

**STRATEGIC LEADERSHIP AND STRATEGY
IMPLEMENTATION: THE CASE OF KCA UNIVERSITY**

BY

PAUL W. NJIRI

REG. NO.: D61/64021/2011

**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION
DEGREE, SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI**

2016

DECLARATION

This research project is my original work and has not been presented in any other institution for any academic award.

Signed.....

Date.....

Paul W. Njiri

Reg. No: D61/64021/2011

This research project has been submitted for examination with my approval as University Supervisor.

Signed.....

Date.....

Dr. Kennedy Ogollah

Department of Business Management

School of Business

University of Nairobi

DEDICATION

I dedicate this work to my wife and children.

ACKNOWLEDGEMENTS

I wish to thank my supervisor, Dr. Kennedy Ogollah for guidance, encouragement and corrections throughout the research process. The KCA managerial staff also played a great role to make this study successful especially during collection of data. I thank them all. I also thank my wife and children for their moral support and encouragement that enabled me to pursue and complete this research project successfully. A vote of thanks also goes to all my classmates for motivation, contribution and sharing of learning experiences leading to a successful completion of this research project.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMS	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background the Study	1
1.1.1 Concept of Strategy	3
1.1.2 Strategic Leadership.....	4
1.1.3 Strategy Implementation	5
1.1.4 KCA University in Kenya	6
1.2 Research Problem.....	7
1.3 Research Objectives	9
1.4 Value of the Study	10
CHAPTER TWO: LITERATURE REVIEW.....	11
2.1 Introduction.....	11
2.2 Contemporary Leadership Theories	11
2.2.1 Complexity Theory	11
2.2.2 Social Network theory	12
2.2.3 Cognitive complexity theory	14

2.3 Barriers to Effective Strategy Implementation	15
2.4 Key Drivers to Strategy Implementation.....	17
2.5 The Role of Strategic Leadership in Strategy Implementation.....	19
2.6 Knowledge Gaps	21
2.7 Summary of the Literature Review	22
CHAPTER THREE: RESEARCH METHODOLOGY	24
3.1 Introduction	24
3.2 Research Design	24
3.3 Population of the Study.....	25
3.4 Sampling	25
3.5 Data Collection.....	26
3.6 Data Analysis	27
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION	28
4.1 Introduction	28
4.2 Response Rate	28
4.2.1 Respondents' distribution by gender	29
4.2.2 Respondents Age.....	30
4.2.3 Highest Education Qualification	31
4.2.4 Respondents' Working Experience	32
4.3 Strategic Direction.....	34
4.3.1 Organization Structure.....	35
4.3.2 Strategic Leadership Factor	37
4.4 Learning environment and student/staff experience.....	38

4.4.1 Good governance in all sectors of university life.....	39
4.4.1 Discussion of the findings.....	41
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS...	42
5.1 Introduction	42
5.2 Summary of Findings.....	42
5.2.1 Strategic Direction on Strategy Implementation	44
5.2.2 Influence of Organization Structure on Strategy Implementation	45
5.2.3 Influence of Human Capital Development on Strategies	45
5.3 Conclusions	46
5.4 Recommendations.....	47
5.5 Limitations of the study	48
5.6 Suggestions for further studies	48
REFERENCES	49
APPENDICES	54
APPENDIX I: LETTER OF INTRODUCTION	54
APPENDIX II: RESEARCH QUESTIONNAIRE.....	55

LIST OF TABLES

Table 3.1 Sampling Frame	26
Table 4.1 Response Rate.....	29
Table 4.2 Respondents Age Bracket	30
Table 4.3 Respondents' Working Experience.....	32
Table 4.4 Strategic Direction	34
Table 4.5 Organization Structure	36
Table 4.6 Strategic Leadership Factor	37
Table 4.7 Learning environment and student/staff experience	38
Table 4.8 Good governance in all sectors of university life	40

LIST OF FIGURES

Figure 4.1 Respondents' distribution by gender	29
Figure 4.2 Highest Education Qualifications.....	31
Figure 4.3 Respondents' current position.....	33

ABBREVIATIONS AND ACRONYMS

BIC - Business Incubation Concept

CHE -Commission for Higher Education

ICPAK- Institute of Certified Public Accountants of Kenya

KCA- Kenya College of Accountancy

LIA - Letter of Interim Authority

SPSS- Statistical Packages for Social Scientists

UK - United Kingdom

ABSTRACT

The purpose of the study was to assess the role of strategic leadership in the implementation of strategies at KCA University in Kenya. The Study was based on following objectives: To determine the influence of strategic direction on strategy implementation at KCA university, to establish the influence of human capital development on strategies at KCA University, and to determine the influence of organization structure on strategy implementation at KCA University. Descriptive survey design was adopted to obtain a complete and an accurate description of situations, persons and events. The study target population was 300 respondents out of which 60 respondents were drawn. The data collection instruments were a questionnaire. The study found out that respondents were young and with a possibility of a high level of attention in and knowledge around, strategic leadership and implementation of strategies at KCA university. Most of the respondents in this study had attained academic qualification above diploma education which could have translated to mean that they have extra knowledge and skills well enough to formulate strategic plans and provide leadership during strategic execution. The study agreed with Raps study that proposes critical success aspects that can help leaders overcome and improve complications during the execution process. According to Raps, commitment by the top managers is the most important condition for strategy implementation. The study concluded that the performance targets towards achievement of objectives were clearly defined by the management. The University management had not played a role in motivating their staff to work towards set objectives. Performance targets were not aligned to University objectives. KCA University has an effective organization structure in place that supports strategy implementation and that they understand their roles and responsibilities as per the organization structure. The relationship between the different departments at the University and that the communication in the University was not clear and effective. The university campus had improved its information management and communication systems. There was no annual appraisal review and reward system. Study recommends that, KCA University needs to come up with a way of staff's appraisal and reward system so as to have a motivated work force. The study recommends that relationship between the different departments at the University as well as the communication in the University need to be coordinated for clarity and effectiveness. The study further recommends that performance targets need to be aligned to University objective for effective strategy implementation. The implication of this study would be further similar study should be done in other private universities in Kenya to compare and contrast the findings of this study. This will assist the policy makers and regulators in the industry to make more informed decisions as far as role of leader in strategy implementation is concerned.

CHAPTER ONE

INTRODUCTION

1.1 Background the Study

The major concern for every strategic manager is to make sure organization's performance by creating as well as shaping efficient strategy to overcome competition (Tait and Nienaber, 2010). This is even more important now that competition between companies has enlarged given the technological advancements and buyer awareness. The guiding values in any strategic management practice, may it be in public or private sector, is about understanding the changes needed, the manner of implementation as well as managing these changes, and how to make a roadmap for supporting improvements that lead to improved performance (Bryson, 2004). While formulating a reliable strategy is a complicated task for any management group, making that strategy work implementing it all through the organization is still more difficult (Hrebiniak, 2006). Clients on the other hand anticipate the best quality goods or services at a reasonable price while staff expects the best functioning conditions and excellent compensation packages.

The theory of behavioral complexity supports the thought that leaders who perform multiple leadership roles score high on leadership than those who do not (Boal & Hooijberg, 2001). Managers with a big repertoire of leadership roles and who play those roles regularly are regarded as more successful, not merely by their subordinates but as well as their peers and superiors.

Further Cognitive complexity theory duties better than cognitively less complex persons because they use other categories or scope to discriminate among stimuli and see more similarities in these categories or scope. Cognitively complex individuals search for more information (Tuckman, 1964) and use more time interpreting it (Sieber & Lanzetta, 1964; Dollinger, 1984). As such, Boaland Hooijberg (2001) views cognitive complication as a key personality difference variable essential absorptive capacity at character level. Cognitively, leaders may comprehend and see the differences in prospect between their subordinates and seniors that notwithstanding leaders can operate in such a behaviorally differentiated way as to please the expectations of equal groups.

KCA University Five year strategic plan (2014-2019) and Business Incubation Concept (BIC) hub for Entrepreneurship and Management (CE&L) has made satisfactory progress since the previous year peer review monitoring and assessment exercise that was made early 2014. The BIC is a facility that is meant help innovators become entrepreneurs and business leaders. The incubation concept is to create business organization and a system around student idea/innovations, currently the department is implementing the stakeholder's mobilization phase.

In this phase, the center is linking up with the KCA University fraternity, especially students and staffs, through a program called University connect. In overall, the University connect program has the following activities presently being in progress; Raising an entrepreneurship movement to produce change,

Introducing an entrepreneurial culture inside the campus learners community, Networking activities, Exposure activities and Business leadership training. This programme is modeled on leadership, good governance, ethics and public accountability. Incorporating entrepreneurship and innovation in all existing and new prospective programmes. An assessment of what has been achieved so far in this strategic plan shows that a number of objectives have not been achieved.

1.1.1 Concept of Strategy

A strategy is a structure through which an organization can affirm its vital continuity whilst managing to settle in to the changing environment to achieve competitive advantage (Ansoff, 2002). It is a mediating strength between the organization and its atmosphere through which regular streams of organizational decisions are created to deal with the environment. On the other hand strategic management is a orderly approach to the key and increasingly essential responsibility of general management to place and relate the firm to its background in a way which will guarantee its continued victory and make it safe from surprises.

Strategy formulation has in past been considered as a significant component of strategic management, more imperative than strategy implementation. For this cause, researchers have directed more interest to planning rather than implementation. Nevertheless, in the recent past, the capability to execute strategies in the organization has been viewed as more essential as this is the answer to superior business performance.

This can be noted where in several organizations; fewer than half of formulated strategies are enacted. An Economist survey found that 57 % of firms were ineffective at executing strategic initiatives in a survey of 276 leading operating executives in 2004 (Allio, 2005). In a different research of Chinese Corporations in 2006, 83 % of the surveyed companies fail to implement their strategy and only seventeen felt that they had a reliable strategy implementation process (Li et al, 2008).

1.1.2 Strategic Leadership

Coordination of actions, streamlining of processes, aligning the organizational composition, and keeping staff motivated and committed to strategy implementation is the key responsibility of the leadership. Matthias and Sascha (2008) acknowledged the role of the board, which is to ensure uniformity among resource allocation, processes, and the firm's projected strategy. Beer and Eisenstat (2000) referred to poor harmonization across functions and insufficient down-the-line leadership skills and developments killer of strategy execution.

Zaribaf and Bayrami (2010) categorized the leadership's significance 3 key roles: managing the strategic process, managing associations, and managing manager education. Likewise, Ansari's (1986) study on just-in-time purchasing accomplished that the commitment and leadership of top most level of management is necessary in strategy implementation. In a study concerning Zimbabwe's state owned enterprises, (Mapetere et al, 2012) found that relatively stumpy leadership participation in strategy implementation led to incomplete strategy success in the organization studied.

Researchers have also examined the pressure of hierarchical leadership in executing strategies. O'Reilly, et al, 2010) study concluded that it was merely when leaders' effectiveness at diverse level (hierarchies) was well thought-out in the aggregate that important performance improvement occurred while executing strategies.

1.1.3 Strategy Implementation

Strategy implementation is the practice of putting strategies as well as policies into action during the development of programs, budgets and procedures (Bradford et al 2000). Hrebiniak (2006) notes for instance: “Formulating strategy is complex. Making strategy work executing or implementing it all through the organization is even more complex”.

Thompson & Strickland (2010) have stressed out that the strategy implementing strategy executing task is the mainly complicated and time taking part of strategic management (Schaap, 2006). As a result, we will not differentiate strategy implementation from execution. We will use the earlier term as the descriptive domain label, as it is further widely used in the applicable literature. Organizations seem to have difficulty in executing their strategies, nevertheless. Researchers have exposed a number of problems in strategy implementation. The reasons for this are different, but the majority hinge on the reality that strategy executions is resource intensive and demanding (Gurowitz, 2007).

Everything else notwithstanding strategic planning is the only a peak priority among thriving private universities based on the primary notion that a successful strategy offers unique opportunities for market differentiation and long-standing competitive advantage. Based on this, a lot of public universities are now asking which are the most excellent tools and methodologies to enable efficient strategy implementation (Beer and Eisenstant, 2000).

1.1.4 KCA University in Kenya

KCA University is a private, non-profit institution, founded on July 1989 as Kenya College of accounting (KCA) by the institution of Certified Public Accountants of Kenya (ICPAK) to develop the value of accountancy and financial administration training in the country. KCA University is situated on Thika Road in Ruaraka, Nairobi, Kenya. The institution too maintains satellite colleges under the School of Professional Programmes in Kericho Githunguri, Eldoret, Kisumu as well as Kitengela. Following a study by Chart Foulks Lynch CIPFA in the UK, Kenya College of Accountancy was started in 1987-88. The study accomplished that the Kenyan economy needs an additional 400 qualified accountants each year. From an initial recruitment of 170 students in 1989, the student population has enlarged tremendously over the years, and now stands at over 15,000 enrolled per annum. KCA applied to the Commission for Higher Education (CHE) meant for university type in the year 2000 and on July 26, 2007, CHE awarded KCA a Letter of Interim Authority (LIA). Operations then started at KCA University.

The University offers certificates, diplomas and degrees at undergraduate and postgraduate levels, which started from July 2007. One of the major drivers of strategic implementation is strategic leadership (Lussier and Achua, 2007, Ireland and Hitt, 2005). Thriving implementation of strategies formulated will depend on efficient leadership provided by the top leadership in the organization.

1.2 Research Problem

The key concern for any strategic leader is to ensure organization's performance by crafting and shaping operative strategy to outsmart competition (Tait and Nienaber, 2010). This is even further crucial now that competition between companies has amplified given the technological advancements and buyer awareness. Strategy implementation is a main component of the strategic managing process. Given all the vigor and resources that is devoted in strategic planning, it is of concern that minimal effort is directed at strategy execution. Strategic plans are of no use devoid of implementation. A review of literature shows that 57% of firms were unsuccessful at implementing strategic initiatives in a survey of 276 senior operational executives in 2004 in North America (Allio, 2005). In a different research of Chinese Corporations in 2006, 83% of the surveyed companies unsuccessfully implemented their strategy and only 17% felt that they had a reliable strategy implementation process (Li et al, 2008). Given this great failure rate, it is clear that executing strategy is not an easy task and the further the degree of change a strategy involves, the more demanding implementation becomes. Private Kenyan Universities have not been spared the challenges of realizing the objectives set out in their strategic plans.

Mainly, planned objectives have failed to be realized due to a host of reasons (Kinyanjui, 2007). One of the main drivers of strategic execution is strategic leadership (Lussier and Achua, 2007, Ireland and Hitt, 2005). Effective implementation of strategies formulated will be determined by an effective leadership delivered by the top managers in the organization. According to KCA University Five year strategic plan (2014-2019) and Business Incubation Concept (BIC) Epicenter for Entrepreneurship and Management (CE&L) has made satisfactory progress ever since the last peer review monitoring and assessment exercise that was done early 2014.

The BIC is a facility that is expected help innovators become entrepreneurs and business leaders. The incubation notion is to create business organization and a structure around student idea/innovations, currently the department is executing the stakeholder's mobilization phase. The BIC is a strategic plan envisioned to achieve the following; nurturing an entrepreneurship movement to generate change, introducing an entrepreneurial culture inside the campus student community, networking activities, exposure activities and Business leadership training. This programme is modeled on leadership, good governance, ethics and public accountability. Combining entrepreneurship and innovation in all present and new prospective programmes. An assessment of what has been realized so far in this strategic plan shows that a number of objectives have not been realized. When an organizations' strategic plan is not executed successfully, a gap is created that makes it challenging to achieve success.

For decision makers, the failure to steer the organization to the attainment of the plans causes a lot of anxiety focused around the struggle in ensuring that the strategic plan becomes a "living plan" instead of a document that gathers dust on the shelf. The organization's strategic plan is projected to be a guiding document for the organization; nevertheless, poor implementation of the plan can result in it becoming an unproductive document (Pfeffer and Sutton, 2006). It's on this basis that this study will seek to find out, what is the role of strategic leadership in execution of strategies at KCA University in Kenya?

1.3 Research Objectives

1.3.1 General Objectives

To determine the role of strategic leadership in the implementation of strategies at KCA University in Kenya.

1.3.2 Specific Objectives

- i. To determine the influence of strategic direction on strategy implementation at KCA university.
- ii. To establish the influence of human capital development on strategies at KCA university.
- iii. To determine the influence of organization structure on strategy implementation at KCA university.

1.4 Value of the Study

The study would be of great value to KCA as it would document the role of strategic leadership in strategy implementation at the institution, and this would help the institution to identify gaps in its strategic leadership that need to be improved for effective strategy implementation. The study would aid various stakeholders in the country. Private and public universities in the country would obtain details on how they can be able to effectively implement their strategies in the face of numerous challenges facing them in the face of increased student population and changing demands from the employers. In addition the study would be an invaluable source of material and information to educational institutions operating in the country.

For academicians, this study would form the foundation upon which other similar and replicated studies can be founded. Investors can also gain an insight on the business and its strategic position within the environment, which could assist them in determining viability of their investments. The study would also contribute to the existing body of knowledge in the field of strategic management, particularly the subject of strategic leadership in strategy implementation. The Government of Kenya would benefit from the gathered information to enhance strategic leadership in its institutions for effective implementation of various strategies in such institutions. The regulators of the private as well as higher education in the country would also find invaluable information in how good strategies could be adopted and as a result put in place policies that would guide and encourage other organizations within and without the government sector in implementing their strategies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature from other researchers who have studied in the same field on of role of strategic leadership in implementation of strategies. The chapter will cover: theories related to the concept of strategic implementation, Barriers to effective strategy implementation, key drivers to strategy implementation, strategic leadership, strategic leadership as a driver of strategy implementation, strategy implementation of strategic leadership roles required for effective strategy implementation.

2.2 Contemporary Leadership Theories

2.2.1 Complexity Theory

Over the earlier two decades, extra nuanced complex, and distinct methods to leadership have appeared in the literature. Founded on Quinn's (1984, 1988) opposing standards framework, the theory of leadership complication (Denison et al., 1995; Hooijberg et al., 1997) proposed that behavioral complication is significant concept to study inside the realm of managerial leadership. Precisely, they argued that more actual leaders display a diversity of diverse and sometimes inconsistent behaviors to counter to the wide variety of circumstances they are typically uncovered to and compulsory to address. The theory in the leader as well as the context.

The theory emphasizes on leaders' capability to participate and differentiate socially, cognitively and psychologically taking into account the context, while familiarizing their behaviors therefore. If leaders do not have a specific behavior in their repertoire those counterparts the demands of the setting, then leadership will not rise and the ratified behavior will be unsuccessful.

2.2.2 Social Network theory

A second recent method to leadership scrutinizes the occurrence through social network theory. Balkundi and Kilduff (2006) deliberated the idea that a leader's cognitive exemplification of the patterns of interactions within various systems (e.g., ego, organizational, and inter-organizational) is the initial point for the way that the leader pledges and upholds social ties, which in turn inspirations their leadership efficiency. Even though this theory sees the leader's system acuity as the initial point, the locus of leadership lies within the system of relationships or the combined. These authors claimed that it is only through a full understanding of the social networks and one's role within them that leadership can arise. Contrasting the earliest trait theories, Balkundi and Kilduff (2006) stated that leadership method locates leadership not in the qualities of persons but in the relationships while difficulty theory takes a more intricate viewpoint to the idea of opposite behaviors, social system theory allows for conceptualizing leadership as rather than the sum of personalities.

In conventional leadership theories and study on actual leadership there was a strong bias in the direction of description of leadership procedures at the dyadic level, which includes the interaction among a leader and different followers. Key queries at this level were how to progress a cooperative, trusting association with a follower, and how to inspire a follower to be more interested and committed (Yukl, 1999b). New leadership theories offered a distinctive method that tied in with the great desire for stories about heroic chief directors and with the growing self-awareness of several organizations about their missions.

Under most theories of charismatic and transformational leadership lies the implicit assumption of the leader as hero. The argument is that an effective leader will influence followers to perform better. This orientation steers research in the direction of identifying the essential traits, skills, and behaviors of individual leaders for motivating subordinates. The research on dyadic processes provides important insights on leadership, but it often underestimates the importance of the context in which a dyadic relationship occurs. Contemporary leadership approaches, in contrast account for a leadership going above the individual and for a more paradoxical perspective on leadership, combining seemingly opposing leadership behaviors. The strategic leadership concept which is elaborated in the next chapter follows a similar line of reasoning.

2.2.3 Cognitive complexity theory

The underlying postulation of the cognitive complexity viewpoint is that cognitively complex persons process information in a different way and perform certain tasks better than cognitively less difficult individuals because they use further categories or dimensions to discriminate among stimuli and see more commonalities in these categories or extents. Cognitively complex persons explore for more information (Tuckman, 1964) and devote more time interpreting it (Sieber & Lanzetta, 1964; Dollinger, 1984). As such, Boal and Hooijberg (2001) view cognitive complexity as a main individual difference variable underlying absorptive capability at individual level. Cognitively, leaders may comprehend and see the differences in prospects among their subordinates and superiors, but that does not mean that those leaders can act in such a behaviorally differentiated way as to fulfill the expectations of both groups.

At the higher levels of the organization, leaders are not only worried with the internal running of the organization but also with the greater marketplace and even the role of the organization in the community and society. Networking with the members of the community and government may well involve a different set of behaviors than those required in the organization. Whereas cognitive and social intelligence are of main importance to first-and middle-level managers, they have even bigger significance for leaders at the peak levels of organizations. There is evidence that multifaceted leaders use a broader range of leadership components, are more capable of and make additional use of collaborative leadership, create more use of feedback, tend to receive more fortunate follower ratings and lead more operational groups (Boal & Hooijberg, 2001).

According to Jaques (1989), cognitive capability connotes those intellectual processes used to take information, pick it over, play with it, examine it, put it together, reorganize it, judge it, reason with it, make conclusions, make policies and decisions and take action. It is well-defined as the scale and complexity of the world that one is capable to pattern and construe, together with the amount and complexity of information that must be handled in doing so. It is the raw mental power enabling a individual to sustain more and more complex mental processes.

2.3 Barriers to Effective Strategy Implementation

Kaplan and Norton (2001) argue that, research in the area has endorsed a number of barriers to strategy implementation. The implementation of a strategy is more significant, and more valuable, than the preparation of a strategy. Niven (2002) stated that strategy implementation is one thing to sit down and craft what is apparently a winning strategy, but effectively implementing it is another thing completely. Strategy is all about management of change. Resistance to change is one of the utmost threats to strategy execution. Strategic change is the undertaking of an organization from its present state to toward some anticipated future state to rise its competitive advantage (Hill and Jones, 1999). The behavior of person ultimately determines the achievement or failure of organizational endeavors and upper management concerned with strategy and its execution must realize this (McCarthy et al, 1986). Change may also produce conflict and resistance. Individuals working in organizations sometimes counterattack such projects and make strategy challenging to implement (Lynch, 2000). This may be due to unease or fear of economic loss, inconvenience, doubt and break in usual social patterns.

Studies by Okumus (2003) establish that the main barriers to the execution of strategies include lack of coordination and support from other levels of organization and resistance from subordinate and lack of or poor planning undertakings. Freedman (2003) lists out a number of execution pitfalls such as separation, lack of stakeholder commitment, strategic drift, strategic weakening, strategic isolation, failure to understand progress, initiative fatigue, intolerance, and not rejoicing success. Sterling (2003), recognized reasons why strategies fail as unexpected market changes; lack of top management support; operational competitor responses to strategy application of inadequate resources; failure of buy in, understanding, and/or communication; appropriateness and uniqueness.

Freedman (2003) ultimately proposed the following answers to successful strategy implementation: collaborating the strategy; driving and prioritizing planning; line up the organization; reducing complexity; and fixing an issue resolution system. According to Kaplan and Norton (2001) the following are observed as sets of best practices and their subcomponents for implementing and executing strategy in establishments: mobile change through operative leadership; interpret the strategy to operational terms; align the organization to the strategy; inspire to make strategy everyone's job; and oversee to make strategy a persistent process. In an effort to simplify quite a complex model, Kaplan and Norton (2001) provided five important areas that need to be addressed to upkeep successful strategy execution. They offered the following services available, providing necessary budgets for training, meetings, equipment, and execution.

2.4 Key Drivers to Strategy Implementation

Numerous studies (Ashkenas & Francis, 2000; Beer & Nohria, 2000; Cater &Pucko, 2010) have emphasized the significance of formulating and executing a strategy, with higher importance given to strategy preparation due to its criticality to the actuality and expansion of the organization. Nevertheless, implementing a strategy is greatly more difficult than formulating it. The former involves leadership skills, precision planning, and unifying of resources and activities as well as safeguarding people's commitment to the new strategy, while the latter requires creativeness and understanding the business and evaluating the market opportunities and the firm's strong point. While strategy formulation is typically a function of top management, its execution is the responsibility of middle and lower level management.

However, the role of top management is important in preparing a workable strategy and communicating it plainly so that middle management can more certainly implement it. In other words, an effective implementation journey starts in the designing stage and a failure to find that link amongst strategy formulation and strategy implementation is a step headed for strategy failure.

Raps (2005) propose 10 critical success aspects that can help leaders overcome and improve complications during the execution process. According to Raps, commitment by the top managers is the most important condition for strategy implementation.

Involvement of the middle management valuable knowledge is another most significant thing but unfortunately, managers and supervisors at lower management levels are not involved in strategy formulation yet they have significant knowledge from their experience. Communication is what execution is all about; it should be thorough, two ways and not overdue until changes have already crystallized. Implementation ought to follow an integrative point of views it is dangerous to highlight the structural aspects and disregard other existing components. Clear assignment of tasks will go a long way to avert power struggles amongst departments and within hierarchies. Preventive actions against change barriers should be recognized and be dealt with efficiently.

Teamwork actions should be emphasized and persons 'different characters should be appreciated. The leaders should take benefit of supportive execution instruments such as the balanced scorecard and helpful software solution to support in gathering information and tracking definite performance.

Finally, the leaders ought to calculate buffer time for unexpected occurrences as extra time ought to be taken into account for unanticipated events. On the other hand, Fourie (2007) highlights two crucial drivers of strategy implementation; Structural drivers, which are organizational structures and resource provision and human drivers, which are organizational culture, strategic leadership and reward systems.

2.5 The Role of Strategic Leadership in Strategy Implementation

According to Cater and Pucko (2010), although a well-formulated strategy, a strong and operational pool of skills, and human capital are particularly important resources for strategy success, lowly leadership is one of the key obstacles in successful strategy execution. Lorange (1998) contended that the chief executive officer (CEO) and top managers must highlight the various interfaces inside the organization. One main challenge in successful strategy implementation is safeguarding employees' buy-in and directing their competences and business understanding in the direction of the new strategy.

Therefore, the necessity for effective leadership outweighs any other aspect. Beer and Eisenstat (2000) addressed this concern from a different perspective; they proposed that in the deficiency of effective leadership, conflicting priorities will result poor synchronization because employees will doubt the top management prefers to evade potentially threatening and humiliating circumstances. Coordination of events, streamlining of processes, lining up the organizational structure, and keeping staffs motivated and committed to strategy execution are main responsibilities of the leadership.

Matthias and Sascha (2008) acknowledged the role of the board, which is to ensure steadiness among resource provision, processes, and the firm's envisioned strategy. Beer and Eisenstat (2000) referred to poor harmonization across functions and insufficient down-the-line leadership skills and developments killers of strategy execution.

Zaribaf and Bayrami (2010) categorized the management's importance into three main roles: managing the strategic process, management of relationships, and managing manager training. Likewise, Ansari's (1986) study on just-in-time purchasing established that the assurance and leadership of top-level management is critical in strategy implementation. In a study comprising of Zimbabwe's state-owned enterprises, (Mapetere et al, 2012) found that relatively low leadership participation in strategy implementation led to unfinished strategy success in the organization studied.

Developing human capital is another role required for effective strategy execution. Human capital is the knowledge and skills of a firm's complete workforce/employees. Strategic leaders ought to view the organizational workforce as a serious resource on which many core competencies are made and through which competitive advantages are exploited effectively. Staff appreciates the opportunity to learn endlessly and feel superior involvement when encouraged to enlarge their knowledge base. Ongoing investments in organizational workers result in imaginative, well-educated labor force, the type of workforce capable of forming extremely effective great groups (Ireland and Hitt, 2005).

Supporting an effective organizational culture is the role highlighted. Culture offers the context inside which strategies are formulated and implemented. Shaped over the life of a company, culture echoes what the firm has learned across time through its responses to the constant challenges of survival and growth.

Furthermore, Ireland and Hitt (2005) emphasizes exploiting and sustaining core competencies, emphasizing ethical practices and founding balanced organizational controls. In order to overcome strategic execution failures in universities, Rowley and Sherman (2001) applaud eleven methods of execution choices that strategic planners in universities can choose from.

These are using the budget to finance strategic change, using involvement, using force, establishing goals and main performance indicators, working inside the human resource managing system of the University to plan for adjustment and to make change, using the reward system to nurture and support change, faculty and staff development, working with or varying institutional culture, working with or moving away from custom, developing and using change champions and building on systems that are all set for or are easily flexible to strategic change.

2.6 Knowledge Gaps

This section provides for knowledge gaps in the leadership strategic implementation in this study. According to Raps, (2005), commitment by the top managers is the most important condition for strategy implementation. This agrees with Ansari's (1986) study on just-in-time purchasing that concluded that the assurance and leadership of top-level managers is essential in strategy implementation.

Likewise in a study involving Zimbabwe's state-owned enterprises, (Mapetere et al, 2012) established that relatively low leadership participation in strategy implementation led to limited strategy success in the organization studied. In contrary the participation of the middle management valuable knowledge is another important thing but regrettably, managers and supervisors at lower hierarchy levels do not participate in strategy formulation yet they have significant knowledge from their experience (Raps, 2005).

2.7 Summary of the Literature Review

This chapter reviewed literature connected to various studies in this area. These studies were largely conducted on Strategic leadership and strategy execution; the case of KCA University and they exposed research gaps involving Strategic leadership and strategy implementation. According to (O'Reilly, et al, 2010) study established that it was only when leaders' efficiency at different levels (hierarchies) was considered in the aggregate that important performance improvement occurred while executing strategies.

Beer and Eisenstat (2000) addressed this concern from a different perspective; they proposed that in the absence of effective leadership, conflicting priorities will result reduced coordination because staff will doubt that top management prefers to avoid potentially intimidating and embarrassing circumstances. Wheelen and Hunger (2008), point out that poor strategy implementation has been responsible for a number of strategic disappointments and one of the most cited problems is lack of top manager's commitment.

In the international economy, strategic leaders proficient with learning how to shape a firm's culture in competitively relevant ways will increase its chances of effectively implementing its strategies (Lussier and Achua, 2007; Pearce and Robinson, 2007; Ireland and Hitt, 2005). Leaders galvanize commitment to embrace change through three interrelated activities: expounding strategic intent, building an organization, as well as influencing organizational culture (Pearce & Robinson, 2007). Good strategy implementation requires a team effort (Wheelen & Hunger, 2008).

As stated by (Thompson et al., 2008). Effective strategy implementation therefore hinge on upon the leadership skills of working through others, organizing, motivating, culture building, as well as creating robust fits among strategy and how the organization does things.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was a blueprint of the methodology that was used by the researcher to find answers to the research queries. In this section, the research approach was presented in the following order: research design, target population, sample and sampling technique, data gathering methods, instruments of data collection, and finally the data analysis.

3.2 Research Design

The study was a case study survey of KCA University in Kenya. Dooley (2007) describes a research design as the structure, outline or plan that is used to produce answers to research problems. Further, Donald (2006) records that a research design is the structure of the research, it is the “glue ” that holds all the essentials in a research project together. For the reasons of this study, the scholar used descriptive research design. A descriptive study is concerned with defining the occurrence through which something occurs or the relationship among variables (Bryman & Bell, 2003). Descriptive research design is a valid method for researching specific subjects and as a precursor to quantitative studies. The design is considered suitable since it facilitate to describe the state of matters as they exist without manipulation of variables which is the intention of the study. The study collected quantitative data from Management, faculty and non-teaching staff of the University.

3.3 Population of the Study

Target population in statistics is the definite population about which information is anticipated. According to Ngechu (2004), a population is a definite set of people, services, basics, and actions, collection of effects or households that are being investigated. This definition guarantees that population of interest is homogeneous. The intended populations for this study were KCA University staffs. The target population of this study is the management staff of KCA University in Kenya. Different cadres of who include top management staff, lower management staff and non-teaching staff. This was because management team is responsible for implementation of the strategic plan with an aim to achieving set objectives. The target populations for this study was 300 employees.

3.4 Sampling

According to Orodho and Kombo (2002), sampling is the process of gathering a number of individuals or substances from a population such that the selected group comprises basics symbolization of the appearances found in the whole group. Nsubuga (2000) argues that no specific rules on how to get an adequate sample have been expressed. He suggests that in a homogenous situation a slight sample would be required while a heterogeneous variable situation a large sample is essential. Mugenda and Mugenda (2003) suggest that 10% of the accessible population would be enough for descriptive surveys. From the population of 300 employees, study members were chosen by use of stratified random sampling.

Respondents were stratified according to the university branches to ensure that all the branches were represented and a random sample was drawn from each of the strata. In this study a sample of 60 employees which represented 20% of the target population was used.

Table 3.1 Sampling Frame

Samples strata's	No
Top managers	5
Lower cadre managers	15
Non-teaching staffs	40
Total	60

3.5 Data Collection

Primary data was gathered by means of questionnaires as they were cheap and the researcher could distribute them easily. Walliman (2005), comments that using questionnaires enables a researcher to organize the questions and receive answers without in reality talking to every single respondent. Therefore this study made use questionnaires as they could be easily distributed and also due to their impersonality. The questionnaires were structured according to the objectives and were close ended to ensure effective analysis. Questionnaires can be sent to a large number of people and saves the researcher period of time as well as money. Individuals are more honest while responding to the questionnaires regarding controversial concerns in specific due to the point that their answers were anonymous.

But they also have drawbacks because majority who receive don't return them and those who do might be representative of the originally selected sample (Leedy and Ormrod, 2001).

3.6 Data Analysis

After data collection, "data cleaning" was done to ensure that questionnaires were accurately completed. The data collected was then then organized, coded and encoded into statistical software (SPSS). Qualitative data was analyzed using content analysis which is the best suited method of analysis. Actual analysis involved identifying the association between the strategic leadership factors and achievement of planned objectives. According to Mugenda & Mugenda (2003) the main purpose of content analysis is to study the existing information in order to determine factors that explain a specific phenomenon. According to Kothari (2004), content analysis uses a set of categorization in producing binding and replicable inferences from data to their context. This is key when Data analysis is being done.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on factors strategic leadership and strategy implementation: the case of KCA University the research sought to achieve the following specific objectives: To determine the influence of strategic direction on strategy implementation at KCA university, to establish the influence of human capital development on strategies at KCA University, and to determine the influence of organization structure on strategy implementation at KCA University.

4.2 Response Rate

These study responses included top management lower cadre managers as well as non-teaching staffs. From the target managers 5 managers filled their questionnaire and return their filled forms making return rate 10%, from the targeted lower level cadre managers 10 filled and returned their form making the response rate 20%, on the other hand out of targeted 40 of non-teaching staffs filled and returned their forms making response rate 70% as shown in the Table 4.1.

Table 4.1 Response Rate

Target population	Samples size	Responses	Return rate
Top managers	5	5	10
Lower cadre managers	15	10	20
Non-teaching staffs	40	35	70
Total	60	50	100

This was an implication that returns rate was decent for all the target respondents since it was above 80% (that is, return rate for all tools was nearby 100%. As states by Wentz and Kwan (2002), a questionnaire response rate of 80% and over is absolutely acceptable, whereas 60% – 80% response rate is quite acceptable. A return rate under 60% is ‘hardly acceptable’.

4.2.1 Respondents’ distribution by gender

The study sought to establish the gender of the respondents and the findings are as shown in Figure 4.

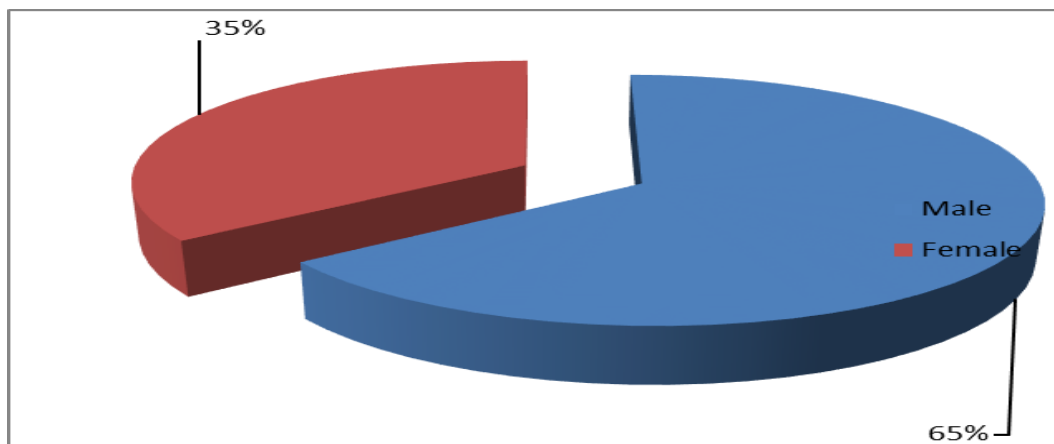


Figure 4.1 Respondents’ distribution by gender

According to findings in Figure 4.2 majority of the respondents 65% were male while the remaining 35% were female. This findings corresponds to the statistics about the employment in both private and public universities that majority of employees are male.

4.2.2 Respondents Age

The researcher requested the respondent to select the age bracket in which they belonged in. The findings are as shown in Table 4.2.

Table 4.2 Respondents Age Bracket

Age	Frequency	Percentage
(20-30) years	5	10
(31-40) years	25	50
(41-50) years	10	20
(51-60) years	7	14
60 years and above	3	6
Total	50	100

According to the findings in Table 4.2, 50% of the respondents were in age bracket (31-40) years representing 50%, (20%) of the respondents were in age bracket of (41-50) years of age, 14% represented age bracket (51-60) years of age, 10% of respondents were in age bracket (20-30) years while 6% were aged 60 years and above. This demonstrate that majority of respondents were young and with a possibility of a high level of attention in and knowledge around, strategic leadership and implementation of strategies at KCA university.

4.2.3 Highest Education Qualification

The researcher sought to know the highest education qualification for respondents and the findings are shown in the Figure 4.1

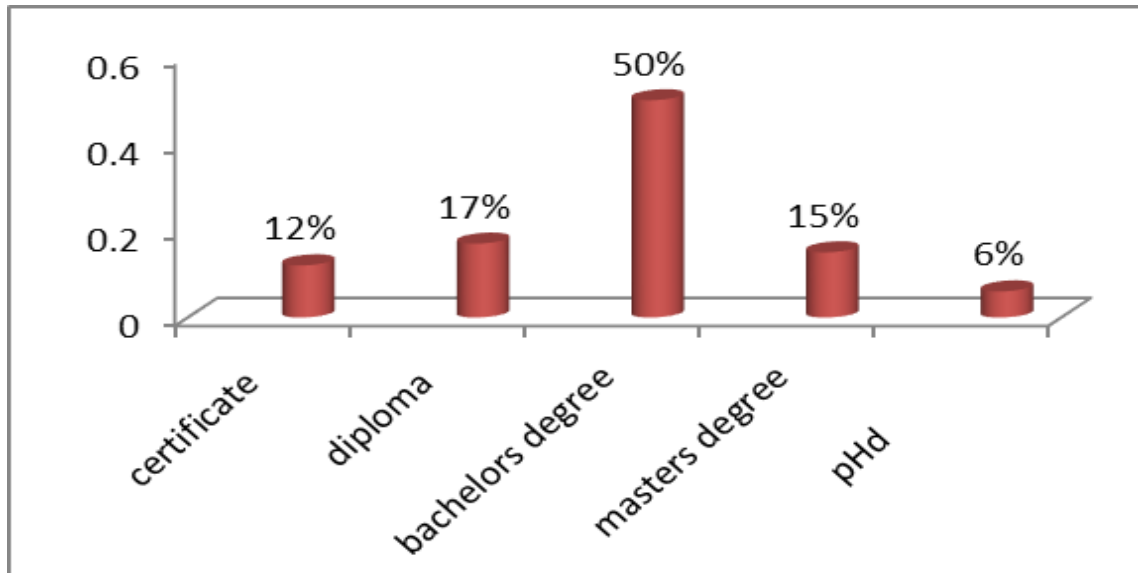


Figure 4.2 Highest Education Qualifications

From the study findings in Figure 4.2, 50% of the respondents had attained bachelor degree level of academic qualification, 15 % of the respondents had attained master's degree in academic qualification, 17 % had diploma in academic qualification, 12 % had attained certificate academic qualification while only 6 % t had PhD being the highest academic qualification. This finding shows that most of the respondents in this study had attained academic qualification above diploma education which could have translated to mean they have extra knowledgeable and skills well enough to formulate strategic plans and provide leadership during strategic execution.

4.2.4 Respondents' Working Experience

The researcher sought to enquire on the working experience for respondents and the findings are shown in the Table 4.3.

Table 4.3 Respondents' Working Experience

	Frequency	Percentage
0-5 years	14	28
6-10 years	20	40
11-15 years	10	20
Over 15 years	6	12
Total	50	100

According to the findings in the Table 4.3, 40% of the respondents had an experience of between (6-10) years, 28% of the employees had worked for a period of 5 years and below, 20% of the respondents had an experience of between (11 -15) years while only 12% had worked for over 15 years. This finding depicts that most of respondents had adequate working experience, long period of time, enough to be effective in implementation of strategic plans.

4.2.5 Respondents' current position

The researcher enquired on the current position of the respondents at the college, the findings are illustrated on the Figure 4.3.

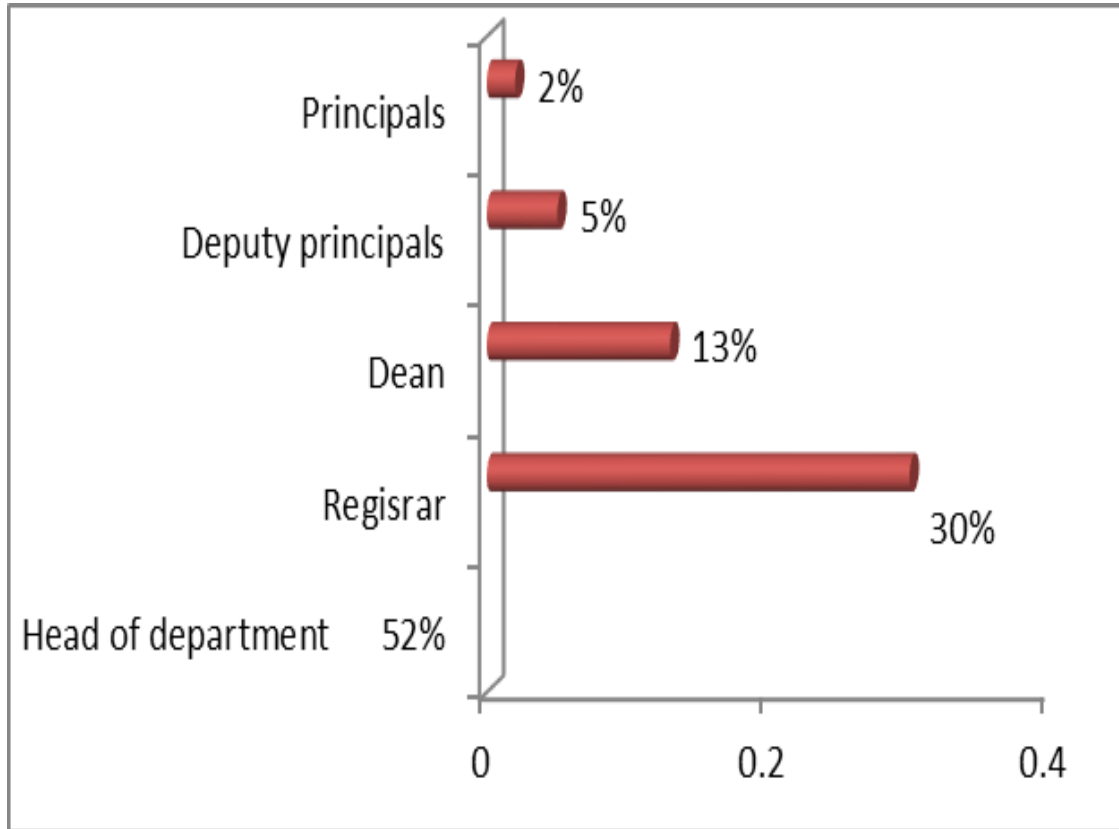


Figure 4.3 Respondents' current position

According to the findings in Figure 4.3; majority of the respondents were head of departments represented by 52%, 30% of the employees were registrars, 15% of the respondents were dean of faculties, 5% of the respondents were deputy principals while only 2% were college principals, the finding depicts that majority of the study participant among the university staff were departmental heads.

4.3 Strategic Direction

The strategic leadership roles required for effective strategy implementation the responses were rated on a five point likert scale where 5 =Strongly Agree (SA) 4 =Agree (A)3 =Not Sure (NS)2 =Disagree (D) 1 =Strongly Disagree SD. The mean and standard deviations were generated and are as presented in Table 4.4.

Table 4.4 Strategic Direction

Strategic Direction	Mean	Std. Deviation
I understand the University vision and mission clearly.	4.006	1.210
The University mission is relevant to the university's vision	4.282	1.035
The university mission statement is compatible with the activities being carried out at the university	3.480	1.034
I understand how my job contributes towards the vision and mission of the University.	3.470	1.450
The University objectives are clearly defined by the Management.	4.460	0.102
The university management has played a role in motivating me to work towards set objectives	2.098	0.602
The performance targets towards achievement of objectives are clearly defined by the management.	4.800	0.022
Performance targets are aligned to University objectives.	2.056	0.645

According to the findings in Table 4.4; respondent's strongly agreed that the performance targets towards achievement of objectives are clearly defined by the management and that the University objectives are clearly defined by the Management as shown by mean 4.800 and 4.460 respectively. Further respondents agreed that the University mission is relevant to the university's vision and that they understood the University vision and mission clearly as represented by mean 4.282 and 4.006 respectively.

However the respondents were not sure with the fact that the university mission statement is compatible with the activities being carried out at the university and that they understood how my job contributes towards the vision and mission of the University as shown by 3.480 and 3.470 respectively. Employee disagreed on the fact that the university management has played a role in motivating them to work towards set objectives and that performance targets are aligned to University objectives as shown by mean 2.000 concurrently. The findings shows that the performance targets towards achievement of objectives are clearly defined by the management and that the University objectives are clearly defined by the Management, the study agrees with Raps (2005) study that propose 10 critical success aspects that can help leaders overcome and improve complications during the execution process. According to Raps, commitment by the top managers is the most important condition for strategy implementation.

4.3.1 Organization Structure

Organization Structure; The responses were rated on a five point likert scale where 5 =Strongly Agree (SA) 4 =Agree (A) 3 =Not Sure (NS) 2 =Disagree (D) 1 =Strongly Disagree (SD). The mean and standard deviations were generated and are as presented in Table 4.5.

Table 4.5 Organization Structure

Organization Structure	Mean	Std. Deviation
I understand the decision making process at the University	3.490	1.104
I understand the relationship between the different departments at the University	2.430	1.501
The University has an effective organization structure in place that supports strategy implementation.	4.230	0.519
I understand my roles and responsibilities as per the organization structure	4.230	0.519
Communication in the University is clear and effective	2.454	1.600

According to the findings on Table 4.5, respondents agreed that the University has an effective organization structure in place that supports strategy implementation and that they understand their roles and responsibilities as per the organization structure as shown by mean 4.230 concurrently.

Further employees stated that they were not sure that they understood the decision making process at the University as shown by mean 3.490, however respondents indicated that the disagree on the fact that they understood the relationship between the different departments at the University and that the communication in the University is clear and effective as shown by mean 2.000 concurrently.

From the findings KCA University has an effective organization structure in place that supports strategy implementation and that they understand my roles and responsibilities as per the organization structure. The relationship between the different departments at the University and that the communication in the University is clear and effective.

4.3.2 Strategic Leadership Factor

Strategic leadership factor: The responses were rated on a five point likert scale where 5 =Strongly Agree (SA) 4 =Agree (A) 3 =Not Sure (NS) 2 =Disagree (D) 1 =Strongly Disagree (SD). The mean and standard deviations were generated and are as presented in Table 4.6.

Table 4.6 Strategic Leadership Factor

Strategic Leadership Factor	Std.	
	Mean	Deviation
Provision of strategic direction by the University management	4.412	0.045
Development of human capital/employees	4.681	0.041
Maintenance of an effective organizational structure	3.342	0.082

From the study findings respondents strongly agreed that there was development of human capital/employees as shown by mean of 5.0, further employees agreed that there was provision of strategic direction by the University management; however respondents were not sure there was maintenance of an effective organizational structure.

Findings concur with (Mapetere et al, 2012) found that developing human capital is another role required for effective strategy execution. Human capital is the knowledge and skills of a firm's complete workforce/employees.

4.4 Learning environment and student/staff experience

Learning environment and student/staff experience, developments in the last two years in the implementation of the University's strategic plan (2014-2019): The responses were rated on a five point likert scale where 5 =Strongly Agree (SA) 4 =Agree (A) 3 =Not Sure (NS) 2 =Disagree (D) 1 =Strongly Disagree (SD). The mean and standard deviations were generated and are as presented in Table 4.7.

Table 4.7 Learning environment and student/staff experience

Learning environment and student/staff experience	Mean	Std. Deviation
The campus learning environment has been enhanced in the last two years.	4.006	1.210
The University has not formed a working alumni association.	4.282	1.035
The careers office has been established and is functional.	3.080	1.034
The University does not operate a modularized learning system.	3.070	1.450
A staff development program is in operation.	4.460	0.102
Staff responsibility has not been clarified with expected outcomes.	2.098	0.602
The university campus has improved its information management and communication systems.	4.800	0.022

According to the findings on the Table 4.7 respondents agreed strongly that the university campus has improved its information management and communication systems, and that the staff development program is in operation as shown by mean 4.800 and 4.560 respectively. Further respondents agreed that the University has not formed a working alumni association and that the campus learning environment has been enhanced in the last two years as shown by mean 4.282 and 4.000 respectively. Employees were not sure that the careers office has been established and were functional and that the University does not operate a modularized learning system as illustrated by mean of 3.000. However respondents disagreed that the staff responsibility has not been clarified with expected outcomes.

4.4.1 Good governance in all sectors of university life

Good governance in all sectors of university life, developments in the last two years in the implementation of the University's strategic plan (2014-2019): The responses were rated on a five point likert scale where 5 =Strongly Agree (SA) 4 =Agree (A) 3 =Not Sure (NS) 2 =Disagree (D) 1 =Strongly Disagree (SD) .The mean and standard deviations were generated and are as presented in Table 4.8.

Table 4.8 Good governance in all sectors of university life

Good governance in all sectors of university life	Mean	Std. Deviation
An audit process for procurement and catering has not been developed.	4.000	0.050
An appropriate software and management system has been developed.	4.000	0.050
service charter has been developed to improve customer relations	3.045	0.834
There is no annual appraisal review and reward system	4.700	0.020
An annual university report has not been launched.	1.330	1.210

From the stud finding in Table 4.8 respondents strongly agreed that there is no annual appraisal review and reward system as shown by response rate of 5.0, further employees agreed that an audit process for procurement and catering has not been developed and that an appropriate software and management system has been developed as shown by mean 4.000 concurrently. Respondents were not sure whether the service charter has been developed to improve customer relations as indicated by mean 3.000, and finally respondents disagreed strongly that an annual university report has not been launched as shown by 1.330. Finding depict that there is no annual appraisal review and reward system and that an annual university report has not been launched. Contrary to Beer and Eisenstat (2000) Coordination of events, streamlining of processes, lining up the organizational structure, and keeping staffs motivated and committed to strategy execution are main responsibilities of the leadership.

4.4.1 Discussion of the findings

The study finding agrees with Beer and Eisenstat (2000) referred to poor harmonization across functions and insufficient down-the-line leadership skills and developments killers of strategy execution. The study also agrees with Behavioral complexity theory which states that leaders who perform multiple leadership roles score high on leadership than leaders who do not (Boal & Hooijberg, 2001). Further it states that managers with a big repertoire of leadership roles and who play those roles regularly are regarded as more successful, not merely by their subordinates but as well as their peers and superiors. Looking at KCA findings interactions between departments is lacking also a reward and appraisal system to motivate staff is insufficient. This goes to show that certain leaders/managers at KCA are not able to perform their core objective as well as help in the implementation of the strategic plans. The theory of behavioral complexity clearly state that leaders who handle multiples task score high in the eyes of subordinates. That is why some of the findings show there is no interdepartmental communication meaning that the leader/managers concerned are not able to multi-task any duties outside their core duties.

The finding also agrees with Raps study with indicates that the commitment of top managers/leaders is key to the successful implementation of Strategy. According to findings at KCA top managers are mostly only involved at planning stage. The finding show that many department don't know what other department are doing showing a lack of leadership on the part of manager concerned in those departments.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study. The purpose of the study was to determine the role of leadership in implementation of strategies at KCA University.

5.2 Summary of Findings

From the findings returns rate was decent for all the target respondents since it was above 80% that is, return rate for all tools was nearby 100%. As states by Wentz and Kwan (2002), a questionnaire response rate of 80% and over is absolutely acceptable, majority of the respondents 65% were male while the remaining 35% were female. This findings corresponds to the statistics about the employment in both private and public universities that majority of employees are male 50% of the respondents were in age bracket (31-40) years, (20%) of the respondents were in age bracket of (41-50) years of age, 14% represented age bracket (51-60) years of age, 10% of respondents were in age bracket (20-30) years while 6% were aged 60 years and above. This demonstrate that majority of respondents were young and with a possibility of a high level of attention in and knowledge around, strategic leadership and implementation of strategies at KCA university.

From findings 50% of the respondents had attained bachelor degree level of academic qualification, 15 % of the respondents had attained master's degree in academic qualification, 17 % had diploma in academic qualification, 12 % had attained certificate academic qualification while only 6% had PhD being the highest academic qualification. This finding shows that most of the respondents in this study had attained academic qualification above diploma education which could have translated to mean they have extra knowledgeable and skills well enough to formulate strategic plans and provide leadership during strategic execution.

According to the findings in the Table 4.2, 40% of the respondents had an experience of between (6-10) years, 28% of the employees had worked for a period of 5 years and below, 20% of the respondents had an experience of between (11 -15) years while only 12% had worked for over 15 years. This finding depicts that most of respondents had adequate working experience, long period of time, enough to be effective in implementation of strategic plans. majority of the respondents were head of departments represented by 52%, 30% of the employees were registrars, 15% of the respondents were dean of faculties, 5% of the respondents were deputy principals while only 2% were college principals, the finding depicts that majority of the study participant among the university staff were departmental heads.

5.2.1 Strategic Direction on Strategy Implementation

According to the findings respondent's strongly agreed that the performance targets towards achievement of objectives are clearly defined by the management and that the University objectives are clearly defined by the Management as shown by mean 4.800 and 4.460 respectively.

Further respondents agreed that the University mission is relevant to the university's vision and that they understood the University vision and mission clearly as represented by mean 4.282 and 4.006 respectively. However the respondents were not sure with the fact that the university mission statement is compatible with the activities being carried out at the university and that they understood how my job contributes towards the vision and mission of the University as shown by 3.480 and 3.470 respectively.

Employee disagreed on the fact that the university management has played a role in motivating them to work towards set objectives and that performance targets are aligned to University objectives as shown by mean 2.000 concurrently. The study agrees with Raps (2005) study that proposes critical success aspects that can help leaders overcome and improve complications during the execution process. According to Raps, commitment by the top managers is the most important condition for strategy implementation.

5.2.2 Influence of Organization Structure on Strategy Implementation

From the study finding in Table 4.7 respondents strongly agreed that there is no annual appraisal review and reward system as shown by response rate of 5.0, further employees agreed that an audit process for procurement and catering has not been developed and that an appropriate software and management system has been developed as shown by mean 4.000 concurrently. Respondents were not sure whether the service charter has been developed to improve customer relations as indicated by mean 3.000 and finally respondents disagreed strongly that an annual university report has not been launched as shown by 1,330.

Finding depict that there is no annual appraisal review and reward system and that an annual university report has not been launched. Contrary to Beer and Eisenstat (2000) Coordination of events, streamlining of processes, lining up the organizational structure, and keeping staffs motivated and committed to strategy execution are main responsibilities of the leadership.

5.2.3 Influence of Human Capital Development on Strategies

From the study findings respondents strongly agreed that there was development of human capital/employees as shown by mean of 5.0, further employees agreed that there was provision of strategic direction by the University management; however respondents were not sure there was maintenance of an effective organizational structure.

Findings concur with (Mapetere et al, 2012) found that developing human capital is another role required for effective strategy execution. Human capital is the knowledge and skills of a firm's complete workforce/employees.

Respondents agreed strongly that the university campus has improved its information management and communication systems, and that the staff development program is in operation as shown by mean 4.800 and 4.560 respectively. Further respondents agreed that the University has not formed a working alumni association and that the campus learning environment has been enhanced in the last two years as shown by mean 4.282 and 4.000 respectively.

Employees were not sure that the careers office has been established and were functional and that the University does not operate a modularized learning system as illustrated by mean of 3.000. However respondents disagreed that the staff responsibility has not been clarified with expected outcomes. Study finding agrees with Beer and Eisenstat (2000) referred to poor harmonization across functions and insufficient down-the-line leadership skills and developments killers of strategy execution.

5.3 Conclusions

This finding shows that most of the respondents in this study had attained academic qualification above diploma education which could have translated to mean they have extra knowledge and skills well enough to formulate strategic plans and provide leadership during strategic execution.

Respondents had adequate working experience, in strategic leadership and strategy implementation essential for the institution success. Majority of the study participant among the university staff were departmental heads

The performance targets towards achievement of objectives are clearly defined by the management. University objectives are clearly defined by the Management. The university management has not played a role in motivating staff to work towards set objectives. KCA University is lacking as far as coming up with a way of staff's appraisal and reward system is concerned and this goes a long way to have a motivated work force. Performance targets are not aligned to University objectives. KCA University has an effective organization structure in place that supports strategy implementation and that they understand their roles and responsibilities as per the organization structure. The relationship between the different departments at the University and that the communication in the University is not clear and effective. On the other hand appraisal review and reward system was lacking.

5.4 Recommendations

KCA University needs to come up with a way of staff's appraisal and reward system so as to have a motivated work force. The study recommends that relationship between the different departments at the University as well as the communication in the University need to be coordinated for clarity and effectiveness. The study recommends that performance targets need to be aligned to University objective for effective strategy implementation.

5.5 Limitations of the study

The following were the limitations of the study: Since the sample respondents were drawn from some selected sections of managerial staff, the effects found were mainly reflective of the situation in the particular sections. Hence, the findings may not have been representative of all managerial sections in KCA University. The study also limited itself to the role strategic leadership in the implementation of strategies since there were many other factors that could influence the strategy implementation.

5.6 Suggestions for further studies

Since this study was on the role of strategic leadership in the implementation of strategies. The study used KCA University in Kenya as case. The study recommends that a similar study should be done in other private universities in Kenya for comparison purposes and to allow for generalization of findings on the role of strategic leadership in the implementation of strategies.

REFERENCES

- Aaltonen, P. and Ikävalko, H. (2002). Implementing Strategies Successfully. *Integrated Manufacturing Systems*, 13 (6), 415-418.
- Aldehayyat, J. S. and Anchor, J. R. (2010). Strategic Planning Implementation and Creation of Value in the Firm. *Strategic Change*, 19, 163-176.
- Allio, M.K. (2005). A Short, Practical Guide to Implementing Strategy. *Journal of Business Strategy*, 26, 12-21.
- Ansoff, H. I. (1990). *Implanting Strategic Management*, 2nd Edition, England: Prentice Hall.
- Ashkenas, R. & Francis S. 2000. Integration managers: Special leaders for special times. *Harvard Business Review*, 78 (6), 108-116.
- Atreya, C. A. (2007). Corporate Culture and Strategy Implementation: *European Journal of Strategy*. 5(4), 297-314.
- Bryman, A and Bell, E. (2003). *Business Research Methods* Oxford University Press.
- Beer, M., & Nohria, N. (2000). Cracking the code of change. *Harvard Business Review*, 78 (3), 133-141.
- Boal, K.B., & Hooijberg, R. 2001. Strategic leadership research: moving on. *Leadership Quarterly*, 11(4), Winter: 515-549.
- Beer, M., and Eisenstat, R.A. (2000), "The Silent Killers of Strategy Implementation and Learning". *Sloan Management Review*, summer, 29-42.
- Cater, T., & Pucko, D. (2010). Factors of effective strategy implementation: Empirical evidence from Slovenian business practice. *Journal for East European Management Studies*, 15(3), 207-236.
- Daft, R. (2009). *Management* (9th Edition) .USA: South Western, Cengage Learning.

- Freedman, M. (2003). The Genius is in the Implementation, *Journal of Business Strategy*, 2, 4.
- Gole, R. (2005). "Responding to the competitive challenge of the 1990s", *International Journal of Contemporary Hospitality Management*, 2(3), 1-3.
- Gurowitz, E. M. (2007), *Challenges of Strategy Implementation: Bespoke Solutions*: Jill court.
- Hill, C. W. L. and Jones, G. R. (2001). *Strategic Management Theory*, Houghton-Mifflin Company, Boston, MA.
- Hitt, M. A., Ireland, R. D. & Hoskisson, R. E. (2007). *Strategic Management: Competitiveness and Globalization*, 7th edition. Ohio: Thomson/South Western.
- Hrebiniak, L. G. (2006). "Obstacles to Effective Strategy Implementation", *Organizational Dynamics*, 35, 12-31.
- Hrebiniak, L. G. (2005). *Making Strategy Work: Leading Effective Execution and Change*. Upper Saddle River, NJ: Wharton School Publishing.
- Jaques, E. (1989). *Requisite organization*. Arlington, VA: Cason Hall.
- Ireland, R. D., and Hitt, M. A. (2005). Achieving and Maintaining Strategic Competitiveness in the 21st Century: The Role of Strategic Leadership. *Academy of Management Executive*, 19 (4) 63-77.
- Judge, W. Q., and Stahl, M. J. (1995). "Middle-Manager Effort in Strategy Implementation: a Multinational Perspective" *International Business Review*, 4, 91-111.
- Kaplan and Norton (2001). Transforming the balanced scorecard from performance measurement to strategic management: Part I. *Accounting Horizons* (March): 87–104.
- Kim, W. C., and Mauborgne, R. A. (1991). "Implementing Global Strategies: The Role of Procedural Justice". *Strategic Management Journal*, 12, 125-143.

- Kinyajui, K. (2007, July). The Transformation of Higher Education in Kenya: Challenges and opportunities. Paper presented at the “Mijadala on Social Policy, Governance and Development in Kenya” sponsored by Development Policy Management Forum at Nairobi Safari Club.
- Kenny, D.A. & Zaccaro, S. J. 1983. An estimate of variance due to traits in leadership. *Journal of Applied Psychology*, 68(4): 678–685.
- Li, Y., Guohui, S. and Eppler, M. J. (2008). “Making Strategy Work: A Literature Review on the Factors Influencing Strategy Implementation”. CA Working Paper 2/2008.
- Lorange, P. (1998). *Strategy Implementation*. The new realities, in: Long Range Planning, 31(1), 18-29.
- Lussier, R.N. and Achua, C. F. (2007). *Effective Leadership*. Ohio, Thomson Higher Education.
- Lynch, R. (2000). *Corporate Strategy*, 2nd edition. Financial Times Prentice Hall, England.
- Mapetere, D., Mavhiki, S., Tonderai, N., Sikomwe, S., & Mhonde, C. (2012). Strategic Role of Leadership in Strategy Implementation in Zimbabwe's State Owned Enterprises. *International Journal of Business and Social Science*, 3(16), 271-276.
- McCarthy, D. Minichiello, R.J., and Curan J.B. (1986). Business Policy and Strategy: Concepts and Readings, *Strategic Management Journal*, Richard D, Irwin.
- Menguc, B., Auh, S., & Shih, E. (2007). Transformational leadership and market orientation: Implications for the implementation of competitive strategies and business unit performance. *Journal of Business Research*, 60(4), 314-321.
- Mugenda, O. M. & Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts press.

- Ngechu, M. (2004). *Understanding the research process and methods*. An introduction to research methods. Acts Press, Nairobi.
- Noble, C. H. (1999b). “The Eclectic Roots of Strategy Implementation Research”, *Journal of Business Research*, 45, 119-134.
- Oketch, M. O. (2003). The Growth of Private Universities in Kenya: The Promise and Challenge. *Peabody Journal of Education*, 78(2),18-40.
- Okumus, F. (2003). A framework to Implement Strategies in Organizations management Decisions. Vol. 41.9.MCB UP.
- O'Reilly, C.A., Caldwell, D, F., Chatman, J. A., Lapiz, M., & Self, W. (2010). How Leadership Matters: The Effects of Leaders' Alignment on Strategy Implementation. *Leadership Quarterly*, 21(1), 104-113.
- Pearce, J. A. & Robinson, R. B. (2007). *Formulation, Implementation and Control of Competitive Strategy*, 9th edition. Boston, MA: McGraw-Hill Irwin.
- Pfeffer, J., & Sutton, R. I. (2006). Evidence based management. *Harvard Business Review*, 84,62–74.
- Rowley, D. J. and Sherman, H. (2001). Issues of Strategic Implementation in Higher Education. The Special Concerns for Institutions in Developing Economies.
- Schaap, J.I. (2006). Toward Strategy Implementation Success: An Empirical Study of the Role of Senior-Level Leaders in the Nevada Gaming Industry. *UNLV Gaming Research & Review Journal*, 10, 13-37.
- Sterling, J. (2003). Translating Strategy into effective Implementation; Dispelling the Myths and Highlighting what works, Strategy and Leadership, *Strategic Management Journal*, MCB UP Ltd.
- Sanders, T. J. & Davey, K.S. 2011. Out of the leadership theory jungle: a proposed meta-model of strategic leadership. *Proceedings of the Academy of Strategic Management*, 10(1): 41–46.

- Sieber, J. E. & Lanzetta, J.T. 1964. Conflict and conceptual structure as determinants of decision making behaviour. *Journal of Personality*, 32:622–641.
- Tuckman, B. W. 1964. Personality structure, groups composition and group functioning. *Sociometry*, 27:469–487.
- Thompson, A. A., Strickland, A. J., and Gamble, J. E. (2010). *Crafting and Executing Strategy: The Quest for Competitive Advantage*. New York, McGraw-Hill Companies Inc.
- Thompson, A., Strickland, A. J., and Gamble, J. (2008). *Crafting and Executing Strategy: Texts and Readings* (16th Edition). New York: Business Publications.
- Wheelen, T. L. and Hunger, L.D. (2008). *Strategic Management and Business Policy* (11th Edition). England: Prentice Hall.
- Zaribaf, M., & Bayrami, H. (2010). An Effective Factors Pattern Affecting Implementation of Strategic Plans. *International Review of Management and Business Research*. 3 (2) 5-10.

APPENDICES
APPENDIX I: LETTER OF INTRODUCTION



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE 10/10/2016

TO WHOM IT MAY CONCERN

The bearer of this letter PKU KAKERO NJIRI

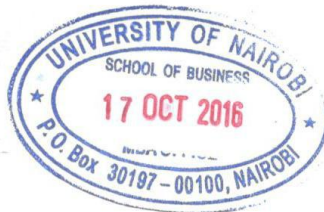
Registration No. D61/64021/2011

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.



PATRICK NYABUTO
SENIOR ADMINISTRATIVE ASSISTANT
SCHOOL OF BUSINESS

APPENDIX II: RESEARCH QUESTIONNAIRE

This questionnaire is designed to collect data from managerial staff of KCA University in Kenya on the Role of strategic leadership in implementation of strategies in KCA University in Kenya. The data shall be used for academic purposes only and will be treated with confidence. Your participation in facilitating the study is highly appreciated.

PART I: BIO DATA

Tick [] as appropriately

1. Gender Male [] Female []

2. Age (years)

20-30 [] 31-40 [] 41-50 [] 51-60 [] Above 60 []

3. Level of education

Certificate [] Diploma [] Bachelors [] Master [] PhD []

4. How many years have you worked at the university?

0-5 [] 6-10 [] 11-15 [] Over 15 []

5. What is your current position at the college?

Principal [] D/Principal [] Dean [] Registrar [] Head of Department []

SECTION B

This section deals with the strategic leadership roles required for effective strategy implementation. Kindly indicate to what extent you agree or disagree with the statements using the following scale: 5 =Strongly Agree (SA) 4 =Agree (A)3 =Not Sure (NS)2 =Disagree (D)

1 =Strongly Disagree (SD)

6. Strategic direction

Strategic direction	5	4.	3	2	1
I understand the University vision and mission clearly.					
The University mission is relevant to the university's vision					
The university mission statement is compatible with the activities being carried out at the university.					
I understand how my job contributes towards the vision and mission of the University.					
The University objectives are clearly defined by the Management.					
The university management has played a role in motivating me to work towards set objectives					
The performance targets towards achievement of objectives are clearly defined by the management.					
Performance targets are aligned to University objectives.					

7. Organization structure

Organization structure	5	4.	3	2	1
The University has an effective organization structure in place that supports strategy implementation.					
I understand my roles and responsibilities as per the organization structure					
I understand the decision making process at the University					
I understand the relationship between the different departments at the University					
Communication in the University is clear and effective					

8. Given the following strategic leadership factors affecting implementation of plans, indicate to what extent you agree or disagree that they have influenced implementation activities and attainment of planned objectives at the University.

Strategic leadership factor	5	4.	3	2	1
Provision of strategic direction by the University management					
Development of human capital/employees					
Maintenance of an effective organizational structure					

SECTION C:

This section deals with the developments in the last two years in the implementation of the University's strategic plan (2014-2019). Indicate to what extent you agree or disagree with the Statements using the following scale: **Key**5 =Strongly Agree (SA) 4 =Agree (A) 3 =Not Sure (NS)2 =Disagree (D) 1 =Strongly Disagree (SD).

9. Learning environment and student/staff experience

learning environment and student/staff experience	5	4.	3	2	1
The campus learning environment has been enhanced in the last two years.					
The University has not formed a working alumni association.					
The careers office has been established and is functional.					
The University does not operate a modularized learning system.					
A staff development program is in operation.					
Staff responsibility has not been clarified with expected outcomes.					
The university campus has improved its information management and communication systems.					

10. Good governance in all sectors of university life

Good governance in all sectors of university life	5	4	3	2	1
An audit process for procurement and catering has not been developed.					
An appropriate software and management system has been developed.					
There is no annual appraisal review and reward system.					
service charter has been developed to improve customer relations					
An annual university report has not been launched.					