
MASTER THESIS CS

Antecedents of commitment to change

**A study about the contribution of change related variables,
individual variables, communication variables
and work-relationships to employees' commitment to
organizational change**

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Abstract

Commitment to change is considered to be one of most important factors for the successful implementation of change initiatives. Many organizations fail to achieve the results they pursue and want to know more about to what extent variables influence commitment to change. This study investigated the interplay of all these variables together and their unique contribution to commitment to organizational change. The purpose of the present research is to measure if work-relationships have a contribution to the demographic variables, change related variables, individual variables, communication variables mentioned in literature that have effect on employees' commitment to organizational change. The theoretical framework was designed based on the literature. Commitment to change was divided into three forms: affective, continuance, and normative commitment to change. The variables discussed in this study were organizational tenure, change frequency, prior experience with organizational change, change related self-efficacy, personal job impact, participation, information, work-relationships with the manager and employees and employees' perceptions of managers' and colleagues' opinion about change. Integrating research from the change literature, leader-member exchange (LMX) literature, and relationship literature, this study proposes eleven hypotheses about the variables which contribute to employees' commitment to change in a positive and negative way. The results were measured with the use of an online questionnaire where the 161 respondents were employees who have had a significant change experience in an organization. The results indicated that the communication variables (participation and information) were the best predictors of employees' commitment to change. Furthermore, the influence of the entirety of work-relationships on commitment to change showed no exclusive results. The work-relationship with the manager was significant to employees' affective and normative commitment and the work-relationship with colleagues was only significant to employees' normative commitment. The present study is important for commitment literature because it represents an attempt towards the identification of variables which may have an impact on employees' attitude towards commitment to change.

1. Introduction

Today's fast-moving environment requires organizations to undergo changes almost constantly (Jones & Brazzel, 2006; Kotter, 2010). Factors such as the recent financial crisis or political instability force organizations to change in order to survive and to remain competitive. Also new technologies that are more efficient or mergers and acquisitions provoke organizational change. Change processes in organizations can also arise out of problems faced by a company, for example, when organizational goals are not met or organizational needs are not satisfied. Organizations need to close these performance gaps by implementing changes. These ongoing efforts can put a lot of pressure on organizations and also on individual employees (Elias, 2009; Vakola & Nikolaou, 2005).

Organizations want these changes to succeed. However, organizational changes are often complex and often do not lead to improvement but lead to the emergence of new problems instead of solving old problems. Although there are frameworks and methodologies in the change management literature to understand and manage changes, the results are quite disappointing (Vakola & Nikolaou, 2005). Many organizations fail to achieve the results they pursue. Nohria and Beer (2000) argued that "70 percent of change programs fail because of lack of strategy and vision, lack of communication and trust, lack of top management commitment, lack of resources, lack of change management skills and internal resistance to change" (p. 87).

Resistance to change is the number one reason why organizational change initiatives fail (Oreg, 2006). By implementing a change, no matter how small, every organization should expect to meet some resistance from within the organization. To reduce this resistance and the negative reactions from within the organization, it is interesting for organizations to know more about the reasons why these change initiatives fail. Because of that, the topic of change and development is well acknowledged in the literature and is one of the great themes in the social sciences (Brown & Harvey, 2011; Cummings & Worley, 2014; Kotter & Schlesinger, 2008; Cameron, Pettigrew & Woodman, 2001; Thompson, 2011; Trader-Leigh, 2001).

Most literature has focused on organizational factors in the change process. These are, for example, research on conceptual change models and frameworks, the context of change (i.e., factors underlying successful change efforts), factors relating to organizational effectiveness (Armenakis & Bedeian, 1999; Baer & Frese, 2003), and various aspects of change processes, such as procedural fairness (Brockner et al., 2009), and communication (Schweiger & Denisi, 1991). All these studies are from a managerial perspective and have been extensively analyzed and discussed in the current literature. However, there is a gap in this current literature because issues from the employees' perspective, which are equally crucial for the success of change, have received less attention (Bommer, Rich & Rubin, 2005; Nikolaou, Tsaousis & Vakola, 2004). Researchers (Eby, Adams, Russell, & Gaby, 2000; Madsen, Miller, & John, 2005) have confirmed that individual employees must be open, prepared, and ready for change, because according to Bernerth (2004) "employee willingness is a critical factor in successful change efforts" (p. 36). Studies from employees' perspective in organizational change explored mostly issues of leadership styles during change (e.g. charismatic or transformational leadership), the role of top management in organizational change and the phenomenon of resistance to change (Judge et al., 2004).

In the field of organizational change there has also been a lot of research about work-relationships (Oreg, 2006; Schyns, 2004; Stanley, Meyer & Topolnytsky, 2005; Van Dam, Oreg & Schyns, 2008) because the psychological processes that employees experience during organizational change have received increasing attention in the past years. This interest includes the critical role that work relationships have in producing positive individual and organizational outcomes (Cameron, Dutton, & Quinn, 2003; Dutton & Heaphy, 2003; Dutton & Ragins, 2007). There is also a great amount of research linking the leadership style named transformational leadership to positive work outcomes (Bass, Avolio, Jung & Berson, 2003; Bommer et al., 2005). Thus, it would seem that leaders can strongly induce positive change oriented behavior and use it as a source of support. Furthermore, the focus in the literature of work-relationships is specifically on the leader himself, for example how a leader handles, organizes and leads organizational change. Unfortunately, the focus in studies is not on the relationship between leaders and employees during change or to what extent the quality of this relationship influences employees' attitude towards change. In addition to that, the focus is also not on the lower hierarchical levels, in other words, from employees' perspective. It would be interesting to know more about this influence and perspective because a high quality relationship with the leader may influence employees' commitment to the organization and their commitment to an organizational change. This is because you appreciate the opinion and attitude of these persons.

Another work-relationship is the relationship an employee has with their peer colleagues. On this front there is not that much research compared with the amount of research on the relationship between leader and employee. Madsen et al. (2005) found that "employees' feelings, attitudes, and perceptions (positive or negative) toward workplace colleagues (supervisors, subordinates, and peers) with whom they work directly or indirectly are significantly related to the attitude toward change and organizational culture" (p. 228). The measurement items focused on an employee's like or dislike of their coworkers and their enjoyment related to talking, interacting, and working with them. Furthermore, there is a significant relation between individuals' attitudes during a recently implemented change and the attitudes of others in their communication network (Burkhardt, 1994). One study of Eby et al. (2000) has reported indirect relationships. They found that perceived organizational support and trust in peer colleagues were related to positive work outcomes. The current available literature showed that there is a significant relation between employees' attitudes and the attitudes of peer colleagues, however, the gap in literature is that the connection between the quality of the relationship with colleagues and the influence of this relationship on commitment to organizational change is not examined.

Overall, the studies that are mentioned above offer insights for considering how work-relationships may affect each other and made important contributions to the literature and to the understanding of relationships in organizations. There are still remaining gaps considering that little attention has been paid to the commitment of employees within the context of change, and the effect of the quality of the relationship with the leader or colleagues.

The currently available literature provides many variables that may influence a persons' commitment to organizational change. This study discusses the following variables: demographic variables (e.g. organizational tenure), change variables (e.g. change frequency), individual variables (e.g. self-efficacy), communication variables (e.g. participation and information), and work-relationships, accessed from an employee's perspective. The purpose of the present study is to measure if work-relationships have a contribution to the variables mentioned in literature (demographic variables, change variables, individual variables, and communication variables). Work-relationships are divided into the work-relationship with the manager and the work-relationship with colleagues. Those relationships together may be a great contribution for the success of organizational changes because it is basically where the implementation of change programs is executed (cf. Bommer et al., 2005; Van Dam et al., 2008). All this leads to the research question of this present study, which is:

'To what extent do demographic variables, change related variables, individual variables, communication variables and work-relationships contribute to employees' commitment to organizational change?'

This present study contributes to the change, work-relationship, leader-member exchange (LMX), and commitment to change literature by discussing variables that may have an impact on employees' commitment to organizational change. The way the change process are implemented and perceived by employees can be due to daily work contexts, and therefore provides this study a more nuanced consideration of the impact of work-relationships on employees' commitment to change (cf. Avolio, Walumbwa, & Weber, 2009).

Literature will get attention in the first part of the article. In the method section, the research context, participants, procedure and measures are explained. After that, the results and conclusions of the study are identified. These results and subsequent conclusions of the research will be subject to a theoretical discussion, by linking the outcome and execution of the research back to the initial theoretically oriented research question. In the end, implications for both research and practice will be mentioned.

2. Theoretical background

Struggles, successes, failures, and frustrations that go along with organizational change are experienced by many managers and employees in hundreds of organizations. The level of enthusiasm for new initiatives varies from person to person and from hierarchical level to hierarchical level. Those at the top may view changes as interesting challenges but those lower down may see them as necessary evils (Bernerth, 2004). Organizational change initiatives can be placed in a cycle of resistance to change, recognizing the need for change, agreement to the type of change, and finally development of implementation strategies. It is a timeless challenge to manage the employees so they adapt to the changing goals and demands (Piderit, 2000). During organizational change "the way things are done" will be challenged, and as a result, many individuals will become uncertain and can experience anxieties concerning the potential failure in dealing with the new work situation (Cummings & Worley, 2014; Vakola & Nikolaou, 2005). There are many individual differences in how people typically respond to change (Oreg, 2006). These attitudes and behaviors can be of influence on employees' commitment toward organizational change and its relation to behavioral support for change initiatives.

There is a growing interest for the employees' experiences of organizational change. Knowledge about employee commitment to change initiatives is obtained from findings from the organizational behavior literature and it is stated by several sources that commitment is one of the most important factors involved in the employees' support for change initiatives (Armenakis, Feild, Holt & Harris, 2007; Choi, 2011; Cunningham, 2006; Elias, 2009; Herscovitch & Meyer, 2002). When attitudes of a person toward an organizational change are positive, you can say there is commitment (Coetsee, 1999). Several studies have shown that commitment to the organization contributes to the motivation of employees, increases employee performance, reduces absenteeism and ensures that employee turnover rate stays at a minimum (Coetsee, 1999; Herold, Fedor, Caldwell & Liu, 2008; Postmes, Tanis & De Wit, 2001).

Commitment to change can be described as “the glue that provides the vital bond between people and change goals” (Conner, 1992, p. 147). When a change occurs within an organization, it is important that employees go along with this change. Lau and Woodman (1995) conceptualized commitment to change as a “specific attitude towards change”. For purposes of the present research, employees’ commitment to change will be defined the way Herscovitch and Meyer (2002) stated: “a mind-set that binds an individual to a course of action deemed necessary for the successful implementation of a change initiative”.

By explaining the concept of commitment to change, it is shown that people may have various motivations to support a change (Herscovitch and Meyer, 2002). Some people are committed to their organization because they love what they do, or because the organizational goals are in the same line with their own goals. Other employees might be afraid of the things they lose when they quit working or feel obligated to the organization, or to their manager. In the three-component model of commitment (Meyer & Allen, 1991) are three components of commitment distinguished: affective commitment, continuance commitment, and normative commitment. Originally, this model focuses on organizational commitment, but the areas in which commitment is examined have become increasingly diverse, for example, on commitment to change (Conner, 1992; Herscovitch and Meyer, 2002). The three components of commitment to change are as follows:

- *Affective commitment to change*: a desire to provide support for the change based on a belief in its inherent benefits. In other words, the affection you have for your job or when you feel a strong emotionally attachment to the work you do.
- *Continuance commitment to change*: recognition that there are costs associated with failure to provide support for the change. Also called the fear of loss.
- *Normative commitment to change*: a sense of obligation to provide support for the change. You will stay with your organization because it has invested money or time in your training.

Those three components together will be used as a guideline to indicate the degree of commitment to change. There is general agreement that commitment to change is influenced by several contextual factors (Armenakis & Bedeian, 1999; Benn, Dunphy, & Griffiths, 2014; Cumings & Higgins, 2006). The organizational change literature is used to establish variables which may influence employees’ commitment toward an organizational change. Many authors have listed a number of variables that determine commitment to organizational change. The following variables were identified as likely to affect change: The demographic variable organizational tenure, frequency of change in an organization, the prior experiences with change, change-related self-efficacy, personal job impact, participation and information. The variables added in this study are the work-relationships with the manager and with colleagues. These variables will be debated and hypothesized in the following part of this study. An overview of the variables is presented in Table 1.

Table 1
Study variables and descriptions of commitment to change.

Variables	Description	Source
<i>Demographic variables</i>		
Organizational tenure	Duration of employment with a given organization.	Eby et al., 2000
<i>Change related variables</i>		
Change frequency	How frequent change is implemented in the organization.	Rafferty & Griffin (2006)
Prior experience with change	Employees’ positive or negative attitude about the willingness to change by prior experiences.	Ford, Weissbein & Plamondon (2003)
<i>Individual variables</i>		
Change-related self-efficacy	Individual’s perceived ability to handle change.	Wanber & Banas (2000)
Personal job impact	The degree to which the change impacts an employee’s own day-to-day routine.	Fedor, Caldwell & Herrold (2006)

<i>Communication variables</i>		
Participation	Having input regarding a proposed change.	Wanber & Banas (2000)
Information	Information which is provided to employees about the change; information dissemination, importance and effective distribution.	Wanber & Banas (2000); Clampitt and Williams (2004)
<i>Work relationships</i>		
Work-relationships (with the manager and colleagues)	Interpersonal relationships developed at work (with the manager and colleagues.)	Chadsey & Beyer (2001)

2.1 Demographic variables

Previous studies have provided some empirical studies and theoretical backup that demographic variables such as age, gender, education, tenure and monthly income have a relationship with employee commitment to an organization (Chughtai & Zafar, 2006; Shaw, Ashcroft & Petchey, 2006). Of the demographic variables that have been found in previous studies to be related to employee commitment, age seems to be an important factor. There is revealed a significant positive correlation between commitment and age (Meyer & Allen, 1991). Furthermore, it was observed that aged employees had higher organizational commitment (Giri & Kumar, 2009). Some research drew results that male employees are more committed than their female counterparts (Kanchana, 2012) while other studies found no significant link between the genders. In many studies researchers have tried to establish a link between demographic variables and commitment but the results generally seem to be inconsistent and inconclusive. In this study we discuss the variable organizational tenure.

2.1.1 Organizational tenure

From all the demographic variables, organizational tenure is especially interesting to investigate in the context of this study. Commitment is usually stronger among employees with high length of service (Newstrom, 2007). Herscovitch & Meyer (2002) found a significant and positive relationship between organizational commitment and organizational tenure. They further suggest the possibility that the longer a person works in an organization and the older they become their feelings of responsibility for outcomes relevant to them also increases. Salami (2008) also identified a positive and strong relationship between organizational tenure and organizational commitment. In addition, Meyer and Allen (1991) showed that middle tenure employees exhibited less measured commitment than new or senior employees did. More specific, organizational tenure appears to correlate positively with affective commitment to an organization (Brandsma, 2012). He stated that the longer employees work for an organization, the higher the affective commitment.

Another study showed that the entire job satisfaction increases with high organizational tenure (Oshagbemi, 2000). Explanations for this may be that it is because they feel more responsible, are more satisfied with what they have achieved, know all the work areas and have many social contacts. All this improves the commitment of employees regarding their work (Eby et al., 2000). Therefore, the following hypothesis is proposed:

Hypothesis 1: Organizational tenure is positively related to employees' commitment to organizational change.

2.2 Change related variables

The change related variables discussed in this study are: change frequency and prior experience with organizational change. According to the literature were perceptions of change frequency related to a persons' commitment to change in a way that when change is frequent within an organization, the commitment will be lower. The prior experience with change may also influence a persons' commitment to change. These two variables will be discussed in the following section.

2.2.1 Change frequency

In this current environment, there are changes at almost every organization and they follow each other in rapid succession. This change frequency includes employees' perception regarding how often change has implemented in their work environment, each of which requires employees to adapt their daily work

routines (Rafferty & Griffin, 2006). In many situations change occurs at the organizational level and the effects of this change are mostly visible at the individual level. Individuals in an organization must adapt the changes, resulting in changes in their daily work, interaction patterns and work routines. Glick et al. (1995) argued that when the frequency of change is low, it is more likely that change is perceived as a serious event and employees will be able to identify a clear beginning and end point. In contrast, when change is frequent within an organization, organizational members are likely to feel that change is highly unpredictable and many employees do not know the beginning of the end. They also feel exhausted by change and experience an increase in concern and fear due to the unpredictability of change. Also, work patterns and routines that provide a source of comfort to employees do not exist any longer when change occurs frequently (Carter, Armenakis, Field & Mossholder, 2013; Espedal, 2006). Employees must collaborate with other colleagues, teams or departments in the organization then they used to. Most employees would not openly voice concerns and share ideas and information with people they recently work with. This daily context and work situation is related both to how change is managed and to how employees react to the changes. This has influence on how committed one is to the new implemented change.

Additionally, those frequent changes will cause the high level of trust among organizational members, which represents a necessary condition for change attempts and acceptance, to be much lower (Tierney, 1999). In addition to that, Rafferty and Griffin (2006) stated in their research that change frequency is most strongly related to uncertainty, which in turn is related to job satisfaction. Furthermore, higher change frequency can make relationships difficult to maintain. This provokes also insecurity about the interpersonal support employees might have experienced before (Shaw, Ashcroft & Petchey, 2006). When change frequency is high, the members' work routines that usually involve social interactions, could disrupt their previously shared work tasks, responsibilities, and negatively affect job performance and commitment (Shaw et al., 2006).

Overall, there is evidence that as the number of internal changes increases employees experience higher uncertainty and are less committed (Rafferty & Griffin, 2006). Therefore we can say, change frequency is an influence on commitment to change (Rafferty & Griffin, 2006; Tierney, 1999). Therefore, the following hypothesis is proposed:

Hypothesis 2: Change frequency is negatively related to employees' commitment to change.

2.2.2 Prior experience with organizational change

Also employees' prior experience with organizational change can have an impact on commitment to change (Ford, Weissbein & Plamondon, 2003). It is possible that before a change initiative is introduced, an employee has a positive or negative attitude about the willingness to change by prior experiences. The meaning of present change is based on meanings and previous experiences of employees (Armenakis & Bedeian, 1999). When a change is announced, employees remember past experience that made that they have expectations about the results and possible risks of change. Negative experiences (or lack of positive experiences) with change may contribute to the development of a negative attitude towards an upcoming change. However, employees who have experiences in the field of change did learn something from previous changes and can help to increase the confidence of other employees by means of stories and anecdotes (Kotter, 2010). This attitude to organizational change is a mental construct that can be changed so commitment to change can emerge. Employees who have prior experiences do have more knowledge with changing environments, which can cause more commitment when it is a similar or comparable change. Therefore, we hypothesize that:

Hypothesis 3: Positive prior experience with organizational change is positively related to employees' commitment to change.

2.3 Individual variables

Change is a phenomenon that individuals face on a daily basis. Without support of these individuals may even the best developed plans fail. Change-related self-efficacy is the first individual variable in this study that will be discussed. One's belief in capabilities during change is an important factor and may influence an employee's commitment to the change. To what extent the organizational change influences, for example, the daily work processes during change will be discussed in the section personal job impact.

2.3.1 Change-related self-efficacy

Bandura (2000) defined self-efficacy as "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 121). According to this author, self-efficacy is a capability that enables individuals to integrate cognitive, social, emotional, and behavioral sub skills to accomplish a particular goal. A key element in this theory is that self-efficacy refers to an individual's belief in their capability. This can be related to self-efficacy in situations in the context of organizational change. Change related self-efficacy can be defined as an individual's perceived ability to handle change in a given situation and to function well on the work despite the demands of a changing work environment (Wanberg & Banas, 2000). Schyns (2004) suggested that individuals will not perform well in change contexts when they are not confident about their own abilities. According to Armenakis et al. (2007), "individuals will avoid activities believed to exceed their coping capabilities, but will undertake and perform those which they judge themselves to be capable of" (p.686). Bandura (2000) argued that self-efficacy depends on the specifics of a situation and is increased through organizational interventions that enhance mastery of the situation. Self-efficacy is often confused with locus of control. Self-efficacy involves the individual's perception that he or she has the necessary skills to ensure a desired outcome, whereas locus of control refers to whether these efforts are within a person's control (Bandura, 2000).

There are several authors who stated that self-efficacy may affect coping with change. Schyns (2004) has noted that self-efficacy is particularly salient in situations that an individual may regard as novel, unpredictable, or stressful. These may be situations of organizational change. In addition, several studies stated that when an employee is dealing with major career events, such as career changes and job loss, self-efficacy is also an important resource (Schyns, 2004). It is known that low levels of self-efficacy correlate with job withdrawal (Bandura, 2000; Schaubroeck, Lam & Xie, 2000) and so called 'defensive behaviors', such as resistance to change (Oreg, 2003). Overall, the results from several studies suggest that high self-efficacy is a precursor for positive attitudes toward critical career-oriented events, specifically those involving major job and organizational changes. Therefore, it appears reasonable to propose the following:

Hypothesis 4: Change related self-efficacy is positively related to employees' commitment to organizational change.

2.3.2 Personal job impact

Employees are often concerned about the impact organizational change can have on the day-to-day routines and work procedures. Changes may have impacts on the roles, responsibilities, and demands of individuals within the organization. This so called personal job impact is a factor which can influence employees' commitment to change.

Several authors have examined the impact change can have on the work environment. Lau and Woodman (1995) concluded that employees are overall more focused on the impact of change on their immediate work environment than on the meaning of the larger organizational level change. In addition, Caldwell, Herold and Fedor (2004) stated that employees focus on the more immediate aspects of change, like adjustments in work processes or other routines. It can be that after the change, employees were expected to do more work than they used to or that they got greater demands. The greatest impact is when the nature of the job has changed. In conclusion, when the organizational change has a high impact on an employee's daily work routine in negative way, it is likely that there will be less support and commitment for the upcoming change. Therefore, the following hypothesis is proposed:

Hypothesis 5: Personal job impact is negatively related to employees' commitment to change.

2.4 Communication variables

It is often assumed that communication creates the conditions for commitment and that communication should be seen as one of the main factors (Elving & Bennebroek Gravenhorst, 2005). For a successful implementation of change, communication is of great importance. According to Lewis (1999) "The general importance of communication during planned change has already been empirically demonstrated and generally agreed among practitioners" (p. 44). It is used for announcing, explaining or preparing employees for change, and especially, preparing for the positive and negative effects of the organizational change (Monge & Contractor, 2003). Communication can also increase the understanding of the reasons for change and reducing the confusions around it. When change communication is poorly managed, it

results in rumors and resistance to change, exaggerating the negative aspects of the change (Elving, 2005). Also according to Coetsee (1999) the communication in an organization is one of the factors which may determine commitment to change.

Organizational communication commonly has two goals (De Ridder, 2004). The first goal of organizational communication should be informing the employees about their tasks, the policy and other issues of the organization. The second goal is communication to create a community within the organization. During organizational change it is especially important to inform the employees about the reasons for change and to eliminate uncertainties and the worries employees initially will have (e.g. about job insecurity). It is also of importance that there is a group spirit within the organization. When the change is properly communicated the readiness for change will be high among employees. This will lead to an effective change.

In the current available literature, many ways of communication during change and other relevant aspects are mentioned. The traditional questions who, what, when, where and how are a good starting point for developing a communication strategy.

2.4.1 Participation

Participation is the most common variable in change studies. Studies mention the degree in which employees have input regarding a change and the degree that employees were involved in planning and implementing the change. It also refers to the opportunities for employees to assist with the identification of problems, the defining thereof and inviting their inputs on decisions on how work should be done, how work methods could be improved and the delegating of more comprehensive powers and responsibilities to them. It also implies that employees have the necessary abilities and skills to meet these challenges (Coetsee, 1999). In addition, Overton and MacVigar (2008) stated that sense of identification with the responsibility for a change is crucial for the development of commitment. Employees should feel responsible for change within the organization. Armenakis and Bedeian (1999) mention that participation gives employees the ability to contribute to the change and have control over the change. Wanberg and Banas (2000) stated that managers need to listen to employees' suggestions and their advice, such participation increases acceptance of change. There is higher readiness and acceptance of change, less stress among employees and more support for the change when employees experience high levels of participation in the change (Amiot, Callan, Jimmieson & Terry, 2006; Coyle-Shapiro, 2002; Armenakis et al., 2007). Wanberg and Banas (2000) investigated the predictors of openness of employees towards change. This includes the willingness to support the change and take a positive attitude with regard to the potential consequences of the change. Results show that participation in the planned change positively contributes to dealing with the organizational change. According to Bartunek, Rousseau, Rudolph & De Palma (2006), participation during the change process was also linked with "the experience of positive emotions, a greater understanding of the meaning of change, realizing possible gains associated with the change and greater involvement in implementing behavioral changes" (p. 187). In addition, when employees participate, their interpersonal trust will improve, their attachment to the organization will increase and it contributes to employees' sense of competence (Cummings & Worley, 2014). Similarly and mentioned earlier, participation decreases change-related stress and withdrawal behaviors. Therefore, the following hypothesis is proposed:

Hypothesis 6: Participation in change processes is positively related to employees' commitment to change.

2.4.2 Information

The variable information has several aspects. It refers to information dissemination (downwards, upwards and laterally), the amount of information, the importance of this information, how effective the information is distributed to employees in the organization and how well employees understand and accept it. For successfully implemented change it is very important that the information is understandable and that it contains no errors. When there are mistakes in the provided information people do not know what is and what is not correct. There arises a negative flow of unrest, miscommunications, uncertainty, and etcetera. The aspect about the amount of information ranges from providing poor and incomplete information to provide all information available about the change. Realistic, supportive and effective information during change was associated with several positive reactions, such as greater change acceptance, support for the change, lower levels of anxiety and uncertainty and increased trust in management (Wanberg &

Banas, 2000; Bordia, Hobman, Jones, Gallois & Callan, 2004; Gopinath & Becker, 2000). Correspondingly, less communication during change can lead to uncertainty by employees (Cummings & Worley, 2014).

Another important issue is the moment that information about the organizational change is given to the employees. This can be as early as possible, as soon as relevant information is available, or as late as possible when everything about the change is clear. Experience showed that when organizations start communicating on a date as early as possible, the change-readiness of employees increases. One feels more involved in the impending change, and feel taken seriously from the start. In this way the probability of rumors will be reduced. However, communication as early as possible can also increase the unrest among employees. As a result, managers often decide to wait with the communication about the changes till the decisions are definitely taken. Possible consequences of late communication are information inequality, rumors, resistance and unrest. A manager has to make a tough decision and put a lot of effort in it.

Managers communicate often too little according to Kotter (2010). Information about the change is necessary so employees can understand the change (Schein, 2010) and without adequate information, employees may be uncertain about what specific changes will occur and how a given change will affect their work. In contrast, when too much information is given, it distracts from the important information and causes confusion among employees (Clampitt & Williams, 2004). Furthermore, it is possible that when employees know more about the change, they have more reasons to resist it. Those feelings of uncertainty can be reduced by providing employees timely and accurate information about the organizational change (Sonenshein, 2010). According to Clampitt and Williams (2004), the manager should focus on fundamental issues in communication and should involve employees in a dialogue about the change. In this way, managers can directly address misunderstandings and other problems (Cornelissen, 2008). Overall, the role of information may be more complex than has been initially proposed. All these aspects together are named as the quality of information. This leads to the following hypothesis:

Hypothesis 7: Quality of information about organizational change is positively related to employees' commitment to change.

2.5 Work-relationships

In the social sciences, social structures are the patterned social arrangements in society that are emergent and determinant of the actions of the individuals. Stated by Dey (2003) the social structure is 'the relationship between different entities or groups which are enduring and relatively stable' (p. 51). 'Structure' thus refers to a patterning of relationships that is independent of particular individuals concerned. This emphasizes the idea that society is grouped into structurally related groups or sets of roles, with different functions, meanings or purposes. As mentioned before, interpersonal relations can play a key role in influencing commitment to organizational changes. This present study wants to determine how work relationships with the manager and with colleagues contribute to employees' commitment to change processes within an organization.

One factor that has received attention from researchers and is interesting for this present study is the extent to which attitudes of an individual are influenced by others' attitudes. Rice and Aydin (1991) investigated attitudes toward a new introduced information technology in a company. Results show that employees who shared supervisory-subordinate relationships were more likely to share similar attitudes about this recently introduced technology (Rice & Aydin, 1991). This is an interesting development. It is also known that in general work-relationships are associated with a number of positive outcomes, like happiness and less stress (Chadsey & Beyer, 2001). Additionally, even in the most bureaucratic settings, social relations provide an important source of task advice (Kanter, 2003), can affect the content and quality of decision-making (Liden, Wayne & Sparrowe, 2000), and often become valued personal relationships for many workers. Work settings are frequently the second most important social unit for those employed after the immediate family context (Chadsey & Beyer, 2001). When one considers that most working adults spend at least eight hours a day in employment settings, it is not very surprising. Chadsey & Beyer (2001) state that "the relationships formed in and around the workplace are dependent not only on the cultural context and the balance of opportunities for work social interaction, but also on the

social abilities, experience, and interests of the people in the workplace” (p. 129). In addition, Debebe, Dutton & Wrzesniewski (2003) stated that work interactions influence the manner in which employees “respond to, define, and interpret elements of the situation” (p. 95). Overall, work-relationships may give interesting information about the reasons why employees develop certain attitudes toward organizational change. However, less attention in literature has focused on how work-relationships may influence an individual’s commitment to organizational change.

The theories related to these issues are referred ‘contagion theories’ (cf. Burkhardt, 1994; Christakis & Fowler, 2013; Pollock, Whitbred & Contractor, 2000; Scherer & Cho, 2003). Contagion theories seek the relation between organizational members and their networks. It suggests that individuals take over some attitudes or behaviors of others. Studies in the field of work-relationships suggest that interpersonal networks influence the adoption of ideas, innovations, and behaviors and that individual perception is influenced by the perceptions of individuals in their network (Ajzen & Fishbein, 2000). In other words, there is a great chance if others in an individuals’ network are committed to change, you will adopt this committed behavior.

2.5.1 Work-relationships with managers

The first focus of the study is the manager-employee relationship and how the nature of the relationship influences employees’ commitment to change. Managers play a critical role in the turbulent, changing environment of this century (Allen, Eby, Lentz, Lima & Poteet, 2004; Kram & Higgins, 2009; Tierney, 1999). During organizational change leaders are managing relationships, coordinating mechanisms for change (e.g., budgeting), aligning operations with strategy, building structures and developing rewards (Kram & Higgins, 2009). Furthermore, it is the leader who transmits a strong vision of the change initiatives to the employee, encourage them to think critically, enhance their confidence in dealing with adaptation of change, etcetera (Bass et al., 2003). Leaders also should stimulate and support effective employee change behaviors by express themselves as the leader of change (Moran & Brightman, 2000). During organizational change individuals receive support from a set of relationships within the organization, from peer colleagues, subordinates, managers, in short, from more than a single person (Ford et al., 2003; Higgins & Thomas, 2001). Literature highlighted the effect of managerial support during change on employees’ reactions to change (Amiot et al., 2006; Eby et al., 2000). Logan and Ganster (2007) stated that managerial support during change was related with less negative reactions and more readiness to change and in addition, a study of Oreg (2006) shows that such support does have influence on resistance to change. Managers who can get their subordinates to commit to new goals, policies, and procedures may stand a better chance of having critical business activities successfully implemented (Oreg, 2006). This is also reflected in a study of Martin and Epitropaki (2005), they indicated that leadership traits had indirect effects on employees’ attitudes, behavior and well-being.

Literature of leader-member exchanges (LMXs), which focuses on the nature of the relationship between leader and follower, is very valuable in this part (Uhl-Bien, Graen & Scandura, 2000; Kraimer, Liden et al., 2001). The leader-member exchange (LMX) approach provides a potentially useful framework. It posits that “supervisors engage in differentiated relationships among employees that emerge over time and behavioral exchanges” (Uhl-Bien et al., 2000, p. 140). Associations have been established between LMX relationships and important outcomes, such as performance, job satisfaction, organizational commitment, and turnover (e.g. Bauer, Erdogan, Liden, & Wayne, 2006; Gerstner & Day, 1997). In the LMX literature scholars have also examined the relationship with employees’ work attitudes. Results show that work attitudes should be more positive when the relation with the leader is higher in quality and lower in diversity (Sherony & Green, 2002), and employees in high-quality LMX relationships have higher levels of organizational citizenship behavior, like the cooperation with change or the willingness to change (Hofmann, Morgeson & Gerras, 2003). Furthermore, in higher quality relationships, interpersonal communication is more frequent, and support and trust between managers and employees is greater (Dulac, Coyle-Shapiro, Henderson & Wayne, 2008; Uhl-Bien et al., 2000). In addition, one can conclude that employees that have a high-quality relationship with their managers execute tasks at higher levels and will do something extra to help their managers and peer colleagues (Cropanzano & Mitchell, 2005). The authors also note that employees with a high quality relationship make informed decisions, performing tasks effectively, and having a general sense of what is going on within the broader organization (Uhl-Bien et al., 2000).

When the relationship with the leader is good, it is common to find a high degree of similarity or “leader-member agreement” between supervisor and employee along the lines of values, attitudes and perceptions (Uhl-Bien et al., 2000). The quality of an individuals’ relationship can range from a highly interactive, interpersonally supportive association, to a less interactive, very formal association. The relationship can also be indicated by the extent to which a leader understands the problems and needs of the employee and if the leader recognizes the potential of his employees. Also confidence in each other and the willingness to help and solve problems is an indicator of quality.

Given the above links, and the fact that the relationship between manager and employee is by definition an interactive relationship, the current study proposes that the quality of the relationship will influence employees’ commitment to organizational change. Specifically, you would expect to see a stronger leader influence on change among employees sharing a high-quality relationship with their supervisor. Therefore, the following hypothesis is proposed:

Hypothesis 8: The quality of the relationship with the manager is positively related with employees’ commitment to organizational change.

In addition, the extent to which attitudes of an individual are influenced by others’ attitudes is also interesting. It could be expected that employees in a high quality relationship are more change-oriented when the manager is holding a positive view about the changes. Employees’ perceptions of manager’s opinion about the change and the quality of the relationship may influence an employee’s commitment to change. The following specific hypothesis concerns an interaction effect. This leads to the following hypothesis:

Hypothesis 9: Employees’ perceptions of manager’s opinion about the change and perceived quality of a manager relationship interact such that employees who believe their manager has a positive attitude towards the change will report stronger commitment to change when they have a high quality relationship with their manager than when they have a low quality relationship with their manager.

2.5.2 Work-relationships with colleagues

Change introduced by top management cascades down the various divisions, departments, work units within an organization (Fedor, Caldwell, & Herrold, 2006). In this way it reaches the employees and because changes have different effects within and across levels in the organization, one begins ultimately to discuss the changes with peers. A reasonable amount of research has documented the work-relationship between peer colleagues. However, compared with the amount of research on the relationship between leader and employee, the lower hierarchical levels (e.g., work teams) where employees must comply with the day-to-day challenges, got limited attention (Hill, Seo, Kang, & Taylor, 2012). Many studies of support and relationships are often based on analyses regarding the first named mentor, in other words, the leader, and other relationships in the workplace are seldom included in analyses (Higgins & Thomas, 2001).

This is a waste, because there are numerous ways in which groups exert social influence on individual members (Bettenhausen & Murnighan, 1991). Prior change commitment studies, which measured change at the organizational level, may miss important dynamics at the work unit or group level. Madsen et al. (2005) found that “employees’ feelings, attitudes, and perceptions toward workplace colleagues (e.g. supervisors, subordinates, and peers) are directly or indirectly significantly related to the attitude toward change and organizational culture” (p. 228). Furthermore, Burkhardt (1994) stated that there is a significant relationship between an individuals’ attitudes and behavior towards a recently implemented change and the attitudes of others in their communication network.

Similar to the logic presented for the leader-member influence, the nature of the relationships employees share among their team members should also shape their day-to-day work experiences. The relationships with colleagues demonstrate a number of the same attributes as the leader-member relationships (Liden et al., 2000). A model by Jones and George (1998) indicates that when involved in quality relationships with team peers, individuals are more inclined to expand their boundaries, enhance their level of behavioral involvement and subjugate their needs for those of the group. Furthermore, with a high quality relationship, team members share pertinent information within the team (Jones & George, 1998).

A study of Liden, Wayne, and Sparrowe (2000) stated that when there is free exchange of information, the quality of interaction among team members will be higher. Thus with a high quality relationship, these members may be more apt to engage in behaviors entailing a certain amount of calculated risk and deviation, if it were for the welfare of the team. This is confirmed by a study of Eby et al. (2000), and in addition, they found that organizational support and trust in peer colleagues were related to positive work outcomes. It is likely that the strong supportive nature of such teams will influence change behaviors of individuals. In addition to that, Woodward et al. (1999) stated that supportive colleagues may play an important role in employee efforts to cope with the stress of organizational change. Other authors stated that social support from coworkers can be helpful to an individual attempting to cope with an organizational change that specifically has an impact on the daily work activities (Shaw et al., 2006). Additionally, Cunningham et al. (2002) stated "Findings suggest that supportive colleagues may play a more important role in employee efforts to cope with the stress of organizational change" (p. 387). Interaction was included as important elements of a positive organizational culture that leads to increased organizational readiness for change. From this can be concluded that colleagues or social support has influence on the way one looks at the changes.

The quality of an individuals' relationship with team members or peer colleagues can be indicated by the same issues mentioned by the leader-member relationship. In addition, the collaboration between colleagues is a point that gets the focus. This includes items like making suggestions about better work methods for other colleagues, letting them know when you do something that makes their job easier (or harder), flexibility about switching job responsibilities, social support and helping other colleagues out.

In light of research supporting the positive influence of groups among work colleagues, and the fact that group work is likely to constitute a meaningful social unit (Ely & Thomas, 2001; Liden et al., 2000), you can expect a positive team influence on commitment to organizational change for employees sharing a high-quality relationship with their colleagues. Therefore, it appears reasonable to propose the following:

Hypothesis 10: The quality of the relationship with colleagues is positively related with employees' commitment to organizational change.

As mentioned before, the extent to which attitudes of an individual are influenced by others' attitudes is interesting. Also for the relationship with colleagues can be expected that employees in a high quality relationship are more change-oriented when their colleagues holding a positive view about the changes. The following specific hypothesis concerns an interaction effect. It is telling us that the effect will be different for employees with a high or low quality relationship (interaction effect). This leads to the following hypothesis:

Hypothesis 11: Employees' perceptions of colleagues' opinion about the change and perceived quality of colleagues' relationship interact such that employees who believe their colleagues have a positive attitude towards the change will report stronger commitment to change when they have a high quality relationship with their colleagues than when they have a low quality relationship with their colleagues.

All aforementioned hypotheses are mapped in the hypothesized model, as presented in Figure 1.

Variables

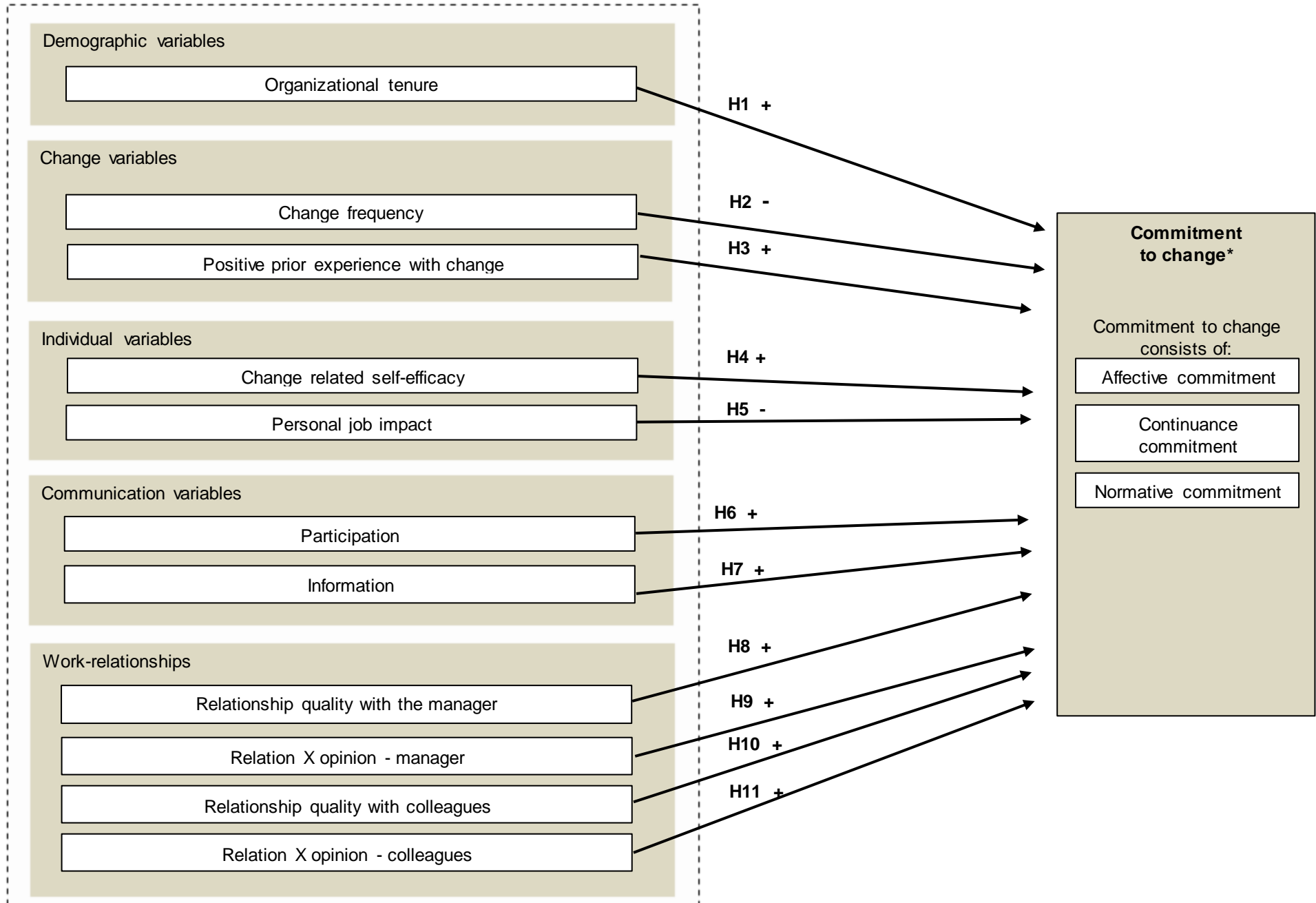


Figure 1: Overview hypotheses

3. Methodology

In order to determine to what extent work relationships around a person contribute to employees' commitment to organizational change, employees who have experienced an organizational change that has great impact were asked to complete an online questionnaire. The context, participants, and procedure are described below.

3.1 Context

The context for this research includes significant change experiences. The type of change may differ per person but this research focusses on the major impact the employee experiences, which can be positive or negative. The effect of an organizational change with major impact may cause that employees want to know everything about it which causes that they are involved and aware of the change. In such situations there are a lot of factors that can affect employees' commitment to change. In many cases, employees in this study experienced restructuring or reorganization. It includes merging organizational units, relocating staff to other functions or departments, reduced headcount through natural attrition (e.g. the non-renewal of temporary contracts, voluntary departure or departure because of people reaching their retirement age), changing the tasks of the organization, divesting organizational units and outsourcing tasks.

3.2 Procedure

Respondents were contacted with a request to fill in the survey when they comply with the following criterion: they have to be an employee who has experienced a change that had great impact. In other words, a significant change experience. In a short introduction, before their participation, is explained about that the kind of change can differ per person, that the size of the impact of a change on a person can differ, but that they have to keep in mind an organizational change that have had a great impact on them. Participants completed a questionnaire over the internet, using the online software program Qualtrics. They have completed the questions individually about organizational changes and in relation thereto, about themselves, their environment or others around them. The real purpose of the research was not known by the participant to prevent socially desirable answers. Prior to the study, the participant did know that the questions were about organizational change, but they did not know that it was about the combination of organizational change and how work relationships may influence commitment to these changes.

Before the start of the questionnaire, the participant knows that participation in this study is voluntary, and there was assured that their responses would remain anonymous (see Appendix B). Participants also know that it is allowed that the survey can be forwarded to others with a request to fill in the survey or bring it under the attention of others. The aim is always the highest possible response. In order to achieve this, the questionnaire was highlighted in various ways to get the attention of respondents. First of all the questionnaire was distributed to family, friends, acquaintances, colleagues, etcetera by an e-mail invitation. To reach more respondents, the questionnaire was explained personally in an e-mail message to those in the author's network. Furthermore the survey was shared in several discussion groups on LinkedIn. These groups on LinkedIn focus on achieving successful change in organizations. Members share best practices, knowledge and insights so that the group can contribute to the development of the fields of change. The discussions in these groups are about subjects like organizational change, change management, the role of managers and employees at the time of change, or for example about questions like 'Do you know what you need for successfully managing and run change?' or 'How can change or innovation effectively be achieved?'. Many professionals who work in the field of change do meddle in a discussion. The survey is shared in a total of fourteen groups (e.g. Veranderkunde, Verandermanagement, Verander Management 2.0, Personeel en Organisatie, Verandermanagement | Verandering in beweging, Change management Online, Werknemer 2.0).

After reading the introduction, the respondents were asked to fill in the questionnaire. First, they were exposed to a question about on the basis of which change they answer the questions. Secondly, the variables were measured divided into five categories: commitment to change (affective-, normative- and continuance commitment), change variables (change frequency and prior experience with change), individual variables (change related self-efficacy and personal job impact), communication variables (participation, information) and work-relationships (with the manager and with colleagues). At the end of the questionnaire, respondents were asked to fill in some demographic questions. After completing the questionnaire, respondents were thanked for participating.

Completing the questionnaire did not take more than 10 minutes. This was measured by conducting a pre-test concerning the time duration for completing the questionnaire. In addition to measurements about the duration for completing the questionnaire, the pre-test also measured the understandability and readability of the questions, grammatical mistakes and the completeness of the response categories (e.g. can the respondent always enter an answer?). Five people have conducted this pre-test in two different ways. Some of these individuals placed plus signs in the parts of the questionnaire that were clearly and precisely, and minus signs in the parts that were unclear or confusing. Afterwards, these items were discussed. The others read the questions aloud and commented on it. It is often a sign that something in the text is not clear when you falter or hesitate. In response to the comments of the participants who did the pre-test, the questionnaire was adjusted. By following this context, participants, and procedure, this research should provide a clear understanding of the applicability of this study to other particular situations where organizations are in.

3.3 Participants

As mentioned earlier, the sample population of this research consisted of employees who have experienced the major impact of organizational change. To take a representative sample and to get valid conclusions organizations in a wide variety of industries, employees with different organizational tenure, and employees from different gender and ages were approached. This resulted in a total dataset of 161 respondents (52% male and 48% female) that included respondents ranged in age from 21 to 61 years ($M=43,8$, $SD=11$). The respondents ranged in tenure in organization from 2 months to 33 years ($M=8,8$, $SD=7,4$) and the average number of years of work experience was 21 years and 6 months ($SD=10$ years, 9 months). The industries where the respondents are employed were very diverse. The public governance, social insurance sector, consultancy, financial services and health and welfare branches were indicated most frequently among the respondents.

3.4 Measures

With the questionnaire, we measured the contribution of all the factors on commitment to change, with the main focus on the contribution of work-relationships on an individuals' commitment to organizational change. The survey has been prepared on the basis of existing scales from previous studies. A few of the scales that are measured were available in Dutch, or used in previous studies. Other scales were translated from English into Dutch. A translation-back translation technique was utilized to make sure that all items in the default English questionnaire from the original constructs, matched the Dutch version of the questionnaire. This means, that to achieve adequate translations, all questions were translated twice: from English into Dutch, and then (by a different translator) back to English. In the study of Vermeulen (2007), English versions and Dutch versions were verified by an independent native English speaker and the author, and minor corrections were made in the Dutch form of the questionnaire to establish cross-language equivalence. Reliability of the measures was assessed using Cronbach's (1951) alpha coefficient, and these are presented at the end of this section. Two versions of the scales are included in the Appendix, the original version of the scale in English (Appendix A) and the Dutch translation in the form of a questionnaire (Appendix C).

3.4.1 Demographic variables

Demographic variables were included in this study to account for organizational and individual factors. The study made use of the variables gender, age, years of work experience, organizational tenure, and organizational size. Gender was coded as 1= male, 2= female. Age was noted in years. Years of work experience and organizational tenure were answered by open questions. The respondent has to note the number of years and months. Organizational size was coded as 1) 0 to 10 employees, 2) 11 to 50 employees, 3) 51 to 100 employees, 4) 101 to 500 employees, 5) 501 to 1000 employees, 6) more than 1000 employees. In addition, the kind of organizational change was also mentioned by the participant. This is an open question and will be answered at the beginning of the questionnaire.

3.4.2 Commitment to change variables

Commitment to change is measured by the 18-item Herscovitch and Meyer (2002) commitment to change scale. This scale has three sub dimensions: *affective commitment to change* (e.g., "I believe in the value of this change"), *normative commitment to change* (e.g., "I feel a sense of duty to work toward this change") and *continuance commitment to change* (e.g., "I have no choice but to go along with this

change"). Each sub-scale consisted of 6 questions. Those three commitment to change variables are the dependent variables in this study. These scales are originally written in English, the translation of the scales in Dutch is used in dozens of studies (e.g. Boudesteijn, 2011; Vink, 2010; Vrieling, 2008). The questions had to be completed using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's alpha for affective commitment is $\alpha=0.84$, and for normative commitment $\alpha=0.78$. The Cronbach's Alpha for continuance commitment increases when one of the questionnaire items is deleted. The item "I do not feel any obligation to support this change" is deleted to increase the Cronbach's Alpha to $\alpha=0.66$.

3.4.3 Change variables

Change frequency. The amount of change in an organization is measured by a three-item scale by Rafferty and Griffin (2006). Example items on this scale were as follows: "It feels like change is always happening." and "It is difficult to identify when changes start and end." Those items are officially written in English, however, the translation into Dutch is obvious and cannot be misunderstood. Ratings were on a 5-point scale, from 1 (*strongly disagree*) to 5 (*strongly agree*). This scale has a Cronbach's alpha of $\alpha=0.67$.

Prior experience with change. According to Roovers (2008), prior experience with change can affect the attitude towards upcoming changes. For this reason, prior experience was assessed with the use of five statements regarding the experiences of employees. To measure this impact of prior experience with change a four-item scale ($\alpha=0.74$) by Roovers (2008) is used as a basis and one item was added to the original scale to increase the reliability to $\alpha=0.82$. Sample items of this scale were "I have gained positive experiences from organizational change in the past" and "Past experiences affect my attitude towards upcoming changes". Ratings were on a 5-point scale, from 1 (*strongly disagree*) to 5 (*strongly agree*).

3.4.4 Individual variables

Change related self-efficacy. Levels of change-related self-efficacy were measured by asking employees to make generalized judgments of self-efficacy about the organizational changes (see Wanberg & Banas, 2000). It reflects beliefs about one's competency to deal with changing situations. This was assessed via a six-item measure from Chen, *et al.* (2001). This scale is originally used for general self-efficacy. Sample items included "I am able to successfully overcome the challenges of change", "When facing difficult changes, I am certain that I can deal with them," and "I believe I can deal with most any change to which I set my mind". In a study of Vermeulen (2007) the scale was translated in Dutch, done by the translation-back translation technique. This scale was used in this study. Ratings were on a 5-point scale, from 1 (*strongly disagree*) to 5 (*strongly agree*). The Cronbach's alpha for these items is $\alpha=0.91$.

Personal job impact. This variable refers to the impact the change had on the individual's day-to-day job. To capture this impact, six items were used to assess the extent to which job demands increased as a result of the change (Caldwell *et al.*, 2004). All items had the lead-in of "As a result of this change...". Sample items for this scale were "... I find greater demands placed on me at work" and "... I am expected to do more work than I used to." Ratings were on a 5-point scale, from 1 (*strongly disagree*) to 5 (*strongly agree*). The Cronbach's alpha for these items is $\alpha=0.77$.

3.4.5 Communication variables

Participation. The extent to which employees perceived that they had input into the change process was measured with four items ($\alpha=0.78$) from Wanberg & Banas (2000). A sample item was "I have been able to ask questions about the changes that have been proposed and that are occurring". The items from Wanberg & Banas (2000) were widely used in other theses from universities in which the items have been translated into Dutch (e.g. Magielse, 2006; Vermeulen, 2007). Those translations correspond to the translations used in this study. To anticipate to the topic, the statements were changed so they became less general and can be related to organizational change. The questions had to be completed using a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

Information. The aspects of information were assessed by a combination of four items based on a scale used by Miller, *et al.* (1994) and a six item scale adapted from another study of Miller *et al.* (1994). Sample

items include "The information I have received about the changes has been timely", "The information I have received about the changes has been useful and understandable" and "We are sufficiently informed of the progress of change." The scale items are used frequently in Dutch. Ratings were on a 5-point scale, from 1 (*strongly disagree*) to 5 (*strongly agree*). The Cronbach's alpha for the items is $\alpha=0.76$.

3.4.6 Work-relationships

In this part, each statement indicates to what extent an employee agrees with the provisions relating to managers and colleagues.

Work-relationship with managers. Employees' perceptions of the quality of the supervisor-employee relationship were measured using the seven-item LMX (LMX-7) instrument (Uhl-Bien et al., 2000). A sample item was 'My supervisor understands my problems and needs well enough'. The LMX-7 has also been translated into Dutch (Luttikhuis, 2006; Van Breukelen et al., 2005). Respondents reported their level of agreement with each item using a 5-point scale, from 1 (*strongly disagree*) to 5 (*strongly agree*). The Cronbach's alpha for the items is $\alpha=0.89$.

Work-relationship with colleagues. The quality of work relationships with colleagues was measured by adapting the TMX instrument used by Seers et al. (1995). This referenced to the employees' view of the quality of working relationships with other team members rather than with the supervisor. These questions included the perceived qualities of the team itself and its members. Items, of the ten-item quality scale, were "Other colleagues of my team recognize my potential" and "Other colleagues of my team understand my problems and needs". Respondents reported their level of agreement with each item using a 5-point scale, from 1 (*strongly disagree*) to 5 (*strongly agree*). The Cronbach's alpha for the items is $\alpha=0.71$.

Relation x opinion. In addition to the questions about work-relationships, it was interesting to measure how the respondents view the opinion of their manager and their important colleagues about the organizational change. The statement presented to each respondent was: 'Indicate how you think the following people face the change: your supervisor and your important colleagues. This respondents' perception of their managers and colleagues' opinion about the change is measured with a 5-point scale from 1 (very negative) to 5 (very positive). Individual items can not have a Cronbach's alpha.

4. Results

The results of the analyses on the acquired data from the questionnaire are reported in this section. First the descriptive statistics, the correlation analysis and the multiple regression analysis will be described. Next, the statistical analyses of the hypotheses will be discussed.

4.1 Descriptive statistics

For each of the variables the average score was not far of the middle value of three. This is reported in Table 2. There are clear differences in the scores of the three commitment to change variables. It was shown that the average score of affective commitment to change ($M=3.86$, $SD=0.66$) was significantly higher than a value of 3, which is the exact middle on a 5 point scale. Thus a score above this value indicates that the respondents all agree about the believe in the value of the change and that the change is a good strategy for the organization. Continuance commitment to change ($M=2.94$, $SD=0.80$) and normative commitment to change ($M=3.07$, $SD=0.63$) have a score close to the middle value of 3.

The data analysis of the change variables reported that change frequency scores slightly positive ($M=3.27$, $SD=0.76$). This means that the respondents have indicated that they were often exposed to change in the organization. Prior experience with change scores high ($M=3.92$, $SD=0.67$). A high score on prior experience means that the most respondents have gained positive experiences from organizational change in the past.

Also the individual variable change-related self-efficacy scores high ($M=3.93$, $SD=0.69$). A positive score on this field means that respondents belief in one's ability to succeed in a situation of change. For example, the respondents are able to successfully overcome the challenges of change, and they are certain they can deal with the change. The other individual variable, personal job impact, is slightly positive ($M=3.39$, $SD=0.69$). From this you can conclude that there is a lot of personal job impact. As a result of the change, work related characteristics have changed, like the nature of the work, the job responsibilities, the work processes and procedures, or employees experiencing more pressure at work after the change.

The communication variable participation scores high ($M=3.79$, $SD=0.72$). This indicates that overall the respondents have been able to ask questions about the change and have been able to participate in the implementation of the change. This is a very positive point to successful implement a change in an organization. The variable information is slightly positive ($M=3.19$, $SD=0.82$). This may mean that not everybody received information about the change timely, or that the information was not always useful or understandable, or that employees are not sufficient informed about the progress of change. The work-relationship with the manager scores also slightly positive ($M=3.39$, $SD=0.77$). From this you can conclude that relationship is positive, that there is confidence and that the manager, for example, understands the problems and needs of the employees well enough. Work-relationship with colleagues scores high ($M=3.74$, $SD=0.36$). The standard deviation of this variable is the lowest of all, this indicates that the data points tend to be very close to the mean, the data points are spread out over a small range of values. Colleagues are willing to help, make suggestions about better work methods and the team of colleagues understands the problems and needs. The employees' perceptions of managers' opinion about the change scores positive ($M=3.62$, $SD=1.00$). This means that employees' belief their manager has a positive opinion about the organizational change. The employees' perceptions of colleagues' opinion about the change scores also high ($M=3.47$, $SD=0.93$). From this you can conclude that employees think their colleagues are positive about the change. The means, standard deviations, Cronbach's alpha (α) internal consistency reliability estimates of the variables, and the numbers of items of the scale are reported in Table 2.

Table 2
Descriptive statistics, and Cronbach's alpha for all variables.

Variables	M	SD	α	N of items
Dependent variables				
Affective commitment	3.86	0.66	.84	6
Normative commitment	3.07	0.63	.66	5
Continuance commitment	2.94	0.80	.78	6
Independent variables				
Change related self-efficacy	3.93	0.69	.91	6
Prior experience	3.92	0.67	.82	5
Participation	3.79	0.72	.78	6
Work-relationship: Colleagues	3.74	0.36	.71	10
Opinion: Manager	3.62	1.00	-	1
Opinion: Colleagues	3.47	0.93	-	1
Work-relationship: Manager	3.39	0.77	.89	7
Personal job impact	3.39	0.69	.77	6
Change frequency	3.27	0.76	.67	3
Information	3.19	0.82	.76	4

Note. Means (M's), standard deviations (SD's), and Cronbach's alpha (α) are reported for 161 respondents on a 5-point scale (1= very negative, 5 = very positive).

4.2 Correlation and multiple regression analysis

By using the multiple regression analysis is examined whether and which relationships exist between the different variables. The multiple regression analysis assesses whether an independent variable has an effect on a dependent variable and whether this is a positive or a negative effect. There are two types of multiple regression analysis used in this study, standard multiple regression and hierarchical multiple regression. The dependent variable in this analysis is commitment to change, which is divided into affective commitment, continuance commitment and normative commitment. The independent variables are all the other variables (e.g. change frequency, information, work-relationships). By using the hierarchical multiple regression the potential predictors of commitment to change are divided into five blocks. Block 1, named 'demographic variables, contains the variable organizational tenure. Block 2,

named 'change variables', contains the variables: change frequency and prior experience. Block 3 contains the two constructs change-related self-efficacy and personal job impact. This block is named 'individual variables'. Block 4, named 'communication variables' contains the variables: participation and information. Block 5 contains the variables about work-relationships: manager and colleagues and the variables about employees' perceptions of managers' and colleagues' opinion about the change. The results of the correlation and multiple regression analysis can be used to test the hypotheses. From the multiple regression, we obtain the results of how much of the variance in the dependent variable is explained by the model. In the case of affective commitment the value of R Square is $R^2 = .44$. This means the model as a whole explains 44% of the variance of affective commitment. The model of continuance commitment as a whole explains 34% ($R^2 = .34$). At last, normative commitment explains 29% ($R^2 = .29$). The results are summarized in Table 4. From this we can conclude that the model explains a higher variance of affective commitment and continuance commitment than the model explains the variance of normative commitment. From the standard multiple regression analyses we obtained that the model reaches statistical significance in affective commitment, continuance commitment and normative commitment (Sig. =0,00).

Table 3 displays the correlation matrix which is conducted in threefold; affective commitment, continuance commitment and normative commitment. The stars behind the correlation indicate the significance level.

Table 3

Correlations, and reliabilities for all variables of affective, continuance and normative commitment.

	A.	B.	C.	D.	E.	F.	G.	H.	I.	J.	K.	L.	M.	N.
A. Organizational tenure	-													
B. Affective commitment	-.23**	-												
C. Continuance commitment	-.05	-.29**	-											
D. Normative commitment	-.06	.17*	.57**	-										
E. Change frequency	.11	.04	.09	.08	-									
F. Prior experience	.08	.18*	-.21**	-.11	.34**	-								
G. Self-efficacy	.01	.37**	-.22**	-.11	.19*	.73**	-							
H. Personal job impact	-.08	-.21**	.20**	-.01	.18*	-.12	-.18*	-						
I. Participation	-.05	.44**	-.47**	-.35*	.09	.27**	.34**	-.20*	-					
J. Information	-.18*	.45**	-.44**	-.05	-.26**	.09	.25**	-.43**	.42**	-				
K. Relationship manager	-.14	.35**	-.16*	.12	.09	-.14	-.00	-.18*	.28**	.48**	-			
L. Opinion manager	-.13	.38**	-.18*	.15	-.09	-.01	.01	-.20*	.28**	.48**	.49**	-		
M. Relationship colleague	-.21**	.20*	-.06	.04	.12	.33**	.40**	-.30**	.05	.19*	-.05	.13	-	
N. Opinion colleague	.023	.29**	-.42**	-.18*	-.01	.40**	.46**	-.42**	.49**	.52**	.437**	.32**	.456**	-

** Correlation is significant at the 0.01 level ($p < 0.01$).

* Correlation is significant at the 0.05 level ($p < 0.05$).

4.3 Demographic variables

A Pearson correlation analysis reports the relationship between organizational tenure and affective-, continuance-, normative commitment to change. The results showed a correlation for affective commitment ($r = -0.23$, $p < .01$). The correlation is significant at the 0.01 level. Continuance commitment ($r = -0.05$, $p > .05$) and normative commitment ($r = 0.06$, $p > .05$) showed no correlation. The regression analysis for affective commitment (see Table 4) showed a score of $\beta = -0.12$. This means organizational tenure is a variable that has an effect on a person's affective commitment. In other words, the longer an employee works for an organization, the more affective committed they will be. The hypothesis that organizational tenure is positively related to employees' committed to organizational change (H1) is partly confirmed. We accept hypothesis 9 on affective commitment, and reject hypothesis 1 on continuance and normative commitment.

4.4 Change variables

At first, a correlation analysis was conducted that examined the association between affective-, continuance-, normative commitment and change frequency. This analysis is conducted in threefold. The Pearson correlation coefficients reported that there was no correlation between the three variables and change frequency ($r=.04$, $p>.05$; $r=.09$, $p>.05$; $r=.08$, $p>.05$). Employees with high change frequency were not associated with lower affective, continuance or normative commitment to change. Table 3 summarizes the results. These results reject the hypothesis that high change frequency has a negative relation with employees' commitment to change (H2).

The impact of positive prior experience with organizational change on employees' commitment to change was also investigated via a correlation analysis. There was no significant main effect and the correlation was very low ($r=0.18$, $p>.05$; $r=-0.21$, $p>.05$; $r=-0.11$, $p>.05$) as can be seen in Table 3. We reject the hypothesis that there is a relationship between positive prior experience and employees' commitment to change (H3).

4.5 Individual variables

A correlation analysis was conducted that examined the association between affective-, continuance-, normative commitment and change related self-efficacy. The Pearson correlation coefficient showed a positive correlation between affective commitment and change-related self-efficacy ($r=.37$, $p<0.01$). The correlation is significant at the 0.01 level (2-tailed). There was no correlation between other two variables, continuance-, and normative commitment, and change related self-efficacy. Table 3 summarizes the results. In addition, Table 4 reports that change-related self-efficacy is a moderate predictor ($\beta=0.39$) compared with the other independent variables of affective commitment. In other words, self-efficacy has influence on the affection for your job. An explanation may be that respondent's belief in one's ability to succeed in a situation of change is very positive and because of that they will be more commitment to the organizational change than when their self-efficacy is low. In this case, hypothesis 4 that states that high change related self-efficacy is positively related to employees' commitment to organizational change, can only be partly confirmed for affective commitment.

The other individual variable is personal job impact. From the correlation analysis can be concluded that the correlation is very low, for affective commitment ($r=-0.21^{**}$, $p>.05$), for continuance commitment ($r=-0.20^{**}$, $p>.05$), and for normative commitment ($r=-0.01$, $p>.05$). Table 3 summarizes the results. We can conclude that there is statistically no relationship between personal job impact and change commitment (H5). There is no evidence that when a change has a lot of impact on the day-to-day routines and work procedures it can affect employees' commitment to change. Hypotheses 5 will be rejected.

4.6 Communication variables

A correlation analysis was conducted to measure the impact of participation in change processes to employee's commitment to change. This analysis showed a positive correlation between all the three forms of commitment, affective-, continuance-, normative commitment, and participation ($r=.44$, $p<.01$; $r=.47$, $p<.01$; $r=.35$, $p<.01$). All the variables of participation have a correlation above 0.3. The correlation is high and the correlation is significant at the 0.01 level. Table 3 summarizes the results. Furthermore, a standard and hierarchical multiple regression analysis was performed. Table 4 reports which of the variables included in the model contribute to the prediction of the dependent variable. When we compare the magnitude of the coefficients to see which one has more of an effect, the score of participation on affective commitment is a good predictor ($\beta=0.32$). This means participation is a variable that has much effect on affective commitment. Furthermore, participation is the third best predictor of continuance commitment and of normative commitment compared with the other independent variables, with a score of respectively -0.28 and 0.35. From the results of the data analysis, the descriptive statistics showed that participation scores high ($M=3.79$, $SD=0.72$) and this indicates that there were high levels of participation. For example, the respondents have been able to ask questions about the change and have been able to participate in the implementation of the change. This confirms the hypothesis that high levels of participation in change processes is positively related to employees' commitment to change (H6). In other words, when an employee can highly participate in a change process they will be more committed to the organizational change.

With the correlation analysis, a Pearson correlation coefficient was computed to assess the relationship between affective-, continuance-, normative commitment and information. The results showed that there was positive correlation between continuance commitment and information. For continuance commitment ($r=.34$, $p<.01$). The correlation is high and the correlation is significant at the 0.01 level. There is no influence to a person's affective and normative commitment. Table 3 summarizes the results. Table 4 reports which of the variables included in the model contribute to the prediction of the dependent variable. Information is the best predictor of continuance commitment ($\beta=-0.34$). From this we can conclude that the communication variables both, participation and information, predict continuance commitment.

Those significant contributions of information on change commitment, together with the fact that it is a good predictor for continuance commitment (see Table 4) provides support for hypothesis 7. In other words, when an employee, for example, gets a lot of information during a change process or is timely informed about how the change is going, their continuance commitment to change will be higher.

4.7 Work-relationships

The impact of a high quality relationship with the manager on affective-, continuance-, and normative commitment to change was also investigated with a correlation analysis. There was a small positive correlation for affective commitment ($r=.35$, $p<.05$) normative commitment ($r=0.12$, $p<.05$) and is also significant for affective and normative commitment. Table 3 summarizes the results. The regression analysis reports which of the variables included in the model contribute to the prediction of the dependent variable. When we compared the magnitude of the coefficients to see which one has more of an effect, the scores of .59 on affective commitment is the third best predictor and the score of .20 on normative commitment is the second best predictor (see Table 4) of commitment to change. This means work-relationship with the manager is a variable that has an effect on employees' affective and normative commitment. The hypothesis that a high quality relationship with the manager is positively related with employees' commitment to organizational change (H8) is partly supported. We accept hypothesis 8 on affective and normative commitment to change.

Hypothesis 9 stated that employees' perceptions of managers' opinion about the change and perceived quality of managers' relationship interact such that employees who believe their manager has a positive attitude towards the change will report stronger commitment to change when they have a high quality relationship with their manager than when they have a low quality relationship with their manager. This interaction effect can be accepted for employees' normative commitment to change (see Table 4). The regression analysis reports which of the variables included in the model contribute to the prediction of the dependent variable. The variable relation X opinion is the third best predictor of normative commitment to change with a score of 1.16. Employees in a high quality relationship are more normative committed to change when their manager is holding a positive view about the changes. Hypothesis 9 is accepted for normative commitment to change.

A second work-relationship in this study that is examined is the relationship with colleagues. There is stated in this study that the quality of the relationship with colleagues is positively related with employees' commitment to organizational change (H10). From the data analysis, the descriptive statistics reports that the variable work-relationships with colleagues scores high ($M=3.74$, $SD=0.36$). This means the respondents in this study are collegial and positive about their colleagues.

A correlation analysis showed a correlation between the variables normative commitment to change and work-relationships with colleagues ($r=.04$, $p<.05$). Table 3 summarizes the results. The regression analysis (see Table 4) reports which of the variables included in the model contribute to the prediction of the dependent variable, the score of normative commitment was not high. This means work-relationship with colleagues is a variable that does not highly influence commitment to change.

Owing to this, the hypothesis that the quality of the relationship with colleagues is positively related with employees' commitment to organizational change (H10), is not confirmed for affective and continuance commitment. We accept this hypothesis for normative commitment.

Hypothesis 11 stated that employees' perceptions of colleagues' opinion about the change and perceived quality of colleagues' relationship interact such that employees who believe their colleagues have a positive attitude towards the change will report stronger commitment to change when they have a high quality relationship with their colleagues than when they have a low quality relationship with their colleagues. The regression analysis showed that the variable relation X opinion is the best predictor of

normative commitment (Beta=2.53). This means the perception of colleagues' opinion about the change is very valuable for employees when there is a high quality relationship. We accept hypothesis 11 for normative commitment.

Table 4 displays hierarchical multiple regression analysis for all variables which is conducted in threefold; affective commitment, continuance commitment and normative commitment.

4.8 Summary of hypotheses

A summary of the accepted hypotheses is provided in Table 5, based on the results presented in the previous sections.

Table 5

Summary of accepted hypotheses

Hypothesis	Independent variable	Affective commitment	Continuance commitment	Normative commitment
Hypothesis 1	Organizational tenure	X		
Hypothesis 2	Change frequency			
Hypothesis 3	Prior experience with change			
Hypothesis 4	Change related self-efficacy	X		
Hypothesis 5	Personal job impact			
Hypothesis 6	Participation	X	X	X
Hypothesis 7	Information		X	
Hypothesis 8	Work-relationship with the manager	X		X
Hypothesis 9	Relation x opinion manager			X
Hypothesis 10	Work relationship with colleagues			X
Hypothesis 11	Relation x opinion colleagues			X

Table 4
Summary of hierarchical multiple regression analysis for all variables (n=161).

	Affective commitment					Continuance commitment					Normative commitment				
	B	t	Sig.	ΔR^2	Sig.	B	t	Sig.	ΔR^2	Sig.	B	t	Sig.	ΔR^2	Sig.
Step 1				.06	.00				.00	.52				.00	.42
Org. Tenure	-.23	-3.04	.00			-.05	-.64	.52			-.06	-.81	.42		
Step 2				.04	.00				.07	.01				.03	.18
Org. tenure	-.25	-3.25	.00			-.05	-.65	.52			-.07	-.84	.40		
Frequency	-.00	-.04	.97			.18	2.25	.03			.13	1.58	.12		
Prior experience	.20	2.41	.02			-.27	-3.26	.00			-.15	-1.79	.08		
Step 3				.14	.00				.03	.01				.00	.00
Org. tenure	-.25	-3.46	.00			-.04	-.54	.59			-.08	-.95	.34		
Frequency	.07	.92	.36			.14	1.70	.09			.15	1.67	.09		
Prior experience	-.18	-1.70	.09			-.16	-1.34	.18			-.11	-.89	.38		
Self-efficacy	.46	4.39	.00			-.11	-.99	.33			-.08	-.65	.52		
Pers. job impact	-.18	-2.50	.01			.14	1.69	.09			-.07	-.79	.43		
Step 4				.13	.00				.22	.00				.13	.00
Org. tenure	-.18	-2.73	.01			-.12	-1.77	.08			-.08	-1.08	.28		
Frequency	.11	1.45	.15			.10	1.36	.18			.19	2.38	.02		
Prior experience	-.17	-1.73	.09			-.17	-1.66	.09			-.08	-.74	.46		
Self-efficacy	.32	3.25	.00			.07	.65	.52			.00	.03	.98		
Pers. job impact	-.05	-.70	.49			-.03	-.42	.67			-.08	-.99	.33		
Participation	.24	3.21	.00			-.34	-4.37	.00			-.42	-4.93	.00		
Information	.25	3.05	.00			-.30	-3.54	.00			.14	1.46	.15		
Step 5				.07	.00				.02	.00				.13	
Org. tenure	-.12	-1.68	.04			-.09	-1.16	.25			-.04	-.51	.61		
Frequency	-.00	-.03	.98			.05	.58	.56			.05	.53	.60		
Prior experience	-.07	-.65	.52			-.10	-.87	.38			-.02	-.19	.85		
Self-efficacy	.39	3.70	.00			.09	.80	.42			.19	1.68	.09		
Pers. job impact	-.09	-1.17	.24			-.06	-.67	.50			-.13	-1.55	.13		
Participation	.32	3.89	.00			-.28	-3.22	.00			-.35	-3.78	.00		
Information	.05	.51	.61			-.34	-2.99	.00			-.12	-1.04	.30		
Relation manager	.59	2.22	.02			.18	.61	.55			.79	2.62	.01		
Opinion manager	.71	2.39	.02			.15	.46	.65			.91	2.74	.01		
Relation colleagues	.08	.30	.77			.04	.13	.89			-.65	-2.06	.04		
Opinion colleagues	-.42	-.59	.56			-.29	-.38	.71			-2.30	-2.89	.01		
Rel. X opin. Manager	-.80	-1.72	.08			-.15	-.29	.77			-1.16	-2.25	.03		
Rel. X opin. Colleagues	.20	.23	.82			.09	.10	.92			2.53	2.60	.01		

Note. Affective commitment, $R^2=.44$; Continuance commitment, $R^2=.34$; Normative commitment, $R^2=.29$

5. Discussion

This research was conducted to test eleven hypotheses concerning factors that contribute to employees' commitment to organizational change and to test their unique contribution. The aim of the study was to measure if work-relationships have a contribution to the demographic variables, individual variables, communication variables, and change variables mentioned in the literature. The effects were measured with the use of an online survey study. A total of 161 respondents participated in this study. The results contribute to the literature by providing an explanation on what factors predict and influence employees' commitment to organizational change. This study showed that not all the variables had a contribution to commitment to change. One hypothesis was fully supported and seven are partly supported by accepting, for example, only affective commitment to change. Change frequency, prior experience with organizational change, and personal job impact are the variables in this study that did not found support. It turned out that a lot of variables do influence a persons' affective commitment to change and variables which were related to work-relationships a persons' normative commitment to change. The most positive image arises from the communication variable: participation. That hypothesis was fully confirmed on all the types of commitment to change. In the next part, these findings will be discussed and the implications for theory will be presented together with the limitations and suggestions for future research. Finally, some practical implications can be derived. The research question *'To what extent do change related variables, individual variables, communication variables and work-relationships contribute to employees' commitment to organizational change?'* can be answered with the discussion points and conclusions in the next section.

5.1 Theoretical implications

The impact of several factors on commitment to change in organizations has already undergone a lot of research. The three forms of commitment to change will be discussed at first, after that interesting findings in this study will be point out. This study showed the contribution of variables in a changing environment and therefore there are some theoretical implications.

5.1.1 *Affective, continuance commitment and normative commitment to change.*

The results from affective commitment to change showed that the work-relationship with the manager (.59), change related self-efficacy (.39), participation (.32) and organizational tenure (.12), are the variables that predict employees' affective commitment the best. This can be explained in a way that affective commitment to change can be explained as a person's desire to provide support for the change based on a belief in its inherent benefits. In other words, the affection you have for your job or when you feel a strong emotionally attachment to the work you do. First, when the work-relationship with the manager is of good quality, you will provide support for the change because you feel a strong emotionally attachment to the work you do. Second, change related self-efficacy is the belief in one's capabilities to deal with the change, this corresponds to affective commitment in a way that self-efficacy boosts an individual belief in succeeding organizational change. Next, organizational tenure is corresponding with affective commitment in a way that the longer you work for an organization, the more you feel a strong emotionally attachment to the work you do. At last, participation is a communication variable that plays a big role predicting affective commitment. This can be explained by the fact that employees want change-related communications to be informative and delivered in a timely manner, which causes significantly more positive perceptions of the appropriateness of change to the organization.

Employees' continuance commitment relates to how much employees feel the need to stay at their organization. Possible reasons for the need to stay vary, but the main reasons relate to a lack of alternatives. In the situation of change, it may be possible that there were no alternatives and therefore you provide support for the change. It was predicted best by the communication variables, participation (.28), and information (.34). A possible explanation may be that when employees can participate and obtain enough information about the change they feel the need to stay and will provide support for the change.

Normative commitment to change is that you feel sense of obligation to provide support for the change. You will stay with your organization because it has invested money or time in your training. This variable is explained by: participation (.35) and work-relationship with the manager (.79), and the variables relation x opinion of managers and colleagues, respectively 1.16 and 2.53. An organization invested time to let employees highly participate in the change process, this may cause that you feel sense of obligation to provide support for the change. Also a good work-relationship with your manager can you make more normative committed because you might feel that you should remain because of the invested money or

time in your training. This can also be explained by the Social Exchange Theory (Emerson, 1976). This theory proposes that social behavior is the result of an exchange process. According to this theory, people weigh the potential benefits and risks of social relationships. It suggests that we essentially take the benefits and minus the costs in order to determine how much a relationship is worth. In this case, the relationship with the manager has some benefits (e.g. support and training) which be compared with the cost of providing support for the change. The employees' perception of manager' and colleagues' opinion about the change does play a great role in predicting a person's normative commitment.

5.1.2 Points of discussion

Taken all this results together, an interesting finding in this study can be mentioned about the contribution of work-relationships to employees' commitment to organizational change. The study showed that the influence of work-relationships (with the manager, and with colleagues) on the commitment to organizational change has no exclusive results. The hypotheses are only partly confirmed. This is partly in contrast with literature. At first, there is stated that work attitudes should be more positive when the relation with the manager is higher in quality and lower in diversity (Sherony & Green, 2002). Secondly, employees in high-quality LMX relationships have higher levels of organizational citizenship behavior, like the cooperation with change or the willingness to change (Hofmann, Morgeson & Gerras, 2003). The results of the analysis in this study showed that a high quality relationship with the supervisor is only related to one type of commitment, namely employees' normative commitment. This may be explained by the fact that normative commitment is higher in organizations that value loyalty and systematically communicate the fact to employees with for examples rewards (Higgins & Thomas, 2001). The relationship plays a big role by normative commitment, as explained before by the Social Exchange Theory.

The contribution of work-relationship with colleagues to commitment to change is also very low. Madsen et al. (2005) stated that "employees' feelings, attitudes, and perceptions toward workplace are directly or indirectly significantly related to the attitude toward change" (p. 228). From this can be concluded that colleagues do have any influence. The research results of this study revealed that the work-relationship with colleagues influences also only employees' normative commitment. An employee who is normatively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. A possible explanation for the fact that it only influences normative commitment may be that the relationships employees share among their team members shape their day-to-day work experiences through which their desire to stay a part of the organization grows.

The second important finding is obtained from the output of the hierarchical multiple regression. The variance explained in the model of affective commitment (44%) and continuance commitment (34%) is much higher than the variance explained by the model of normative commitment (29%). This can be explained by the fact that this study is conducted under employees. Because of that emotional aspects play a great role. Employees are emotionally attached and connected to their colleagues and the work they do. As mentioned earlier, affective commitment is defined as the employee's positive emotional attachment to the organization (Meyer & Allen, 1991) and therefore explains the high variance explained in the model. Also continuance commitment is focused on emotional aspects. An employee may commit because he/she perceives a high cost of losing organizational membership. For example, economic costs (such as pension accruals) or social costs (friendship ties with co-workers). Contrary, normative commitment is the degree to which an individual is psychologically connected to an organization (or a change). This is not about an emotional connection but rather the sense of obligation or responsibility. The behavior resulting from a high degree of normative commitment is that someone continues to work in the current job (Herscovitch & Meyer, 2002). The reason that affective-, and continuance commitment have an emotional connection and the fact that normative is not about an emotional connection may explain the differences in variance explained in the model.

At last, the communication variables, participation and information, are the main factors that contribute to what extent employees are committed to organizational change. As mentioned earlier, communication creates the conditions for commitment and communication should be seen as one of the main factors (Elving & Bennebroek Gravenhorst, 2005). Communication can also increase the understanding of the reasons for change and reduce the confusions around it. The communication variables in this study were participation and information. With the dataset, it was possible to confirm that indeed communication variables predict commitment to change. Results from a study of Wanberg and Banas (2000) show that

participation in the change process positively contributes to dealing with the organizational change, which increases acceptance of change and the commitment to change. These findings are consistent with the findings of this study. Information is the other communication variable that is a predictor of employees' commitment to change. Information about the change is necessary so employees can understand the change (Schein, 2010) and without adequate information, employees may be uncertain about what specific changes will occur and how a given change will affect their work. Related to this study, those results are confirmed.

In this study there were findings about the variables that support the statements made in literature. This study provides support for the findings about change related self-efficacy. When an employee has a high level of self-efficacy, the ability to handle change in a given situation and function well on the work despite the demands of a changing work environment will be high (Wanberg & Banas, 2000). There can be confirmed that this high level of self-efficacy influences employees' affective commitment to change.

Furthermore, literature states when someone works for a long time for an organization, he/she feels more responsible for the end results and will be more satisfied with what they have achieved. This also improves the commitment of employees regarding their work (Eby et al., 2000). Also according to Brandsma (2012), organizational tenure appears to correlate positively with affective commitment. He stated that the longer employees work for an organization, the higher the affective commitment. These results from the research of Brandsma (2012) can be compared in this study. Data from the study of Brandsma (2012) is about organizational commitment, and the data from this study showed that organizational tenure relates to employees' affective commitment to organizational change. This seems legitimate because when employees are highly committed to their organization, there is a chance they will be also committed to organizational change. However, there were also variables for which no support was found. At first, in the literature, Rafferty and Griffin (2006) propose a negative relation between high change frequency and employees' commitment to change. This study provides no support for this statement. Changes in daily work, interaction patterns and work routines, which were related to uncertainty, low levels of trust and low commitment, do not significantly influence employees' commitment to change. The proposition of Ford et al. (2003) that the knowledge that employees have gained in the past determines the meanings they give to current events can also not be supported in this study. Positive prior experience with change is not related in a way that employees will be more committed to change. When the organizational change has a high impact on employees' daily work routine (personal job impact) in a negative way, it is likely that there will be less support and commitment for the upcoming change (Lau & Woodman, 1995). This is in contrast with this study. The results showed that there is no significant relation between personal job impact and employees' commitment to change. A reason why this study provides no support while the literature does may lie in the way of research and the statements or subjects discussed in the questionnaire.

5.2 Limitations and future research

Despite the interesting findings in this study, the results should be interpreted with respect to the following limitations, resulting in suggestions for future research.

The first and main limitation of this research is that all organizational changes vary. Respondents have all experienced different changes that have had a significant impact. It is very personal when you mention an organizational change with significant impact. So the outcomes of this study can difficultly be generalized. The only thing in common is that it has been a change with great impact. To exclude these limitations, it would be better in future research to use the employees of one single organization which have experienced the same organizational change.

Secondly, a limitation is about the question about work-relationships in the online questionnaire. It was interesting to measure how respondents view the opinion of their manager and their important colleagues about the organizational change. The question was as follows: 'Indicate how you think the following people face the change: your supervisor and your important colleagues. A 5-point scale from 1 (very negative) to 5 (very positive) was used. For this question, the respondents must give a group of people an average score. In this way you take the person who is very negative (1) together with someone who is positive (4) to determine an average.

The third and last limitation of this research concerns the position of the respondent as an employee in the organization. It is interesting to know to what extent the employees themselves are responsible for the change. There may be a difference when the respondent invented or created the

change, or when he/she performs the change. Employees can affect the speed of change process. An organizational culture does not just change, especially when the majority has been working for 10 years or longer for the organization. To exclude these limitations, it would be better in future research to add a question about the function of the respondent in the change process or clarify the organizational change more spacious.

A first suggestion for future research is that study of environmental factors that contribute to commitment to change can be extended. The work-relationship such as the manager and colleagues are investigated, but also friends and family at the home front may have a (large) impact. Work and non-work relationship can play a big role of influencing a persons' attitude towards organizational change. For following change processes these insights could be valuable.

Another suggestion for future research can be made based on the limitation of not mentioning the function of the respondent in the change process. An interesting question could be if managers or supervisors are more committed than the employees. And if so, do leaders convey their enthusiasm and responsibility about the organizational well change to their employees. At last, a suggestion could be to distinguish in terms of levels during a change process: the individual, the group, the (formal) organization and the physical environment (interior of buildings / factories etc.). This may lead to interesting outcomes.

5.3 Conclusion and practical implications

The aim of the study was to measure if the variables of work-relationships have a contribution to the demographic variables, individual variables, communication variables, and change variables mentioned in the literature. An important conclusion is that this study showed that the influence of work-relationships (with the manager, and with colleagues) on employees' commitment to organizational change has no exclusive results. Work-relationships only influence employees' normative commitment to organizational change. A second conclusion is that the communication variables, participation and information, are the main factors that contribute to what extent employees are committed to organizational change. At last, the variance explained in the model of affective commitment (44%) and continuance commitment (34%) is much higher than the variance explained by the model of normative commitment (29%).

Based on these conclusions, practical implications can be provided for organizations dealing with change. The main aspect to consider when an organization wants to implement an organizational change is the level of participation and information of employees in a change process. When the majority is lowly involved in participation, it will be likely that they are less committed to the change. In this case, managers have to look at the needs of their employees regarding participation and information. On the whole, organizations need to take into account the level of participation and information and they should focus on employees' affective and normative commitment, which are the forms of commitment that are influenced the most.

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Appendix A – Variables and items

Variable	Items	Author	Alpha coefficient
Commitment to change			
Affective commitment	1. I believe in the value of this change. 2. This change is a good strategy for this organization. 3. I think that management is making a mistake by introducing this change. 4. This change serves an important purpose. 5. Things would be better without this change. 6. This change is not necessary.	Herscovitch and Meyer (2002)	.84
Continuance commitment	1. I have no choice but to go along with this change. 2. I feel pressure to go along with this change. 3. I have too much at stake to resist this change. 4. It would be too costly for me to resist this change. 5. It would be risky to speak out against this change. 6. Resisting this change is not a viable option for me.	Herscovitch and Meyer (2002)	.78
Normative commitment	1. I feel a sense of duty to work toward this change. 2. I do not think it would be right of me to oppose this change. 3. I would not feel badly about opposing this change. 4. It would be irresponsible of me to resist this change. 5. I would feel guilty about opposing this change. 6. I do not feel any obligation to support this change.	Herscovitch and Meyer (2002)	.61
Change variables			
Change frequency	1. Change frequently occurs in my unit. 2. It is difficult to identify when changes start and end 3. It feels like change is always happening	Rafferty (2006)	.67
Prior experience with organizational change	1. I have gained positive experiences from organizational change in the past 2. My colleagues had positive experiences with previous change in the past. 3. Based on my professional knowledge I could contribute to the success of the change 4. I have been actively involved in the implementation of previous change 5. Past experiences affect my attitude towards upcoming changes.	Roovers (2008)	.82
Individual variables			
Change-Related Self-Efficacy	1. I am able to successfully overcome the challenges of change. 2. When facing difficult changes, I am certain that I can deal with them 3. In general, I think that I can obtain outcomes that are important to me. 4. I believe I can deal with at most any change to which I set my mind. 5. I am confident that I can perform effectively on many different tasks during change.	Chen, <i>et al.</i> (2001)	.91

6. I will be able to perform well, even when change is tough

Personal Job Impact	As a results of this change... ...the nature of my work has changed ...my job responsibilities have changed ...I am expected to do more work than I used to ...I find greater demands place on me at work ...I am experiencing more pressure at work ...the work processes and procedures I use have changed	Caldwell, <i>et al.</i> (2004)	.77
Communication variables			
Participation	1. I have been able to ask questions about the changes that have been proposed and that are occurring. 2. I have been able to participate in the implementation of the changes that have been proposed and that are occurring. 3. I have some control over the changes that have been proposed and that are occurring. 4. if I wanted to, I could have input into the decisions being made about the future change.	Wanberg & Banas (2000)	.76
Information	1. The information I have received about the changes has been timely. 2. The information I have received about the changes has been useful. 3. The information provided about the change has been clear. 4. The information I have received has adequately answered my questions about the changes. 5. I am regularly informed about the progress of the change. 6. Information concerning the changes reaches us mostly as rumors 7. It is clear how the objectives of change can be put into practice.	Miller, <i>et al.</i> (1994).	.89
Work-relationships			
Work relationship with manager	1. My supervisor understands my problems and needs well enough. 2. My supervisor recognizes my potential. 3. My supervisor would personally use his/her power to help my solve my work problems. 4. I can count on my supervisor to "bail me out" at his/her expense when I really need it. 5. I would characterize my working relationship with my supervisor as extremely effective. 6. I have enough confidence in my supervisor that I would defend and justify his/her decision if he/she were not present to do so. 7. I always know how satisfied my supervisor is with what I do.	Graen & Uhl-Bien (1995) LMX-7	.89
Work relationship with colleagues	1. I often make suggestions about better work methods to other colleagues. 2. Other colleagues of my team usually let me know when I do something that makes their jobs easier (or harder). 3. I usually let other colleagues of my team know when they have done something that makes my job easier (or harder).	Seers, <i>et al.</i> (1995) TMX	.71

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4. Other colleagues of my team recognize my potential.
 5. Other colleagues of my team understand my problems and needs.
 6. I am flexible about switching job responsibilities to make things easier for other colleagues.
 7. In busy situations, other colleagues often ask me to help out.
 8. In busy situations, I often volunteer my efforts to help my colleagues.
 9. I am willing to help finish work that had been assigned to other colleagues.
 10. The other colleagues of my team are willing to help me finish work that was assigned to me.

Demographic variables	
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Demographic variables	
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- | | |
|--|--|
| | <ol style="list-style-type: none">1. What is your gender?2. What is your age?3. What is your organizational tenure?4. How long do you work at your current organization?5. In which industry operates your organization?6. What is the size of your organization? |
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Appendix B - 'Informed consent'

Begeleidende brief voorafgaand aan de vragenlijst.

Beste deelnemer,

In het kader van mijn master corporate communicatie aan de Universiteit Twente doe ik onderzoek naar factoren die invloed hebben op organisatieveranderingen. U kunt mij helpen bij dit onderzoek door deze vragenlijst in te vullen. De organisatieverandering waar het in dit onderzoek om gaat, is een organisatieverandering wat grote impact op u heeft of heeft gehad. Te denken valt aan een verandering van dagelijkse werkzaamheden; reorganisaties of herstructureringen; verandering van functieverantwoordelijkheden, werkprocessen of procedures; overplaatsing naar een andere vestiging, afdeling, etc. Het beïnvloedt uw functioneren, gevoelens, of gedrag. Aan de hand van deze verandering gaat u de vragenlijst invullen.

Het gaat in deze vragenlijst om uw mening en er zijn geen goede of foute antwoorden. Probeer de vragen vlot en geconcentreerd te beantwoorden, vaak is uw eerste ingeving de beste. Het invullen ervan kost ongeveer 5 - 10 minuten van uw tijd.

Meedoen aan dit onderzoek is geheel anoniem; gegevens zullen vertrouwelijk worden behandeld en u hoeft uw naam niet te vermelden. Aan het einde van de vragenlijst kunt u door het achterlaten van uw e-mailadres aangeven of u de onderzoeksresultaten wenst te ontvangen.

Het terugsturen van deze vragenlijst betekent dat u akkoord gaat met deelname aan dit onderzoek.

Alvast bedankt voor uw medewerking.

Mieke Foks
masterstudent Universiteit Twente

Appendix C- Questionnaire

Vragenlijst werkrelaties & organisatieveranderingen. Universiteit Twente. Oktober 2014

Start vragenlijst:

Noteer aan de hand van welke soort verandering u de vragen beantwoordt.

.....

Veranderingsbetrokkenheid					
	Helemaal mee oneens	Mee oneens	Neutraal	Mee eens	Helemaal mee eens
1. Ik geloof in de waarde van de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. De verandering is een goede strategie voor de organisatie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ik denk dat het management een fout maakt door de verandering in te voeren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. De verandering dient een belangrijk doel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Het zou beter zonder deze verandering zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. De verandering is niet noodzakelijk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik heb geen andere keuze dan mee te gaan met de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ik voel de druk dat ik mee moet gaan met de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Er staat voor mij te veel op het spel om weerstand te bieden tegen de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Het zou te kostbaar zijn om me te verzetten tegen de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Het zou riskant zijn om mijn weerstand tegen de verandering uit te spreken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Verzet tegen de verandering is geen zinvolle optie voor mij.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ik voel me verplicht om mee te werken aan de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Ik denk niet dat het goed is me te verzetten tegen de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ik zou me niet slecht voelen als ik me verzet tegen de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Het zou onverantwoordelijk van mij zijn om me te verzetten tegen de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Ik zou me schuldig voelen als ik me verzet tegen de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Ik voel geen enkele verplichting om de verandering te steunen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Factoren van verandering

	Helemaal mee oneens	Mee oneens	Neutraal	Mee eens	Helemaal mee eens
1. Er zijn vaak veranderingen op mijn afdeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Het is moeilijk te bepalen wanneer een verandering begint en eindigt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Het voelt alsof er altijd veranderingen zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ik heb positieve ervaringen opgedaan met veranderingen in het verleden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mijn collega's hebben positieve ervaringen met veranderingen in het verleden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Op basis van mijn professionele kennis zou ik kunnen bijdragen aan het succes van de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik ben actief betrokken geweest bij de uitvoering van een verandering in het verleden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ervaringen in het verleden hebben invloed op mijn houding ten opzichte van komende veranderingen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Persoonlijke factoren

	Helemaal mee oneens	Mee oneens	Neutraal	Mee eens	Helemaal mee eens
1. Ik ben in staat om uitdagingen bij een verandering succesvol aan te gaan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ik ben er zeker van dat ik kan omgaan met moeilijke veranderingen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. De verandering geeft mij de kans resultaten te behalen die belangrijk voor mij zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Hoewel ik misschien enige training nodig zal hebben, ben ik er zeker van dat ik goed zal kunnen functioneren na de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ik ben er zeker van dat ik effectief kan werken bij veel verschillende taken tijdens de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ik ben in staat om goed te presteren, zelfs wanneer een verandering moeilijk is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Als resultaat van de verandering ...</i>					
7. ... is de aard van mijn werk is veranderd.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ... zijn mijn functieverantwoordelijkheden veranderd.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ... wordt er meer werk van mij verwacht dan dat ik vroeger deed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ... vind ik dat er hogere eisen aan mij	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

gesteld worden op het werk.

11. ... ervaar ik meer druk op het werk.

12. ... zijn werkprocessen en procedures die ik gebruik veranderd.

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Communicatie

	Helemaal mee oneens	Mee oneens	Neutraal	Mee eens	Helemaal mee eens
1. Ik ben in staat om vragen over de verandering te stellen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ik ben in staat om deel te nemen aan de uitvoering van de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ik heb enige controle over de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ik heb inbreng in de beslissingen die worden genomen over de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. De informatie die ik heb ontvangen over de verandering was goed op tijd.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. De informatie die ik heb ontvangen over de verandering was nuttig.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. De informatie die ik heb ontvangen over de verandering was te begrijpen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. De informatie die ik heb ontvangen heeft voldoende antwoord gegeven op mijn vragen over de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ik ben regelmatig op de hoogte gebracht over de verandering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Informatie over de verandering bereikt ons meestal als geruchten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Het is duidelijk hoe de doelstellingen van de verandering in praktijk kunnen worden gebracht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Werkrelaties

Geef aan hoe volgens u de volgende personen tegenover de verandering staan:

	Ze negatief	Negatief	Niet positief niet negatief	Positief	Ze positief
Uw leidinggevende	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Belangrijke collega's*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Aan de mening van deze collega's hecht u veel waarde.

Werkrelaties - Leidinggevende

	Helemaal mee oneens	Mee oneens	Neutraal	Mee eens	Helemaal mee eens
1. Mijn leidinggevende begrijpt mijn problemen en behoeften goed genoeg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mijn leidinggevende erkent mijn kwaliteiten en vaardigheden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mijn leidinggevende zou persoonlijk gebruik maken van zijn / haar vermogen om te helpen bij het oplossen van mijn problemen op het werk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ik kan rekenen op hulp van mijn leidinggevende op zijn / haar kosten als ik het echt nodig heb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ik beschrijf mijn werkrelatie met mijn leidinggevende als zeer effectief.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ik heb genoeg vertrouwen in mijn leidinggevende om zijn / haar beslissing te verdedigen als hij / zij niet aanwezig is om dit te doen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ik weet altijd hoe tevreden mijn leidinggevende is met wat ik doe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Werkrelaties - Collega's

Het gaat hier om belangrijke collega's. Aan de mening van deze collega's hecht u veel waarde.

	Helemaal mee oneens	Mee oneens	Neutraal	Mee eens	Helemaal mee eens
1. Ik geef mijn collega's regelmatig suggesties over betere werkmethodes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mijn collega's laten mij weten wanneer ik iets doe dat hun werk makkelijker (of moeilijker) maakt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ik laat mijn collega's het weten wanneer ze iets doen dat mijn werk makkelijker (of moeilijker) maakt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mijn collega's herkennen mijn kwaliteiten en vaardigheden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mijn collega's begrijpen mijn problemen en behoeften.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ik ben flexibel over het wisselen van taken om dingen makkelijker te maken voor mijn collega's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. In drukke situaties vragen mijn collega's me vaak of ik ze kan helpen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. In drukke situaties bied ik mijn collega's vaak aan om hun te helpen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ik ben bereid te helpen het werk af te maken dat aan andere collega's werd toegewezen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Mijn collega's zijn bereid te helpen het werk af te maken dat aan mij werd toegewezen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Algemeen

1. Wat is uw geslacht?

☐ Man ☐ Vrouw

2. Wat is uw leeftijd?

.....

3. Hoeveel jaar werkervaring heeft u?

..... jaar

4. Hoe lang bent u werkzaam bij uw huidige organisatie?

..... jaar

..... maanden

5. Wat is de bedrijfstak waarin uw organisatie opereert? Kies een optie via het drop down menu.

Landbouw, bosbouw en visserij

.....

6. Wat is de grootte van uw organisatie?

- ☐ 0 - 10 medewerkers
- ☐ 11 - 50 medewerkers
- ☐ 51 - 100 medewerkers
- ☐ 101 - 500 medewerkers
- ☐ 501 - 1000 medewerkers
- ☐ Meer dan 1000 medewerkers

Dit is het einde van de vragenlijst. Nogmaals bedankt voor u medewerking!