

SOUTHERN AFRICA INSTITUTE OF MANAGEMENT SERVICES
EXECUTIVE PRESIDENT'S ANNUAL REPORT ON THE ACTIVITIES OF THE
COUNCIL FOR THE PERIOD

1 MARCH 2017 UNTIL 28 FEBRUARY 2018

Vice-Executive President, Members of the Institute and Guests.

I hereby wish to submit my annual report on the activities of the Institute to the Annual General Meeting for approval. It has been a privilege to serve as Executive President of the Institute for the mentioned period. I need to reflect on our achievements for the year, which could not have been realised without the commitment, support and hard work of the Council, Executive Management members and the Office Support.

1. STRUCTURE OF THE INSTITUTE

The Council of the Institute consists of a maximum of **eight (8)** and a minimum of **six (6)** elected by postal ballot.

The members are: POSITION	NAME
Elected members:	
Executive President	Ms M J Loubser (Ria)
Vice-Executive President	Ms N G Kgwefane (Futhi)
Secretary & Treasurer	Mr E M Morrison (Eddie)
Editor	Mrs L Forssman (Lydia)
Members	Mr P Munsamy (Preggie) Mr B F Gouws (Ben) Mr J G Marais (Jimmy)

2. ATTENDANCE OF MEETINGS BY COUNCIL MEMBERS

Executive Management and Institute Council meetings attendance for 2017/18 were:

	Council #1	Exco #1	Exco #2	Exco #3	Exco #4		
NAME	Council Meeting 19 May 2017	Exco Meeting 19 May 2017	Exco Meeting 28 September 2017	Exco Meeting 25 January 2018	Exco Meeting 15 March 2018	Meetings	Attende- ance %
Forssman L (Ms) (Lydia)	Yes	Yes	Yes	Yes	Yes	5 out of 5	100%

Gouws B F (Ben)	Yes	Yes	No	Yes	Yes	4 out of 5	80%
Kgwefane NG (Futhi)	Yes	Yes	No	No	Yes	3 out of 5	60%
Loubser M J (Ms) (Ria)	Yes	Yes	Yes	Yes	Yes	5 out of 5	100%
Marais JG (Jimmy)	Yes	Yes	Yes	Yes	Yes	5 out of 5	100%
Morrison E M (Eddie)	Yes	Yes	Yes	Yes	Yes	5 out of 5	100%
Munsamy P (Preggie)	Yes	Yes	Yes	Yes	Yes	5 out of 5	100%

3. ACTIVITIES OF THE COUNCIL

The Council used the year to give attention to and finalise the following activities:

3.1 The Annual Conference

The Conference Committee arranged and presented the 27th Annual Conference with the theme "ACHIEVING ORGANISATIONAL AGILITY", at the Protea Hotel by Marriott® Hunters Rest in Rustenburg from 25 to 27 October 2017.

Positive feedback was received from the delegates in terms of the presentations. The team building programme consisting of a Funny Bunny Marshmallow game, a Memory Game and Team Karaoke competition proved to be a big hit. Photographs of the conference and the presentations of the presenters were published on the SAIMAS website. Articles on the conference have been published in the SAIMAS Journal.

Thank you to all delegates who attended, the spirit in which you've participated is appreciated!

3.2 Workshop

A workshop with the theme "Developing a Service Delivery Model" was held on 27 February 2018 at Protea Hotel by Marriott®, Centurion. The workshop was presented by Ms Natasha Pillay from the Department of Public Services (DPSA) and assisted by Mr Marcel Wilson.

The workshop demonstrated how to develop a Service Delivery Model (SDM) by determining strategic objectives, mandated services, service beneficiaries, current method of delivery, analysis of current method of delivery and possible improved method of delivery.

The workshop was interactive, well attended and rated as very good by those who attended.

3.3 SAIMAS Journal

I would like to encourage members and non-members to provide our editor with articles for the journal. The journal is a valuable document through which the members and others receive the latest information on the Institute and our profession. For some members their only link with the Institute is the Journal that they receive. Thank you to those who have been contributing for the past few years.

The success of the journal is due to the hard work and effort of the editor Mrs L Forssman and I want to thank her for that. She is also receiving assistance from Mr J Marais. Thank you also to the SAIMAS office for the effort to distribute the journals to all relevant parties.

3.5 SAIMAS Website

Our Web site (www.saimas.org.za) is continuously being updated. Recently the Management Services Toolbox & Framework has been added, which is the responsibility of Mr B Gouws. The office receives and transmits E-mail communications from the E-mail address, namely Saimas@global.co.za.

4. FUTURE ACTIVITIES

4.1 28th Annual Conference

The Conference Organising team has started with arrangements for this year's Annual Conference. The Theme of the conference is "*ORGANISATIONAL EFFECTIVENESS: MANAGEMENT SERVICES & OD APPROACH – THE SMART OPTION*", and will be presented from 24 to 26 October 2018. Information on the tariffs is available on the website. The Call for Papers has been distributed with the latest journal and the latest response date was 16 May 2018. Feedback to successful presenters will be given by the end of May 2018. Possible venues in the North West area have been identified and site visits have been conducted. Information on progress on the conference arrangements will be available on the SAIMAS Website or at the SAIMAS Office.

4.2 Workshop

The next Workshop will be arranged in due course. Details regarding this will be distributed to you as soon as final arrangements have been made.

5. MEMBERSHIP

The status of the membership of the Institute is as follows:

Individual members – 1 March 2017	Individual members – 28 February 2018	Corporate members - 1 March 2017	Corporate members - 28 February 2018	Members resigned during year	Individual members delete – no payment 2017/18
111	80	3	4	0	38

Your assistance in recruiting new members will be highly appreciated, as no organisation can function and survive without members. At this time I would also like to encourage our students to continue with their membership. Our profession focuses on management advisory from which our governmental and non- governmental organisations can benefit.

6. FINANCES OF THE INSTITUTE

Our main source of income is the annual conference and individual and corporate membership fees, while the annual conference, journal and workshops form the biggest part of our expenditure.

The detail financial statements can be accessed from the Treasurer of the Institute. I want to thank the Treasurer, Mr E M Morrison, for his hard work to ensure a stable financial situation. I also want to thank our Honorary Auditor, VDMNell Financial Services CC Registration Number 2009/058606/23, for time and effort in auditing our financial statements.

7. OFFICE ADMINISTRATION

For the efficient running and services rendered by the office, I want to congratulate and thank our part time secretary, Mrs Gerda Morrison. Her time and efforts to ensure the smooth administration of SAIMAS for the past year is noted and highly appreciated.

I also want to thank the Council member responsible for Office Administration, Eddie Morrison, for all his efforts and assistance.

8. APPRECIATION

I wish to thank the members of the Institute for your continued support and contributions towards the Institute as well as your participation in the activities of the Institute.

Thank you to the Council members, for your contributions and commitment during the past year, as well as for your friendship and support. A special thank you to the Vice-Executive President, Ms Futhi Kgwefane, for her dedication towards the Institute.

SAIMAS greetings

R Loubser

SAIMAS EXECUTIVE PRESIDENT

DIMENSIONS OF THE DIGITAL DIVIDE (Three series article): Second part

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Introduction

This article is the second in a series that considers the term 'digital divide'. The three-part series will look at different aspects of the digital divide. We have structured this article series so that the broad themes (different dimensions) cover the following aspects:

- physical and material barriers;
- training and educational barriers; and
- participation divide issues and barriers.

We explore and discuss each of these different dimensions in the hope that readers may have their awareness and understanding of these digital divide topics strengthened.

In the first part of the article series, we discussed the background to the dimensions of the digital divide. In this second part of the series, we now discuss training and educational barriers to the digital divide.

Background to the Dimension of the Digital Divide - Skills

This article continues our series on the digital divide and the ways in which the divide is not a singular form of barrier but rather a multi-levelled problem. We assert that issues that prevent people from availing themselves of the advantages of digital technology need to be understood as occurring in different ways or 'dimensions'.

In the first part of this article series we considered the physical and material barriers; these included having access to digital technology and the resources to be able to purchase services (such as internet access subscriptions) and peripherals (such as paper for printing and other supplies). During the late 1990's and early 2000's such issues were of particular prominence and significant effort was put into improving such barriers. However, it soon became evident that access alone was not the entire solution and the simplistic binary nature of the divide began to be questioned. This resulted in more sophisticated models being developed to account for the divide. These new models conceptualised the divide not in binary terms but instead saw a graduation of ability to access and use of networked computers (Warschauer, 2002; van Dijk and Hacker, 2003; Selwyn, 2004; Warschauer, 2004; Livingstone and Helsper, 2007). In such accounts, though access was still a barrier, other factors became increasingly recognised as being significant in preventing full engagement with digital media and reaping its attendant benefits (Hargittai, 2002) and Warschauer's (2004) critique that access was part of a complex range of relationships and social factors was developed further by a number of authors. The most significant problem identified in these accounts was the lack of skills in using computers and internet technologies and this soon became the focus of attention in efforts to address the divide.

A number of new models of skilled usage were proposed to account for differences in participation (van Dijk, 2005; Barclay and Duggan, 2008). These models determined a deficit in skills as being central to restricting people availing themselves of the benefits of digital media in terms of activities such as economic activity (Yartey, 2008; König, Lorenz Graf-Vlachy and Mammen, 2016), business (Arendt, 2008), health (Kreps, 2005; Norman and Skinner, 2006) and political engagement (Min, 2010; Morris and Morris, 2013).

Actual Skills which Need to be Improved

van Dijk (2005) advanced the approach further and prepared exhaustive methods for determining the actual skills that needed to be improved so that the divide could be addressed. van Dijk makes use of a model of capital - initially proposed in the work of French sociologist Pierre Bourdieu (Bourdieu argued that social inequality was not simply a matter of not having enough money. Rather he identified three forms of capital that facilitated social stratification: financial capital is the amount of money a person has access to, social capital is the connections and networks to which one belongs that can assist a person in their life while cultural capital relates to education and the understanding and ability to engage in appreciation of cultural that a society finds valuable. To these three, the Dutch critic Cees J Hamelink (2000) proposed that as the Information Age progresses, a fourth form of capital must be added, that of information skills, as this assists a person's ability to progress in society.

van Dijk (2005) develops this approach and offers a six-part model of the skills required by individuals to evade the divide. This model has proven significantly influential in

developing numerous programs to equip students with the skills for using digital media in contemporary times and it is worth considering the model in some detail. van Dijk contends that users need two new sets of skills specific to the digital age:

- *operational skills* – the practical knowhow to engage with digital media; and
- *formal skills* – the technical practices for using hyper media.

He then identifies four further content related skills:

- *information skills* – the basic skills of handling information;
- *communication skills* - being able to communicate on the internet;
- *creative skills* - for digital media content production; and
- *strategic skills* – to use one's creative and information skills in a useful manner.

However, while van Dijk's model presents a useful tool for evaluating and developing educational practices for addressing the second dimension of the digital divide, recent events concerning the use of digital media impact upon the democratic processes in many countries – specifically the employment of companies, such as *Cambridge Analytica* (which used algorithmic techniques to identify individualised calls to action and propaganda for individual key voters in a number of major elections and votes), means perhaps that as information education really requires a more critical edge to it than van Dijk proposes. Though there is some very brief mention of evaluating information, the proposed model does not;

- incorporate any real consideration of how texts themselves should be considered;
- consider the ways in which information that is mediated through a variety of sources and often relayed through different social media lens and channels; and
- perhaps and most importantly, how a user's data is used by social media platforms and other organisations.

Thus the skills identified by van Dijk and incorporated into many models, also need development and updating to address more recent activities. One potential option to address this is the development of a new set of competencies broadly referred to as Media and Information literacy. This literacy incorporates a more critical aspect and utilises some of the critical methods that have been present in media education for some years but not previously applied to information resources. A number of international bodies (such UNESCO) are now developing such an approach.

A further concern with the information intensive model developed by van Dijk is that while some attention is paid to the creation of digital media content in the model, this is rather limited in its understanding of the nature of participatory culture and the differing levels of engagement with digital media by different communities. This differentiation constitutes the third dimension of the digital divide and will be explored in the next article in this series.

Some Concluding Remarks

In this second part of our article series, we explored and discussed the lack of skills in using computing technology and van Dijk's model for developing users' skills to mitigate the digital divide. In our third and concluding article, we will discuss the dimension of participation divide issues and barriers.

Further Reading

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CHANGE MANAGEMENT

by Peggie Munsamy

What is Change?

Change as a phenomenon, has elicited many definitions and descriptions over the years. The original meaning of the old French word changer was “bend,” or “turn,” like a tree or vine searching for the sun. The idea that “the only constant is change” has been a truism of life since at least the time of Heracleitus, circa 500 B.C. Today, in business and organisations, the word “change” means several often-contradictory things. It sometimes refers to external changes in technology, customers, competitors, market structure, or the social and political environment.

“Change” also refers to internal changes: how the organization adapts to changes in the environment. The timeless concern is whether these internal changes in practices, views, and strategies, will keep pace with the external change. (Senge, 1999, p.14).

In order to conduct an analysis of the effectiveness of change management, an in-depth understanding of the concept “change” needs to unfold. Change is experienced by both an individual as well as an organization.

According to Lewin, change may be achieved by two types of actions. One approach is to increase the driving forces towards change (e.g. increase incentives, use position power to force change), the other is to reduce restraining forces that create resistance to change (e.g. reduce fear of failure or economic loss, co-opt or remove opponents). (Yukl, 2006, p.287).

Change management must happen rapidly. Research and experience with organisations which have made successful change initiatives lead to several important observations about change:

Change is non-linear; often it has no clearly defined beginning or end. Change consists of a series of closer and closer approximations of increasingly ambitious goals, which are embraced by more and more members of the organisation. For this reason change can seem confusing and endless. Often those involved in the change process feel overwhelmed or powerless.

Effective change interweaves multiple improvements efforts. Organisational improvement includes increasing the focus on the customer, improving and managing work processes, and strengthening employee involvement. Success with one type of improvement often triggers the need for other types. Stalled change efforts do not necessarily indicate failure, but rather the need to initiate or jump-start a change effort in another area. Today, there is no one right answer. Rather, multiple efforts are required to achieve the change organisations desire to make them competitive in the future.

Change is top-down and bottom-up. Change must be top-down to provide vision and create structure; it must be bottom-up to encourage participation and generate support. Ultimately, leading change is a shared responsibility of everyone in an organization, from top to bottom. The whole organisation must pull in the same direction. If the whole organization is not aligned with the change effort, the effort will fail.

Organisation change has an important personal dimension. The more profound the organisational change, the more important it is to create opportunities for people to re-examine and adjust their own values and beliefs. Unless people can integrate change on a personal level, they cannot sustain it organizationally.

Measurement is key to successful and sustainable change. The more an organisation’s goals can be quantified and progress towards these goals linked to individual performance, the more successful and long-lasting change is likely to be. (Morgan & Avergun, 1997).

Van Tonder, 2004 provide the main elements of the definition of change:

- Change is a process i.e. dynamic and bound to time, and clearly not discrete.
- Change is evident in a difference in the state and/or condition within a state of an entity.

On the aspect of driving the concept of change, Senge indicates that; Change driven by authority is more efficient to organize, often more effective in the short run and more immediately comfortable for people in many organisations. If all goes well, great results

may occur; productivity and profitability may soar. So may morale, as employees recognize that “things are getting better”. But even in this “best of all possible authoritarian initiatives,” the change effort is powerful only so long as it is pushed. Success often depends entirely on a single leader’s continued effort to feed the system with enthusiasm, ideas, and initiative. When the leader moves on or loses interest or energy, or actions fail to produce desired results for some reason, then the force of the initiative begins to decelerate. (Senge, 1999, p41). This aspect requires the assistance from a sponsor which is tantamount to a senior leader within the organization. It is requested that this senior leader be visible during the change process and actively engages with the employees of the organization, thereby advocating and leading the change which will result in the effectiveness of the change process.

Types of Change

In their analysis Soltani et al. (2007) states, In the literature pertinent to change initiatives, two levels of organisational change are typically discussed (Burke & Trahan, 2000):

- (i) Fundamental or transformational – i.e. addressing ‘big picture’ issues such as mission, strategy, culture, leadership, external environment; and
- (ii) Transitional or transactional i.e. the everyday, how things get done, issues such as structure, management practices, systems, motivation, needs, job fit, and work unit climate.

Change initiatives advocates (e.g. Beer & Nohria, 2000; Abrahamson, 2000; Nadler & Tushman, 1997; Kotter, 1998) see such intentional changes as universally beneficial, making rapid improvements in economic value. (Soltani, Lai & Mahmoudi, 2007).

Van Tonder distinguishes two types of change;

Type 1 change is a steady state, incremental, sequential change, which evolves over extended periods of time, does not have a disruptive influence on the system and is generally perceived to be within the control of the system or organisation.

Type II change on the other hand is a major, disruptive, unpredictable, paradigm altering and system-wide change which has a very sudden onset and escalates rapidly to a point where it is perceived as being beyond the control of the organisation. In practice organisational change does not precisely follow the absolute forms, but vary on a continuum between Type I and Type II. (van Tonder, 2004).

To be Winners.

Conner says, practitioners should focus on three levels on change:

- Micro change; the changes that people face in their personal lives.
- Organisational change; those changes in any institution that influence people’s lives.
- Macro change; significant changes that affect people universally; such as the collapse of the Berlin Wall or the deterioration of the ozone layer. (Steinburg, 1992)

The forms of change is provided by Van Tonder, wherein he states that: A more differentiated view of change is put forward by Ackerman (1986), who distinguishes between the following forms of change:

- Developmental change: An improvement of what is in existence.
- Transitional change: Implementation of a known new state, and management of the interim transition state over a controlled period of time.

- Transformational change: Emergence of a new state out of the remains of the chaotic death of the old state, which is unknown until it takes shape. The time period (duration) of the change is not easily controlled. (Van Tonder, 2004, p5).

Our next article will look the effectiveness of change management