's role to become a counsellor for the employees. If the employee continues to respond emotionally and appears to get past the emotions, he/she should be referred to the Employee Assistance Programme resources.
- Once the change is been implemented, mark the end of the process by conducting a debriefing, for example; lesson learned format, to help the employees recognize their contributions to the change, and acknowledge that the change is now operational. This will help to contain the emotional reaction to prevent it from resurfacing later.
- After the debriefing the employees should not be allowed to continue to recycle their feelings about change as that often prevents the workgroup from moving forward in a positive fashion.
- Managers need to understand that ultimately it is the employees' choice as to how they decide to respond to the change, and to some extent, that choice is outside the manager's control (Cohen 2004:398).

7.9.3 Coping mechanisms used by employees

During Denial

- The manager should do everything to minimize shock.
- Give employees plenty of information; let them know what the changes will be; who will be affected and how (Alston & Bowles 2003:442).
- Give them your best estimate of the likely timeframe; as these things always take longer than originally planned.
- Employees should be given the chance to prepare themselves to let the changes sink in.
- Communication is very important during restructuring.

7.9.4 Interpersonal relationships

- Provide safety nets for those who will be laid off or “declared in excess” to ease their transition. Safety can include counselling, stress and change management training, new skills training and outplacement services. (Data displays: 5.4.5; 5.3.3.4)
- Act in a society responsible way to minimize the adverse effect of restructuring in the surrounding community and amongst employees. (Data display: 5.3).
- Reduce the workload in accordance with reduced work force. Leaders should not expect survivors to do more with less. (Data display: 5.3.3.2).
- People need practical encouragement and support. Provide training; involve them in planning and setting goals. Focus on some short term wins to get early runs on board, show the benefit of the changes.
- People will respond well if they see the positive impact of the change process. Watch out when the changes do not provide any immediate observable benefit. There might be likelihood that people will sink back into resistance and may even undermine your change strategy.

- As a manager, one needs to listen to what people have to say. Empathize, don't tell them to snap out of it or pull themselves together. People don't want your solutions; they just want their responses and reactions acknowledged. Denying their feelings will only drive resistance deeper and make it last longer (Guba & Lincoln 2005:200).

7.10 SUMMARY

This phenomenological study explored the lived experiences of those employees who were declared in excess. The findings showed that they went through an intense period loss and grief. Recommendations were made and guidelines compiled to assist management and employees during future restructurings processes.

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ANNEXURE: A

**Application for research
permission**

ANNEXURE : A

20 Mill Road
Olifantfontein
1666
(011) 923-2000 (W)
(011) 920-1195 (F)
11 February 2005

The HOD
Gauteng Department of Health
Marshall Town
Gauteng

RE: PERMISSION TO UNDERTAKE A RESEARCH PROJECT.

Madam,

I am registered for a **D LITT ET PHIL** degree at the University of South Africa.

My study supervisor is **Dr Eugene Potgieter** and **Dr Martha Bezuidenhout** as joint supervisor.

I hereby request permission to undertake a research project at the institutions in Region B.

The personnel who are "unplaced" and those declared "in excess" will be included in the study sample.

TITLE

Employees experiences of being "Unplaced" or being "declared in excess" and the role of Employee Assistance Programme in the process of Transformation and Restructuring.

RESEARCH QUESTION

What are the experiences of being “Unplaced” or being declared in excess?

What role did the EAP play in supporting the affected employees?

AIM

The aim of this study is to describe the experiences of employees who are unplaced or declared in excess due to the transformation and restructuring of Gauteng Department of Health and the role played by EAPs. The researcher is aiming at developing an EAP Model of Restructuring that can be used in future transformation and restructuring.

RESEARCH METHODOLOGY

A non- experimental design being an interpretative study will be undertaken. A non- probability sampling design will be used, being the purposive sampling.

The population consists of employees at institutions . Data will be collected by means of an interview. Data analysis will be done by using descriptive techniques.

The projected completion of the study is December 2005.

Thanking you.

Ms. Kwena Elizabeth Manamela. 

(Assistant Director nursing)

Tembisa Hospital

ANNEXURE: B

**Permission to conduct
study form Tembisa
Hospital**

ANNEXURE : B



OFFICE OF THE CEO
TEMBISA HOSPITAL
PRIVATE BAG X7
OLIFANTSFONTEIN
1665

TEL.: 923-2053/FAX: 926-2719
E-Mail: SandileM@gpg.gov.za
DATE: 2005/03/08

Ms Manamela
HAST Manager
TEMBISA HOSPITAL

Dear ms Manamela

I acknowledge receipt of your research request, and have no problem in you conducting it.

Please ensure that ethical guidelines/requirements are adhered and complied with and that service rendering activities are not compromised.

GOOD LUCK

DR MFENYANA
CHIEF EXECUTIVE OFFICER

ANNEXURE: C

**Permission to conduct
study from Gauteng
Provincial Research
Committee**

ANNEXURE : C



DEPARTMENT OF HEALTH

Enquiries: Ms. L.M. Simelane
Telephone: (011) 355-3513
fax: (011) 355-3512
E-mail: MerriumS@gpg.gov.za
Date: 29 April 2005

Ms. K.E. Manamela
20 Mill Road
OLIFANTSFONTEIN

Tel: (011) 923 2000
Fax: (011) 920 1195

Dear Ms. Manamela

RE: PERMISSION TO UNDERTAKE A RESEARCH PROJECT

We acknowledge receipt of your letter dated 11 February 2005 and received in our office on the 22 April 2005 regarding the above.

Your request was forwarded to our Public Health Specialist in Epidemiology & Research Directorate: Dr. D. Likibi for further management

Should you have any queries please contact him on (011) 355-3310 (011) 355-3338
e-mail Address: MutapaL@gpg.gov.za

Should a timeous response not be forthcoming please do not hesitate to contact my office or the above mentioned number.

PS: .Please forward a copy of protocol to his office.

Yours sincerely


DR. L. RISPEL
HEAD: HEALTH
DATE: 29/04/05

ANNEXURE: D

**Permission to continue
with the study from
Gauteng Province Head of
Department**

ANNEXURE : D



PROVINCIAL RESEARCH COMMITTEE.

RESEARCH EVALUATION FORM FOR APPROVAL BY THE HEAD OF THE DEPARTMENT.

Submission date: 27-09-2005

Title: EMPLOYEES EXPERIENCES OF BEING "IN EXCESS" AND THE ROLE OF THE EMPLOYEE ASSISTANCE PROGRAMME IN THE PROCESS OF TRANSFORMATION AND RESTRUCTURING.

Principal investigator: Ms KE Manamela

Research Site(s): Gauteng Province

Type of research: Non trial

Summary:

In the short period since 1994, the transformation and restructuring of South African health based on the White paper on the transformation of health System has unfolded. It drew on the previous document "Towards a National Health System (NHS) and was based largely on the RDP document and the ANC's Health Plan. The process led to some of the personnel being declared in excess. This study will explore and describe the experiences of the personnel in excess and the role played by EAP during the process of transformation and restructuring.

The aim of this study is to describe and explore the essential structure of the lived experiences of being declared in excess and to facilitate the understanding of the role-played by EAPs in the departmental restructuring realities.

The research objectives are to:

- Determine the lived experiences of the Gauteng Department of Health employees who were declared in excess.
- Ascertain the scope and nature of support received by these employees from Employee Assistance Programme (EAP)
- Develop a framework for implementing an effective EAP in health services settings.

A qualitative method will be used to achieve the objectives of this study.

Motivation

The phenomenon under study has never being explored, analysed or described from the research perspective.

Based on the fact that the experiences of employees being declared in excess by the Gauteng Health Department has never been researched before, the study will make a contribution to the depth of knowledge available regarding this unique category of employees.

The findings will provide valuable insight into the employees' lived experiences and indicate the role of EAPs in the process so that other remaining employees are ready and fully prepared on time in case the same process is repeated in the future.

Ethical norms were adhered to and permissions were sought accordingly.
No mention made of government financial implications.

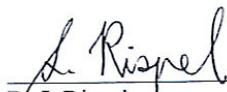
Therefore, we have no objection to recommend that the study be conducted in this province subject to submission of the ethics clearance certificate.

The Evaluator:



Dr ML Likibi
Specialist research and Epidemiology

Approved/~~not approved~~/approved as amended



Dr L Rispel

HOD

Date: 29/9/2005

ANNEXURE: E

Letter to the participants

ANNEXURE : E

Tembisa Hospital
Private Bag x07
Olifantsfontein
1665

Re: INTERVIEWS

Dear colleague!

I am hereby requesting for your voluntary participation in the interviews for the qualitative research study I am undertaking with the University of South Africa.

The purpose of the study is to describe the experiences of the employees who were "declared in excess" or commonly known as "being out of adjustment" as a result of the Department of Health's Restructuring and Transformation process that led to the new staff establishment being presently used.

The permission to study has been granted by the institution and Gauteng Department of Health Research committee has approved the research process.

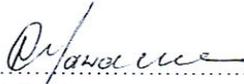
You are requested to look back and recall what came into your mind (your experiences) when you were informed that you are out of adjustment, and the assistance you got to deal with the situation.

Depending on your response, a written consent form will be issued. Interview sessions will be arranged at the time convenient to you.

Please contact me at this numbers: 011 923-2188 (office)
082 2249 303 for your response.

Your positive response will be highly appreciated.

Thanking you.


.....
K.E. Manamela.

ANNEXURE: F

Consent form

CONSENT FORM

Title of research	Employees' experiences of restructuring and transformation process in Gauteng Department of Health and the role of Employee Assistance Programmes.
Purpose, study population, researcher's qualification, voluntary nature and withdrawal rights.	This is to verify that I have been informed about the study concerning the employees who are declared in excess after transformation and restructuring process has taken place. Elizabeth Manamela, student nurse researcher at the University of South Africa, explained that my participation is voluntary and that I can withdraw any time without jeopardy to myself or family
Risks, benefits	Ms Manamela has discussed with me the nature of the study, informing me that there are no known risks in participating. There are no known benefits either, and is unlikely that I will experience any direct benefits. However, the information the study produces may be of assistance in helping other employees who may be in the same situation to cope with the fact of being declared in excess.
Compensation	I will receive no compensation for my participation; however discussion with the researcher may help me better understand my feelings about the experiences of being declared in excess.
What will happen in the study	My participation will mean that I need to meet with Ms Manamela for 30-45 minutes interview that will be tape-recorded.
Anonymity and confidentiality	My name will not appear on any material used; only a code number will identify me as a participant in the study. All information I share with Ms Manamela will be kept confidential.
Contact person	I have been given a copy of the summary of this agreement for my review. If I have any further questions, I may contact Ms Manamela at 082 22 49 303
Debriefing	I will receive information about the results of my participation on request at the conclusion of the project.

Participant's signature

Date

Researcher's signature

Date

ANNEXURE – G

Confidentiality agreement

ANNEXURE: G

CONFIDENTIALITY AGREEMENT

CONFIDENTIALITY AGREEMENT WITH REGARDS TO THE TRANSCRIPTION OF INTERVIEW TRANSCRIPTS AND AUDIO RECORDINGS

1. I understand that all material received for the purpose of transcribing interview scripts with participants in the study are personal and confidential.
2. I understand that the identity of participants as well as the content of the interviews must be kept confidential and may not be revealed unless according to the protocol for the study.
3. I understand herewith to treat all material received and content to which I have access with appropriate professional confidentiality, ensuring this by storing all copied material securely and by returning all copies back to the investigator after completion of the transcription.
4. I provide informed consent to participate in this research through compiling transcriber reflections after each individual qualitative interview.

Name : THANDIWE THEODORA BOJA

Signature : 

Date : 2008. 03. 10

Place Witness : TEMBA

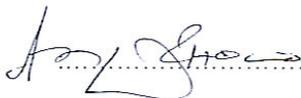
ANNEXURE : G

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Name DIPHLO MMADIEPETSANA MAGDALENE

Signature 

Date 2008.03.10

Place Witness TEMBISA HOSPITAL

ANNEXURE – H

Interview transcript

ANNEXURE: H

Participant's interview

The question:

“Tell me what your experiences were like when you were told that you have been declared in excess”.

This question expresses the researcher's concerns about the lived experience of being declared in excess. By conducting this study the researcher tries to understand this phenomenon.

Response (Professional nurse)

You know ms Manamela, to tell the truth (pause), I experienced something that I don't want to remember or talk about because its hurting especially that you work with people from day to day and you are not told anything about the things that are going to affect your future and things are just done under your nose without your knowledge. In any way I will talk to you because you requested me nicely and that maybe this will help me after talking. No one is trustworthy in this department anymore, things just happen and you are told when they have already made a decision on your behalf whether you are happy with the decision or not they don't care.

When I was first called by my supervisor I did not suspect anything like being useless for the years I served this department. When he carelessly broke the bad news to me the first thing that came into my mind was oh boy I am out of the job, what is going to happen to my children I am still owing the house and my debts, what wrong have I done that was not communicated to me, you know so many things came rushing into my head and some I cant even remember , but I am telling you, I felt very light, confused, angry, you know I experienced every thing, I felt hot, felt like crying but for what because I was so mixed up. Woo! Believe me you wouldn't like me on that day. You know our managers don't have hearts, they don't have an approach, and they don't care you. A person just says “I am sure you heard that the department was busy with transformation and you are amongst the people who are declared in excess”. Firstly no one told you about the transformation but you are expected to know today, and what is to be declared in excess? When you ask you are given booklet to read. The explanation is that, it is like being out of adjustment, another big word to confuse you even more. Further explanation was that you are put in a lower level but will not affect your salary only your upward mobility in this post because you have reached the ceiling, your present salary notch is more than what is expected in this post.

You know transformation of hospitals or health services is a good thing, I don't have anything against it, this is good for disadvantaged communities. Health services are next to the people, it's a good thing you know especially for people in the remote areas. My only bitterness and dissatisfaction is when the process favours other employees over others that are my problem. I don't mind if I am no more wanted in this institution, but can I be told on time so that I can also prepare myself as much as they took their time to prepare. I remember asking the supervisor to repeat what he was telling me, because I couldn't believe what I just heard, and hoped that maybe I will hear something different from what I heard initially. Instead I was told that people become very difficult when change takes place, this is change you must learn to accept that changes do occur in life, there is nothing more that I can explain the department mandate has to be carried out. I then said to the supervisor that change need to be communicated to people and not to force it on people.

My supervisor did not care a bit about my feelings, my fears of the unknown. To tell the truth I was hearing about this change in the department for the first time. No body told us anything so that we can also prepare ourselves as much as they had ample time to prepare themselves. This is not fair on our side you know, we are also human beings. We wouldn't resist if we were told on time, I mean no one is going to stay in the institution for ever. One thinks that maybe she is not important as far as they are concerned, that is why I was not informed about the whole process. Why bother at this stage, who am I to question the authority's decision. But hey, it is hurting to know that you don't belong. You know, such things lead nurses to leave the country to overseas where they are valued, respected and appreciated. Since that day I also realized that I am reluctant in doing whatever work related duties. Why should I? Because it does not help whether you work hard you will still be kicked out.

What I've learnt from this department is that they want us to work hard (pause), and when they feel like taking you out of the system they do that without thinking about you as a human being that is disgusting believe me. You know, I spent the whole week reading and rereading the documents they gave me , but could not get the solid answer as to why me, why was I the one who was declared in excess. I had no one to talk to except my family and myself. I couldn't sleep at night, because whenever I tried to sleep the whole discussion if I may call it, because that was no time for discussion, what ever you may call it comes again. You know, my heart will pump very fast and I would wake up and prop myself up so that I can breathe better.

This whole thing called change is worse because we are now overworked. Other affected people don't just care any more. Why bother because I am just waiting for a forceful relocation. If I don't feel like coming to work, I don't even think twice I just sleep, wake up whatever time and do my things. No guilty feelings believe me. I just say to my self let those who are loved and preferred do the job. This attitude led to poor relationships with my colleagues because when doing off duties you try to balance the ward

especially on busy days people like myself don't turn up and it disorganizes the whole staff causing even more stress. Things are not like before, there is tension amongst the staff because we are two groups the loved and the unloved. The situation is affecting patients somehow because you will hear complaint of rudeness and harshness from some of the nurses. I don't know and I am not sure if this is because of the uncertainty of the future or what, maybe I am wrong may this happened even before just because I am hurting I see things differently now, but you are doing research maybe you can find out. Sometimes doctors' orders are not carried out, who cares let the goodies do that in any I am on my way out. Why should I waste my energy just for nothing instead of sparing it for whatever new environment that I will be taken to? I am telling you this whole process has brought stress and lowered my self esteem because I feel so useless in front of my colleagues. Believe me this is not nice. But do you understand what I am trying to tell you here, because really if you are not me you won't feel and experience what is inside of me (pointing the chest) or you'll think that I am unreasonable, or may I am you know, but the truth is that I was not fairly treated at the end of the day. You know we can try to protect ourselves and the department that is paying us but the truth is, and we must face it and talk about it, this process was not well thought of and people's feeling and fears were not considered.

This process was not effectively communicated to us as employees and as people who are going to be affected. Communication is very important, that is what we are always told, but when coming to them communication is no longer important, how convenient. When it comes to information we get very little feedback from the supervisors, especially with this process of change. You know we are getting low salaries, but still we try our best to work hard, but being exposed to this, are rather too much. On top of that, I was told that my present salary will remain like this because I've reached the top notch as compared to the post I am in. whose problem is that, I did not put my self there, they did that on their own without consulting me. When staff's morale is down they seem surprised forgetting that they are the cause.

The salaries we get are so pathetic, a nurse in particular, receives no recognition at all, or maybe is because I am a nurse and without us this institutions will be closed. Something needs to be done what I don't know because I am just a confused b..... now. But do you understand? To tell the truth, I took this whole thing negatively and caused many problem to my colleagues who were not affected you know why, I don't care anymore I don't give a d.....you know if I think that I use to work without even going on leave, sometime working long hours without complaining and at the end this is my thank you by my supervisor? This makes me sick am telling you. Sometimes I sit down and ask my self about the criteria used to put certain people out of adjustment, I can't get the answer and think that maybe this was based on hatred, on who you are, whom do you associate with or where you come from, I don't know may be I am wrong. Believe me this process changed me, you can check my absenteeism profile for the past twenty years, it was good, but this out of adjustment business, I don't care anymore, if I feel like not

coming to work I just do that without thinking twice or feeling guilty. The good girl in me is dead and buried, I've been used enough and not anymore. I am tired of working hard and other people get credit. Thanks for talking to me.

ANNEXURE: I

Data analysis chunk data

ANNEXURE: I

DATA ANALYSIS

PARTICIPANT #	DATA	TEXT/CHUNK	SUB-CATEGORIES
1.	1	<ul style="list-style-type: none"> I experienced something that I don't want to remember or talk about because its hurting (1) 	Hurt
	2	<ul style="list-style-type: none"> You are not told anything about the things that affect you(2) 	Not informed
	3	<ul style="list-style-type: none"> May this will help after talking(3) 	Hope
	4	<ul style="list-style-type: none"> No one is trustworthy in this department anymore(4) 	Lack of trust
	5	<ul style="list-style-type: none"> You are told when they have already made decisions on your behalf (5) 	Excluded, lack of ownership
	6	<ul style="list-style-type: none"> Whether you are happy with the decision or not they don't care (6) 	Lack of care
	7	<ul style="list-style-type: none"> When I was called by my supervisors I did not expect anything (7) 	Unexpected news
	8	<ul style="list-style-type: none"> Being useless for the years I have served this department (8) 	Feeling useless
	9	<ul style="list-style-type: none"> When he carelessly broke the news to me (9) 	Lack of care
	10	<ul style="list-style-type: none"> The first that came to my mind was that I have lost my job (10) 	Realize that one is out of job
	11	<ul style="list-style-type: none"> What is going happen to my children and I am still owing the house (11) 	Concern (children & debts)
	12	<ul style="list-style-type: none"> What wrong have I done that was not communicated to me (12) 	Guilt feelings-self blaming
	13	<ul style="list-style-type: none"> I felt light, confused and angry (13) 	Confusion and anger
	14	<ul style="list-style-type: none"> I experienced everything, I felt hot, felt like crying (14) 	mixed feelings
	15	<ul style="list-style-type: none"> Our managers don't have hearts, they don't just care (15) 	non-caring attitude
	16	<ul style="list-style-type: none"> No one told me about transformation (16) 	not informed
	17	<ul style="list-style-type: none"> What is to be declared in excess? (17) 	lack of understanding
	18	<ul style="list-style-type: none"> The explanation is that it is like being out of adjustment, another big word to confuse you even more (18) 	confusion
	19	<ul style="list-style-type: none"> Transformation of hospitals is a good thing, I don't have anything against it (19) 	sense of acceptance-general perspective
	20	<ul style="list-style-type: none"> My bitterness and dissatisfaction is when the process favours other employees over others (20) 	bitterness over favouritism
	21	<ul style="list-style-type: none"> I don't mind if I am no more wanted in this institution (21) 	feels rejected
	22	<ul style="list-style-type: none"> Can I be told on time so that I can prepare myself (22) 	need to be informed
	23	<ul style="list-style-type: none"> I couldn't belief what I heard, and hoped that I will hear something different (23) 	disbelief-denial
	24	<ul style="list-style-type: none"> I couldn't belief what I heard, and hoped that I will hear something different (23) 	expected employees to accept
	24	<ul style="list-style-type: none"> There is nothing that I can explain the departmental mandate has to be carried out (24) 	need to communicate
	25	<ul style="list-style-type: none"> Change need to be communicated to people and not to force it on people (25) 	non-caring attitude
	26	<ul style="list-style-type: none"> My supervisor did not care about my feelings or my fears (26). 	not informed

27	• No body told us about anything (27)	unfair treatment
28	• This is not fair on our side, we are also human beings (28)	non resistance
29	• We wouldn't resist if we were told on time (29)	not acknowledged
30	• One thinks that maybe she is not important as far as they are concerned (30)	low self esteem
31	• Who am I to question the authority's decision (31)	hurt
32	• It is hurting to know that you don't belong (32)	feels unappreciated and not respected
33	• Nurses leave the country to where they are valued, respected and appreciated (33)	
34	• I am reluctant in doing whatever work related duties (34)	low productivity
35	• It does not help whether you work hard or not you will still be kicked out (35)	non-caring attitude
36	• Why was I the one declared in excess? (36)	lack of understanding
37	• I had no one to talk to except my family and myself (37)	external support
38	• I couldn't sleep at night (38)	insomnia
39	• My heart was pumping very fast (39)	anxiety –palpitations
40	• Other affected people don't just care anymore (40)	lack of concern (Employees)
41	• If I don't feel like coming to work I don't think twice I just sleep (41)	defence mechanism
42	• This attitude led to poor relationship with my colleagues (42)	poor relationships
43	• We are two groups ,the loved and the unloved (43)	division of staff
44	• The situation have affected the patient somehow, as there are complains about rudeness and harshness (44)	underlying anger
45	• I am not sure if this is the uncertainty of the future or what (45)	uncertainty
46	• I am hurting and see things differently (46)	hurt
47	• Who cares , let the goodies do that (47)	don't care attitude (employee)
48	• Why should I waste my energy over nothing (48)	unappreciated
49	• This whole process has brought me stress and lowered my self esteem (49)	low self esteem
50	• If you are not me ,you wont understand what I feel and experience (50)	feeling the hurt
51	• People's feelings and fear were not considered (51)	lack of caring (mx)
52	• The process was not effectively communicated to us as employees (52)	lack of communication
53	• We are getting low salaries, but still try our best to work hard (53)	lack of recognition
54	• I was told that my salary will remain the same because I have reached the salary top notch (54)	not appreciated
55	• The staff morale is down and they forget that they are the ones who caused this (55)	Non-caring attitude (mx)
56	• I don't know because I am confused (56)	blaming authorities
57	• I don't care anymore (57)	confusion
58	• I use to work without going on leave, sometimes working long hours without complaining and at the end this is the thank you by my supervisor (58)	non caring attitude (employee)
59	• I cant get the answers and think that this was based on hatred (59)	unappreciated
60	• The process changed me.... I don't care anymore (60)	feelings of being hated
61	• I am tired of working hard and other people get credit (61)	don't care-negative attitude
62	• What I experienced and the situation that comes into my mind are simplistic ones; disgusted, anger and deceit (62)	unappreciated
63	• People become proud of hurting other people (63)	anger, disgust and felt deceit
64	• Not knowing anything about my future (64)	felt hurt, anger
65		uncertainty
		undermined

66	<ul style="list-style-type: none"> I have studied so hard, then somebody thinks that he/she can take that from you overnight (65) 	anxiety, denial
67	<ul style="list-style-type: none"> I sat down anxiously wishing that they could just tell me why they called me (66) 	uncertainty
68	<ul style="list-style-type: none"> How do they expect me to relax whilst I do not know why they called me (67) 	self blame
69	<ul style="list-style-type: none"> I started asking myself what have I done (68) 	confusion
70	<ul style="list-style-type: none"> In that confusion I was asked if I knew anything about restructuring that took place in the GDOH (69) 	confusion and lack of understanding
71	<ul style="list-style-type: none"> I heard the whole room spinning, I was confused, not understanding what they mean and was at the same time scared (70) 	feeling devastated, loss of job
72	<ul style="list-style-type: none"> My interpretation was that it is over, you have lost your job (71) 	feels rejected, unappreciated
73	<ul style="list-style-type: none"> The department of health does not need your services any longer (72) 	anger and aggression
74	<ul style="list-style-type: none"> I asked them to explain what they meant because I do not understand (73) 	lack of understanding
75	<ul style="list-style-type: none"> Eventually they said to me you will get over it as you are not the only one affected (74) 	non-caring attitude (mx)
76	<ul style="list-style-type: none"> I became so angry and aggressive towards the two managers (75) 	anger and aggression
77	<ul style="list-style-type: none"> I told her that the way she hated she even gave out my name (76) 	felt hated and unwanted
78	<ul style="list-style-type: none"> I took the papers they gave me and stormed out (77) 	anger
79	<ul style="list-style-type: none"> I was angry and confused (78) 	anger and confusion
80	<ul style="list-style-type: none"> I cried as if the whole world has come to an end (79) 	crying and devastated
81	<ul style="list-style-type: none"> My unit manager was supportive throughout (80) 	internal support
82	<ul style="list-style-type: none"> I was not productive, I was crying, making the whole ward miserable (81) 	unproductive, miserable
83	<ul style="list-style-type: none"> I was afraid to go home thinking that if I come back tomorrow it will be over with me (82) 	uncertainty
84	<ul style="list-style-type: none"> I was scared (83) 	scared
85	<ul style="list-style-type: none"> I had no one to talk to (84) 	lack of support
86	<ul style="list-style-type: none"> I closed my self in the room and cried and don't know until when (85) 	withdrawal
87	<ul style="list-style-type: none"> I was hurting so much that I couldn't even think straight (86) 	hurt
88	<ul style="list-style-type: none"> My concern is the criteria used to declare other people in excess (87) 	uncertainty
89	<ul style="list-style-type: none"> Why we were no informed on time or at least get involved in the decision about our futures. (88) 	lack of information, communication
90	<ul style="list-style-type: none"> Restructuring is a good thing but can the people be informed on time (89) 	acceptance
91	<ul style="list-style-type: none"> We have the rights to know about the things affecting us (90) 	right to information
92	<ul style="list-style-type: none"> As of now I don't know if I am still angry or not but I am not sure of anything anymore (91) 	uncertainty, not trusting
93	<ul style="list-style-type: none"> Let them do what they want to do (92) 	don't care attitude
94	<ul style="list-style-type: none"> What has happened has happened (93) 	acceptance of the inevitable
95	<ul style="list-style-type: none"> What I have experienced is pain the department caused (94) 	pain, hurt
96	<ul style="list-style-type: none"> Not knowing about my future (95) 	uncertainty about the future
97	<ul style="list-style-type: none"> Your future was decided by someone else without your knowledge (96) 	unknowledgeable
98	<ul style="list-style-type: none"> Not knowing where you will be transferred to (97) 	uncertainty
99	<ul style="list-style-type: none"> People responsible for the whole mess do not care (98) Your family is not even considered when coming to their 	non-caring attitude (mx) family not considered uncaring by management

4	<p>100</p> <p>101</p> <p>102</p> <p>103</p> <p>104</p> <p>105</p> <p>106</p> <p>107</p> <p>108</p> <p>109</p> <p>110</p> <p>111</p> <p>112</p> <p>113</p> <p>114</p> <p>115</p> <p>116</p> <p>117</p> <p>118</p> <p>119</p> <p>120</p> <p>121</p> <p>122</p> <p>123</p> <p>124</p> <p>125</p> <p>126</p> <p>127</p> <p>128</p> <p>129</p> <p>130</p> <p>131</p> <p>132</p> <p>133</p> <p>134</p> <p>135</p> <p>136</p> <p>137</p> <p>138</p> <p>139</p> <p>140</p> <p>141</p>	<p>decisions (99)</p> <ul style="list-style-type: none"> • I was told about the process and that change need to take place (100) • The Department of health does not care about its employee (101) • They are the ones who are causing the shortage (102) • Employees were not involved in the decision making (103) • We are nothing, they can do without us (104) • Supervisors themselves did not understand the process, they are messenger with no insight (105) • The information from the supervisors was really not sensitive to the situation (106) • Our feelings were not even considered (107) • My family was affected (108) • I am not against transformation (109) • We were not involved from the beginning (110) • One does not understand the criteria used (111) • I do not have the powers (112) • I am just waiting to be taken to another institution (113) • I do not mind (114) • I thought of resigning (115) • I got angry with my supervisor and everybody (116) • I was so angry and confused (117) • I just destroyed the letter they gave me and threw everything in the bin (118) • I felt so angry (119) • I was in denial (120) • I stayed at home for a day still sorting out my confusion (121) • All the others listened (122) • I was vulnerable to anything (123) • I just said let the process take its course, I will be fine (124) • The word restructuring brings on head aches (125) • What can one do, restructuring was not a personal choice but a direct order (126) • I had no choice but to accept what has happened and carry on with my life (127) • The whole process happened without our knowledge (128) • Maybe I was ignorant thinking that it will never happen to me (129) • To my surprise it happen (130) • I don't know really and I don't understand (131) • Thought that the department will do everything in its power to protect us (132) • I am disillusioned (133) • This is the opposite of what is being preached (134) • The whole situation is confusing (135) • I get mixed messages from the situation (136) • One day we are important, one day we are not (137) • I now understand what he felt (138) • The stress of seeing your colleagues remain and you being out of adjustment makes you so angry even to innocent people (139) 	<p>non-caring by the employer</p> <p>noncaring attitude</p> <p>blaming</p> <p>non-involvement of employees</p> <p>unworthy, unappreciated</p> <p>lack of knowledge – management</p> <p>insensitive managers</p> <p>non-caring attitude (mx)</p> <p>family affected</p> <p>acceptance</p> <p>non-involvement</p> <p>lack of understanding,</p> <p>feels powerless</p> <p>waiting in anticipation</p> <p>don't care attitude</p> <p>giving up, devastated</p> <p>anger</p> <p>anger and confusion</p> <p>display of anger and frustration</p> <p>anger</p> <p>denial</p> <p>confusion</p> <p>support from others</p> <p>vulnerable</p> <p>powerless</p> <p>headache</p> <p>had no choice</p> <p>no choice, compulsory,</p> <p>acceptance</p> <p>had no knowledge</p> <p>ignorance, self blame</p> <p>surprise</p> <p>no knowledge, not understanding</p> <p>hope for protection</p> <p>disillusioned</p> <p>promise not kept</p> <p>confusion</p> <p>mixed messages, confusion</p> <p>confusion,</p> <p>understanding</p> <p>felt discriminated against,</p> <p>feels angry</p> <p>uncertainty</p> <p>powerless, low productivity</p>
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142	<ul style="list-style-type: none"> • I am not sure of this (140) 	uncertainty, awaiting shock
143	<ul style="list-style-type: none"> • This renders everybody powerless and unable to contribute productively (141) 	confused, paralyzed
144	<ul style="list-style-type: none"> • More shocking news maybe around the corner (142) 	wordless
145	<ul style="list-style-type: none"> • I was so paralyzed and confused (143) 	no energy, lack of understanding
146	<ul style="list-style-type: none"> • I did not know what to say (144) 	confusion, shock
147	<ul style="list-style-type: none"> • I did not have the energy to ask about the details of the whole process (145) 	denial
148	<ul style="list-style-type: none"> • I just said thank you, took the papers and left (146) 	anger, acceptance
149	<ul style="list-style-type: none"> • I proceeded as nothing has happened (147) • I need to start looking around and apply to other institutions (148) 	defence mechanism, denial
150	<ul style="list-style-type: none"> • I was extremely quiet and worked as if it was my last day on earth (149) 	acceptance
151	<ul style="list-style-type: none"> • I told myself that this is not the end of the world (150) 	late reaction, fear
152	<ul style="list-style-type: none"> • When I got home suddenly fear just came and clouded me (151) 	acceptance
153	<ul style="list-style-type: none"> • I said to myself no need to fear because the job-cutting axe has already done its job (152) 	anxiety
154	<ul style="list-style-type: none"> • I started walking up and down in the house (153) 	crying
155	<ul style="list-style-type: none"> • I busted into tear (154) 	fear of losing the job
156	<ul style="list-style-type: none"> • I may lose my job because of the changes which happened in the department (155) 	in tears, crying
157	<ul style="list-style-type: none"> • I was in tears (156) 	family support
158	<ul style="list-style-type: none"> • We (me and my brother) talked about what has been written on the papers (157) 	powerless, uncertainty
159	<ul style="list-style-type: none"> • I felt loss of control over my career and future 158) 	self blame, feels useless, unworthy
160	<ul style="list-style-type: none"> • I blamed myself for being a lousy nurse who can be moved around at any time (159) 	insecurity
161	<ul style="list-style-type: none"> • I felt so insecure (160) 	loss of relationships
162	<ul style="list-style-type: none"> • I lost the relationships of my work relationships that I have build for so many years (161) 	loss of identity, worthless
163	<ul style="list-style-type: none"> • I felt like I have lost my identity as a nurse (162) 	confusion, self loss
164	<ul style="list-style-type: none"> • I did not know who I was anymore (163) 	confusion and anger
165	<ul style="list-style-type: none"> • Can you imagine that confusion and anger (164) 	family support
166	<ul style="list-style-type: none"> • My brother was there for me, he understood what I was going through and supported me throughout (165) 	powerless
167	<ul style="list-style-type: none"> • The whole process left me powerless (166) 	no purpose in life anymore
168	<ul style="list-style-type: none"> • I just go to work without having any purpose in mind (167) 	waiting indefinitely, no communication
169	<ul style="list-style-type: none"> • I am still waiting till today, nothing is being said and nothing is happening (168) 	no training for supervisors
170	<ul style="list-style-type: none"> • The department is expecting supervisors to deliver such scary and sensitive issue without training them (169) 	lack of understanding on supervisors' side
171	<ul style="list-style-type: none"> • Supervisors did not understand a thing about the whole process (170) 	tactless, non-caring
172	<ul style="list-style-type: none"> • They don't have tact they do it just like that (171) 	lack of empathy
173	<ul style="list-style-type: none"> • No empathy, nothing (172) 	lack of communication
174	<ul style="list-style-type: none"> • My manager did not communicate with me beforehand (173) 	suspicious, blaming
175	<ul style="list-style-type: none"> • I believed she knew about the whole process before (174) 	anger
176	<ul style="list-style-type: none"> • I was angry with her (175) 	difficult experience
177	<ul style="list-style-type: none"> • Experiencing the effect of restructuring was not easy (176) 	feels she is a victim
178	<ul style="list-style-type: none"> • Especially if you are one of the victims (177) 	pain, emotional experience
179	<ul style="list-style-type: none"> • It was very emotional and painful (178) 	acceptance, giving up
180		powerless
181		decision made on their behalf
		anger

5	182	<ul style="list-style-type: none"> • It is fine now, it will be over with time (179) 	acceptance, giving up
	183	<ul style="list-style-type: none"> • You can't fight the department (180) 	
	184	<ul style="list-style-type: none"> • Someone in the department made this decision (181) 	no communication
	185	<ul style="list-style-type: none"> • This makes me mad (182) • It is now time to let go and take a new direction in my career (183) 	non-caring misinformed, promise not kept
	186	<ul style="list-style-type: none"> • Restructuring in our department was imposed on us by upper level management (184) 	assumptions
	187	<ul style="list-style-type: none"> • Those people who call the shot don't give a damn about the people (185) 	deceit, self blame
	188	<ul style="list-style-type: none"> • Health workers especially professionals will never be affected by whatever kind of transformation and restructuring (186) 	need for communication
	189	<ul style="list-style-type: none"> • We assumed that the main victims of restructuring are workers who are non-professionals (187) 	caught by surprise
	190	<ul style="list-style-type: none"> • I realized that we were fooling ourselves (188) 	blame, assumption, suspicious
	191	<ul style="list-style-type: none"> • No one is against change, but whatever is affecting the future of people need to be communicated to them on time (189) 	feels victimized
	192	<ul style="list-style-type: none"> • To be thrown with a bomb and expected one to run for her life (190) 	
	193	<ul style="list-style-type: none"> • I think managers had the people they disliked and grabbed the opportunity of the change process to get rid of them (191) 	self reassurance poor job commitment
	194	<ul style="list-style-type: none"> • We are the victims are not the only ones affected (192) 	low job involvement
	195	<ul style="list-style-type: none"> • I am better of because I know where I stand and can make my future plans on time (193) 	
	196	<ul style="list-style-type: none"> • There is lower job commitment because people don't just care anymore (194) 	scared, uncertainty poor job performance anger
	197	<ul style="list-style-type: none"> • You notice lowered job involvement and lowered morale (195) 	
	198	<ul style="list-style-type: none"> • People are scared and uncertain about their future (196) 	suspicious, blaming
	199	<ul style="list-style-type: none"> • There is a significant drop in performance (197) 	
	200	<ul style="list-style-type: none"> • I was very angry with everybody, you know worse with HR manager and my supervisor (198) 	distrust
	201	<ul style="list-style-type: none"> • I thought my colleagues who were not affected sold me out (199) 	no one to confide to
	202	<ul style="list-style-type: none"> • I didn't know what to think or whom to trust (200) 	uncertainty
203	<ul style="list-style-type: none"> • You will be surprised on how much suffering is there within people especially if there is no one to confide to (201) 	anger	
204	<ul style="list-style-type: none"> • I tried to ask questions but could not get satisfactory answers (202) 	hurt, blaming	
205	<ul style="list-style-type: none"> • That made me mad and felt like strangulating the two managers (203) 	confusion	
206	<ul style="list-style-type: none"> • What do they know? Nothing except hurting subordinates (204) 	non-caring attitude	
207	<ul style="list-style-type: none"> • They enjoyed every minute of seeing me confused (205) 	impatience	
208	<ul style="list-style-type: none"> • I remember my supervisor saying " don't tell us what you did yesterday, better tell us what you're going to do for the department tomorrow (206) 	need for training	
209	<ul style="list-style-type: none"> • You could see impatience written all over my supervisor's face (207) 	anger, sympathy	
210	<ul style="list-style-type: none"> • I think and still believe that training was needed before managers could be given this task (208) 	non-involvement in decision making unprepared	
211	<ul style="list-style-type: none"> • Even though I was angry, I could still feel for them (209) 	suspicious, blaming	
212	<ul style="list-style-type: none"> • Seniors who decided on our professional and future made us to feel fired emotionally(210) 	shock, shattered, devastated	
213	<ul style="list-style-type: none"> • I was given absolutely no preparation (211) 		

5	214	<ul style="list-style-type: none"> I took this as a trap from my colleagues and supervisors (212) 	lack of understanding
	215	<ul style="list-style-type: none"> Where I will be given the news that will shock me for the rest of my life and live me shattered and devastated (213) 	dissatisfied, self questioning
	216	<ul style="list-style-type: none"> What I still don't understand was when was this decided on my behalf (214) 	traumatizing
	217	<ul style="list-style-type: none"> I am still asking why me (215) 	scared, anger, giving up
	218	<ul style="list-style-type: none"> The experience was traumatizing (216) 	powerless
	219	<ul style="list-style-type: none"> You become so scared, angry and end up giving up and become depressed (217) 	continuous terror
	220	<ul style="list-style-type: none"> You feel so powerless as there is nothing that you can do (218) 	self questioning
	221	<ul style="list-style-type: none"> The memories of the whole process terrorize you continuously (219) 	uncertainty
	222	<ul style="list-style-type: none"> You keep on asking your self that what is it for me today (220) 	low morale
	223	<ul style="list-style-type: none"> Will I be taken to another institution (221) 	angry towards family
	224	<ul style="list-style-type: none"> All this scary and confusing things bring your morale down (222) 	need for reassurance
	225	<ul style="list-style-type: none"> At first I became angry with my family thinking that they are not supportive enough (223) 	emotional disturbance
	226	<ul style="list-style-type: none"> I just wanted him to tell me that everything will be alright (224) 	suppression
	227	<ul style="list-style-type: none"> I was so emotionally disturbed and could not hear that (225) 	flashbacks
	228	<ul style="list-style-type: none"> The whole process has caused me great suffering and at times I try to forget about it (226) 	guilt, shame, anxiety, scared
	229	<ul style="list-style-type: none"> I tried not to think about it but the thought just automatically comes (227) 	and less responsibilities
	230	<ul style="list-style-type: none"> This led to diminishing in my responsibilities at work as I became guilty and shameful, anxious and that scared me (228) 	non-caring attitude
	231	<ul style="list-style-type: none"> I didn't care anymore (229) 	guilt and shame
	232	<ul style="list-style-type: none"> You feel so ashamed and guilty that you are a failure (230) 	non caring attitude
	233	<ul style="list-style-type: none"> Our managers don't want to know how we feel (231) 	degraded
234	<ul style="list-style-type: none"> You feel so small inside (232) 	absenteeism	
235	<ul style="list-style-type: none"> I couldn't face the situation anymore and started being absent from work (233) 	non-commitment	
236	<ul style="list-style-type: none"> When I was at work I was not showing any commitment anymore (234) 	demoralized	
237	<ul style="list-style-type: none"> You hear all sorts of demoralizing talks (235) 	victimized, humiliated	
238	<ul style="list-style-type: none"> How inefficient you have been and how useless you have been (236) 	feel targeted	
239	<ul style="list-style-type: none"> I belief that I was targeted, by whom I don't know (237) 	powerless	
240	<ul style="list-style-type: none"> I felt like the gun was held on my head (238) 	vulnerable	
241	<ul style="list-style-type: none"> I've got no where to hide (239) 	no protection	
242	<ul style="list-style-type: none"> There was no protection from my institution (240) 	hurt	
243	<ul style="list-style-type: none"> Perhaps that is what it pays to work hard, that is hurting (241) 	unappreciated	
244	<ul style="list-style-type: none"> You work for so many years and after that you are said to be of no value anymore (242) 	acceptance	
245	<ul style="list-style-type: none"> Even though one is trying to accept what has happened, it is still not easy (243) 	felt demoralized	
246	<ul style="list-style-type: none"> It is very difficult and demoralizing (244) 	acceptance	
247	<ul style="list-style-type: none"> But it is fine, like any traumatic thing, this will come and pass, you cant hide from the real situation (245) 	hurt	
248	<ul style="list-style-type: none"> The emotional trauma is still hanging over my head (246) 	feels rejected, unwanted	
249	<ul style="list-style-type: none"> Being kicked out of the tribe you grew-up in kind of sucks (247) 	no understanding	
250	<ul style="list-style-type: none"> The concept I don't even understand (248) 	disappointment	
251	<ul style="list-style-type: none"> I was disappointed, very disappointed (249) 	sadness	
			feels redundant

252	<ul style="list-style-type: none"> I still have this sad feeling that has to do with restructuring (250) 	feels useless
253	<ul style="list-style-type: none"> Being painted into a particular corner, to me represent one word, redundancy (251) 	suppression
254	<ul style="list-style-type: none"> The fact remains you are in excess because you are useless (252) 	suspicious, feels useless
255	<ul style="list-style-type: none"> The question brought back memories, the painful memories that I didn't want to remember (253) 	anger
256	<ul style="list-style-type: none"> I suspected that I was one of the useless creatures in our institution (254) 	anger
257	<ul style="list-style-type: none"> Bring those papers, I know what it is all about (255) 	displays anger
258	<ul style="list-style-type: none"> The more they tried to explain the more angry I became, really angry (256) 	humiliation
259	<ul style="list-style-type: none"> I stood up and took the papers and went out (257) 	anger, inconsiderate
260	<ul style="list-style-type: none"> I could feel the whole hospital eyes on me (258) 	feels deceived, let down
261	<ul style="list-style-type: none"> I got into the ward, took my bag and left (259) 	blaming
262	<ul style="list-style-type: none"> How could she support the fact that I am redundant (260) 	not understanding, victimized
263	<ul style="list-style-type: none"> How could she accuse me of not living up to my potential (261) 	frustration
264	<ul style="list-style-type: none"> Why was I declared in excess, why me (262) 	feels like resigning
265	<ul style="list-style-type: none"> I screamed out loud thinking that I will feel better (263) 	blaming, distrust
266	<ul style="list-style-type: none"> I took a decision in my anger that I am going to resign (264) 	feels dismissed, blaming
267	<ul style="list-style-type: none"> What is the use of staying with the manager who is threatening your future and chances to grow (265) 	feels rejected, unwanted
268	<ul style="list-style-type: none"> I have been fired, why stay with unreliable managers (266) 	confused
269	<ul style="list-style-type: none"> They don't want me here (267) 	unappreciated
270	<ul style="list-style-type: none"> I felt as if this is happening to me for the thousand time (268) 	unappreciated, no acknowledgement
271	<ul style="list-style-type: none"> Being in the department for twenty years did not mean a thing (269) 	non-involvement
272	<ul style="list-style-type: none"> No appreciation, no acknowledgement , no thank you (270) 	uncertainty
273	<ul style="list-style-type: none"> The department is sort of confused, looking at what they have just decided without involving us (271) 	humiliation
274	<ul style="list-style-type: none"> One is left with a question that can not be answered by anyone (272) 	no understanding
275	<ul style="list-style-type: none"> We are belittled in front of our colleagues (273) 	giving up, hopeless
276	<ul style="list-style-type: none"> I will never understand (274) 	blaming
277	<ul style="list-style-type: none"> My enthusiasm of growing in my profession faded as a result of this transition (275) 	acceptance
278	<ul style="list-style-type: none"> I don't think the department thought clearly about the consequences of their decision (276) 	need for recognition
279	<ul style="list-style-type: none"> No one is against the change that the department wants to implement (277) 	need for information
280	<ul style="list-style-type: none"> What we need is just recognition of our service to the department (278) 	insomnia
281	<ul style="list-style-type: none"> Informing us about the changes they want to make about our careers and futures will do (279) 	anger
282	<ul style="list-style-type: none"> I didn't sleep that night (280) 	blaming
283	<ul style="list-style-type: none"> I was very angry with my manager (281) 	feels victimized
284	<ul style="list-style-type: none"> Do I just blame the wrong person (282) 	uncertainty
285	<ul style="list-style-type: none"> They are as much victims as I am (283) 	strained relationships
286	<ul style="list-style-type: none"> You cant be sure of your future in this department (284) 	hurt, emotional destruction
287	<ul style="list-style-type: none"> The whole process caused strained relationships amongst us as colleagues (285) 	expression of anger, disgust
288	<ul style="list-style-type: none"> The department is causing more harm than good (286) 	pretends
289		knowing about the process
290		uncertain, unsure

291	<ul style="list-style-type: none"> Transformation is a monster, thus what I can start with (287) 	emotional
292	<ul style="list-style-type: none"> Everybody is just painting a brave face on this (288) 	rationalize
293	<ul style="list-style-type: none"> Its just a shake up we knew it was coming (289) 	hurt
294	<ul style="list-style-type: none"> Some said it's a good thing but I don't know (290) 	
295	<ul style="list-style-type: none"> Maybe I am just being too emotional (291) 	lowered self esteem
296	<ul style="list-style-type: none"> I wish people could just stop rationalizing this (292) 	need to be understood
297	<ul style="list-style-type: none"> The whole process kills you spiritually, emotional and every aspect of your being dies (293) 	fear of being targeted
298	<ul style="list-style-type: none"> Self esteem is even worse (294) 	acceptance of the situation
299	<ul style="list-style-type: none"> People must try to understand what I feel (295) 	rumours about people loosing jobs
300	<ul style="list-style-type: none"> Maybe they are afraid they might be targeted too (296) 	scared
301	<ul style="list-style-type: none"> You know it is important to mourn (297) 	uncertain
302	<ul style="list-style-type: none"> The rumours were all over the hospital that some people are going to loose their jobs (298) 	took by surprise
303	<ul style="list-style-type: none"> Everyone was scared (299) 	fear and anxiety
304	<ul style="list-style-type: none"> We did not know how , when and who the victims were (300) 	confusion
305	<ul style="list-style-type: none"> I never suspected that I will be amongst the unfortunate (301) 	anger
306	<ul style="list-style-type: none"> You could feel the air was filled with fear and anxiety (302) 	disowning the process
307	<ul style="list-style-type: none"> The following day all hell broke loose (303) 	having no knowledge
308	<ul style="list-style-type: none"> Anger started building in me (304) 	
309	<ul style="list-style-type: none"> I just said to them, do you both remember telling me about what you are asking me (305) 	confusion
310	<ul style="list-style-type: none"> They are not responsible for whatever has happened (306) 	acceptance of the situation
311	<ul style="list-style-type: none"> That was Greek to me because I never heard about restructuring or transformation in the department (307) 	no answers
312	<ul style="list-style-type: none"> My head was spinning and was just on the verge of tears (308) 	blaming, uncertain
313	<ul style="list-style-type: none"> I must just face reality and deal with it (309) 	not informed
314	<ul style="list-style-type: none"> Papers will not answer the questions I have (310) 	no consultation
315	<ul style="list-style-type: none"> Who decided on my name and based on what (311) 	no sense, unsure
316	<ul style="list-style-type: none"> When did the process start and why were we not informed (312) 	doubts
317	<ul style="list-style-type: none"> Why were we not consulted (313) 	no consultation
318	<ul style="list-style-type: none"> It does not make sense (314) 	unfair and inhuman
319	<ul style="list-style-type: none"> It seems as if they did not give it a serious thought of what they have decided on (315) 	disregarded, not considered
320	<ul style="list-style-type: none"> If they consulted us we would have given our inputs (316) 	self blame
321	<ul style="list-style-type: none"> The whole process was unfair and inhuman (317) 	unappreciated, not valued
322	<ul style="list-style-type: none"> We are not considered as people here, because decisions are made on our behalf (318) 	anger
323	<ul style="list-style-type: none"> Maybe we were not productive even before (319) 	not told on time, not prepared
324	<ul style="list-style-type: none"> It wont make a difference whether we are there or not (320) 	feels rejected
325	<ul style="list-style-type: none"> This makes me very angry (321) 	self confidence
326	<ul style="list-style-type: none"> If they told me on time I would have made my preparations (322) 	lack of respect and acknowledgement
327	<ul style="list-style-type: none"> I would have left the system before I was kicked out (323) 	frustration
328	<ul style="list-style-type: none"> I do not doubt myself, I am a professional person (324) 	compromising, regrets
329	<ul style="list-style-type: none"> I can get the job where I will be respected and my contributions acknowledged (325) 	regrets, lack of appreciation
330	<ul style="list-style-type: none"> This is really frustrating (326) 	nightmares, flashbacks
331	<ul style="list-style-type: none"> I forfeited my leave days because I was compromising (327) 	
332	<ul style="list-style-type: none"> I was just wasting my time and energy and not appreciated (328) 	uncertain
333	<ul style="list-style-type: none"> This issue does not get out of my head, instead it causes me 	feeling of loss
		anger

333	nightmares (329)	acceptance
334	<ul style="list-style-type: none"> I do not know when will I be out of this institution (330) 	nasty experience, hurt
335	<ul style="list-style-type: none"> I have worked for so long and so much, build relationships and now that is just taken away overnight (331) 	depressed
336	<ul style="list-style-type: none"> I am very angry (332) 	fear
337	<ul style="list-style-type: none"> What is done is done (333) 	acceptance
338	<ul style="list-style-type: none"> I do not want to blame anyone here, but the experience was not nice (334) 	distrust, hopeless
339	<ul style="list-style-type: none"> I was depressed (335) 	confusion
340	<ul style="list-style-type: none"> I had that fear that I could not describe (336) I ended up accepting the reality (337) 	personalization
341	<ul style="list-style-type: none"> What is the use of complaining, who will listen to me any way (338) 	acceptance, powerless
342	<ul style="list-style-type: none"> Personally I have gone through a real wilderness experience(339) 	positive experience,
343	<ul style="list-style-type: none"> Maybe I viewed the situation differently, I might have taken it too personal (340) 	acceptance
344	<ul style="list-style-type: none"> All in all I am just fine (341) 	acceptance, given up
345	<ul style="list-style-type: none"> It is also nice to be able to step back and look at my experience and see how well things really worked and move on (342) 	Need to be listened to
346	<ul style="list-style-type: none"> I am surviving fairly well actually (343) 	Confusion
347	<ul style="list-style-type: none"> One need to talk to a person who will listen even if nothing is done but just listening (344) 	Confusion
348	<ul style="list-style-type: none"> I do not know where to start (345) 	Suspicious
349	<ul style="list-style-type: none"> The whole thing is confusing (346) 	Rumours
350	<ul style="list-style-type: none"> I suspected that it might be coming (347) 	Lack of sensitivity
351	<ul style="list-style-type: none"> I heard rumours about people loosing their jobs (348) 	Lack of understanding
352	<ul style="list-style-type: none"> You are called just like that to be told that you have been declared in excess (349) 	Not prepared for the news
353	<ul style="list-style-type: none"> A concept one does not even understand (350) 	Shock
354	<ul style="list-style-type: none"> No warning , no preparation for the news, nothing (351) 	loss
355	<ul style="list-style-type: none"> It is still almost a shock when it actually happens (352) 	confusion, uncertain
356	<ul style="list-style-type: none"> I felt that sense of loss (353) 	feeling of non-existence
357	<ul style="list-style-type: none"> I do not know how to describe it (354) 	feeling of emptiness
358	<ul style="list-style-type: none"> It like you are not existing anymore (355) 	impact on the family and economy
359	<ul style="list-style-type: none"> You feel empty inside (356) 	uncertainty
360	<ul style="list-style-type: none"> you think about the economic impact the whole process will have, the changes it will bring for me and my family (357) 	feeling of despondent
361	<ul style="list-style-type: none"> what one is facing in the uncertain future (358) 	self questioning, doubt
362	<ul style="list-style-type: none"> I felt so powerless, sad and discouraged (359) 	self blaming
363	<ul style="list-style-type: none"> I started questioning my work and abilities (360) 	not told on time
364	<ul style="list-style-type: none"> Did this happen to me because I was not performing as expected (361) 	isolated
365	<ul style="list-style-type: none"> Why was I not told (362) 	feeling of not being valued
366	<ul style="list-style-type: none"> I sat alone without answers (363) 	feels disappointed
367	<ul style="list-style-type: none"> I felt I was undervalued (364) 	self doubt
368	<ul style="list-style-type: none"> I was let down by the department I have given years of my working life to (365) 	feels rejected
369	<ul style="list-style-type: none"> At my age who will really hire me (366) 	unappreciated, indecency
370	<ul style="list-style-type: none"> Is like throwing me in the street and I had to see to finish (367) 	feels useless
371	<ul style="list-style-type: none"> If the department was appreciating and decent, it should have just said go home and rest and thanks for nothing (368) 	feels targeted
372	<ul style="list-style-type: none"> Being told directly that you are useless (369) 	lack of understanding
373		need for understanding
		lack of understanding

<p>374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413</p>	<ul style="list-style-type: none"> • What I don't understand is that why was I sacrificed if the department was maybe in trouble, why me (370) • What criteria did they use to come up with my name (371) • I need to know that maybe I will understand the whole process and come to terms with what has happened (372) • But as of now, I do not understand (373) • One of us is confused here (374) • That was a hell of a moment (375) • No satisfactory answers were given (376) • They seemed blank (377) • No reassurance, nothing (378) • I have never been so angry in my life (379) • Looking back where I come from with this department (380) • I was just thrown into unexpected transition characterized by confusion (381) • The process means I am stuck, I cannot move any further (382) • I just have to work and work until when I don't know (383) • The most painful part is that my anger was directed to the wrong people (384) • At work I was not happy anymore (385) • I could see that this is also affecting my colleagues (386) • Everybody lived in fear of their future (387) • Why am I doing the job since I was the next one to be declared in excess (388) • How do you care for the next person if no one is taking care of you (389) • I do not say change should not occur (390) • Can we be informed about change that is affecting our future (391) • We cannot stop them from implementing whatever (392) • Being declared in excess can be more stressful event of a person's life (393) • The feeling of uncertainty can make it difficult to focus at work (394) • You are not sure whether to stay or leave (395) • You feel guilty because you did not do your job to the expectation of your supervisor (396) • I think communication is very important (397) • Being talked to will reduce stress (398) • You come to work not being certain about your own job security, that is scary (399) • If one is prepared for the possibilities, it will help with regard to self control and adjustment to the situation (400) • As union members where we well represented or what (401) • Why did our unions speak to us about this change (402) • The affected ones blames the unaffected (403) • What is done is done (404) • One has to move on with life until that day when one is taken to another institution (405) • The decision as always was from top to bottom (406) • There is nothing wrong with the concept of transformation and restructuring (407) • The problem lies with the people who implemented it (408) 	<p>confusion painful, confusion uncertainty lack of knowledge (mx) not reassured anger reflection confusion</p> <p>stuck at one place uncertainty anger at wrong people</p> <p>unhappiness colleagues affected fear, uncertainty non-caring attitude</p> <p>not being cared for</p> <p>acceptance need for information</p> <p>powerless stressful experience</p> <p>uncertainty, poor concentration uncertainty, bitterness guilty feelings, self blame</p> <p>need for communication need to be talked to uncertainty, scared</p> <p>need for preparation</p> <p>uncertainty, doubt blaming blaming giving up, powerless waiting in anticipation</p> <p>blaming acceptance</p> <p>blaming lack of knowledge (mx) blaming</p> <p>bitterness</p> <p>hatred</p> <p>non-caring attitude</p>
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414	<ul style="list-style-type: none"> • Our managers are as blank as everybody when coming to this process (409) 	no help from institution,
415	<ul style="list-style-type: none"> • They are the ones who complicated the whole issue (410) 	rejected, alone,
416	<ul style="list-style-type: none"> • It was not nice, not nice at all (411) 	self assistance
417	<ul style="list-style-type: none"> • The whole thing made me to hate managers in the institution (412) 	distrust
418	<ul style="list-style-type: none"> • They don't care about us (413) 	communication
419	<ul style="list-style-type: none"> • One went through this and pain alone with no help from the institution (414) 	assumption, distrust
420	<ul style="list-style-type: none"> • I had to pay money to get help from outside (415) 	scared
421	<ul style="list-style-type: none"> • I don't trust any of the managers (416) • I believe that when the department is making any change, they need to communicate with people (417) 	fear uncertainty
422	<ul style="list-style-type: none"> • The managers got information on time and decided to keep it to themselves as usual (418) 	crying
423	<ul style="list-style-type: none"> • When I was called to be told about the bad news, I was scared to death (419) 	fear of losing the job
424	<ul style="list-style-type: none"> • I was shaking with fear (420) 	no sympathy
425	<ul style="list-style-type: none"> • I didn't know what the future will hold for me after the whole thing (421) 	non-caring attitude
426	<ul style="list-style-type: none"> • I just started crying (422) 	inhuman
427	<ul style="list-style-type: none"> • I was scared I was going to lose my job (423) 	caring attitude from the unit/support
428	<ul style="list-style-type: none"> • I was shouted at by my supervisor (424) 	doubt, distrust
429	<ul style="list-style-type: none"> • Was instructed to drink water and start behaving like an adult (425) 	misery
430	<ul style="list-style-type: none"> • I was instructed to stop crying (426) 	uncertainty, no information
431	<ul style="list-style-type: none"> • My supervisor took me to the nurses' room and tried to calm me down (427) 	headache
432	<ul style="list-style-type: none"> • Do you think they had an idea of on how to handle the situation (428) 	insomnia
433	<ul style="list-style-type: none"> • I spend most of the day being miserable (429) 	assistant from family/support
434	<ul style="list-style-type: none"> • I was asking myself a lot of questions without answers (430) 	encouragement from family
435	<ul style="list-style-type: none"> • I went home with that headache that I cant describe (431) 	scared
436	<ul style="list-style-type: none"> • I tried to sleep but I couldn't (432) 	hopeless
437	<ul style="list-style-type: none"> • I phoned my sister who came to sleep over at my place (433) 	acceptance
438	<ul style="list-style-type: none"> • She encouraged me to go back to work and deal with what has happen (434) 	blaming
439	<ul style="list-style-type: none"> • I was starting to lose it and that scared me a lot (435) 	lack of information
440	<ul style="list-style-type: none"> • I didn't want anything, no food nothing (436) 	poor communication
441	<ul style="list-style-type: none"> • There is nothing wrong with the process (437) 	reflection, regret, despondent
442	<ul style="list-style-type: none"> • I blame the department and the unions that we belong to (438) 	disgusted
443	<ul style="list-style-type: none"> • They did not keep us informed about the change from the beginning (439) 	uncertainty
444	<ul style="list-style-type: none"> • Communication is the problem in our department, it is always from bottom to top (440) 	feels unaccepted, not acknowledged
445	<ul style="list-style-type: none"> • I worked for this department for twenty years without complaints, working hard, and this is what I am getting as a thank you (441) 	lack of acknowledgement
446	<ul style="list-style-type: none"> • that is disgusting, who ever decided on this should feel ashamed of himself (442) 	feels discouraged
447	<ul style="list-style-type: none"> • this uncertainty is driving professionals away to other countries (443) 	confusion
448	<ul style="list-style-type: none"> • better working conditions, good remuneration and most important the acknowledgment of the good work done (444) 	uncertainty
449		no communication
450		doubts, confusion, uncertainty
		acceptance

451	<ul style="list-style-type: none"> our department is not acknowledging the hard work and the long hour we are giving to them (445) 	lack of understanding
452	<ul style="list-style-type: none"> this is discouraging (446) 	blaming
453	<ul style="list-style-type: none"> the department is confused (447) 	confusion
454	<ul style="list-style-type: none"> nothing happened thereafter (448) 	feels rejected
455	<ul style="list-style-type: none"> no one is talking to us about the progress (449) 	lack of information
456	<ul style="list-style-type: none"> we are just waiting for that day that I doubt will ever come (450) 	no explanation
457	<ul style="list-style-type: none"> I think I will survive, no need to complain (451) 	secrets from management
458	<ul style="list-style-type: none"> I don't understand the concepts of transformation and restructuring (452) 	lack of understanding acceptance
459	<ul style="list-style-type: none"> The terms I just the tricks played by the department (453) 	need to be informed
460	<ul style="list-style-type: none"> This is confusing (454) We are not wanted anymore (455) 	unfair, inhuman
461	<ul style="list-style-type: none"> No one informed us about the transformation (456) 	painful
462	<ul style="list-style-type: none"> So that they can give clarity on the criteria used to leave others in and take others out (457) 	lack of knowledge (mx)
463	<ul style="list-style-type: none"> What was the big secrecy about all this, what were they hiding (458) 	uncertainty rumours
464	<ul style="list-style-type: none"> I really don't understand (459) What ever they wanted to do with our future, we wouldn't stop them (460) 	feels unfortunate
465	<ul style="list-style-type: none"> Just to inform us wouldn't be harmful (461) 	confusion
466	<ul style="list-style-type: none"> What has happened and the way we were treated was unfair and inhuman (462) 	lack of understanding, knowledge
467	<ul style="list-style-type: none"> I don't know how I can tell you because is very painful (463) 	confusion, uncertainty
468	<ul style="list-style-type: none"> The people who were supposed to be knowledgeable about this process were blank (464) 	stranded
469	<ul style="list-style-type: none"> There were questions that were not answered (465) Rumours were all over the hospital (466) 	feels rejected
470	<ul style="list-style-type: none"> I was one of the unfortunate employees to be declared in excess (467) 	self blame, guilt confusion
471	<ul style="list-style-type: none"> It was so confusing (468) 	flashbacks
472	<ul style="list-style-type: none"> One don't even know what is to be declared in excess (469) 	denial anger
473	<ul style="list-style-type: none"> The message was not convincing leaving you even more confused and uncertain about a lot of things (470) 	feel targeted
474	<ul style="list-style-type: none"> You ask yourself where will I go from here (471) Who will hire me if the institution I have worked for so long does not want you anymore (472) 	feel hated, unwanted lack of information
475	<ul style="list-style-type: none"> What have I done to make people so inconsiderate (473) 	
476	<ul style="list-style-type: none"> All those questions runs through your head and you don't get answers (474) 	anger
477	<ul style="list-style-type: none"> When I got home the whole process came back, and came back very strongly (475) 	anger, resisting anger anger
478	<ul style="list-style-type: none"> I took the whole process very cool (476) 	
479	<ul style="list-style-type: none"> I was angry at the people who were not declared in excess (477) 	non-caring attitude self protection
480	<ul style="list-style-type: none"> Why was my name given , I cant tell (478) 	
481	<ul style="list-style-type: none"> Who ever did that hated me very bad (479) 	worry
482	<ul style="list-style-type: none"> I was not informed on time (480) I got angry with management because they knew about this and couldn't tell me (481) 	
483	<ul style="list-style-type: none"> I told myself that I am not going anywhere (482) 	

<p>488 489 490 491 492 493 494 495 496 497 498 499 500</p>	<ul style="list-style-type: none"> • I have build that aggression around myself and was no go area (483) • I was lashing at everybody left and right (484) • I started working as I wish (485) • I changed completely and swore to myself that no one is going to repeat the same thing to me again (486) • This worried me a lot because I was trying to be someone I am not (487) • I couldn't sleep most part of the night (488) • I woke up full of anger for what the department has done (489) • The department never came back to do a follow up (490) • I also kept quiet and really why should I bother (491) • Nothing is going to happen here I am telling you (492) • There is no explanation even today (493) • N one is communicating with us, so what (494) • Who cares (495) • Who ever did thing will not get away with it, this was cruel (496) • Its just confusion from top to bottom (496) • I am alright now, believe me (497) • I need to go on with my life as if nothing is happening (498) • Things will be fine eventually, I've got that hope. I can't change anything now, but that was uncalled for really. 	<p>insomnia anger no follow-up, no communication non-caring attitude uncertainty no communication no communication, non caring non-caring attitude(employee) cruel treatment confusion feels alright, acceptance acceptance acceptance, hope, bitterness</p>
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