

DECLARATION

**MANAGING RESISTANCE TO CHANGE IN STRATEGY
IMPLEMENTATION IN PUBLIC UNIVERSITIES IN KENYA:
A CASE STUDY OF THE UNIVERSITY OF NAIROBI**

Date - 1st October, 2006

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Research Project has been submitted
for my approval as the
Supervisor.

By

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A Management Research Project Report Submitted in Partial Fulfillment of
the Requirements for the Degree of Masters of Business Administration,
School of Business, University of Nairobi

October 2006

DECLARATION

**This Research project is my original work and has not been presented for a degree
in any other University.**

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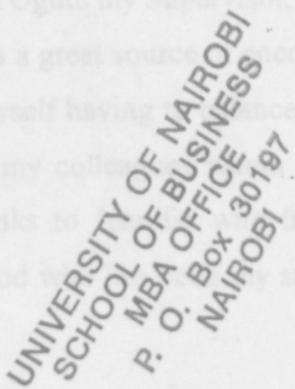
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DEDICATION

This project is dedicated to my parents Silvano and Flora for their inspiration on every step of my journey in life. In conclusion, my special thanks to all the respondents who took time to answer questions during my interviews with them despite their very busy schedules. I can not forget to thank the Commission for Higher Education for allowing me to use their Library. The data I obtained was invaluable, and contributed to the compilation of this report.

Great appreciation to my family for supporting me all along, with their understanding when many a time I could not join them for family functions during the time I was putting down grateful for your support without which my study would have been difficult to complete.

My sincere gratitude goes to Dr. Martin Ogutu my Supervisor, for his continued guidance and support during the project. He was a great source of encouragement and inspiration especially when I sometimes found myself overwhelmed by my studies and my family and office demands. I can not forget my colleague Dr. Mwangi who we freely shared with and encouraged one another. Special thanks to God who frequently lifted me during discouragements. And above all, to God who has brought me. He is my EBENEZER.



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I would like to thank the Management of the University of Nairobi for allowing me to carry out this research in their organization. My special thanks to all the respondents who took time to answer questions during my interviews with them despite their very busy schedules. I can not forget to thank the Commission for Higher Education for allowing me to use their Library. The data I obtained was invaluable, and contributed to the compilation of this report.

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ABSTRACT

Organizations find themselves constantly implementing changes in order to align themselves with the increasingly turbulent environment and to meet their objectives, and the Public Universities are no exception. Some of the factors attributing to the turbulence in the environment include political, globalization, socio-economic legislative, competition and the rapidly changing technology. Observations as well as previous studies like Bacal (2000) have shown that no matter whether a change is of major proportions or is objectively small, the change manager must anticipate that people in the organization will find reasons to resist change.

This research was conducted through a case study of the University of Nairobi whose objectives were three fold. These were to establish the nature of resistance to change implementation in the University, to establish how the University managed the resistance and finally to determine how effective the approaches in managing resistance to change have been. To assist the researcher gather the data, a questionnaire guide was used that covered the nature and causes of resistance and how the resistance was managed.

The research gathered detailed information on the types, causes, and management of resistance to change in the University of Nairobi, to enable the researcher explain the resistance phenomenon more deeply. Research findings showed that there was resistance to change at varying levels, only to show that resistance to change is inevitable in an organization. Further findings showed that some of the causes of resistance to change were lack of enough communication and awareness creation amongst the employees. Instead the awareness was limited to the administrative cadre only. The recommendation made therefore is that it is important that all levels are sensitized about a change so that they understand the need for redirecting the organizational efforts. The vision must be repeated often and re-enforced at every opportunity until it gains organization's wide acceptance.

As the research was a case study on the University of Nairobi out of the six public universities, and therefore gave recommendations based only on those findings, the

researcher suggested areas for future research by widening the scope to cover other public and private universities in order to get a wider range of the types and causes of resistance to change as well as the management approaches applied to this resistance.

Universities are exposed to many environmental factors that affect their performance which is influenced by both internal and external forces. Some of these forces are political, administrative, socio-economic, legislative, competition as well as rapidly changing technology. Most African universities have common historical background in that they were established during the colonial era to meet the needs of the colonisation. Sawyer (2004) notes that with the approach of national independence or soon thereafter, many countries regarded the establishment of local universities as a major part of the post-colonial economic development project. The goal of the period was mainly to help the new nations build up capacity to develop and manage their resources, alleviate poverty and close the gap between them and the developed world.

The subsequent governments that took over from the colonial governments have had such high regard for these institutions that Sawyer (2004) views the African Universities as having played in the substantial ferment to which the world of higher education has been subjected to over the past two decades and more. This respect is not what can no longer be afforded with the growing turbulence in the environment within which the universities are operating. As warned by Worley, (1996) and Johnson (2008) institutions need to alter themselves strategically in order to position themselves with the changing environment.

With this background, the universities struggle to position themselves in the changing conditions in either as the party to transformation and the entity of the they have adopted with time. For instance, the Master Plan for Education and Training (1997-2010) notes that from the years following the attainment of political independence in most African countries, the Universities depended heavily on the public funding. Today, the level of funding from the public resources (the government) has reduced drastically, leaving the universities with no option other than to find alternative funding sources. Cost cutting measures has been adopted especially in Kenyan Public Universities where the amounts that institutions can access is dig deeper in to their resources as per the available funding money, to support the increasing and diversified Higher education sector.

CHAPTER ONE: INTRODUCTION

1.1 Background

African universities have undergone continuous transformation since independence which is attributed to both internal and external forces. Some of these forces are political, globalization, socio-economic, legislative, competition as well as rapidly changing technology. Most African universities share common historical background in that they were established during the colonial era to meet the needs of the colonialists. Sawyerr (2004) notes that with the approach of political independence or soon thereafter, many countries regarded the establishment of local universities as a major part of the post-colonial national development project. The goal of this project was mainly to help the new nations build up capacity to develop and manage their resources, alleviate poverty and close the gap between them and the developed world.

The subsequent governments that took over from the colonial governments have had such high control over these institutions that Sawyerr (2004) views the African Universities as having shared in the substantial ferment to which the world of higher education has been subjected to over the past two decades and more. This stagnation and control can no longer be afforded with the growing turbulence in the environment within which the universities are operating. As noted by Worley, (1996) and Johnson (2003) institutions need to align themselves strategically in order to position themselves with the changing environment.

With this background, the university struggle to position themselves in the changing conditions is evident in the multiple transformation and the strategies that they have adopted with time. For instance, the Master Plan for Education and Training (1997-2010) notes that from the years following the attainment of political independence in most African countries, the Universities relied heavily on the public funding. Today, the level of funding from the public resources (the Exchequer) has reduced drastically, leaving the universities with no option other than to find means of raising revenue. Cost cutting strategy has been accepted especially in Kenyan Public universities where the students thus making the society to dig deeper into their resources as part of the cost sharing strategy, to support the expanding and diversified higher education sector.

Globalization has brought with it openness of national borders in as far as information flow is concerned. Focusing on the universities, the growing significance of information and knowledge has disregarded political boundaries as the electronic media continues to gain popularity in the society as whole. It has also increased the level of competition in that comparisons of performance of various universities is very transparent via the internet, and only the best university will attract most students and staff. Sawyerr (2004), argues that not only do goods and services flow freely but also knowledge and information, enhanced mobility, global market for high skilled labor and shrinking of distances caused by the ICT revolution. Against this background, demands of new kinds of knowledge and new models of knowledge dissemination have resulted. It is no wonder then that there has been complete transformation in not only the African universities but also other institution of higher learning.

Since the mid 1970's, Sawyerr (2004), observes that there was virtual collapse of many national economies resulting from the declines in international trade against economies that depend on the production and export of primary products. This era also saw the rise of autocratic military and civilian one party governance systems in many countries which dictated the running of most public institutions. While the universities are disadvantaged in the catching up with globalization, they still are nursing the wounds inflicted by colonization. The respective governments for instance have a very strong presence in the running of the universities as evidenced by the fact that the university chancellor was the head of state who had powers to appoint or sack the Vice Chancellor. The government not only demands a stringent accounting for resource utilization but also has a bigger say in the agenda of the universities, for instance, the government sets the salary scales of the university lecturers and the student intake cut off is which is determined by the level of funding that the government allows per student. (Republic of Kenya: Sessional paper no.6) With these challenges confronting the universities, transformation has been inevitable and alongside it are various forms of resistance as observed by Bolognese, (2002) that resistance is inevitable in an organization in response to any major change.

1.1.1 Resistance to change

Although Johnson (2003) attempts to define strategic management as understanding the strategic position of an organization, strategic choice for the future and turning strategy into action and

help an organization to prosper, strategy implementation does not go without challenges. The challenges may be attributed to either systemic or behavioral attributes of an organization. Systemic resistance usually occurs from the organization mainly featuring its incompetence in managerial capacity, people's knowledge and skills, while behavioral is within the employees at individual or team level. Folger and Skarlicki (1999) claim that "organizational change can generate skepticism and resistance in employees, making it sometimes difficult or impossible to implement organizational improvements".

Resistance to change is defined variously. Zander 1950 defined resistance as " behaviour which is intended to protect an individual from the effects of real or imagined change" (cited in Dent and Goldberg 1999). They further argue that individuals may not be resisting change but rather be resisting the loss of status, loss of pay, or loss of comfort. Ansoff (1999) sums up resistance to mean a multifaceted phenomenon which introduces un anticipated delays, costs, and instabilities in the process of a strategic change. People in an organization may resist change when implications of the change are not well understood or merely left out during the change formulation. Bolognese (2002) in his paper 'Employee Resistance to change" notes that resistance is inevitable in an organization in response to any major change. It is therefore important for management to understand, accept and make an effort to work with resistance because resistance can undermine the most well intentioned and well conceived change efforts. Coetsee (1999) observes that any management's ability to achieve maximum benefits from change depends in part of how effectively they create and maintain a climate that minimizes resistance behaviour and encourages acceptance and support. Depending on how the change is presented there is a likelihood for individuals getting different interpretations hence differing views. This causes delays and hence source of resistance.

1.1.2 Public Universities

There are six public universities in Kenya as recognized by the Commission of Higher Education (CHE). These are University of Nairobi, Kenyatta University, Egerton University, Jomo Kenyatta University of Agriculture and Technology, Moi and Maseno Universities. The universities have been formed and grown mainly in response to the macro-environment factors, that have faced Kenya since independence. The Master Plan for Education and Training (MPET)

1997-2010 notes that there has been remarkable growth of the Education and Training (E&T) sector since 1963. The report notes that the growth has been manifested in the growth of teaching learning institutions and learning emoluments.

The factors that have caused the growth are Political, globalization, competition in the market, Economic, Legal, heightened significance of information and knowledge, whose flow between countries is no longer restricted to National boundaries as these have been dissolved by the Information Communication Technology revolution (ICT) Sawyer, (2004). In response to the mentioned challenges and the implementation of changes to counter these challenges, the universities have had to deal with various forms of resistance. This is in a way of redefining structures, looking for income generating activities, reviewing courses and course contents as well as reviewing staff emoluments.

1.1.3 University of Nairobi:

Out of the six public universities in Kenya, University of Nairobi is the oldest and the biggest. University of Nairobi is a corporate body established by an act of Parliament Cap 210 of the Laws of Kenya (University of Nairobi Act 1985), Kenya gazette supplement No. 61. University of Nairobi's history can be traced back to 1956, with the establishment of the Royal Technical College of East Africa (RTCEA) which admitted its first lot of A-level graduates for technical courses in April the same year. In 1963 the Royal College became University College, Nairobi as part of the newly established University of East Africa.

In 1970, the University of Nairobi was established from the already existing University college of Nairobi when the University of East Africa was split into three independent universities. Makerere University in Uganda, The University of Dar es Salaam in Tanzania and the University of Nairobi. Through the years, the University of Nairobi has grown, from the first registered 215 students in the Royal Technical College of East Africa to 30,000 enrolled students today. (www.uonbi.ac.ke). This number makes the University of Nairobi one of the largest universities in Africa. In their Strategic Plan document, (2005-2010) it has been noted that the University of Nairobi has been and continues to be centre of knowledge, a resource for professional

development and a key player in the growing of global network of scholarship. Typical of other African university, University of Nairobi has descended from a colonial background (Sawyerr, 2004) and inevitably some of its strategies are nursing the colonial effects for example the government dictating the financial resource utilization and running of the universities. This is evidenced by the way the government of Kenya's responded to the overwhelming public demand for university education over the years. The unplanned growth and development of public universities became obvious in the 1990/91 academic year, when the government of Kenya gave a directive to public university to have double intakes, Abagi (1999). Such directives had negative impacts on the university education in the country, and clear evidence of systematic and behavioral resistance to this abrupt change.

In this instance systematic resistance was evident in various ways. One, there was no capacity to accommodate the new influx, in form of classrooms and halls of residents. Both the teaching and non teaching staff was strained. Consequently the government engaged in putting up several buildings in the universities which later on turned to be white elephants. Seriousness in solving problems was not there. Instead, projects were started, later to be abandoned as illustrated in table 1.

Table 1: Stalled Projects, University of Nairobi in 1996

Campus	Project	Status	Remark
Main Campus	8-4-4 Building	95% complete	Work suspended in 1992
Parklands	Lecture Theatre, Library, Offices, Tutorial rooms	75% complete	"
Lower Kabete	Library, Administrative Offices, Lecture Theatres Tutorial rooms/Student hostel for 500	65% complete	"
Upper Kabete	Laboratories, Offices/Tutorial rooms, Lecture theatre	85% complete	"
Kikuyu	Halls of residence and warden house	80% complete	"
Kikuyu	Tutorial rooms/lecture theatres	70% complete	"
Kikuyu	Library	80% complete	"
Chiromo	8-4-4 lecture theatres, Laboratories, Tutorial offices	65% complete	"

Source: IPAR Occasional paper No.OP/05/99 Resources Utilization in public Universities in Kenya by Dr. Okwach Abagi

Over the years the public universities in Kenya have had a strong over reliance on the funding from the exchequer. However, due to pressure from donors like World Bank/ IMF, and their supporters to comply with the structural adjustments that required the government to cut its spending as part of reforms towards a leaner and more efficient public service, the funding to the universities and other public institutions declined. This had serious implications on the day to day running of the universities and U.O.N was indebted to a tune of Ksh.2.3 billion. The University of Nairobi in response to the declining government support, made a decision to diversify their sources of revenue. The university had many unutilized assets which they revitalized to generate income. In order to respond fully to the financing challenge, the University also separated the management of income generating activities from the mainstream teaching and research functions of the University. The income generating activities are managed by a university owned company, University of Nairobi Enterprise and Services Ltd (UNES).

The University of Nairobi for a long time has been considered as “the university” in Kenya basically because it is the oldest and the biggest. Consequently there has been a lot of complacency with the university management staff and the organization as a whole. Things took their own course and employees did what they felt like. Meanwhile private universities sprung up with such speed such that the University Of Nairobi found itself under immense competition. Some of the big competitors are: USIU, Day Star, Catholic and the Nazerene University. The market was looking for quality degrees and there was tendency of more absorption of graduates from the private universities, than from the public universities.

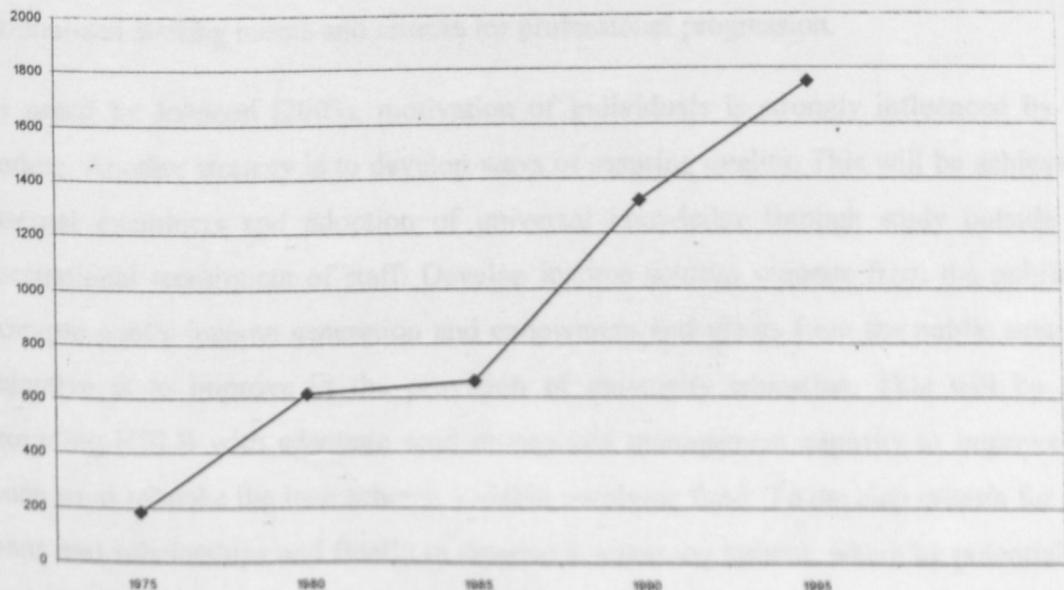
Obagi (1999) suggests that to overcome problems at the Public Universities is to privatize some of them, to reduce government expenditure on higher education by increasing university fees, to abolish the Joint Admission Board and introduce Voucher System to make universities competitive. When this is observed the quality and the relevance of higher Education will be enhanced. Obagi further observes that if more systematic and thorough studies on the Labor market need are done, the universities will be able to tailor their education to meet these needs.

Today following changes at the top management, the strategic thinking of the public universities and indeed the University of Nairobi has changed. The Chancellor for instance is no longer the

head of state, the appointment of the Vice Chancellor was by interviewing and competitive placing. With these changes, the organization has developed a strategic plan with objectives to meet its overall vision of being a world class University committed to academic excellence and transformation of lives of Kenyans and serving society with distinction

In 2002 the university had some 22,000 students, of whom 17,200 were undergraduates, 4,800 post graduates as compared to 17,000 in 1995. The university has launched several policy frameworks and has continued to expand in response to the high demand of higher Education. The structure illustrated on Appendix 1 shows the extent to which the University of Nairobi has grown. Figure 1 below shows the trend of growth in the enrolment in the African universities which also remotely show the trend of the big universities like University of Nairobi.

Fig 1: Enrolment in African Universities ('000)



Source: UNESCO Statistical Yearbook, 1999, and other (set out in Task Force, 2000)

The objectives adopted by the universities are three fold. First is to make the University Education more relevant to the needs of the economy. This will be achieved by rationalizing the university courses so that each public university adheres to its stated mission. In relation to

humanities to raise emoluments in math/science and Technology courses, To relate teacher education to demand in user institutions –by employing new qualified teachers, bearing in mind equality and equity. The university will establish linkages with the macro economy for example industry. Post graduate studies will be expanded to enhance R&D for industrialization and finally to encourage the university to offer courses that are relevant to the economy.

The second objective is to raise the quality of University education. This will be achieved by matching expansion to available resources as observed by Johnson and Scholes (2003). They refer to this as strategic fit which they explain as identifying opportunities in the business and adapting resources and competences. In order to raise the quality of University will necessitate matching capacity both in Commission for Higher Education (CHE) and individual universities. To provide the necessary infrastructure by completing the stalled projects and find means to institutionalize the improvement programme initiated by UIP. To meet the staffing needs expand research capacity and post graduate study and explore possibilities of work experience outside university. Explore ways of raising staff morale and motivation for instance, better remuneration, rationalized staffing norms and criteria for professional progression.

As noted by Johnson (2003), motivation of individuals is strongly influenced by the type of leaders. Another strategy is to develop ways of assuring quality. This will be achieved by use of external examiners and adoption of universal knowledge through study outside Kenya and international recruitment of staff. Develop income sources separate from the public budget for example public income generation and endowment and grants from the public sector. The third objective is to improve in the provision of university education. This will be achieved by providing HELB with adequate seed money and management capacity to improve recovery of loans so as to make the loan scheme a viable revolving fund. To develop criteria for allocation of loans and scholarships and finally to develop a screening system, where by potential needy cases could be identified well in advance of selection to the university.

The University of Nairobi is facing major challenges characterized by dwindling resources set against the background of increasing demand for higher education. Strategic plan, (2005-2010). This in itself is a cause of systemic resistance as the success of strategy implementation is affected by among policies and functional, annual budgets Johnson and Scholes (2002).

1.2 Statement of the Research Problem

Almost ten years after the report of the Presidential Working Party on Education and Manpower Training for the next Decade and beyond and the Sessional paper No. 6 of 1988, the Ministry of Education and Human Resources Development, found it necessary to review policies and develop objectives and strategies to guide the Education and Training Sector into the 21st Century. The Review is the Master Plan for Education and Training (MPET) 1997-2010. This in turn made the Public Universities to develop their strategic plans formally in the year 2005. The formulation of the strategic plans, was a new phenomenon in the universities, and has been received with some degree of resistance especially in the implementation.

Various studies and papers have been written covering the general Education Systems and reforms in Kenya. Abagi (1999) for instance has suggested the changes that need to be put in place in order to reform education in Kenya in the next decade. Some of the suggestions include privatization of public universities. The government through the Master Plan for Education and Training (1997-2010) outlines Education Strategy implementation in Kenya, while Fernandes, (2003) gives good recommendations on how to implement management education strategy in the University of Nairobi. Awino (2001) addresses the strategic implementation of financing higher education. The studies have concentrated on what to be implemented, but do not highlight, the types of resistance that would be faced and how to manage this resistance if the implementation was to be successful. This research seeks to address what form of resistance was experienced in the Public Universities with a special emphasis on the University of Nairobi, how they have managed the resistance to change, and how effectively they did so.

1.3 Research Objectives

The research objectives will be:

- i) To establish the nature of resistance to change in the University of Nairobi .
- ii) To determine how the University of Nairobi has managed resistance to change.
- iii) To determine how effective the approaches in managing resistance to change in the University of Nairobi have been.

1.4 Importance of the Study

The findings of the study will determine the major factors that have hindered the implementation of strategy in the University of Nairobi. It will help to identify the key strategic management aspects that are required for successful implementation of strategic plans in Public universities. The University Management will benefit from the feedback given on the success rate of the strategy implementation and the factors that have caused resistance, in order to address them in the future plans and implementations. The findings will also satisfy the researcher's curiosity of how resistance is managed in implementing strategy in the University of Nairobi. The study will also give the public universities a platform on which to build on new strategies in order to remain competitive in the academic field. Finally, the study will also open an area for further research by scholars.

CHAPTER 2. LITERATURE REVIEW

2.1 Types of Resistance to Change

Various scholars have defined change each differently. Zander (1950) looks at resistance as the behaviour which is intended to protect an individual from the effects of real or imagined change. Ansoff (1990) defines resistance as a multifaceted phenomenon which introduces unanticipated delays, costs, and instabilities into the process of a strategic change. He also notes that resistance to change is proportional to the degree of discontinuity in the culture and/ or the power structure introduced by the change. Others define resistance to change from an employees perspective, based on the emotional factors exhibited as a result of organizational change. French (1948) agreed that aggression and frustration in employees are the emotional factors that caused undesirable behaviours and resistance to change. On the other hand Argyris and Schon (1974,1978) noted that resistance to change is a defense mechanism caused by frustration and anxiety. Ansoff (1990) highlights that resistance to change is not confined to one phase of the change process. Rather it is continuous through out the change process.

Resistance to change can be categorized as systemic and behavioral. Systemic resistance is the passive incompetence of the organization. It occurs when the external change does not match the internal competence. Competence may be viewed in terms of the people knowledge and skills and their experiences, systems to support the change. Johnson and Scholes (2003) viewed competence as existing systems and level of technology. Indeed it is matching the existing systems with the environmental factors that are driving change. Behavioral resistance is within the employees at individual or team level. People in an organization may resist change when implications of the change are not well understood. Depending on how the change has been communicated, individuals may have different interpretations hence differing views. Resistance may also be as a result of a failure to understand, address and change the cultural and political context within which strategy is developed and delivered.

Softer side of changing behavior is often neglected in favor of harder issues. Human Resources (HR) becomes crucial in enabling success of strategies. This can be done by educating manager, encouraging debate on relationship between culture and strategic choices, Championing the

debate about the cohesiveness or diversity of culture and the impact of success or failure of strategies and ensuring the change agenda is given full attention that it deserves as underestimation on complexity and time scale may result to failure. Culture change is a long process of changing behavior. The hard change tools (structure and systems) alone may not deliver. Raising awareness as to how the style of managing change need to vary with circumstances. Because the traditional structures and roles do not match future strategies.

Ansoff in his book “the new strategy” notes that the earlier prescriptions for strategic planning were based on three underlying assumptions: First, that “reasonable people will do reasonable things” and therefore managers will welcome new ways of thinking. Secondly, right decisions will be made and these will effectively translate these to actions. Thirdly, the strategy formulation and strategy implementation are sequential and independent activities. Consequently the strategy Implementation would start immediately following the planning phase. Experience and research from strategists review that reasonable people do not do reasonable things. Implementation of strategy does not always follow strategic planning and that resistance to change is not confined to introduction of strategic planning. Rather resistance is experienced in the whole change process. Resistance to change may be viewed as negative and positive. Bolognese (2002) observes that more often, managers perceive resistance negatively. However there is resistance that turns out beneficial to the organization

For some people resisting change, there may be multiple reasons. Adding to this complexity is the fact that sometimes the stated reason hides the real more deeply personal reason. One needs to recognize that people work through a psychological change process as they give up the old and come to either embrace or reject the new (Ansoff and McDonnell, 1988). Typically, they may experience an initial denial, and then begin to realize that the change cannot be ignored. Strong feelings may emerge, such as fear, anger, helplessness and frustration. Finally, the person accepts the change either negatively, with feelings of resignation and complacency, or positively, with renewed enthusiasm to capitalize on the changes. Leaders should watch out for people who get “stuck” in one phase and offer them support. They should also allow space for people to work through the stages and give people time to draw breath and listen with empathy.

Organizational culture is an important factor that contributes to strategic implementation in any organization. Culture is such a powerful tide that it can enhance or block change in implementation. Kotter and Heskett (1992) quote Alan Wilkins as reflecting the feelings of many academics when he says,"Culture has been trivialized because many have written about managing culture, managing myths without realising how difficult it is to manipulate these. Culture can be seen as the specific ways things are done in an organization which tend to persist over time and guide people's behavior. Johnson (2003) also refers to it as routines. He highlights that some routines can be hindrances to change leading to strategic drifts. Kotter and Heskett, (1992) takes culture to refer to values that are shared by the people in a group and that tend to persist over time even when the group membership changes. In order for strategy to succeed, they have to be supported by a firm's culture, Kotter (1996) as when they do not, strategy is prone to resistance. Leaders should then consciously deal carefully with how to change the prevailing culture, this may be by gradual training of the operation staff (incremental change), which helps to remove the taken for granted ness paradigm. Pearce II and Robinson Jr (2003) observe that organizational culture is a major priority in implementing a carefully formulated strategy.

Organizational structure has big role to play in strategy implementation. Pearce II and Robinson Jr (2003) also note that if structure and strategy are not coordinated, the result will be inefficiencies, misdirections and fragmented efforts. A structure is the division of tasks for the efficiency and clarity of purpose. A well structured firm is able to control and organize tasks that relate to strategy hence making the strategy implementation easy. Structural choices range from simple, functional, divisional strategic business to matrix, depending on the complexity and diversity of the organizations. Organizations must have the right structures in place; otherwise this may cost strategy implementation by way of resistance. It is not enough for the public universities to formulate a strategy. Strategy must be understood and accepted by among others, the employees. Thompson (2003) notes that failure to understand the need to change, may often cause resistance and ultimate failure of any strategy. The success of any strategy has a high positive correlation with how well the strategy was communicated and implemented. This confirms what (David 1997) observes, that it is more difficult to do something than to say you are going to do it.

Strategy formulation by itself is not useful but becomes useful only when it is matched with the implementation. It is worth noting that strategy implementation and the resultant response varies from organization to another.

2.2 Causes of Resistance to change

Bacal (2000) notes that no matter whether a change is of major proportions or is objectively rather small, the change manager must anticipate that people in the organization are going to find reasons to resist changes. It is a basic tenet of human behaviour that any belief or value that has been previously successful in meeting needs will resist change. This applies even if there are better more successful alternatives to meet those needs. Resistance to change takes many forms. The more obvious forms consist of active resistance, where people will object, or refuse to cooperate with the change. Other, more subtle forms of resistance, however, are more difficult to deal with. Individual resistance is exhibited due to a number of reasons as shown in table 1.

TABLE: 2 Reasons why individuals resist Change

Reasons why individuals resist change
When a manager is uncertain about impact and implication of the change
When he is called upon to take risks which are uncongenial to him
When a manager feels that the change may make him redundant
When he feels incompetent to perform in the new role defined by the change
When he feels that he will loose face with his peers
When he is incapable of learning new skills and behavior
When a manager expects in the organizational rewards is reduced
When he feels that the change will diminish his position of influence over organizational decision
When it will diminish his control over organizational resources
When it will diminish his personal prestige and reputation

Source: constructed by the author from Asnoff (1990), Managing strategic change p408
(reasons why individuals resist change not given in any order)

2.3 Approaches to managing Resistance to Change

Change in an organization is always seen a new. More often than not it is seen as critical to the organizational discipline. In an organization, there are supporters of change and those that are against change, as quoted by Ansoff (1990:403) Machiavelli said,

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain of success than to take a lead in the introduction of a new order of things, because the innovation has for enemies all those who have done well under the old conditions and lukewarm defenders in those who may do well under new.

It is important to note that resistance to change is not confined to the introduction of strategic planning. Change resistance is experienced in all the phases of change management process Ansoff (1990), and therefore resistance needs to be addressed at all times. It occurs whenever there is a departure from the historical behavior, culture and power structure. Resistance can be seen in form of procrastinations and delays in triggering off the change process. Much as there are unforeseen implementation delays and inefficiencies which slow down the change making it more costly than originally anticipated, there are deliberate efforts within the organization to sabotage the change. Consequently after the change has been implemented, whereas there is a typical performance lag where the change is slow in producing the anticipated results, there are efforts within the organization to roll back the effects to the pre-change status Ansoff (1990).

In order to counter resistance to change, roles of organizational leadership becomes crucial. Good and effective leadership will explain why change is happening especially to the employees. He will form the right people for the teams based on their competencies and ensure adequate resource allocation. Kotter (1996) observes that a great vision can serve a useful purpose even if it is understood by just a few key people. But the real power of vision is unleashed only when most of those involved in an enterprise or activity have a common understanding of its goals and direction. He further observes that gaining understanding and commitment to a new direction is never an easy task. Nonetheless if this is overlooked, outright failure in firms is not uncommon. Communication at all stages of change implementation therefore is important as this not only dissolves fears and suspicion amongst the employees and other stakeholders, but also eliminates

the likelihood of “grape vine” communication. Grape vine communication helps to brew resistance to strategy.

It is very important that the change manager anticipate, and plan strategies for dealing with resistance. This applies not only at the introduction of the change, but there must be follow-through, so that the change manager monitors the change over the long-term, being alert for difficulties as they appear. It is helpful to have an understanding of why people resist change, because understanding this allows managers to plan strategies to reduce resistance from the beginning. Also, some of the reasons that people resist change do not seem to make sense to the casual observer. At times they can seem nonsensical and illogical. They are, nonetheless, important.

Identification of the sources of resistance is the beginning of countering resistance to change in an organization. There are two types of resistance to change. Systemic and Behavioral. Systemic is the passive incompetence of the organization. Ansoff and McDonnel, (1990) note that passive incompetence is proportional to the difference between the capacity required for new change and the capacity to handle the change.

$$R_{behavioral} \propto \pm (\Delta C + \Delta P) / \Delta T$$

Where ΔC and ΔP are the signs of the cultural and political disturbance implied by the change, and ΔT is the period over which the change is introduced.

Resistance occurs whenever the development of capacity lags behind strategy. Introduction of the Module II programme in the University of Nairobi and introduction free education in the primary schools in Kenya are visible examples of systemic resistance. The students were more than the systems could hold them. This kind of resistance can be minimized by planning and budgeting for capacity. Integration of capacity building in terms of people development will also minimize resistance. Behavioral resistance is normally experienced at individual and group levels. Individuals will resist change when it makes them insecure.

Table 3 demonstrates what managers can apply in their organizations in an effort to counter resistance.

Table 3: Countering Resistance to change

Type of change	Actions	
1. Lack of context and direction	Presentations; Employee forums; Newsletters; Change and vision maps; Question and answers	Compelling vision of the future Special publications Financial information Competitor information
2. Emotion	Face to face communication– manager/supervisor with employee formal and informal dialogue; Conversation	Change experience courses Active listening Acknowledgement of fear
3. Trust	Relationship building; Active listening; Openness and honesty	Active listening; Planned communication; Walk the talk
4. Personality	Relationship building; 360 survey	Interpersonal skills development

Source: Strategic Connections Inc. 'Understanding and Overcoming Resistance'

www.strategicconnections.com/resistance.htm, 2004

Group resistance can be traceable to the behavior and convictions of individuals which is summed up as group culture. Ansoff (1990) notes that group culture has a stability and permanence which exceed those of most individuals. The ADKAR model developed by Prosci (2000) has been proved by strategy implementers as a very effective tool of minimizing resistance to change. The model includes five steps. First is Awareness of the need for change to the people in the organization, where change implementer gets the buy in from the rest of the

organization . The second is the Desire to participate and support the change which has already been prepared for in stage one. The third step Knowledge on how to change involves Training and education. This gives individuals the Ability to implement the required skills and behaviours which involve coaching and mentoring with a view to imparting skills needed for implementation. Reinforcement and the final stage is essentially when the implementation team is rewarded and recognized for the change implementation. This includes celebrations in the organization and individual recognitions. The gradual approach of the ADKAR model has worked very well in countering resistance in many organizations.

The researcher used an interview guide (Appendix B) to conduct the interviews. The interview guide consisted three sections. Section A was to collect the personal information of the respondents in order to determine the nature of changes. section C is aimed at collecting information about the implementation process. section B to find out how the resistance to change was handled. The interview guide consisted of both open ended questions as well as closed ended questions. The interview questions involved limiting the respondent in answering the questions. Success stories were gathered from various universities both internal and external to the institution. The data gathered from the primary data were collected from the management cadre of the University mainly central administration, deans and college principals. 15 respondents were interviewed.

Methodology

The content analysis method was used in this study to analyze the responses of the respondents. Content analysis is a systematic way to analyze and interpret the meaning of communication. The researcher collected the data from the respondents who were working in the University. Below is the summary of the content analysis. The tables are able to show data in a better way. The tables and charts were used to better understand the data.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

The proposed study was a case study of the University of Nairobi, focusing on the nature of resistance to change in strategy implementation and approaches that were taken to manage the resistance.

3.2 Data Collection

The researcher used an interview guide (appendix 3) to get primary data. The interview guide consisted three sections, Section A was to collect the personal data, Section B was to determine the nature of changes, section C to assess the level of resistance to change and section D to establish how the resistance to change was managed. The interview guide consisted of both open ended questions as well as closed ended questions. The open ended questions avoided limiting the respondent in answering the questions. Secondary data was obtained from various publications both internal and external to the University, to supplement the primary data. Management cadre of the University mainly central administration team, and college principals were interviewed.

3.3 Data Analysis

Content analysis method was used in this study, the researcher was interested in analyzing information in a systematic way in order to come up with useful conclusions and recommendations. The researcher collected detailed information on management of resistance to change in the University of Nairobi. Mugenda, (2003) notes that by using the qualitative method, researchers are able to collect data and explain phenomenon more deeply and exhaustively. Tables and charts were used to help visualize the data collected.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter analysis the nature of resistance to change in the University of Nairobi and also determines how the resistance has been managed while establishing the effectiveness of the measures taken to manage resistance. The major strategic changes are taken, in order to highlight the nature of resistance that was encountered.

4.2. Nature of resistance to change at the University of Nairobi.

As observed in chapter 3; the University of Nairobi like other organizations has undergone many strategic changes in response to the rapidly changing environment. First the systemic resistance to change which the organization faces when there is passive incompetence to support the change. It is the structures, knowledge and skills, and management capacity. Secondly is the behavioral resistance which is manifested when employees resist change in the way they do things. This may be manifested in individuals or in groups like unions in an organization. Types of changes that were cited by the respondents were:

4.2.1 Introduction of module II in 1998 and creation of University Enterprises and Services Limited.

It was gathered from respondents that in an effort to optimize resource utilization in the Public Universities in Kenya, module II programme was introduced in 1998. It was introduced in order to cater for the bright students who due to the limitation of the government funding could not be accepted at the university. The programme was faced with major resistance which were of both systemic and behavioral nature. Initially the recruitment/registration was on the lower side as there was a general feeling that module II will lower the standards of the degrees at the University. It was viewed that since the programme would fail, since it runs in the evening as the participants are mainly working class, who will not be available during the normal working hours. The teaching staff too felt that the university was meant for the brightest in the country and therefore should not pick marks below the established cut off point. It took many sittings by the committee that was mandated by the university management Board, to convince them that Module II was worth it. It was soon to pick at a very rapid rate as shown in the table 4.

Table 4: Approximated MBA Student Recruitment in 1988 and 2000

Year	Students
Recruitment in 1988	2,000
Recruitment in 2000*	8,000

* The recruitment figures rose four times due to the introduction of module II programme. (figures unconfirmed)

In 1988 only about 2000 module II students were registered and grew to over 8,000 in year 2000.

Over the last decade or so, the University of Nairobi has continued to receive less financial allocations from the government than the estimated expenditure, a trend that is expected to persist. In some instances under provisions on the approved estimates have been; the net effect being progressive accumulation of budget deficits as shown in the table below.

Table 5: Trend of Deficit accumulation in the University from 1990 to 1993.

Year	Deficit	Cum.
1990/91	1.2m	1.2m
1991/92*	5.5m	6.7m
1992/93	6.0m	12.7m

Source: constructed by the author from the UNES reports

(* In this year, there was a shortfall on the approved estimates of Kshs.£ 1.1m from the previous year)

The shortfall in the University funding per student per annum was translated to be K£750 per student per annum, according to CHE. This trend and the increasing cost of education, materials, catering and accommodation services together with the inflation made it difficult to sustain University operations on the approved estimates. This in itself was showing signs of compromise on the quality of education that the public universities were offering to the students. The university could not buy teaching material, pay the lecturers, there were not enough books in the library and this caused passive resistance from the staff and unrest with the students.

From this background, the public universities had to explore ways and means of financing the university programmes partly with funds generated from sources other than the Exchequer. This then caused the university to undertake amid protests by parents, teachers and students, income

generating activities in order to sustain the running of the university. Additionally the concept of cost sharing was introduced where by the student was expected to pay tuition, accommodation and catering fees. The government expected the University to supplement the Exchequer's allocation with students' fees. It was learnt from the interviews that despite all these, the University does not have a free hand in determining the level of student fees to be charged, which confirms the government's presence in running the university agenda (Sawyer 2004). This is a fact that is held with a lot of sentiments by many employees and may be a source of passive resistance in strategy implementation.

In its University Management Board (UMB) on the 11th May 1994, a sub-committee was appointed to look into Income Generation Activities (IGA) in the University of Nairobi and hence make recommendations (Kibera 1, 1994). One of the recommendations was of the committee establishment of University of Nairobi and Services (UNES) Limited, which was registered in May 1996. Creation of UNES according to respondents was a noble and welcome idea. However the mechanism of running the company hampered the realization of the intended goals. The contention was on the management of the different categories of income which the UMB recommended in the Kibera II report. All income from the Exchequer and tuition fees from regular students should be managed by the University Finance Office and College Principals, while donor funds should be managed by the University Finance Officer.

Income generated by IGUs was to be managed by UNES. Income management was the greatest contentious issue that would have caused the failure of the UNES and to mitigate this, subsequent reviews of the original proposal were made through Kibera II, Kibera III and Kibera IV reports. As a result, the University's income generating activities have been a tremendous success as it has provided a wider acceptance and good governance in income generation to all stakeholders by including all the IGUs, which makes one concur with Johnson (2003) when he says communication to stakeholders is key in implementing change. Figure 2 demonstrates the revenue earned through the various income generating activities under UNES between 1997 and 2002. As the figure shows, the turnover was quite low in 1997, rose to almost four times in the following 4years.

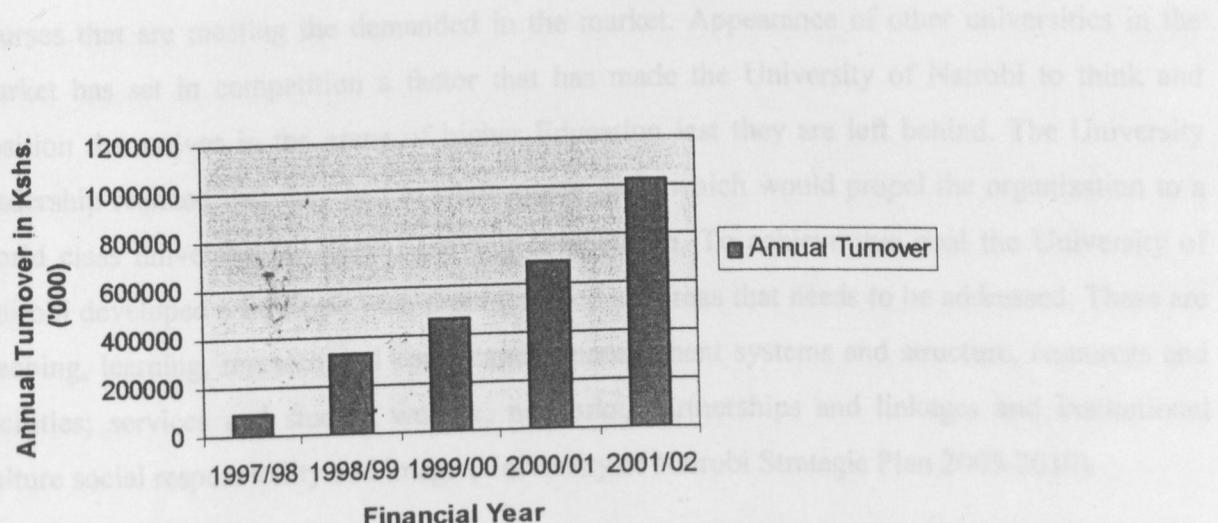


Figure 2: Chart showing the revenue earned through the various income generating activities under UNES between 1997 and 2002

Source: UNES Corporate Strategy Plan 2001-2005

In order to come up with more objective recommendations the interviews noted that UMB received presentations both oral and written from the Deans/Directors, academic Division, Library University Health Services and Board of Postgraduate Studies (BPS).

4.2.2 The University of Nairobi Strategic Plan and associated changes

Most of the respondents confirmed the fact that the University of Nairobi has for a long time in the history of higher education in Kenya, remained 'the University' and therefore there has been a tendency of complacency. In the recent years however, it has dawned on the University that while sailing in the sea of complacency, many Private universities have sprang up offering good courses that are meeting the demanded in the market. Appearance of other universities in the market has set in competition a factor that has made the University of Nairobi to think and position themselves in the arena of higher Education lest they are left behind. The University leadership realized that they had to chart a new path, which would propel the organization to a world class university let alone surviving competition.

To achieve this goal the University of Nairobi developed a Strategic Plan that identified six areas that needs to be addressed. These are teaching, learning, research and consultancy, management

courses that are meeting the demanded in the market. Appearance of other universities in the market has set in competition a factor that has made the University of Nairobi to think and position themselves in the arena of higher Education lest they are left behind. The University leadership realized that they had to chart a new path, which would propel the organization to a world class university let alone surviving competition. To achieve this goal the University of Nairobi developed a Strategic Plan that identified six areas that needs to be addressed. These are teaching, learning, research and consultancy, management systems and structure, resources and facilities; services and student welfare, networks, partnerships and linkages and institutional culture social responsibility and image (University of Nairobi Strategic Plan 2005-2010).

The Strategic Plan has introduced with it several other changes such as performance contracts between the Government and the University and the University and the respective colleges. This has been cascaded down to the staff performance and appraisal. As observed by Robinson Jr (2003) structure and strategy must be coordinated, failure to which inefficiencies, mis-directions and fragmented efforts will frustrate strategy implementation. The leadership of the University have taken this into account and restructured the university in order to support the strategic plan. The researcher gathered that in the new structure, there are two Deputy Vice Chancellors, (DVCs), One is concerned with administration and finance while the second handles the academic affairs of the University. The DVCs report to the Vice Chancellor, who for the first time was appointed through a competitive application and interviewing.

The restructuring strategy has also introduced the concept of schools which has essentially replaced the traditional university faculties. For instance the Faculty of Science was divided into five schools namely School of Biological Sciences, School of Physical sciences, School Mathematics, School of Computing and Informatics and Centre of Biotechnology. Effectively, the introduction of schools has also introduced new departments that have been formed as a result of merging others, while others have ceased to exist. For instance, the researcher gathered that the Housing Building and Research Institute formerly in the faculty of Architecture and Engineering has been done away with completely. Despite these changes however, the degrees have remained the same. Formation of schools have been met with immense resistance from the employees. They fear to lose their titles and the prestige that goes with it, to be retrenched as

the jobs disappear, and loss of identity. While the employees are yet to come to terms with the change, management have stood firm on their decision.

Creation of an Information and Communication Technology (ICT) department has also been a recent change that has been introduced in the University of Nairobi. Johnson (2003) observes that technology should be up to date to support strategy in an organization; and the University of Nairobi has heeded to this. Introduction of ICT has greatly enhanced the university database management systems especially Students academic records which can be easily retrieved, as well as the monitoring of the Finance records as opposed to the inefficiencies and inaccuracies of the earlier manual systems. The Library for instance has benefited from the automation of its services to its users that include staff and students. Library users are now able to search Journals electronically and download electronic material with ease.

Other Changes that have occurred in the University of Nairobi include wearing of name badges as a way of enhancing the corporate image of the organization. This has been resisted and seen as colonial mentality by some. Staff promotion will be done on merit, for instance one condition for a teaching staff to be a professor; she or he must have supervised a PhD student. Before, the number of publications and or the length of the individuals' service determined their appointment to the role of professor.

4.3 Management of resistance to change at the University of Nairobi and its effectiveness

Bolognese (2002) in his paper ‘Employee Resistance to change’ notes that resistance is inevitable in an organization in response to any major change. It is therefore important for management to understand, accept and make an effort to work with resistance because resistance can undermine the most well-intentioned and well conceived change efforts. The University of Nairobi is not exceptional. Interviews revealed that implementation of various changes was met with resistance of varying magnitudes. For instance the appointment of a chancellor who was no longer the head of state was a welcome move because the university no longer have to adhere to or be under the mercy of the Head of State itinerary especially when it comes to the university functions like the graduation ceremonies. This confirms observation by Ansoff (1988) that individual and groups will resist change in proportion to the degree of threat and discomfort

caused by the change. Competitive sourcing of VC, DVC (A&F), and the subsequent development of strategic plan was welcome. The new VC introduced the Strategic Plan 2005-2010. However the implementation lacked enough communication and creation of awareness to the employees. Instead the awareness was only limited to the administration cadre, and did not consider the fact that these may be absent for one reason or another and their deputies, may need to oversee the implementation. This has caused some behavioral resistance where "after all I was not involved initially" attitude is taken. The administration has adopted a persistent attitude and at the time of this research staff were already completing the performance returns.

Module II initially was met with very great resistance from both the teaching staff as well as the students. The lecturers felt that the university is for the very bright, the top intellectual cream in the country and admission of lower grades below the cut off mark would dilute the high performance of the University. This view did not consider the fact that the university intake and cut-off levels were primarily dictated by the availability of Government sponsorship fund, and therefore any other sponsored students with C+ grade and above qualified to join the University. The government sponsored students generally referred to as the regular students felt threatened by the new team. Not until they realized that they too were beneficiaries of the money generated from Module II that they learnt to coexist with the Module II students. Apart from the behavioral resistance, Module II coupled with the influx of the double intake in the 1990s also faced systemic resistance in that the sitting space could not accommodate the students. It has taken the UMB many meetings to find out a way of satisfying all staff directly involved with Module II and those that are indirectly involved. All claim to have major parts to play in the success of this plan and therefore should be compensated equally.

Introduction of the ICT department was welcome however the actual implementation was met with resentment by staff. Interviews revealed that the employees at first suffered 'technophobia' where they had a brain block towards using computers in their daily duties. It can also be seen as Brain Barrier that has been explained by Black (2002) as being composed of preexisting and successful mental maps. He notes that these incredibly powerful maps determine how people see the world of work, guiding their daily steps and behaviors and needs to be worked on for employees to get the right attitudes towards change. Further the employees were

faced with insecurity as they felt that the computers had come to replace them in the offices and thus were going to be retrenched. This portrayed the behaviour that referred to by Zander (1950) as the behaviour which is intended to protect an individual from the effects of real or imagined change. This was initially experienced in the library during the automation of the library system. However with training and coaching, these fears were arrayed and the implementation went on smoothly. Passive resistance was experienced too especially in the introduction of performance contracts as opposed to permanent and pension able terms which had been entrenched into the employees for a long time, and the argument is that the employment letters and terms have not been revoked to give way to the new scenario.

The second theme of the research was to establish the nature of the resistance to change that was experienced in the University of Nairobi during the implementation of the various strategic changes within the last decade. It was observed that there were both behavioral and systemic types of resistance.

Systemic types of resistance was mainly caused by lack of sufficient finances, the rate of expansion were not commensurate with the number of staff, the buildings and the available space. The research showed that there was also varying levels of resistance where resistance was little while some was significant and other very great depending on the nature of change. The formation of UECs for instance was not well received by the teaching staff. Mwanga (2004) agrees with Somer (2002) and Chaves (2002) that the organizations must anticipate resistance and take steps to minimize it. This was almost an oversight in the University as the resistance to the formation of UECs was not anticipated. Though the idea was good the members of the academic in the department did not take up to it fully not even the faculty Governing Council who was expected to be the key stakeholders.

The other characteristic and systemic resistance was the retrenching and formation of UECs. This was not fully communicated to the institution in general but the focus was on the academic members of staff. The reason for this was the lack of communication and lack of a written communication if it is understood by the

CHAPTER 5: SUMMARY DISCUSSIONS AND CONCLUSIONS

5.1 Introduction

The objectives of this study were first to establish the nature of resistance to change in the University of Nairobi and secondly to determine how the University managed the resistance. This chapter goes further to discuss the research findings giving conclusions and recommendations based on the study findings.

5.2 Summary, Discussion and Conclusion

The first objective of this research was to establish the nature of the resistance to change that was experienced in the University of Nairobi during the implementation of the various strategic changes within the last decade. It was observed that there were both behavioral and systemic types of resistance.

Systemic types of resistance was mainly caused by lack of sufficient finances, the rate of expansion were not commensurate with the number of staff, the buildings and the available space. The research showed that there was also varying levels of resistance. Some resistance was little while some was substantial and other very great, depending on the nature of change. The formation of UNES for instance was met with an overwhelming resistance. Munga (2004) supports Bolognese (2002) and Coeteze (1999) that the organizations must anticipate resistance and make efforts to work with it. This was almost an oversight in the University as the resistance for the formation of UNES was not anticipated. Though the idea was noble the management of the revenue to the company was not transparent to many not even the Income Generating Units who were supposed to be the key stakeholders.

The other change that was met with great resistance was the restructuring and formation of schools in the various colleges. This strategy was not initially communicated to the employees thus to get their buy-in. They felt it was forced on them no wonder it receives a passive resistance On the other hand many did not understand the reason for change. Kotter (1996) observes that a great vision can serve a useful purpose even if it is understood by just

a few key people. But the real power of vision is unleashed only when most of these involved in an enterprise or activity have a common understanding of its goals and direction.

The second Objective sought to determine how the university countered the resistance to change. In the case of introduction of schools and restructuring, the employees suffered fear of loss of identity should the departments change or merge, fear of loss of jobs for some, and for others the 'normal' fear of change. In this case the change was implemented despite the resistance. Evidently as observed by Ansoff (1988), it is only rarely that all the behavioral resistance can be converted into a positive change. For the change to be implemented the change initiating group must muster and apply enough power to overcome the residual behavioral resistance. This appears to be the option that the University management have taken.

The third objective was to determine the effectiveness of the approaches the University followed in countering or managing resistance to change. Observation showed that there was no deliberate plan or measure taken to manage resistance. This may be alluded to the fact that the changes that took place in the University were more reactionary than proactive that is why once the change was implemented, it was left to take its own course.

From the foregoing observations, the following conclusion may be made regarding resistance to change in the University of Nairobi and the subsequent management of this resistance. Firstly in order to ensure a high success rate in strategy implementation in terms of minimizing levels of resistance to change is the management to educate and create awareness of the changes that take place to as many employee levels as possible. There is bound to be resistance when change is forced on people. In support, Thomson (2003) , says that failure to understand or accept the need for redirecting organizational efforts often produces resistance to change among employees and make it harder to move the organization down a newly chosen path. Hence inducing employee buy-in, lifting spirits and calming fears are necessary steps in getting an organization ready to move along a new course. Secondly, stating the case for a new direction once is not enough. The Vision must be repeated often and re-enforced at every opportunity until it gains organization's wide acceptance. Happy

employees are a success factor to the organization. Thirdly to tally with staff appraisals and performance contracts more emphasis should be made on the rewarding for those employees who exceed expectations. Not only is this a way of winning the employees confidence but also a source of motivation which will no doubt be visible in the overall organizational performance.

5.3 Limitation of the research

The study covered the University of Nairobi as a case study. The researcher feels that study of other Public Universities and comparisons with the private Universities would give a better picture and comparison of the nature of resistance to change, how the resistance is managed and how effectively is this done. Data collection instrument was an interview guide that only targeted the administrative cadre of the university. Inclusion of the other employees may have perhaps given a wider view of the big picture. Availability of the respondents was big limitation because due to the nature of their responsibilities they were generally busy with other work and assignments.

5.4 Suggested areas of further research

This project was a case study of the University of Nairobi, taken as a typical representation of Public Universities in Kenya. As the researcher conducted the interviews, it became more and more evident that although the University of Nairobi is a public university, each public university has its own unique experiences either brought about by the leadership and their leadership styles, varying geographical locations and the age of the universities.

Although there will be common causes and types of resistance to change, each university is bound to face different levels of resistance because of their uniqueness. The researcher therefore suggests wider and detailed research on resistance to change and its minimization on a wider scope on the six public universities as well as private ones for comparison purposes.

A further research should also be done to compare the nature of resistance to change in the public universities as well as in the private universities. The result of the findings will no

expected in a Kenyan environment and how these would be managed in order to achieve a successful change implementation.

5.5 Recommendations for Policy and practice

From the research experience, some of the types of resistances observed would have been avoided or minimized had the change implementation been conducted by experts in the Change Management field. Experts do give emphasis on the mode of strategic behaviour. The researcher is in agreement with Ansoff (1988) who observes that Business firms whose behaviour is totally unplanned and unguided do not survive for long, except in monolithic or subsidizing environments. Strategic behaviour of firms which survive is guided and managed however well or poorly. The researcher therefore recommends that the University of Nairobi adopt the managed strategic behavior and use a change manager to manage all their changes. This will ensure planning and stakeholder involvement and management for the successful implementation of change.

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Faculty of External Studies

Faculty of Law

Faculty of Science

Faculty of Social Sciences

Faculty of Veterinary Medicine

Institute of African Studies

School of Computing and Informatics

School of Engineering

School of Dental Sciences

School of Medicine

School of Pharmacy

School of The Built Environment

APPENDIX 1: UNIVERSITY OF NAIROBI – COLLEGES AND FACULTIES

Colleges

- College of Agriculture and Veterinary Sciences (Upper Kabete Campus)
- College of Architecture and Engineering (Main Campus)
- College of Biological and Physical Sciences (Chiromo Campus)
- College of Education and External Studies (Kikuyu Campus)
- College of Health Sciences (Kenyatta National Hospital)
- College of Humanities and Social Sciences (Main Campus)

Faculties

- Faculty of Agriculture
- Faculty of Arts
- Faculty of Commerce
- Faculty of Education
- Faculty of External Studies
- Faculty of Law
- Faculty of Science
- Faculty of Social Sciences
- Faculty of Veterinary Medicine
- Institute of African Studies
- School of Computing and Informatics
- School of Engineering
- School of Dental Sciences
- School of Medicine
- School of Pharmacy
- School of The Built Environment

APPENDIX 2: LETTER OF INTRODUCTION

Date: 21st September, 2006

Dear respondent;

I am a post graduate student at the University of Nairobi studying Master of Business Administration in the Faculty of Commerce. I am currently conducting a case study of the University of Nairobi, in the area of managing resistance to strategic change.

The purpose of this letter is to request you to respond to the attached interview guide. The interview guide is unstructured and is designed to gather information on the management of resistance to strategic change experienced by the University in an effort to implement strategic changes over time in response to environmental challenges. The guide also covers the forms of resistance to change that the university has been experiencing.

The information you provide will be treated in strict confidence and at no time will your name be referred to directly. The information gathered will be used for academic purposes only.

Kindly cooperate,

Yours Sincerely,

Mary M. Ichang'i (Mrs)
MBA Student

Dr. Martin Ongut
Supervisor

PART C**APPENDIX 3: RESEARCH INTERVIEW GUIDE****PART A:**

Respondent's personal details.

Department _____

4. In your view, were there any resistance to the implementation of these changes? Yes [] No []

Position held _____

Number of years worked in the University

- 1) less than 5
- 2) 5 to 10
- 3) 11 to 15
- 4) over 15

PART B:**Nature of Changes**

1. What Changes have been implemented in the University of Nairobi in the last 7 years?

2. How did the employees respond/react to these changes?

PART C

Resistance to Change

3 Was there resistance during the implementation of these changes? Yes [] No []

4 If Yes, what was the form of resistance?

5 In your view, what were the causes of the resistance?

6 In your assessment what was the level (magnitude) of resistance?

- a) Little
- b) Substantial
- c) Very great

PART D

How Resistance to change was managed

7 What did you do in response to the resistance?

8 Did your action(s) give you the results you expected? Yes [] No []

PART C

Resistance to Change

3 Was there resistance during the implementation of these changes? Yes [] No []

4 If Yes, what was the form of resistance?

5 In your view, what were the causes of the resistance?

6 In your assessment what was the level (magnitude) of resistance?

- a) Little
- b) Substantial
- c) Very great

PART D

How Resistance to change was managed

7 What did you do in response to the resistance?

8 Did your action(s) give you the results you expected? Yes [] No []

9 If yes to no. 7, how effective were your actions and why?

- a) Little
- b) Substantial
- c) Very great

10 If you answered No to question 3, how did you ensure that you avoided resistance?

Thank you for taking time to respond to the questions.