CHALLENGES TO STRATEGY IMPLEMENTATION AT TEACHERS SERVICE COMMISSION, KENYA

BY

AYABEI K. SILAS

A management research project submitted in partial fulfillment of the requirements for the award of the degree of Master of Business Administration (MBA), School of Business, University of Nairobi

October, 2010

DECLARATION

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

Signed... Date..

Ayabei K. Silas

D61/70038/2007

This research project has been submitted for examination with my approval as university supervisor.

Signed:... Date...

Dr. Munyoki

Lecturer

Department of Business Administration,

University of Nairobi.

DEDICATION

To my family members;

"Education is an ornament in prosperity and a refuge in adversity".

ACKNOWLEDGEMENT

I wish to thank God for the strength of purpose he accorded me to not only start but also finish this project. Special thanks goes to my supervisor Dr. Munyoki for his guidance and encouragement and for being readily available whenever I needed him.My sincere thanks goes to all those who supported me especially colleagues in the MBA programme for their advice and suggestions. Lastly I wish to thank all my family members and friends who in any way assisted me and cheered me on in this very noble endeavor God bless you all.

ABSTRACT

The objective of this study was to investigate the strategy implementation challenges facing TSC. The researcher used both primary and secondary data. An interview guide was used in collecting the data. Content analysis was used to analyze the qualitative primary data which had been collected by conducting interviews and secondary information from the organization.

The study found out that the main challenges experienced in the implementation of the strategy were the slow pace of implementing strategic change, which therefore influenced the expected results, the commission stakeholders were not involved in formulation of the strategy, moderate management commitment to the implementation of a strategy and commission employees not been committed to strategy implementation. Other findings were the need to provide adequate teaching force to all public education, challenge of meeting the demand for more teachers due to budgetary constraints, capacity of the district and institution levels to manage in the process, inadequate of the process resulting to training of the two flaunting of the recruitment guidelines, interference from stakeholders and complaints from interested portion,

Management reaction to the challenges encountered included shift in the recruitment process from supply- driven to demand driven method of recruitment that saw the delegation of some of the powers in the recruitment process decentralized to agents at district and institutional level, regular review of the recruitment guidelines, redefining and expanding the rates of the TSC agents at the institutional levels, development and use of policy on upgrading of teachers reporting with post basic qualifications, conducting sensitization workshops on HIV and AIDs for majority employees at the headquarters

and building the capacity of HIV positive teachers in sampled provinces, organizing capacity building for management of HIV and AIDs at the workplace for senior management and field agents.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

TSC   **-**   Teachers Service Commission

KENEPOTE   **-**   Kenya Network of positive Teachers

ICT   **-**   Information centre for technology

HRM   **-**   Human Resource Management

KESI   **-**   Kenya Education Staff Institute

CBE   **-**   Curriculum Based Establishment

GITS   **-**   Government Information technology systems.

GP178   **-**   Government Papers

KIE   **-**   Kenya Institute of Education.

IEC   -   Information Education and Communication.

IPPD   -   Integrated payroll and personnel database.

CEO   -   Chief Executive officer

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Strategy Implementation is an important component of the strategic planning process. It has been defined as "the process that turns implementation strategies and plans into actions to accomplish objectives" (Pride & Ferrell 2003, p.574). It addresses who, where, when, and how to carry out strategic implementation process successfully. According to David (2003), both managers and employees should be involved in the implementation decision and adequate communication between all parties is important for successful implementation. Elements that require consideration during the implementation process include annual objectives, policies, resource allocation, management of conflict, organization structure, managing resistance to change, and organizational culture (David, 2003).

1.1.1 The concept of strategy

Strategy embraces the overall purpose of an organization. It is the determination of the basic long-term goals and objectives of an enterprise, adoption of courses of action and the allocation of resources necessary for carrying out those goals. The Kenyan firms, like any other firm, exist in a complex environment that needs to be assessed and responded to appropriately. Thomson and Strickerland (2003), observe that strategies are at ends and these ends concern the purpose and objectives of the organization.

They are the things that organizations do, the paths they follow and the decisions they take in order to reach certain points or level of success. Mintzberg (1994), portrays strategy as a plan, a direction, a guide or course of action into the future and as a pattern, that is, consistency in behavior over time. Most organizations began their strategic

planning cycle by updating and revising their business objectives in relation to performance reviews in key areas (such as people, standards and business development), achieved results and development priorities (Teare *et al.,* 1992).

Gole, (2005) proposes that strategic management is a process, directed by top management to determine the fundamental aims or goals of the organization, and ensure a range of decisions which will allow for the achievement of those aims or goals in the long-term, while providing for adaptive responses in the short-term. The three core areas of corporate strategy: strategy analysis, strategy development and strategy implementation. Strategic analysis deals with examining the environment within the organization operates.

Strategy formulation is concerned with determining where the organization is, where it wants to go and how to get there. It involves carrying out situation analysis that leads to setting of objectives. Vision and mission statements are crafted and overall corporate objectives, strategic business unit objectives and tactical objectives are also developed. Strategy implementation is the process of allocating resources to support an organization's chosen strategies. This process includes various management activities that are necessary to put strategy in motion and institute strategic controls that monitor progress and ultimately achieve organizational goals.

Strategy evaluation includes review of external and internal factors that are bases for strategies formulated, measuring performance and taking corrective action, if necessary. This is important as all strategies are subject to future modification depending on environmental turbulence, (Robbins & Coulter, 1996).

1.1.2 Strategy Implementation

Strategy formulation and implementation is an on-going, never-ending integrated process requiring continuous reassessment and reformation. Strategic management is dynamic and involves a complex pattern of actions and reactions. It is partially planned and partially unplanned. Strategy is planned, emergent, dynamic and interactive, (Johnson & Scholes, 2002). Pearce & Robinson (2007), states that to effectively direct and control the use of the firm's resources, mechanisms such as organizational structure, information systems, leadership styles, assignment of key managers, budgeting, rewards and control systems are essential strategy implementation ingredients.

David (2003) argues that strategies which are implemented within an organization should support the culture associated with the firm, preserve, emphasize, and enhance the culture, in accordance with the culture supporting the proposed strategy. According to David (2003), the human element of strategic implementation plays a key role in successful implementation and involves both managers and employees of the organization. Both parties should directly participate in implementation decisions and communication that plays a key role in ensuring that this occurs. Business performance is influenced by this human element of strategic implementation. Through providing performance incentives to employees during the implementation phase, David (2003) suggested that business performance will be positively influenced.

The problem with strategy implementation is the de facto success rate of intended strategies. Judson (2008), argues that strategy implementation is as low as 70%, in fact some manager's mistake implementation as a strategic afterthought and a pure top-down-approach. Instead, management spends most of its attention on strategy formulation. This

can be documented by the focus on strategy formulation in strategic management literature.

To resolve this, strategic management should accomplish its very own shift of emphasis by moving from a 90:10 concern with strategy formulation relative to implementation to a minimum 50:50 proportion with each other (Grundy, 1998). Alexander (1991: p. 74) stated that: "one key reason why implementation fails is that practicing executives, managers and supervisors do not have practical, yet theoretically sound, models to guide their actions during implementation".

Without adequate models, they try to implement strategies without a good understanding of the multiple factors that must be addressed, often simultaneously, to make implementation work. A successfully implemented strategy will yield the following benefits to an organization: proper utilization of resources with financial and human and thus enhance organizational growth, development of efficient systems that will enhance coordination that would guarantee achievement of organizations goal and set targets, increased organizational impact due to improved organizational performance and sustain its competitiveness, the organization will be able to have a clear focus and direction in its growth path and in the process attract competent and resourceful human resource base.

The execution of a strategy depends on individual members of organization especially key managers. Motivating and rewarding good performance for individuals and units are key success factors in effective strategy implementation. The reward system aligns activities and objectives of individuals and units with the objectives and needs of the firms' strategy (Shirley, 1983) Successful strategy implementation depend on a large part on how a firm is organized.

The structure helps an organization identify its activities and the way in which it will coordinate them to achieve the firm's strategic objective. It also provides managers with a vehicle to exploit fully the skills and capabilities of the employees with minimal costs and at the same time enhance the firm's capacity to achieve superior efficiency, quality, innovation and customer responsiveness (Gole, 2005).

1.1.3 Teachers Service Commission

Teachers Service Commission was established in 1967 by an Act of parliament cap 212 of the laws of Kenya and charged with the responsibility of managing teachers in public educational institutions excluding universities. The Commission was set up to bring all Teachers serving in public institutions under one employer with harmonized terms and conditions of service. TSC is legally mandated as stipulated by the Act to perform the following core Teacher management functions: Registration, Recruitment, Deployment, Promotion, Remuneration, Discipline and maintenance of teaching standards.

At inception, the Commission provided services to 39,725 teachers serving in 6501 educational institutions. Over the years the number of educational institutions has substantially increased to over 18,000 primary schools and 4,500 post-primary institutions with a total enrolment of 8 million and 1.33 million respectively as at may 2008. This has resulted to increased demand for teachers.

Despite the great demand for teachers, the government has not employed teachers since 1998 following the embargo on employment in the public sector however, from 2001 the Commission has only been allowed to recruit teachers to replace those leaving service through natural attrition. In 2007 the government allowed the commission to recruit 4000

additional teachers to address national teacher shortage. This additional number has raised the total number of teachers to 239,000.

The size of the Commission has also grown in response to the growing number of the teaching force. At establishment in 1967 the commission had three commissioners all appointed by the minister in charge of education. Currently it consists of a chairman and 23 commissioners charged with the responsibility of policy formulation for the commission, interviewing teachers and secretariat staff for promotions and presiding over all discipline panels when teachers are invited for hearing. The commission has also the commission secretary who is the chief executive officer and head of secretariat comprising 2,400 staff that provides services to the teachers. The vision of the commission is to be an institution of excellence in the provision of efficient and effective service for quality teaching while its mission is to establish and maintain a sufficient professional teaching service for educational institutions.

1.2 Statement of the research problem

Strategy formulation and implementation is the most substantive decision making process, covering four principal stages: formulating priority strategies; negotiating and agreeing action plans; designing and implementing demonstration projects; and Integrating projects and plans into strategic approaches (UN-Habitat, 2001). Mitchell (2009), argues that it is important to consider "fits" between resources plus competencies with opportunities, and also fits between risks and expectations. She suggests that there are four primary steps in this phase: reviewing the current key objectives and strategies of the organization, which usually would have been identified and evaluated as part of the diagnosis; identifying a rich range of strategic alternatives to address the three levels of

strategy formulation, including but not limited to dealing with the critical issues; doing a balanced evaluation of advantages and disadvantages of the alternatives relative to their feasibility plus expected effects on the issues and contributions to the success of the organization and deciding on the alternatives that should be implemented or recommended.

The Teachers Service Commission is legally mandated as stipulated by the Act of parliament CAP 212 of laws of Kenya (legal notice No.2 of 1967) to perform the following teacher management functions: registration, recruitment, deployment, promotion, renumenaration, discipline and maintenance of teaching of teaching standards. The main challenge facing Teachers Service Commission is the need to provide adequate teaching force to all public educational institutions.

This is against the backdrop of education sector that is rapidly expanding particularly at the primary and secondary schools levels. However, Teachers Service Commission is not able to match the demand for more teachers due to inadequate budgetary allocation for recruitment of enough teachers and establishment of new public educational institutions after inception of free primary education by the government in 2003. However, as at 30th June 2008, national teacher shortage stood at 65, 020, (47,672 for primary schools and 17,348 for post primary institutions). Other challenges facing strategy implementation at Teachers service commission include: transfer and study leave request by teachers which affect staff balancing in the country, stakeholder interference, management of HIV and AIDS, pecuniary embarrassment among others. This study therefore seeks to find out challenges of strategy implementation at Teachers Service Commission Kenya.

Recent studies done in the area of strategy implementation include Aboud (2007) focused on the challenges facing the implementation of strategy for revitalizing agriculture (SRA), Muthuiya (2004) did study on strategy implementation and its challenges in non-profit organizations in Kenya, a case of AMREF. Omollo (2007) focussed on the challenges of implementing strategic decisions at the Kenya Armed Forces Medical Insurance Scheme (AFMIS) and Koske (2003) studied strategy implementation and its challenges in public corporations, a case of Telkom Kenya. As observed above, the studies conducted on strategy implementation challenges did not consider the strategy implementation challenges faced by the Teachers Service Commission.

These studies were based in different industries and contexts hence their findings cannot be fairly generalized to represent Teachers Service Commission. The uniqueness of each industry and sector necessitates a separate study to be undertaken focusing Teachers Service Commission which is the largest employer of teachers in Kenya. This research will therefore seek to identify the challenges to strategy implementation at Teachers Service Commission. This study will guided by the following research question: What are the challenges that Teachers Service Commission faces while implementing its strategies?

1.3 Research Objectives

The objective of this study was to examine the challenges of strategy implementation at Teachers Service Commission Kenya.

1.4 Significance of the Study

Results of the study will assist management of TSC to address key factors that leads to slow strategy implementation and thus have an insight on how to tackle the challenges for future successful implementation of strategy. It will also assist the government through the Ministry of Education in Instituting good policies supporting the strategies TSC is pursuing. It will provide information to future scholars and researchers who might need to research on strategy implementation challenges in other commissions.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter is concerned with the review of literature related to the study. An overview of strategy formulation and implementation process, stages of strategy formulation and implementation, factors influencing strategy implementation and strategy implementation challenges is reviewed.

2.1 Strategy Formulation and Implementation Process

Strategy formulation is part of strategic management process that comprises three phases: diagnosis, formulation, and implementation (Mitchell, 2009). She contends that formulation produces a clear set of recommendations, with supporting justification, that revise as necessary the mission and objectives of the organization, and supply the strategies for accomplishing them. She further asserts that in formulation, we are trying to modify the current objectives and strategies in ways to make the organization more successful. This includes trying to create "sustainable" competitive advantages - although most competitive advantages are eroded steadily by the efforts of competitors. Strategy implementation on the other hand according to Daft (2009), is the stage of strategic management that involves the use of managerial and organizational tools to direct resources towards achieving strategic outcomes.

Strategic management is the process of determining, evaluating and adapting the aims, or mission, of an organization and the patterns of decisions that guide the achievement of those aims in the long-term. The primary responsibility for strategic management lies with the top management of the organization (Cole, 1993). Strategic management is an

ongoing process to develop and revise future-oriented strategies that allow an organization to achieve its objectives, considering its capabilities, constraints, and the environment in which it operates (Mitchell, 2009). It is the set of decisions and actions used to formulate and implement strategies that will provide a competitively superior fit between the organization and its environment so as to achieve organizational goals (Daft, 2009).

The need for strategic management has been necessitated by, among others, the increased expectations of customers for the quality and variety of consumer goods and personal services, the rapid advances of technology and the improvement in world-wide communications systems, leading to better and more timely information prior to decision making by buyers, sellers and middlemen/agents. Strategic thinking has to address such questions as "where do we want to be in 5, 10 or 20 years time? What do we have to achieve in order to get there? What resources are we likely to require? What changes are we likely to have to cope with in our operating environment?. How can we gain and/ or retain the competitive advantage over others?", (Cole 1993). Napuk (1993), puts it, you need to know where you are going before deciding on how to get there.

Cole (1993), summarizes the kinds of issues which make the assumption that strategic management is about reconciling the often conflicting forces present in the formulation and implementation of strategy, in the development of agreed goals or objectives, in the adoption of a viable structure and in meeting the demands of the external world.

A different approach to developing corporate strategy discussed in Cole (1993), is Porter's five market forces namely: the threat of new entrants, the threat of substitute

products, the bargaining power of buyer, the bargaining power of suppliers and rivalry among current competitors, whose interplay in strategy formulation can be well illustrated in the SWOT analysis. This is the appraisal of the organization's strengths and weaknesses and an evaluation of the environment's opportunities and threats. Daft (2009), explains that strengths are positive internal characteristics that the organization can exploit to achieve its strategic performance goals while weaknesses are internal characteristics that might inhibit or restrict the organization's performance. Similarly opportunities are characteristics of the external environment that have the potential to help the organization achieve or exceed its strategic goals while threats are characteristics of the external environment that may prevent the organization from achieving its strategic goals.

According to Mitchell (2009), this diagnosis includes: performing a situation analysis (analysis of the internal environment of the organization), including identification and evaluation of current mission, strategic objectives, strategies, and results, plus major strengths and weaknesses; analyzing the organization's external environment, including major opportunities and threats; and identifying the major critical issues, which are a small set, typically two to five, of major problems, threats, weaknesses, and/or opportunities that require particularly high priority attention by management.

2.2 Stages of Strategy Formulation and Implementation

Strategy formulation begins with the further clarification of issues, as experience shows these are never as simple or straight-forward as they initially seem. This clarification, which can be aided by spatial analysis or other through economic and social analysis, provides the firm basis on which the working group proceeds to a review and assessment

of strategic options. By bringing together the different views and outlooks of the various stakeholders, the Working Group converges to a consensus on the strategic vision to be pursued (Mitchell, 2009). Negotiating and Agreeing Action Plans is the crucial next step of translating strategies into concrete realities.

At this stage, the working group engages in detailed technical work to develop plans of action for implementing the agreed strategies. This requires extensive negotiation, as action plans must be based on clear and specific commitments by individual actors (organizations) to undertake specific actions at agreed times and with the application of agreed financial and other resources. This is often the most difficult stage of the process, but action plans developed in this way are much more likely to be implemented - and successfully - than traditional single-sector top-down implementation plans (Mitchell, 2009).

Designing and implementing demonstration project is a key task for working group, one which should be undertaken as early as possible in the process. These are small-scale, usually local-oriented capital investment or technical assistance projects, which are designed to demonstrate a new approach. Being small, they can be developed and implemented fairly rapidly, especially if given fast track priority. They provide the opportunity for testing in practice some of the ideas coming out of the working group, and they are especially valuable as a way of stimulating stakeholder participation and commitment, as well as showing visible results (Mitchell, 2009). Integrating project and plans into strategic approaches is often neglected, but is in fact important for two reasons. First, it brings together various strands of the work of the working group and generates awareness and wider understanding.

Second, when the well-developed strategies and action plans, and their demonstration-project results, are discussed and agreed, this will help to integrate them into local government executive and/or legislative resolutions and budgets, thus become officially rooted in the governmental apparatus. Bryson (2004), suggests that one should develop implementation strategy documents and action plans to guide implementation and focus attention on necessary decisions, actions, and responsible parties. Consistent with Mitchell's (2009) position, he argues that action plans outlines: specific expected results, objectives and milestones; roles and responsibilities of implementation bodies, teams and individuals. In implementing strategies and plans successfully, he argues that the process involves specific action steps, schedules, resource requirements and sources, a communication process and accountability process and procedures.

Pearce & Robinson (2007), argues that to ensure success of the strategy implementation, the strategy must be translated into carefully implemented action, this is because the firm strategy is implemented in a changing environment and therefore the need for strategic control during the implementation. They further argue that: effective organizational leadership and consistently a strong organization continue referring issues and behavior best suited to the organization's mission are two central ingredients in enabling successful execution of a firm's strategies and objectives.

2.3 Factors influencing strategy implementation

Formulating appropriate strategy is not enough. For effective strategy implementation, the strategy must be supported by decisions regarding the appropriate organization structure, reward system, organizational culture, resources and leadership. Just as the strategy of the organization must be matched to the external environment, it must also fit

the multiple factors responsible for its implementation, (David, 1997). Strategic planning is process by which an enterprise develops a vision of the future and draws up goals, strategies and action plans for realizing the vision.

Performance contracts are drawn from strategic plans which are based on strategies and targets. Jones & Hill (1997), implementation of strategy is a way in which a company creates the organizational arrangement that allows it to pursue its strategy most effectively. Successful strategy implementation therefore, must consider issues central to its implementation which include, matching organizational structure to strategy, creating a supportive organizational culture among other issues (David ,1997)

The execution of a strategy depends on individual members of organization especially key managers. Motivating and rewarding good performance for individuals and units are key success factors in effective strategy implementation (Shirley, 1983). Cummings & Worley (2005), pointed out that organizational rewards are powerful incentives for improving employee and work group performance.

It can also produce high levels of employee satisfaction however, reward systems interventions are used to elicit and maintain desired levels of performance. To the extent that rewards are available, durable, timely, visible and performance contingent, they can reinforce and support organizational goals, work designs and employee involvement.

Reward system should align the actions and objectives of individuals with objectives and needs of the firm's strategy. Financial incentives are important reward mechanisms because they encourage managerial success when they are directly linked to specific activities and results. Intrinsic non-financial rewards such as flexibility and autonomy in

the job are important managerial motivators. Negative sanctions such as withholding of financial and intrinsic rewards for poor performance are necessary to encourage managers' efforts (Pearce & Robinson, 2007)

The level of success of a strategy depends on the degree of participation in planning and on acceptance of the goals, indicators and targets set. Therefore effective implementation of strategy plan is likely to be successful if it rests on meetings and consensus between the management and staff, rather than a top down imposition of plans and targets (Song, 1983). Goal setting involves managers and subordinates jointly establishing and clarifying employee goals. The first element of goal setting is establishing goals that are perceived as challenging but realistic and to which there is high level of commitment.

It involves having employees participate in the goal setting process so as to increase motivation and performance. Participation also convinces employees that the targets are achievable and can increase their commitment to achieving them. Employee participation is likely to be effective if employee involved and will therefore support goal setting. Participation in goal setting is likely to be seen as legitimate, resulting in the desired commitment to the implementation of a strategy (Cummings & Worley, 2005).

The second element in the goal setting process involves specifying and clarifying the goals measurement however, when given specific goals, workers perform higher because ambiguity is reduced than when they simply receive no guidance. Clarifying goal measurement requires that employees and supervisors negotiate resources necessary to achieve the goals such time, equipment, raw materials and access to information. If employees cannot have appropriate resources, the targeted goal may have to be revised. The process of specifying and clarifying goals can be difficult if the business strategy is

unclear, hence under such conditions, attempting to gain consensus on the measurement and importance of goals can lead to frustration and resistance to change.

Culture is a set of assumptions that members of an organization share in common (shared beliefs and values). Organizational culture helps in nurturing and dissemination of core values. Implementation of new strategy will be concerned with adjustments in the structure, employees, systems and style of doing things in order to accommodate the perceived needs of the strategy (Pearce & Robison, 2007).

Weihrich & Koontz (1993), look at culture as the general pattern of behaviour, shared beliefs and values that members have in common. Culture can be inferred from what people may do and think within an organization setting. It involves the learning and transmitting of knowledge, beliefs and patterns of behavior over time. This means organizational culture is fairly stable and does not change fast. It sets the tone for the company and establishes rules on how people should behave. The top managers create a climate for the organizations and their values influence the direction of the firm.

According to Thompson et al (2007), effective strategy implementation depends on competent personnel and effective internal organizational systems. No organization can hope to perform the activities required for successful strategy implementation without attracting, motivating and retaining talented managers and employees with suitable skills and intellectual capital. The task of implementing challenging strategic initiatives must be assigned to executives who have the skills and talent to handle and can be counted on to turn decisions and actions into results to meet established targets.

Without a smart, capable result-oriented management team, the implementation process ends up being hampered by missed deadlines, misdirected or wasteful efforts. Building a

capable organization is thus a priority in strategy execution. High among organizational building priorities in the strategy implementation is the need to build and strengthen competitive valuable competencies and organizational capabilities.

Training therefore becomes important when a company shifts to a strategy that requires different skills, competencies and capabilities. Organizations should be structured in such a way that it can respond to pressure to change from the environment and pursue any appropriate opportunities which are spotted (Lorsch, 1967). Thompson & Strickland (1980), noted that strategy implementation involves working with and through other people and institutions of change. It is important therefore that in designing the structure and making it operational, key aspects such as empowerment, employee motivation and reward should be considered. Thompson (1997), noted that structure is the means by which the organization seeks to achieve its strategic objectives and implement strategies and strategic changes. Strategies are formulated and implemented by managers operating within the current structure. The structure of an organization is designed to breakdown how work is to be carried out in business units and functional departments.

People work within these divisions and units and their actions take place within a defined framework of objectives, plans, and policies. Successful strategy implementation depends on a large part on how a firm is organized. Owen (1982), agrees that strategy and structure need to be matched and be supportive of each other in order to achieve objective set. The structure helps an organization identify its activities and the way in which it will coordinate them to achieve the firm's strategic objective. It also provides managers with a vehicle to exploit fully the skills and capabilities of the employees with minimal costs

and at the same time enhance the firm's capacity to achieve superior efficiency, quality, innovation and customer responsiveness (Pearce & Robinson, 2007).

Organizational structure on its own is not sufficient to ensure successful implementation of a strategy, effective leadership is required. In a competitively chaotic environment, one essential contribution of a strategic leader is to provide and share a clear vision, direction and purpose for the organization (Thompson, 1997).Leadership is the key to effective strategy implementation however, the role of the Chief Executive Officer is fundamental because a CEO is seen as a catalyst closely associated with and ultimately is accountable for the success of a strategy. The CEO's actions and the perceived seriousness to a chosen strategy will influence subordinate managers' commitment to implementation. The personal goals and values of a CEO strongly influence a firms' mission, strategy and key long term objectives. The right managers must also be in the right positions for effective implementation of a new strategy (Jones and Hill, 1997). Top management goodwill and ownership to drive the process is also critical to effective implementation of strategy.

According to Thompson (1997), the strategic leader must direct the organization by ensuring that long term objectives and strategies have been determined and are understood and supported by managers within the organizations who will be responsible for implementing them.

2.4 Challenges to strategy implementation

First and foremost strategies fail because not enough resources were allocated to successfully implement them. Lack of resources is generally a bigger threat to capital-

intensive strategies. Kubinski (2002), observed this failing in both "fast-growth, new companies that feel understaffed due to growth demands" and companies "under heavy competitive pressure" who felt they could not spare resources to drive strategic innovation. It is generally a good idea to include financial evaluation of a (draft) strategic plan in the process – in part to ensure the strategy does not inadvertently destroy shareholder value and in part to ensure that sufficient resources (especially capital dollars) will be available to achieve implement.

The process can be relatively simple – crafting a base case financial model and layering the impact of strategies on top of that base case. Alternatively, the process can be highly sophisticated, including an analysis of alternative funding sources, the impact of merger synergies on financial performance, and other considerations.

Regardless of the degree of modeling sophistication employed, CEO's can expect to make smarter strategic choices up-front and to deploy limited resources more effectively as a result, (Lynch, 2003)

Strategies often fail because the market conditions they were intended to exploit change before the strategy takes hold. Products life cycles are shorter, disruptive technologies emerge with greater frequency, and financial markets can be fickle. And, many markets are experiencing rapid, discontinuous change. Larry Downes (The Industry Standard, 2001), makes this point persuasively based on his research into strategy execution mistakes. Specifically, Downes finds that "technology challenges the old rules and assumptions" and creates daunting "external obstacles to execution". Although predictions about evolving markets are notoriously unreliable, CEOs can take a few

simple steps to prepare their companies for unanticipated market change: Taking the time to identify what market conditions have the greatest influence on their strategy

By understanding what factors have greatest impact on their strategy's success, they can respond more quickly if they change, recognizing what they do not know in the words of Donald Rumsfeld, identifying "the known unknowns", (Burnes, 2004). Some strategies fail because someone beats the company to market with a similar idea or strategy. Similarly, some strategies fail because they leave the company undistinguished in the market (i.e. others are pursuing the same strategy and/or market position).

Fundamentally, a good strategy should distinguish the company from others in ways that make a difference to customers. CEOs should be encouraged to take three simple steps in developing a distinctive strategy understand the company's genuine strengths (particularly those that span multiple functions), examine the marketplace to understand what market positions are (or may be) unoccupied, focus the company's strategies on bringing its verifiable strengths to bear in capturing those unoccupied strategic positions (Malburg, 2000).

The successful implementation of strategy takes more time than its formulation. This can challenge managers' attention to execution details. The longer time frame can also detract from managers' attention to strategic goals. Controls must be set to provide feedback and keep management abreast of external "shocks" and changes. The process of execution must be dynamic and adaptive, responding to unanticipated events (Malburg, 2000).

Fundamentally, strategy is about out-performing the competition – but a strategy can be foiled by a highly effective response by a key competitor. Ultimately, to effectively

anticipate competitors' reactions to a strategy, a company needs a solid competitive intelligence capability. This does not require one to conduct corporate espionage to access competitive secrets. Rather, it requires that companies understand competitors' market positions, their relative competitive advantages and disadvantages, their historical behavior *vis-à-vis* competitive strategy, and the general disposition of their respective management teams (Berthoff, 2002).

A corollary to the need for timeliness and distinctiveness is the need for strategic focus. Some companies try to be all things to all people. As a result, they lack distinctiveness, but importantly, they also lack focus. As a result, resources are dissipated and priorities are never clearly articulated. With little sense of prioritization, employees are a bit like carnival plate spinners always frantically working to keep things from collapsing, but never really making progress, (Berthoff, 2002).

Hyatt (2001), noted that strategy implementation always involves more people than strategy formulation. Implementation demands ownership at all levels of management hence effective execution involves managers across all hierarchical levels. Committing to and owning the process is central to effective execution. The execution tasks, jobs, and responsibilities vary across levels, but they all are interdependent and important. Execution is a key responsibility of all managers.

Sometimes strategies fail because they are simply ill conceived. Some telecommunications start-ups, some of their business models were flawed because of a misunderstanding of how demand would be met in the market. That is, their strategies did not include some means of connecting customers at the local level i.e. through the assets

of incumbent local exchange carriers, (McCracken, 2002). Some strategies fail because there is insufficient buy-in to or understanding of the strategy among those who need to implement it. According to Giles (1991), strategy implementation fails when "implementers do not own the strategy".

Guffey and Nienhaus (2002), found a strong link between organizational commitment (e.g. strong belief in the organization's goals and values, willingness to exert effort on behalf of the organization, and strong desire to maintain membership in the organization) and employees' support of the organization's strategic plan. Effective communication of the strategy and its underlying rationale are also critically important particularly when reaching out beyond the group directly involved in the development of the strategic plan. Communication down the organization or across different functions becomes a challenge. Making sure that processes throughout the organization support strategy execution efforts can be problematical in a large organization. Linking strategic objectives with the day-to-day objectives at different organizational levels and locations becomes a challenging task. The larger he numbers of people involved, the greater the challenge to execute strategy effectively (McCracken, 2002).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the proposed research design, data collection instruments and procedures, and the techniques for data analysis.

3.2 Research Design

The research was conducted through a case study design as it allowed for in-depth contextual analysis. Kothari (1990) observes that a case study is a powerful form of qualitative analysis and involves careful and complete observation of a social unit be it a person, family, cultural group or an entire community and/or institution. This study therefore is built on similar ground as it allowed the researcher to understand social reality in a subjective but scientific manner. The study focused on the challenges facing strategy implementation at Teachers Service Commission.

3.3 Data collection

The study used both primary and secondary data. An interview guide was used to guide the researcher in collecting data on challenges of strategy implementation at TSC. The respondents were drawn from the top level management and middle level managers based at Teachers service commission headquarters Nairobi which include Finance, Human Resources/ Administration, Staffing and the head of policy planning and research division. The respondents provided information relevant to implementation and the challenges experienced during strategy implementation. The interview guide was administered by the researcher. Secondary data on the other hand was obtained from the

organization documents such as TSC strategic plans, Annual reports and other relevant documentations.

3.4 Data Analysis

The data was analyzed using content analysis since most responses were qualitative in nature. It was used because it assisted in making inferences by systematically and objectively identifying specific messages and then relating them with their occurrence trends.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.1: Introduction

This chapter discusses the data collected from the respondents in form of interview. This chapter presents the analysis and findings with regard to the objective and discussion of the same.

4.2: Strategy implementation challenges at TSC

The interviewees consisted of Finance, Human Resources/ Administration, Staffing and the head of policy planning and research division. The researcher did not interview all the respondents as one of the managers was not in office at the time of interview. However, this resulted to 75% response. All the other interviewees have had experience on the challenges facing strategy implementation as the interviewees have worked in the organization for more than four years. The level of education helps an individual to carry out tasks without much supervision and this is an asset to TSC as the interviewees level of education was masters' degree level and above. The interviewees' said they liked mostly the salary, exposure to new technologies, building careers and hence, the institute opportunities to develop academically and research and job satisfaction since it's in line with training. The interviewees' response regarding what they didn't like most was bureaucracy in the system, unexploited talent potential, doing routine work, delay in promotion, administrative duties and insufficient facilitation.

Regarding whether there have been any strategic changes that have occurred at TSC in the last 5 years, all the interviewees' acknowledged that there are some strategic changes that have occurred in the organization in the last five years and these include; Review of

implementation indicators, introduction of performance contracts, mission and vision statements improved, improved quality management systems, reviewed the Act in order to revise the necessary legal empowerment for agents, development of automated Teacher projection model that will facilitate accurate projections of national teacher requirement, review of strategic plan to conform with vision 2030 and improving corporate governance.

The interviewee's views regarding the involvement of all employees before arriving at the strategies to be implemented was that 75% of the respondents were of the opinion that they were not involved in the process. However, for effective and up to date strategies the interviewees were of the opinion that everybody should be made aware of the annual operation plan, improve communication on strategy implementation downwards and making use of competent staff. This will enable the management to keep abreast with any issues that might emerge and recommend corrective measures before any damage is done and continuous internal review should be done regularly.

The organization needs determines the frequency of strategy communication to the implementer and this may have prompted the organization to be reporting on quarterly inform of quarterly reports as well as annually when doing performance reporting. The reports ensure that the organization is on track to achieving its objectives as they can deal with any challenge on the way which may affect the attainment of its objectives.

The findings regarding the mode of communication showed that all the respondents said the organization uses emails, internal memos, meetings, seminars and workshops as a way of communicating to them regarding strategic change in their to achieve the

following organization. The modes of communication were vied to be very effective as the modes were able: trickling down of information, update progress/status of issues and opens up communication between the management and employees.

4.3 Factors influencing the speed of strategic change implementation at TSC

The pace at which change was implemented was slow and this may influence the desired result which was expected to be achieved by a certain time and therefore the organization needs to put in place all factors in order to increase the pace at which change takes place. The various factors which all the interviewees cited as slowing the pace of implementation were; manual handling of the teacher registration processes, lack of proper mechanism to ensure there is entire registration of all qualified teachers, late submissions or non submission of quality assurance and standards assessment and audit reports, weak implementation of a succession management plan, slow pace in the internationalization of the new performance appraisal system, succession management plan and lack of a TSC ICT policy and mechanism for sharing data and information available on existing stand-alone systems at the TSC headquarters.

Although the establishment and acceptance of KENEPOTE by TSC is of unique importance to enhanced response, the Network lacks comprehensive support in institutional strengthening, strategic planning and sustainability. The stakeholders of an organization are an important asset which should be taken care of and its interest considered adequately. TSC stakeholders are the general public, the teachers and the government in general. 75% of the respondents said that TSC consulted its stakeholders through their representatives they were involved in all the processes. Apart from that,

other methods of articulating the client's needs were employed e.g. various forums like meetings and workshops.

Majority of the interviewees (75%) said that TSC face numerous challenges in day to day running of its activities but these does not deter them from ensuring that they succeed in what they had desired to achieve within a stipulated time and so when it come to strategy implementation there was challenges such as; the need to provide adequate teaching force to all public education, challenge of meeting the demand for more teachers due to budgetary constraints, capacity of the district and institution levels to manage in the process deployment of teachers in primary schools based on the number of classes rather than actual enrolment leads to under-utilization or overutilization of the teachers.

In the case of post primary institutions where CBE is applied, limited capacity in managerial skills for educational administrators has led to under-performance as most heads are appointed within any post-basic training in management, the existence of unviable and establishment of unplanned schools, cases of faulty interdictions, delays in form working supportive evidence for interdictions, delays in dispensation of discipline cases involving institutional finances, and cases of some heads of institutions and agents not being fully conversant with the provisions of the code of regulations for teachers and code of conduct and ethics for teachers and secretariat staff.

Other challenges cited by all the respondents include; lack of accurate records for teachers undertaking further studies, especially the self-sponsored; some employees do not join the institutions they originally applied to or undertake different courses from those they initially applied for; inadequate facilities and equipment for the existing TSC

units, and newly created districts that have no TSC units, large workforce vis –a vis the allocated resource for training and capacity building, high turnover of staff, the increasing demand for study leave, inadequate capacity to conduct training impact assessment, lack of a structured system of in-servicing teachers between the TSC and KESI, lack of harmony on the various HR policy documents (Training and Development Policy, CORs and Study Leave Policy), inability to cope with teachers' demands, delays in serving the many teachers that visit the TSC main challenge affecting salaries is lack of control of the payroll produced at Government Information Technology Systems (GITS), which sometimes leads to delays in production of the payrolls, lack of an effective and efficient communication network between the Unit offices and the headquarters is also a major hindrance to their performance as it results in the officers having to travel to the headquarters to sort out teacher's issues. Lack of willingness by the teachers to accept the Unit offices as adequate service points has led to many seeking services as the TSC headquarters to sort out teacher's issues thus losing valuable teaching time and incurring unnecessary expenses.

4.4 Management reaction to strategy implementation challenges that exist at TSC

The success of an organization will depend with how they will deal with the challenges which they have encountered during the implementation of its strategies and in TSC, whenever evaluations recommend certain actions to be taken, the management does so. For example all the respondents said there is a major shift in the recruitment process from supply- driven to demand driven method of recruitment that saw the delegation of some of the powers in the recruitment process decentralized to agents at district and

institutional level, regular review of the recruitment guidelines, increased involvement of the stakeholders in the recruitment exercise, promotion schemes are reviewed from time to time to address emerging issues in an effort to enhance efficiency in teacher promotion in all the three schemes of services have been revised and short-listing process is being automated, putting in place proactive measures to enhance professionalism and integrity in the teaching fraternity. These include sensitization of heads and educational institutions and agents on the code of regulations for teachers and the code of conduct and ethics and as establishment of arbitration structure. These interventions are expected to significantly reduce the number of newly registered discipline cases.

Other management reactions to strategy development are; development and use of policy on upgrading of teachers reporting with post basic qualifications. A manual to guide prospective teachers on minimum qualifications the teaching services has been developed through the development and implementation of integrated Payroll and Personnel Database (IPPD) system for the Secretariat staff and teachers. The commission has also undertaken some notable intervention measures to improve HRM services. These include: revision of the Codes of Regulations for teachers and secretariat staff; development and implementation of a retirement sensitization manual, implementation of the IPPD system for secretariat staff and the teaching forces and automation of the GP 178 to expedite the processing of retirement and death gratuity. Sensitization of TSC agents and fields officers on teacher management reforms; development and dissemination of an induction and training manual for secretariat staff; establishment of a skill inventory to facilitate execution of training programmes; and, improved linkages with MOST, KESI and KIE in regard to in-servicing of teachers. TSC has also embarked

in conducting sensitization workshops on HIV and AIDs for majority employees at the headquarters and building the capacity of HIV positive teachers in sampled provinces, organizing capacity building for management of HIV and AIDs at the workplace for senior management and field agents, developing and disseminating Information Education and Communication (IEC) materials including the bi-annual magazine on HIV and AIDs to all Commission employees to enhance their knowledge.

The interviewees said that the commission has also established a secretariat dealing with policy planning and research in order to assist in coordination of policy development, monitoring and evaluation programmes and performance contracting process. The commission has also established a Gender Office whose mandate is to coordinate the implementation and cascading of the National and education sector policies. In order to deal with the provision of internal audit services the commission has established an Internal Audit Committee to compile periodic audit reports and advise the TSC management on the appropriate intervention measures, conducting regular audit inspections in TSC Units, sensitization of heads of service areas on new audit approaches, development of the Fraud prevention policy; development of the internal audit charter, review of Internal Audit manual; and review of the Internal Audit Guide.

The management commitment to ensure that strategies are implemented in the organization was key to the whole organization. The level of TSC management involvement in strategy implementation was moderate and these were attributed to implementation of projects drawn from the strategy and have a regular external evaluation which gives the organization feedback on their progress.

The organization employees are the ones who carry out the task of implementing the approved strategies of the organization and therefore their commitment to ensuring that the strategies approved succeed depends on whether the employees were involved when designing the strategies. The findings shows that 75% of the interviewees indicated that the staffs were not committed to the process of implementing the strategies due to poor working environment/motivation, poor remuneration, non involvement in the formulation of the strategies, some being unaware of the strategic plans and autocratic leadership style of some leaders. These will impact negatively on the achievement of the organization objectives as the employees may sabotage the achievement of the best objectives.

All respondents said that the pace at which change was implemented was slow and this may influence the desired result which was expected to be achieved by a certain time and therefore the organization needs to put in place all factors in order to increase the pace at which change takes place. The various factors which the interviewees cited as slowing the pace of implementation were; resource constraints (both financial and human), bureaucracy, lack of coordination, poor communication, lack of motivation and relevant expertise. At TSC there was no specific allocation of resources for the strategy as proposals are developed based on the government and donor requirements and specifications while at times the budgeted resources are committed and later on reduced by the government or the donors.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of findings

The study shows that the managers are aware of the strategic changes which have taken place in their organization within the last five years which they considered extremely important since it outlines the organizations objectives, targets, means of achievements and responsibilities. Although not all employees were involved in strategy formulation in the commission, employees are part and parcel of it and therefore they would all want to see that the strategy is successful. However for effective and up to date strategies the interviewees were of the opinion that everybody should be made aware of the annual operation plan, improve communication on strategy implementation downwards and making use of competent staff.

The commission communicates back to the employees on quarterly basis inform of quarterly reports as well as annually when doing performance reporting. Feedback is normally communicated through emails, internal memos, meetings, seminars and workshops. These modes of communication were vied to be very effective as the modes were able: trickling down of information, update progress/status of issues and opens up communication between the management and employees.

The management reaction to the challenges which the commission has encountered is critical to the successful implementation of the intended strategy as they will ensure that the strategy is brought back to the line so that it can be completed. According to the interviewees the reaction included a major shift in the recruitment process from supply-driven to demand driven method of recruitment that saw the delegation of some of the

powers in the recruitment process decentralized to agents at district and institutional level, putting in place proactive measures to enhance professionalism and integrity in the teaching fraternity.

The management of the organization commitment to strategy implementation was rated as moderate these were attributed to implementation of projects drawn from the strategy and have a regular external evaluation which gives the organization feedback on their progress. The employees commitment to the strategy implementation indicated that the employees' were not committed to the process of implementing the strategies due to poor working environment/motivation, poor remuneration, non involvement in the formulation of the strategies, some being unaware of the strategic plans and autocratic leadership style of some leaders. The resources needed to ensure that the strategies formulated are implemented on schedule were not availed as requested there was no specific allocation for the strategy.

5.2 Conclusion

From the research findings some conclusions that can be made about the study, first and foremost the organization employee's were not committed to the process of implementing the strategies due to poor working environment/motivation, poor remuneration, non involvement in the formulation of the strategies, some being unaware of the strategic plans and also autocratic leadership style of some leaders. The frequency of communicating the strategies to be implemented is so crucial to the achievement of the strategy and therefore the feedback should be done regularly to ensure that incase a strategy is lagging behind some other means can be done to ensure it succeeds.

Secondly the pace of implementing a strategy, determines whether it will be completed in time or not and therefore the organizations strategies may not be completed due to the fact that the pace of implementation was moderate. The commission in consultation with all the stakeholders should put in place mechanisms which should address the factors hindering the pace of implementation like resource constraints (both financial and human), bureaucracy, lack of coordination, poor communication, lack of motivation and relevant expertise. The level of TSC management reaction to strategy implementation challenges should not be moderate as was cited but of the highest level as the employees would emulate the management reaction to the strategy whenever they encountered the challenge. The resources needed to ensure that the strategies formulated are implemented on schedule were not availed as requested as there was no specific allocation for the strategy.

5.3 Recommendations

5:3:1 Recommendations with policy implications.

This study makes a few recommendations that have policy implications for decision makers. The study found out that, not all the commission stakeholders were involved in strategy formulation. It is therefore recommended that all the employees and the commission stakeholders should be part and parcel of the process and therefore the commission should ensure that when they are designing a strategy to be implemented, they consult all the stakeholders. The management should liaise with the government and other donors who are involved in the operations of the organization on how to tackle the major challenges highlighted like the need to provide adequate teaching force to all public schools, challenge of meeting the demand for more teachers due to budgetary

constraints, capacity of the district and institution levels to manage in the process, inadequate of the process resulting to training of the two flaunting of the recruitment guidelines, interference from stakeholders and complaints from interested parties, deployment of teachers in primary schools based on the number of classes rather than actual enrolment leads to under-utilization or overutilization of the teachers in the case of post primary institutions where CBE is applied, limited capacity in managerial skills for educational administrators has led to under-performance as most heads are appointed within any post-basic training in management, the existence of unviable and establishment of unplanned schools.

5:3:2 Recommendations for further Research

This study found out that non involvement in the formulation of strategies, poor remuneration, poor working conditions, inadequate resources are some of the challenges facing strategy implementation at Teachers Service Commission. It is therefore recommended that a similar research be replicated in other Commissions and the results be compared so as to establish whether there is consistency on the challenges they encounter when they are implementing strategies.

5.4 Limitation of the study

This research project was carried out at time when Teachers service Commission was made constitutional commission following the enactment of a new constitution .therefore as a result of this most managers were not in the office during the time of interview as they were busy in workshops, seminars and meetings restructuring the commission to conform with the new constitution. This did not only made data collection

difficult but also made the project take longer time than expected. However, the limitation did not have any adverse effects on the findings of the study.

REFERENCES

Aboud (2007), Challenges facing the implementation of strategy for revitalizing agriculture (SRA), *Unpublished MBA Research Project*, University Of Nairobi

Alexander, L.D. (1991), "'Strategy implementation: nature of the problem", in Hussey, D. (Eds),*International Review of Strategic Management*, John Wiley & Sons, Chichester/New York, NY, Vol.2 No.1, pp.73-96.

Batemen T and Zeithaml C.P. (1993), Management: Function and Strategy, Irwin Publishers, 2nd Edition.

Berthoff, G.M. (2002), *The Management of Innovation*, Tavistock, London.

Bryson, M. (2004), "Strategic decision and implementation: Prodin2, a prospective dialectic interpersonal model", *Journal of Business Research*, Vol. 45 No.2, pp.211-20.

Burnes, J. (2004), "The structure of strategy", *Business Strategy Review*, Vol. 4 No.2, pp.17-37 .

Cole, G. A. (1993) *Management Theory and Practice,* 4th Ed. London: DP Publication.

Cummings, T. and Worley, C. (2005), *Organizational Development and Change*, Ohio, South-Western, Irwin McGraw Hill.

Daft, R. (2009). *Strategy Formulation and Implementation.* 6th Ed. NY: Prentice Hall.

David, F.R. (1997), "In at the deep end: conducting processual research on organizational change", *Scandinavian Journal of Management*, Vol. 13 No.4, pp.389-405.

David, F.R (2003), *Strategic Management: Concepts and Cases*, 9th edn, Prentice Hall, Upper Saddle River.

Giles, R. (1991), *Strategy Implementation: Structure Systems and Process*, 2nd ed., West Publishing Company, New York, NY.

Gole, R. (2005), "Responding to the competitive challenge of the 1990s", *International Journal of Contemporary Hospitality Management*, Vol. 2 No.3, pp.i-iii..

Grundy, J. (1998), "Exporting strategies: developing a strategic framework", *SAM Advanced Management Journal*, Vol. 60 No.1, pp.21-8.

Guffey, G., and Nienhaus, R. (2002), "The relationship between organizational structure and strategy", in Teare, R., Farber Canziani, B., Brown, G. (Eds),*Global Directions: New Strategies for Hospitality and Tourism*, Cassell, London, pp.133-64.

Hill C. and Jones G. (1997), *Strategic Management Theory*: An Integrated Approach, Houghton Mifflin Company, New York, 5th Edition.

Hyatt, P. (2001), *Implementing Strategy: Making Strategy Happen*, Ballinger, Cambridge, MA., .

Judson, A.S. (2008), "Invest in a high-yield strategic plan", *Journal of Business Strategy, Vol.1 pp.34-*.

Johnson, G. and Scholes, K (2002*), Exploring Corporate Strategy*, Prentice Hall, 6th Edition.

Koske (2003), Strategy implementation and its challenges in public corporations: A case of Telkom Kenya, *Unpublished MBA Research Project*, University Of Nairobi.

Kothari, C.R.   (1990). Research Methodology: Methods and Techniques. Vishwaprakashan: New Delhi.

Kubinski, C. (2002), "Exporting strategies: developing a strategic framework", *SAM Advanced Management Journal*, Vol. 60 No.1, pp.21-8.

Lynch, P. (2003), "Strategy implementation: the new realities", *Long Range Planning*, Vol. 31 No.1, pp.18-29.

McCracken, J. (2002), "The strategic human resource management process in practice", *Planning Review*, Vol. 21 No.5, pp.37-8.

Malburg, W.G. (2000), " Great strategy or great strategy implementation – two ways of competing in global markets", *Sloan Management Review* , No.Winter, pp.37-50.

Mintzberg, H. (1994), "The fall and rise of strategic planning", *Harvard Business Review, January – February, pp.107-14.*

Mitchell, R. C. (2009). *Strategy Formulation: Making Strategy Happen*, Ballinger, Cambridge,

Muthuiya (2004), Strategy implementation and its challenges in non-profit organizations in Kenya: A case of AMREF, *Unpublished MBA Research Project*, University Of Nairobi.

Napuk, K. (1993). *The Strategy Led Business: Step-by-Step Planning for your Company's future.* McGraw Hill Company, UK.

Omollo (2007), Challenges of implementing strategic decisions at the Kenya Armed Forces Medical Insurance Scheme (AFMIS), *Unpublished MBA Research Project*, University Of Nairobi.

Pearce II J. A and Robinson JR.R.B (2007) *Strategic Management – Formulation, implementation and control* 10th Edition McGraw Hill Irwin

Pride, W.M and Ferrell, OC (2003), *Marketing Concepts and Strategies*, Houghton Mifflin Company, Boston.

Shirley, M. (1983), "Global strategy implementation at unit level: operational capabilities and administrative mechanisms", *Journal of International Business Studies*, Vol. 22 No.3, pp.369-402.

Song, E.J. (1983), "A study of organizational framework and process modalities for the implementation of business level strategic decisions", *Journal of Management Studies*, Vol. 28 No.1, pp.45-68.

Teachers image Magazine, vol.6 of 2004, Oakland media services ltd, Nairobi.

Teachers service commission (2007), *TSC Annual Reports,*2006/2007.

Teachers service commission (2008), *TSC Annual Report*, 2007/2008.

Teachers service commission (2010), *strategic plan*,2010/2014.

Teare, R., Vaughan, R., Edwards, J. (1992), "A review of the process of environmental scanning in the context of strategy making", in Teare, R., Farber Canziani, B., Brown, G.Eds), *Global Directions: New Strategies for Hospitality and Tourism*, Cassell, London, pp.5-38.

Thompson, A., (1986), *Strategy Implementation: Structure Systems and Process*, 2nd ed., West Publishing Company, New York, NY.

Thompson, A., (1987), "Strategy in action – techniques for implementing strategy", *Long Range Planning*, Vol.21 No.3, pp.67-74.

Thompson, A and Strickland, A. (1980), "Hospitality marketing strategies and international development", in Witt, S., Moutinho, L. (Eds),*Tourism Marketing and Management Handbook*, pp.434-41..

Thompson, A and Strickland, A. (2003), *Strategic Management Concepts and Cases, 11th ed.,McGraw-Hill/Irwin,Boston MA,*.

Thompson, A.A and Strickland, A.J. (2007), *Crafting and Executing Strategy*: Texts and Readings, Mc Graw Hill Irwin, 10th Edition

UN-habitat (2001). "The Participatory Urban Decision Making Process: Strategy Formulation and Implementation." *Urban Governance Toolkit Series.*

Weihnrich H. & Kootnz H. (1993) *Management: A global perspective*, MCGraw-Hill, 10th Edition

APPENDIX I: Interview Guide

Goals of the interview process

To determine challenges of strategy implementation at TSC.

Interview Questions

The following sections provide sample questions used in evaluating challenges to strategy implementation at TSC

Background Review

The following questions were designed to confirm the ability of the respondent to answer the research questions adequately.

Challenges to Strategy implementation at TSC

Following is a list of questions designed to gather information relating to strategy implementation challenges facing TSC.

1. Are there any major strategic changes that have occurred in TSC in the last 5 years? If yes, enumerate a few?

2. Were all employees representatives involved before arriving at the strategies to be implemented?

3. How often is feedback on strategy implementation communicated to the employees?

4. What means of communication does the management use to communicate the awareness of change at TSC?

5. What factors may have influenced the speed of implementation of strategic change at TSC?

6. Were the concerns of stakeholders taken into consideration before implementing the strategic change?

7. What were the major challenges which were encountered in the process of strategy implementation?

8. How has the management reacted to strategy implementation challenges that exist at TSC?

9. How would you rate the level of management involvement in strategy implementation?

10. To what extent were the employees committed to strategy implementation process?

11. What factors may have influenced the speed of implementation of strategies at TSC?

12. To what extent have you responded to them?

13. How were resources committed to facilitate the process of strategy implementation?