

**CHANGE MANAGEMENT IN THE KENYA NATIONAL  
COMMISSION FOR UNESCO**

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## DECLARATION

This research project is my original work and has not been presented for examination in any other university

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This research project has been submitted for examination with my approval as the University supervisor

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## **DEDICATION**

I dedicate this research project to my parents, Mr. Edward Ouma and Mrs. Bernadette Ouma, my siblings Mary, Emmanuel and Allan and my late grandparents Mr. Silvester Odenyo and Mrs. Gertrude Odenyo.

## **ACKNOWLEDGEMENT**

I humbly thank God for making all these things possible and for the gift of life. His grace has been sufficient always. Through Him, I can do all things. In him I trust and find the strength continue living.

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## TABLE OF CONTENTS

<b>DECLARATION</b> .....	ii
<b>DEDICATION</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>ABBREVIATIONS AND ACRONYMS</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1 Background of the Study .....	1
1.1.1 Change Management.....	2
1.1.2 The United Nations Educational, Scientific and Cultural Organization (UNESCO) .....	4
1.1.3 The Kenya National Commission for UNESCO.....	6
1.2 Research Problem .....	8
1.3 Research Objective .....	10
1.4 The Value of the Study .....	10
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	12
2.1 Introduction.....	12
2.2 Theoretical foundation of the study .....	12
2.3 Change management practices.....	15
2.4 Change management approaches .....	18
2.5 Resistance to change .....	19
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b> .....	23
3.1 Introduction.....	23
3.2 Research design .....	23

3.3 Data collection .....	24
3.4 Data analysis .....	24
<b>CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION .....</b>	<b>25</b>
4.1 Introduction.....	25
4.2 Change management in the Kenya National Commission for UNESCO.....	25
4.3 Discussion of the findings.....	32
4.3.1 Comparison with theory .....	32
4.3.2 Comparison with other studies.....	35
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND</b>	
<b>RECOMMENDATIONS.....</b>	<b>38</b>
5.1 Introduction.....	38
5.2 Summary .....	38
5.3 Conclusion .....	40
5.4 Recommendations.....	41
5.5 Limitations of the study .....	42
5.6 Suggestions for further research .....	42
<b>REFERENCES.....</b>	<b>43</b>
<b>APPENDICES .....</b>	<b>49</b>
<b>Appendix I: Formal Interview Guide.....</b>	<b>49</b>
<b>Appendix II: Data Collection Letter .....</b>	<b>51</b>

## **ABBREVIATIONS AND ACRONYMS**

KNATCOM	-	The Kenya National Commission for UNESCO
RBT	-	Resource Based Theory
SATC	-	The South Australian Tourism Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

Organizations of today face an uncertain future due to various challenges posed by their dynamic and unpredictable environments. Economic and social factors such as globalization, political/legal, social/cultural, competition, liberalization, and advanced technology are among the various forces that drive change in organizations. It is vital to manage change effectively in order to develop a competitive edge. The Kenya National Commission for UNESCO changed into a state corporation with the enactment of the Kenya National Commission UNESCO Act 2013. This was to enable the commission to exercise its own mandate. The research study (a case study) had one objective, to find how change management was managed in the Kenya National Commission for UNESCO. Primary qualitative data was collected from senior managers in the five programs KNATCOM for UNESCO through the use of an interview guide. The six senior managers who included the deputy secretary general were interviewed and the results were analyzed and recorded in chapter four. The findings show that the change was strategically planned. Active participation and communication was crucial in the introduction and implementation of the change led by the Secretary General of KNATCOM for UNESCO. Everybody was involved in the change process and this contributed to its success. The organization consulted with experts in change management which also aided in the successful implementation of change. Although a lot has been achieved, there are a number of aspects that are not yet complete. These are indicated clearly in the summary of the findings in Chapter Five and some are elaborated further under recommendations. It was recommended that the employees of KNATCOM go for further training on change management, more staff should be hired, and that the study should be used by practitioners, academicians and researchers as a foundation to build further knowledge on the phenomenon of change management. The limitations of the study were failure to include other levels of staff as the respondents were top management of KNATCOM. Time was also a constraint which contributed to the 83.3% response rate. Only one method of collecting data was used which could have led to important issues being omitted. Areas of further research include; investigating the performance of KNATCOM for UNESCO after the change transition process and investigating resistance to change and change management practices used in KNATCOM for UNESCO. Since change is a continuous process, the Kenya National Commission for UNESCO management needs to address the issues revealed by this study in order to boost its achievements.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Introducing change in an organization is highly controversial and complex as it affects, directly or indirectly, the interests and way of living of members of society. The introduction of change in an organization is one thing but ensuring the successful implementation of the change is another. It is easier said than done. The change introduced will ultimately impact the organizations operation of systems, organization structure, job roles and processes. Beer and Nohria (2000) stated that ‘change remains difficult to pull off’, most organizations ‘have had low success rates (and) the brutal fact is that about 70% of all change initiatives fail’. Burnes (2004), Kanter (1999) and Peters and Waterman (1998) argued that many modern organizations, including those in the public sector, now find themselves in a volatile environment whereby the need to introduce and manage change successfully has become a competitive necessity.

The origin of the necessity of change lies in the dissatisfaction with the current state or the perception of a problem. This situation, according to Brunsson (2006), prompts for the adoption of a reform proposal which contains or describes the vision of an improved state. The theories that will be reviewed in the study include the Resource based theory, the contingency theory and systems theory.

A resource-based perspective means that there is a certain focus on resources owned by the company or by its partners; and the various resources (and capabilities) that can explain company performance and long term growth or decline. Systems theory accentuates the interrelatedness of parts of an organization. Refining one part requires

that consideration be given to the relationships with other parts of the system. The contingency theory indicates how to vary change strategies to achieve 'optimum fit' with the changing environment (Dunphy and Stace 1993).

The Kenya National Commission for UNESCO, like other organizations in Kenya, has undergone and is currently undergoing a series of significant organizational changes; this is mainly due to an act passed by parliament, UNESCO act 2013. This means that the employees of the organization are called upon to adjust their thinking and practices to respond to the changing needs and expectations demanded of them by government and the organization itself.

### **1.1.1 Change Management**

Paton and McCalman (2000) define change management as the application of the structured processes, tools and techniques to manage the people side of change to achieve the required business or desired outcome. Any change to processes, systems, organization structures and job roles will have a 'technical' side and a 'people' side that must be managed. Change management focuses on the people impacted by the change. It entails thoughtful planning, sensitive implementation, and consultation with, and involvement of, the people affected by a specific change. It incorporates the organizational tools that can be utilized to help individuals make successful personal transitions resulting in the adoption and realization of change.

The development of a strategic plan with operational objectives at multiple levels in an organization is a vital requirement. Installing a strategic change process requires a new set of management techniques and processes. Strategic change focuses on the

organization and how the changes or implementation should be structured to ensure a successful implementation or transformation. It is all about translating the meaning of the strategy and turning it into actions. This can be done through design and structure of the organization, resource planning, and change management. Managing change demands actions that improve the culture of the organization and the processes the organization has adopted. Further, the organization needs to reflect over both physical and behavioral changes when managing change, Price and Newson (2003).

Change embraces all parts of the organization, management and the workforce has a role to play especially when the change is radical and discontinuous. The use of change agents either from within or outside the organization is important. External stakeholders also play an important role, especially in public sector organizations with both leadership and governance responsibilities. The leaders here are the managers in most circumstances. Managers are the most crucial group in helping to bring about successful change. Each and every level of management should have a role to play in managing change. Their roles and responsibilities are different and require the use of specific skills in relation to dealing with employees, resources or strategy. Senior management is also crucial in that without the encouragement, direction, involvement and support of top level managers in the organization, major change will simply not take place. Senior managers are distinct from other managers because they take part in the formulation of strategy and policy for leading implementation, Baker (2007).

Strategy is important in change management because it focuses on team effort; it enables senior managers to delegate, in the knowledge that strategy gives them and

the rest of the workplace a framework within which to operate and it requires the leadership of the organization to be proactive rather than reactive, Baker (2007).

Resistance to change is an expected reaction by employees to the change and the change process. Managers need to be skilled to manage resistance effectively to ensure the successful implementation of change. Resistance can cause delay of the change process and a waste of resources. It is therefore vital for the managers to anticipate and know the causes of resistance and develop clear cut strategy of dealing with it.

### **1.1.2 The United Nations Educational, Scientific and Cultural Organization (UNESCO)**

The United Nations Organization for Education, Science and Culture (UNESCO) was founded on 16<sup>th</sup> November 1945. It was a result of the 1942 Conference of Allied Ministers of Education (CAME) in the United Kingdom where governments of the European countries which were confronting Nazi Germany and its allies met. From this meeting it was proposed that an organization be formed with the aim establishing ways to reconstruct systems of education in the world once peace would be restored after the Second World War.

UNESCO has 195 Members and eight Associate Members. It is governed by the General Conference and the Executive Board. The Secretariat, headed by the Director General implements the decisions of these two bodies. The Organization has more than 50 field offices and its headquarters are located in Paris, France. The headquarters are considered international territory and belongs to the Organization's 195 Member States.

UNESCO governing bodies consist of the General Conference and the Executive board. The General Conference consists of member states of the organization which meets after every two years. The General Conference determines the policies and the main lines of work of the Organization. Its duty is to set the programs and the budget of UNESCO. It also elects the Members of the Executive Board and appoints, every four years, the Director-General. The conference is attended by Member States and Associate Members, together with observers for non-Member States, intergovernmental organizations and non-governmental organizations (NGOs). The Executive Board assures the overall management of UNESCO by preparing the work of the General Conference and makes sure that its decisions are properly carried out.

The functions and responsibilities of the Executive Board are derived primarily from the Constitution and from rules or directives laid down by the General Conference. After every two years the General Conference assigns specific tasks to the Board. Other functions stem from agreements concluded between UNESCO and the United Nations, the specialized agencies and other intergovernmental organizations.

UNESCO strives to build networks through the Mobilization for education so that every child, boy or girl, has access to quality education as a fundamental human right and as a prerequisite for human development, Building intercultural understanding through protection of heritage and support for cultural diversity, Pursuing scientific cooperation such as early warning systems for tsunamis or trans-boundary water management agreements, to strengthen ties between nations and societies and protecting freedom of expression which is an essential condition for democracy, development and human dignity.

UNESCO has four themes namely Education, Communication and Information, Natural sciences, Culture and Social and Human sciences. The Organization is committed to a holistic and humanistic vision of quality education worldwide, the realization of everyone's right to education, and the belief that education plays a fundamental role in human, social and economic development. The Natural Sciences Sector contributes to UNESCO's mission by using science to build peace, to eradicate poverty and to promote sustainable development.

UNESCO builds inclusive knowledge of societies through information and communication particularly through Information and Communication Technologies which has the power to transform economies and societies. UNESCO creates lasting peace in its humanistic mission by supporting people in understanding each other and working together. The organization fosters a strong culture component and a human centered approach to development based on mutual respect and open dialogue among cultures that can lead to lasting, inclusive and equitable results in building peace.

### **1.1.3 The Kenya National Commission for UNESCO**

The United Nations Educational Scientific Cultural Organization (UNESCO) is the only United Nations agency to have a global network of national cooperating bodies known as National Commissions for UNESCO. The National Commissions make part of the overall constitutional architecture of the Organization and are set up by their respective governments in accordance with the Article VII of the UNESCO Constitution. They operate on a permanent basis, for the purpose of associating their governmental and non-governmental bodies in education, sciences, culture and communication with the work of the Organization. Presently, there are 199 National

Commissions for UNESCO across the world. They constitute a truly global family with as an authoritative network of stakeholders, partners and experts and offer a comparative advantage to the Organization within the United Nations system. This network plays a significant role in the liaison with partners, the coordination of activities and the promotion of UNESCO's visibility at the country level.

The Kenya National Commission (KNATCOM) for UNESCO was established in 1964 under the Ministry of Education when Kenya joined UNESCO as its 73<sup>rd</sup> member. It is a liaison office that coordinates the activities of UNESCO in Kenya. The commission facilitates UNESCO's outreach to civil societies, parliamentarians and the private sector therefore, playing a significant role in raising UNESCO's visibility at the country level. KNATCOM works very closely with the Permanent Delegation of Kenya to UNESCO in ensuring that Kenya effectively and efficiently participates in UNESCO's programs and activities by marshaling the intellectual community to add and extract value to and from the Organization. The two offices also act as agencies of consultation, liaison and information, and mobilizing and coordinating partnerships with the civil society.

The KNATCOM Secretariat is supported by five programs and several expert committees. "UNESCO Programs" means the five UNESCO areas of competence and includes Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information. The function of the Government is to provide for the servicing of the national commission and to provide the premises and the financial resources necessary to allow the commission to carry out its functions. Most National Commissions for UNESCO in Africa operate as a department attached to the ministry

of education of their country. For example Nigeria National Commission for UNESCO is under the Ministry of Education.

## **1.2 Research Problem**

Change management has become a constant phenomenon in organizations and calls for serious attention and proper management if an organization is to survive. This is due to the effects of globalization, the micro and macroeconomic forces, and the intensification of competition. Managers and change agents are always seeking for new improved strategies and techniques of managing and implementing change in an organization in order to adapt to changing market conditions. This is because many techniques used by organizations on a daily basis to manage their activities tend to become outdated over time. The concept of change and change management is henceforth primarily important due to economic recessions, economic growth issues, political, societal or technical general conditions or due to the fact that some organizations do or do not have sufficient internal strength to sustain their position Jung (2013).

The Kenya National Commission for UNESCO is one such organization that is facing change in order to adapt to its environment. With The Kenya National Commission for UNESCO Act, 2013; KNATCOM became the successor of the Department of the Kenya National Commission for UNESCO existing under the Ministry of Education immediately before the commencement of the Act. The Commission henceforth became a state corporation with perpetual succession and a common seal. Therefore with the UNESCO ACT 2013, change management is identified as a critical variable for the success or failure of the reform policy.



A number of studies have been carried out with the focus of change management in public and private sector. They include Waithaka's (2012) research on change management at the Kenya Tea Development agency, adoption of the strategic change management process using a top-down approach with senior managers leading the process and the involvement of a consistent transformational leadership was found to be a success factor.

According to D'Ortenzio's (2012) study on change management in the South Australian Tourism Commission (SATC), strategic efficiencies, organizational unity of all employees, skills and capabilities specifically of managers and a humanistic approach was a recommended four step model of the study. Kiange (2005) on change management practices at the Kenya Ports Authority, various strategies and change management techniques to overcome resistance to change were used, such as adjustment of organizational culture, change in strategic direction, development of vision and mission statements, support by the top management, training, communicating changes, participation and coercion which after careful analysis were found to be closely related to Kotter's (1996) change model.

Kiuma (2008) established that Elimu Savings and Credit Co-operative Societies embracing of change had been very low hence subjecting the organization to a lot of resistance. The study focused mainly on resistance to change than strategic change management. Mativu (2012) in his study of change management at Safaricom Limited concluded that organizations should continuously ensure that management is well equipped with the necessary skills and knowledge to manage current and predictable future changes. He also established that proper planning and implementation,

availability of adequate resources, aligning structure to strategy are leading success factors in change management.

It is evident from the above studies that none has focused on change management in the Kenya National Commission for UNESCO. There is therefore a gap in literature as far as studies on how National Commissions of UNESCO manage change. Stemming from employees viewpoints, the study will develop sound recommendations on the implementation and management of change within the organization. How is change management done in the Kenya national Commission for UNESCO?

### **1.3 Research Objective**

This research had only one objective which was:

To establish how change management is done in the Kenya National Commission for UNESCO.

### **1.4 The Value of the Study**

The findings of this study will provide an evidence-based framework or theory of how change is managed in the Kenya National Commission for UNESCO. This will be beneficial to the Kenya National Commission for UNESCO, government, change initiators as well as for government sector employees. It will provide actionable details that can be applied to key groups in particular organizations.

The findings will be useful to practitioners, researchers and academicians in assessing how state corporations in Kenya manage change, in this case from a governmental

department to a state corporation. The steps and methods to actualize change can be replicated in similar scenarios enabling successful change. It will also provide a more knowledge for researchers, practitioners, and academicians who may be interested to objectively unravel the complexity that change management presents.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter consists of a presentation of reviews and analysis from various authors with relevance to the topic under research. It includes the discussion of the theoretical foundation, an overview of change management, a review of change management approaches and resistance to change in an organization.

#### **2.2 Theoretical foundation of the study**

There are various management theories that have been introduced by several scholars that can be used for a better understanding of change management in organizations. One of the theories is the Resource Based theory by Pfeffer and Salancik (1978). It focuses on the institutions capacity to change when taking into account their resources, as well as their need for them while being conscious of the resources they possess that may be of use for obtaining others. The theory shows how processes are managed and how the resources of an organization are allocated and deployed, all in order to obtain a sustainable or sustained competitive advantage. Resource based theory argues that organizations face environmental constraints in the form of external control over resources. The organization therefore needs to ensure operational efficiency and continued survival. The theory recognizes the contingent open systems nature of organizations (Pfeffer and Salancik 1978).

Resource Based Theory emphasizes organization adaptation of environment uncertainty through active organizational management of resource flows and interdependencies. Although resource dependence theory stresses organizational will

and ability to respond to environmental pressures, uncertainty, and interdependence, it recognizes the effect of organizational constraints and dependence of other organizations that control critical resources. Thus organizations are viewed to make strategic decisions within constraints. Strategic choice and RBT extends to an organizations discretion over how to structure it's interrelationship with its environment (Poole and Van de ven, 2004).

According to Priem & Butler (2001), Resource Based theory lacks substantial managerial implications or 'operational validity'. It seems to tell managers to develop and obtain valuable, rare, inimitable, and non-substitutable resources and develop an appropriate organization, but it is silent on how this should be done. It also invokes the illusion of total control, trivializing the property-rights issues, exaggerating the extent to which managers can control resources or predict their future value

An additional theory is the Systems theory advanced by Von Bertalanffy (1968). Von Bertalanffy (1968), proposed Systems theory, as a reaction against reductionism and the attempt to revive the unity of science. It emphasizes that real systems are open to, and interact with, their environments, and that they can acquire qualitatively new properties through emergence, resulting in continual evolution. Rather than reducing an entity to the properties of its parts or elements, systems theory focuses on the arrangement of and relations between the parts which connect them into a whole. This particular organization determines a system, which is independent of the concrete substance of the elements. Thus, the same concepts and principles of organization underlie the different disciplines (physics, biology, technology, sociology, management etc.), providing a basis for their unification. Systems concepts include:

system-environment boundary, input, output, process, state, hierarchy, goal-directedness, and information. Systems theory provides an analytical framework for viewing an organization in general (description and explanation). It recognizes the interdependence of personnel, impact of environment on organizational structure and function, effect of outside stakeholders on the organization.

According to the theory, organizational change can be introduced by altering variables such as infrastructure, tasks, technologies and resources (human and financial) singly or in combination. It views general practices as places where change is planned as an intentional event and assumes that the practice moves from one point to another more developed point. Huntington, (2000) considers systems theory to be micro because it focuses on change in a single unit (small or large) this is because it focuses more on the individual (the human body). In systems theory, leadership involves goal setting and the establishment of measurement and feedback loops.

A further theory is the Contingency theory that was coined by Burnes and Stalker (1961). Burnes and Stalker (1961) established a contingent relationship between an organization and its environment and the need to adapt to that environment. More importantly they showed there is more than one best way to do this. The basic tenant to contingency theory is that there is no one best way to change. The theory states that the structure and the performance of an organization are dependent on the situational variables that it faces, Dunphy and Stace, (1993). No two organizations are alike, and will not necessarily face the same variables. Therefore, their operations and structures may be different, Dunphy and Stace (1993). However, contingency theory in general has been criticized for the difficulty of relating structure to performance and that the

theory assumes that organizations and managers do not have any significant influence and choice over situational variables and structure, Burnes (2004).

### **2.3 Change management practices**

Organizational change entails understanding what needs to be done, what area of expertise is required, and the knowledge which goes to make the practice (Samson & Daft, 2005). There exist broadly two forms of change, planned change and Emergent Change. According to Lewin (1947), planned change is change that happens as a result of actions that are taken and planned in advance by the organization itself. In addition, traditional planned change management strategies involve sequential steps for altering organizational and individual behavior. Emergent change is change that happens randomly and not on an organization's intention. It recognizes the need for organizations to align their internal practices to their external conditions.

One of the models of planned change was advanced by Lewin (1947) which consists of three general steps which are identified for successful change. It comprises of unfreezing, changing, and refreezing. Unfreezing is the stage in which there is a recognized need for change and action is taken to unfreeze existing attitudes and behavior. This is done by creating the motivation for change. It is a preparatory stage deemed essential to the generation of employee support and the minimization of employee resistance. The unfreezing stage can also be described as where unhelpful behavior is made explicit and disconfirmed; and also this where concrete change is identified. The second stage of Lewin's (1947) model is the change, where through trial and error research style action, the change slowly gets implemented. It involves promoting effective communication and empowering people to embrace new ways of

working and learning new values, attitudes and behaviors. Here problems are identified and action plans are developed to enable implementation. Maximum flexibility is needed in the planning and implementation of the change. Once a suitable change is identified and implemented, the refreezing stage begins (the final stage); its objective is to embed the new changes in a state of quasi equilibrium so they are learned and assimilated enough to be maintained in the future. The refreezing stage requires behaviors to be consistent with the personality, behavior, and environment of those involved. This stage provides a sense of stability as the benefits of change are realized.

Kotter (1996) as a response to criticisms leveled against the planned model of change developed a model based on emergent change. According to Kotter (1996), the model advocates eight steps in the change process: 'establishing a sense of urgency; creating the guiding coalition; developing a vision and strategy; communicating the change vision; empowering employees for broad based action; generating short-term goals; consolidating gains and producing more change; and anchoring new approaches in the culture and thus making the change permanent.

Kotter (1996) Eight step model if implemented systematically one step after another will lead to successful change. The theory views change as driven from the bottom up rather than from the top down, and stresses that change is an open-ended and continuous process of adaptation to changing conditions and circumstances, Burnes (2004). The approach suggests change to be so rapid that it is impossible for senior change initiators to effectively identify, plan and implement the necessary



organizational changes, Kanter (1999). Therefore, the responsibility for organizational change has to become increasingly devolved (Wilson, 1992).

The second model to emergent change is the Learning Organization Model advanced by Senge (1990). Senge (1990) states that a learning organization does not just embrace a sudden adoption of change but should continually seek it. In his view, a learning organization uses learning, experimentation and communication to renew itself constantly. His view is shared by Peddler et al (1991) who define a learning organization as one that facilitates the learning of all its members while simultaneously transforming itself. Senge (1990) argues that organizations should develop a culture of learning at all levels of the organization making change a part of 'the business as usual'. He suggests five basic features of a learning organization: Shared Vision, Systems Thinking, Mental Models, Team Learning and Personal Mastery.

Beyond planned and emergent change models, change agency and organizational change competency approaches have been proposed (Samson & Daft 2005). Proponents of these approaches argue that irrespective of the nature of change, change has to be led and managed. Specialist skills are necessary to manage the different types of change. Change competency is the organization-wide capability to apply change management practices successfully and routinely, making change seamless and effortless. The Change context varies, not only from organization to organization but also from time to time; thus, successful change does not rely on how well it is planned but rather on how well the situation is analyzed and understood and identifying possible options to deal with problems occurred. We also have to consider

that conventional change management paradigms that work effectively in corporate settings have limited impact in Government.

#### **2.4 Change management approaches**

The way change is implemented in an organization varies depending on the type of industry, the organization's culture and values, the purpose that initiated the change, the goal that the change process intends to achieve the model or framework being used by management, and the new challenges that may rise while undergoing the implementation process.

Change can be initiated using the top-down or bottom-up approach. According to Ryan, Williams, Charles, Waterhouse (2008), in top down change, senior executives generally conceive, plan and directly implement change. Middle management is responsible for detailed coordination and internal management of change, while non-managerial employees are vital with respect to embedding change, even though they generally have little say in the decision-making process.

The top-down approach is mostly used in Government. This is because hierarchies are well defined and the administrative system is designed to give power to a person of seniority in tenure, irrespective of the individual's capability to lead. For managing change, the sensitization of the person in power and his critical role to lead outside his normative leadership function is very important. In the face of change some situational leaders may arise but most will rely on Government mechanisms of issuing orders, conduct meetings and arrange training programs for the employees undergoing a process change.

Bottom-up change is change that takes place when workers at a lower level, who are closer to the operation, see the occurring problems of the organization and give suggestions for improvements to the high manager. Top-managers are not always the best to initiate the change. Bottom-up change requires a high level of involvement and innovation from lower level staff. Thus, it can therefore generate the employees' commitment to the change process. On the other hand, top-managers, therefore, have not much control over the change process. And this is why the change may not have a clear perspective and employees do not have a definite vision about what their organization is going to be. The change process, somehow, might be slower in comparison with top-down change, Balogun and Hailey (1999).

## **2.5 Resistance to change**

According to Dent and Goldberg (1999), resistance is the conduct that employees adopt in order to preserve the status quo when faced with pressure or if they feel that their security or status is being threatened. Resistance is the resultant employee's reaction of opposition to organizational change, Folger and Skarlicki (1999). Resistance can also be described as a multifaceted phenomenon because it introduces unanticipated delays, costs and instabilities into the process of a strategic change, Waddell and Sohal (1998).

Employees resist change because of the fear of the unknown. They feel anxiety about how the change will affect them, their job performance, and their relationship with other employees'. A small amount of uneasiness is to be expected from most people when the status quo shifts, simply because people need time to adjust their thinking, their job performance, and their social relationships to any changes made. Managers

must allow for some resistance when they are planning to implement change. Indeed, some resistance to change may even be positive because it slows down the speed with which innovation might otherwise proceed and allows time for employees to adjust to it, Fine (1986). Resistance to organizational change also carries a negative connotation, thus symbolizing undesirable employee attitudes and counter-productive behavior Waddell and Sohal (1998). This is when it hinders employee adaptation to change and organizational progress.

Kotter (1996) identifies two types of Resistance to change namely; Systemic and behavioral resistance. Systemic resistance is cognitive in nature and is due to a lack of knowledge, information, or skills. It can be addressed through communication and information. Behavioral resistance is emotional in nature and it is derived from reactions, perceptions, and assumptions. It can be dealt with through the natural, individual and group processes to address prejudice, assumptions, perceptions, and conclusion formulation. According to Hultman (1995) behavioral resistance to change falls into two categories, active and passive resistance. In the case of active resistance, employees engage in behaviors associated with manipulation, ridicule, fault-finding and fear. On the other hand, passive resistance is associated with withdrawal of information, ignorance and lack of action following verbal compliance.

A number of studies have identified issues that concern employees during organizational change, Covin and Kilmann, (1990), Lewis (2000). Leader behavior is crucial during organizational change, as leaders provide a vision of the change; give direct support to employees and model appropriate behavior. These actions help to build stability during change and enhance employees' commitment to it, Covin and

Kilman (1990). Lack of employee participation and involvement in the change process, inadequate financial and non-financial incentives, climate of distrust between employees and higher management, uncertainty about careers and roles (Ashford, 1988), fear or anxiety, communication Lewis(2000), and new roles, relationships and skills are also important issues for employees. During change some employees may also have trouble separating from the old organization, as they feel a sense of loss with having to 'let go' of the old and highly-valued structures, methods and rules, Nadler (1987).

Participation, involvement of employees' and open full communication has been recognized as quite effective methods that can benefit the change process and reduce the negative aspects of resistance to change. Positive participation in the change process on the part of the employee is certain to increase when employees are provided with opportunities of engagement, personal involvement and having a democratic say in issues relating to transition management. Lewin (1951) and Coch and French(1948) both concluded that involvement in the learning, planning and implementation stages of a change process significantly influence commitment to change and apparently lower resistance. Management should inform employees of the reasons behind the change and also prove why change is needed. Job security, a sense of urgency, empowerment, crafting an implementation plan and training are also proposed ways for overcoming resistance Mabin and Forgeson(2001), Chawla and Kelloway (2004),Kanter, (1999).

According to D'Ortenzio, (2012 ) employees merely receiving instructions from top management regarding what is required of them does not constitute their involvement

in the change process. Lack of ownership is also a missing element in the process, resulting in negativity. Ownership here means the employees being included in the decision making process in the policy formulation, change process and the top management knowing their mindset regarding the change process. Participative management, by the use of techniques that consists of a two way communication, information sharing and consultation tend to produce committed rather than compliant employees Kotter et al (1986); White and Bednar (1991).

For there to be successful organizational change, employees also have to change in their behavior with regards to their job roles. Employees should be given ample time to adapt and assimilate to change. This is because change tends to happen over an extended period of time. This means that those involved in facilitating or leading organizational change must expect that there will be extended periods of adjustment in the organization and not all employees will accept the change in a uniform fashion.

Change management requires understanding how employees change, since organizational change is based on changes in each employee, Bacal and Associates, (2007). Therefore for change to occur, it first and foremost needs to be accepted and supported by those for whom change programs are launched. Individuals, alone or in groups, are the ones who will identify and implement solutions to the problems facing an organization. And it is individuals who will prosper or decline as a result of the organization's success or failure. This makes individuals the most important element in the change equation, Wruck (2000)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter includes the methodology in which the researcher used to conduct the research. It is presented in the following order, research design, data collection and the data analysis.

#### **3.2 Research design**

The research design was a case study of the Kenya National Commission for UNESCO. According to Patton (1990), case studies are useful when one needs to understand a particular phenomenon(change management) in great depth and where one can identify cases rich in information – rich in the sense that a great deal can be learned from a few exemplars of the phenomenon in question. This method is therefore ideal for this research due to the in depth nature of understanding required.

Kothari (2004) asserted that the ‘essence of a case study illuminates a decision or set of decisions: why they were taken, how they were implemented, and with what result’, and for this reason case study research can include both single and multiple case studies.

The case study was conducted to ascertain change management in the Kenya National Commission for UNESCO through the perception of the employees of the organization. It evaluated the implementation process and the outcome it had on the organization.

### **3.3 Data collection**

Primary qualitative data was collected in the form of interviews. The interview guide was open ended and structured to answer the questions related to the study objective. The researcher conducted personal interviews that were administered to top management and middle level managers.

The researcher made use of a voice recorder in the interviews. The top management included the secretary general (the secretariat), the deputy secretary general and middle level managers in the five different areas of competence (programs) of UNESCO, namely; Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information.

### **3.4 Data analysis**

The researcher analyzed the data through the use of content analysis. This is a technique of making inferences by systematically and objectively identifying specific characteristics or messages. It provides a qualitative and descriptive picture of the interviewees, concerns, ideas, attitudes or perception and feelings.

This method was used to uncover and understand what lies behind a phenomenon (change management) under study. Content analysis was used in this research to help extract and summarize the relevant formal content of the interviews conducted in a more consistent procedure.



## **CHAPTER FOUR**

### **DATA ANALYSIS, FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the findings of the study and the analysis as per the objective of the study, “To establish how change management done in the Kenya National commission for UNESCO”. The primary data which was qualitative in nature was collected with the use of an interview guide. The response rate was five out of six (83.3%). The results are presented as follows; change management in KNATCOM for UNESCO and the discussion of findings in comparison with theory and with other studies discussed in the problem statement.

#### **4.2 Change management in the Kenya National Commission for UNESCO**

The department heads of the five key programs of KNATCOM for UNESCO were asked what major change had taken place in the institution in the last two years. All the respondents were aware of the major change that occurred in the organization as the transformation of KNATCOM for UNESCO from a department of the Ministry of Education in Kenya to a State corporation. They further explained that it was brought about by the enactment of the Kenya National Commission for UNESCO Act 2013. This change mandated the commission to conduct its own activities.

On the question on what the respondents understood of the definitions of change and change management, the respondents revealed an understanding of change management as involving the people in the organization for they are the ones to implement the change. The respondents defined change management in context with

the organization as the revitalization of the KNATCOM for UNESCO Act of 2013. Change was viewed change as an ongoing process moving from one state to another. In this case, from the ministry of education to a state corporation. The change was regarded as being in transition and still ongoing.

On what the contributing factors to reform and organizational and managerial change were, the major factor that contributed to the change was found to be Article 7 of the UNESCO constitution. The Article states that governments provide National Commissions autonomy; therefore the institution had to conform to the law. It was further revealed that change was strategically planned from the time the idea was conceptualized. Another factor that was identified is the bureaucratic nature of the Kenyan government which restricted the commission's activities. The capability of KNATCOM to be in control of its own resources was also another major factor that led to the reform. Thus all the respondents were in agreement, the enactment of The Kenya National Commission for UNESCO ACT, 2013 facilitated efficiency in the day to day business activities.

Asked what their role they played in change management as managers, all the department heads in the five UNESCO programs revealed that they took a pro-active role in the change process. Every department was expected to contribute their input prior to and during the change. These included drafting of the KNATCOM for UNESCO law, participating in stakeholder meetings and transitional committee meetings, giving required support to the Secretary General of KNATCOM, doing a functional analysis. They respondents also took part in preparation of pre-requisite documents such as the Human Resource manual and the auditor finance manual.

Each program came up with write-ups that explained what each program does including its achievement and challenges also giving a justification of the impending change. It was further revealed that one's role in the change process was influenced by tenure in the organization and the position held. Therefore, the roles of the respondents in the change process were dependent on their position in the organization.

On the question with regards to the change management practices used, all the respondents unanimously agreed that KNATCOM adopted a planned approach to change management. This was to help the commission move systematically from one state to another through a series of pre-planned stages which targeted the entire organization. This was done in order to meet with best practices in accordance with other National Commissions for UNESCO around the world. The respondents explained the events that led to Kenya National Commission for UNESCO becoming a state corporation from a department of the ministry of education. It involved consultations with employees within the organization, and capacity building meetings.

Experts in change management, lawyers, and experts from the state corporation agency were also consulted in the change process. It was further revealed that KNATCOM liaised with various ministries, the Kenyan cabinet, parliament who passed the bill in 2012 which led to the enactment of the KNATCOM UNESCO 2013 Act. The change process was therefore planned; the employees were made aware of the need to change and were kept informed.

When asked about the expected roles of employees, the respondents all revealed that every department had a role to play. They were expected to prepare the necessary documentation needed prior to and during the change. Every employee was assigned a role and they were expected to understand and conform to the change gradually. It was further revealed that the employees were expected to cooperate and foster team work. The employees were also expected to identify the resources needed for their everyday work in order to execute their roles.

It was revealed by the respondents that Communication and Participation played huge and significant role in the introduction and implementation of change within KNATCOM. Participation and communication was critical in the transition of the change prior to and during the change process. The human resource department played a key role in disseminating information to the employees during the change process.

Communication was facilitated through emails, capacity building workshops which were held in the institutions boardroom. Capacity building workshops were held in order to sensitize the employees; this also gave the employees the opportunity to give their inputs on the change and the change process. Questionnaires were administered to employees with the option of anonymity in order to gauge their thoughts and give inputs to the change process. It is through these workshops that the employees were sensitized and given opportunity to air their views and contribute towards the change. It was also revealed that the Secretary General of KNATCOM controlled the flow of communication from her office to the rest of the employees.

The respondents revealed that they actively participated in the change process. The management of KNATCOM for UNESCO realized that no meaningful change could take place without involvement and empowerment of the employees. Prior to and during the commencement of the implementation process, management organized meetings, workshops and seminars to discuss educate and get feedback from the employees on the intended changes.

From the time the idea was conceptualized each and every department had a role to play from drafting of the bill by senior managers to write-ups justifying the need for the change which was done by every program. The employees also took part in the research of the draft UNESCO bill which was passed in 2012 by the Kenyan parliament. There was an active involvement of employees in the change process from all levels of staff such as senior management, middle management and subordinate staff. This played a critical role in motivating the employees towards accepting the change. These activities aided the Employees in developing a sense of ownership in the change and change process because of the level of involvement.

When asked whether the change was initiated from the top-up or top-bottom, it was discovered through the responses that the Kenya National Commission for UNESCO used a top –down and a bottom up approach in initiating change. Change was initiated through directives and instructions from the Secretary General. Employees were also afforded opportunities to contribute towards the change by giving their views. From the top, the management gathered information and shared it with the staff and decisions were made by senior management. Decisions were also made through

consultation with the employees after they were sensitized in terms of ownership of the change.

On the question of the term ‘resistance to change’, It was discovered that from the findings that there was a realization of the term by all the respondents. It was understood as the failure to adopt changes for the general good and prosperity of the organization. An apprehension to adopt change even when information is given or even when the employees have been prepared for change. The respondents stated that resistance is to be expected. This is because one is used to the status quo and to the norm of going about their duties. From the response, resistance was minimal because the senior management took steps to involve the staff through active participation where a sense of ownership developed. Counselling the staff on the impending change and also during implementation minimized resistance.

The employees were allowed to ask questions and clarifications were made .There was also an expectation of salary increment and an introduction of incentives that were anticipated would come with the change. These activities ensured that little or no resistance took place in the change management process.

The respondents revealed that employees in KNATCOM were afforded opportunities to contribute their expectations prior to and during and after the change process Capacity building meetings were also vital in determining employees’ expectations. It was discovered that the change management of the Kenya National Commission of UNESCO into a State Corporation has brought about benefits that can be categorized in terms of improved job performance, improved access to stakeholders and a

modification in the general management of the organization. According to the respondents, the job performance was improved and became more efficient, the time limit to complete a task was minimized due to the cut down of bureaucracy. Decisions were therefore made at a faster rate than was the previous norm due to the bureaucracy and the red tape characterized by government institutions. This was not the case when the institution was part of the department of ministry of education. It was further revealed that the functions of Kenya National Commission for UNESCO have remained the same.

It was further stated by the respondents that the change brought about an increase in the workload that leads to burn out and thus contributing factor to stress in the work place. There was also efficiency and a higher productivity in the job performance because the commission was in control of its own resources which was evident with the introduction of its own finance department. This resulted in increased job satisfaction, better team performance and higher level of employee work morale.

With regards to the overall management of the commission, the respondents revealed a change in structure of the organization. There was the introduction of the Board of the Commission, two deputy secretary generals rather than the previous structure which had only one, the introduction of the finance department and the overall Human Resource manager. There was faster decision making because the Secretary General now had the powers to make fundamental decisions. The control of resources enabled the acquisition of infrastructure in the organization, more work stations and work desks and chairs which the employees were happy about. The easier access to resources enabled employees to carry out their projects and duties more efficiently.

This was a great motivation to them because the long wait of the approval of budgets came to an end as was the case when the Kenya National Commission for UNESCO was a department of the ministry of education.

From the findings, it was revealed that the change brought about a positive aspect to the organizations interaction with Stakeholders. There was easier access of the commission to the stakeholders and the stakeholders to the commission thus making the interaction more vibrant. For example the commission could now deal with other ministries apart from those affiliated to the ministry of education and also those related to the programs of the Kenya National Commission for UNESCO.

### **4.3 Discussion of the findings**

This section provides an analysis of the findings with relevance to theories presented in the literature review and the studies discussed in the problem statement.

#### **4.3.1 Comparison with theory**

The study had one objective, to find out how change is managed in the Kenya National Commission for UNESCO. Change management in the Kenya National Commission for UNESCO was influenced by the environment, the control of resources and bureaucracy that was characterized by government institutions. These factors are supported by the Resource based theory .According to Pfeffer and Salancik (1978), Resource Based theory focuses on the institutions capacity to change when taking into account their resources, as well as their need for them. The theory recognizes the importance of the consideration of the availability and control of resources in the making of strategic decisions with regards to adapting to its



environment with the aim of sustaining a competitive advantage. This was consistent with the findings, the environment here being UNESCO National Commissions which have already been granted autonomy from government institutions. The theory recognizes the need to ensure operational efficiency (Pfeffer and Salancick 1978), which is vital for KNATCOM's persistence.

The Kenya National commission for UNESCO made a strategic decision to undergo change through controls instigated by the UNESCO constitution and the passing of the 2013 Act by the Kenyan parliament. The change management in KNATCOM for UNESCO is consistent with the Contingency theory coined by Burnes and Stalker (1961) which establishes a contingent relationship between an organization and its environment and the need to adapt to that environment.

The change management practices that were recognized from the primary data collected was that of the participation of the employees in the change process. According to Lewin (1951) and Coch and French(1948) involvement in the learning, planning and implementation stages of a change process significantly influence commitment to change and apparently lower resistance. Therefore there was no reported form of resistance by respondents due to sensitization. This was prevalent in the findings as this was done through capacity building workshops and the giving of insights and views of the employees which were incorporated in the change.

The employees also took part in drafting of the KNATCOM for UNESCO bill which was enacted into law in UNESCO Act 2013.They also took part in research and developing of other write ups necessary for the change. This made the employees

develop a sense of ownership. D'Ortenzio, (2012) states that a sense of ownership by employees be instigated. According to D'Ortenzio, (2012) ownership is the inclusion employees of in the decision making process in the policy formulation, change process and the top management knowing their mindset regarding the change process. This was evident with the findings.

From the findings, the change in Kenya National Commission for UNESCO was strategically planned and therefore is similar to Lewin's (1947) model of planned change. Lewin's (1947) model consists of three general steps (unfreeze, change and refreeze) which are identified for successful change. The organization seemed to have gone through the unfreezing stage where there was recognition for change and action was taken to unfreeze existing attitudes and behavior through capacity building workshops.

Currently the organization is in transition, Lewin (1947) states that this is where through trial and error research style action, change slowly gets implemented. It involves promoting effective communication and empowering people to embrace new ways of working and learning new values, attitudes and behaviors. Senge's (1990) Learning Organization model can also be used to explain the findings which revealed that the organization is going through trial and error action style of change thus the employees learn as it the institution transitions. The findings also dispute Senge's (1990) Learning Organization model which states that change in a learning organization is emergent. This was not the case with change in the Kenya National Commission for UNESCO which was a planned change and not emergent. Peddler et

al (1991) defines a learning organization as one that facilitates the learning of all its members while simultaneously transforming itself.

The commission used a hybrid change management approach which comprises of both the top-down and bottom up approach. According to Ryan, Williams, Charles, Waterhouse (2008), in top down change, senior executives generally conceive, plan and directly implement change. Bottom-up change requires a high level of involvement and innovation from lower level staff. Thus, it can therefore generate the employees' commitment to the change process. This was with accordance with the findings.

#### **4.3.2 Comparison with other studies**

In comparison with Waithaka's (2012) study, some aspects are dissimilar with these current research findings. Wathaka's (2012) study found that a strategic change management process using a top-down approach with senior managers at the forefront leading the process through transformational leadership was used. With relevance to change management in KNATCOM for UNESCO, not only was a top-down approach used but bottom-up and a top-bottom approach was incorporated in the change management process. In similarity a strategic planned approach and transformational leadership with the Secretary General at the front was used as consistent with the research findings.

According to Kiange (2005) on change management practices at the Kenya Ports Authority, the findings were inconsistent with how change management was done in KNATCOM. Communication, participation, support from top management were the

only aspects found to be similar. The findings of this study reveal a close similarity with Lewin's (1947) model, unfreezing, change, refreeze. The results show that the change in KNATCOM is still in transition.

In Kiuma's (2008) Study of Elimu Savings and Credit Co-operative Societies resistance was prevalent as the employees were not keen on embracing the change. This is dissimilar to the KNATCOM research findings as there was no record of resistance as it anticipated and steps were taken to control it. These included involving the employees in active participation in the change process, open communication to employees, both formal and informal. Capacity building workshops were also important as employees used to this platform to air their views on the change management.

Mativu's (2012) study of change management at Safaricom Limited was concurrent with the findings of how change is managed in KNATCOM. Proper planning and implementation, availability of adequate resources, the restructuring of the commission to align itself with the change strategy were key success factors in managing change in KNATCOM for UNESCO. The top managers contributed in their areas of competence where they were most skilled and knowledgeable. Experts were used to steer the change management process.

The research findings of how change was managed are consistent with D'Ortenzio's (2012) recommendation of a four step model. These included strategic efficiencies, organizational unity of all employees' skill and capabilities of managers and a humanistic approach to change management. KNATCOM fostered organizational

unity through team work and open communication an active participation of all employees is where a humanistic approach was developed. All employees worked towards the same goal in consistent with the organization and demonstrated commitment and support to the change process.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study was designed to achieve one specific objective: to find out how change is managed in the Kenya National Commission for UNESCO. The chapter presents summary of the discussions, conclusions and recommendations drawn after analyzing the data.

#### **5.2 Summary**

According to the first theme of the study, change management, it was discovered that the respondents had a general understanding of change and change management. Consultations with change management experts were used from the onset of the change process to the transition of KNATCOM for UNESCO to a state corporation.

With regards to the theme of change management practices, findings revealed that external forces such as the overall environment played a part in the instigation of the change. The study findings showed that a strategic change management approach was adopted to help the organization move from one state to another. The change was pre-planned so as be in line with the best practices of other National Commissions for UNESCO around the world with accordance with Article 7 of the UNESCO constitution. Change in policy with the enactment of the KNATCOM for UNESCO Act 2013 played a significant role. Internal forces such as bureaucracy and the need for the control of resources were also a contributory factor to the change process. A hybrid of the top - down and bottom – up approach to change was dominant.

Change in KNATCOM was led by the Secretary General and by senior managers giving an opportunity to all employees to contribute their views which were incorporated in the change process. There proved to be great leadership from the Secretary General through opening the channels of communication to other members of staff regarding the change at different stages. The change management practices observed from the findings were similar to Lewin's (1947) three step model, and similar to Senge's (1990) learning organization theory with a difference that it was a planned change. The findings also support Burnes and Stalker's (1961) Contingency theory and Pfeffer and Salancik (1978) Resource based theory in explanation to what contributed to the reform in the organization.

It was observed from the findings that support of management personnel in the organization motivated other employees of the commission to adopt change. There were no reports of resistance to change although it was expected by the organization and thus anticipated steps were taken to involve staff through open communication, active participation which helped the employees develop a sense of ownership. Various mechanisms such as consultations and capacity building workshops were used by KNATCOM in leading their staff in accepting change.

The change brought about positive aspects in the organization. First and foremost it gave autonomy to KNATCOM for UNESCO and a faster decision making process was enabled by the mandate. Secondly the organization had control over its own resources thus leading to more work being done thus an increase in the workload. This led to a high job performance and efficiency. Thirdly the change brought about a change in structure with the introduction of the Board of the Commission, two deputy

Secretary Generals, a finance department and the introduction of the human resource manager.

### **5.3 Conclusion**

It is clear from the above findings that the change in KNATCOM has been successful thus far but is still going through a transition phase due to the reform. Various factors contributed to the success of the change management. The study revealed that change management in The KNATCOM for UNESCO was strategically planned using a hybrid of the top-bottom and bottom-up approach to change. Lewin's (1947) three step model was adopted in the change process with close similarity with Senge's (1990) Learning Organization Model. The research brought about the aspect that change in a learning organization does necessarily need to be emergent but may be planned as was the case with KNATCOM for UNESCO. Consultations with experts prior to and during the change played a significant role in the change process.

Certain observations are also clear from this research regarding the manner in which KNATCOM dealt with curbing resistance towards the change. Direct participation, involving employees themselves, played a key role in ensuring acceptance of change. KNATCOM also created ideal conditions for employees to make effective contributions to their organization. Dominant leadership from the Secretary General, Top management support and support from the employees throughout the entire period of managing the change process proved to be vital. Continuous learning within the organization also encouraged capacity building and development to equip employees with skills to help them achieve the organizational goals.



The study brought out factors that led to the major change as the overall environment of National Commissions around the world, the control of resources, and bureaucracy in government institutions and finally, change in policy.

#### **5.4 Recommendations**

After undertaking the study, it is hereby noted that key recommendations are worth considering for organizations going through a transition to successfully manage the change process. The study recommends that management staff be trained on change management so as get more clarity and a further understanding of key concepts. This is important when in absence of experts in the organization.

Due to the increase in workload, it is further recommended that KNATCOM for UNESCO hires more staff to support the work of the five different programs of UNESCO. This will enable to relieve stress and burnout of senior managers and other employees. The findings are therefore beneficial KNATCOM for UNESCO and can be used as an evaluation of the change management process thus far.

The findings are recommended to be used by practitioners, academicians, and researchers on managing change from the aspect of a government department to a state corporation.

It is recommended that any public sector employee wanting to embark on research of a higher academic nature use this study as a foundation on which to build further knowledge pertaining to change management in their organization.

### **5.5 Limitations of the study**

The main limitation was the failure of the study to include views of other levels of staff. It was concentrated mainly on getting views of management staff and neglected that of lower cadre employees. Inclusion of views of other employees would have enriched the study further.

Time was also a constraint as the study could have probably yielded even better results if more time was available. This was the case as the top managers had busy work schedules and not all were interviewed, thus contributing to the response rate of 83.3%.

This study relied on only one research design where data was collected using only one method. There are issues which might not have been captured using this methodology and therefore the study may have omitted some of the important issues on how change was managed in KNATCOM for UNESCO.

### **5.6 Suggestions for further research**

This study investigated how change management was done in KNATCOM for UNESCO. A further study could be carried out to investigate the performance of KNATCOM for UNESCO after the transition of the change process. Further research can be done to investigate resistance to change and the change management practices in KNATCOM for UNESCO.

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## APPENDICES

### *Appendix I: Formal Interview Guide*

#### **SECTION A: General Information**

Interviewee Name (Optional) .....

Position/Designation .....

Department .....

#### **SECTION B: Questions**

1. What major change has taken place in KNATCOM for UNESCO in the last 2 years?
2. What is your understanding of the definitions of change and change management within the KNATCOM for UNESCO?
3. What were the contributing factors to the reform and organizational and managerial change initiatives within the KNATCOM for UNESCO?
4. What role did you play in the change management as a manager?
5. What change management practices did you use in the change initiation and the implementation of change.
6. What was the employees' expected role in the change process with regard to the change initiatives being implemented in the KNATCOM for UNESCO?
7. What role did the employees play in the change process with regard to the change initiatives being implemented in the KNATCOM for UNESCO?
8. What role does 'communication' play in the introduction and implementation of change and change management within the KNATCOM for UNESCO?
9. What role did participation play the introduction and implementation of change and change management within the KNATCOM for UNESCO?

10. How was change initiated from a top-down, bottom –up point of view?
11. What change management framework did you use to implement the change?
12. What is your understanding of resistance to change?
13. What anticipated steps did you take to minimize resistance by the employees in the KNATCOM for UNESCO?
14. To what extent were KNATCOM for UNESCO employees afforded opportunities to contribute their expectations prior to, during and after the change process?
15. What effects has the change and change management had on
  - (a) The job performance
  - (b) The management of the organization
  - (c) The stakeholders?
16. Thus, the encompassing research question for this study is: How is change management done in KNATCOM for UNESCO?

## Appendix II: Data Collection Letter

Anita Hamala Ouma  
P.O. Box 1172-00100  
Nairobi, Kenya

9<sup>th</sup> September 2014

The Secretary General, Human Resources  
Kenya National Commission for UNESCO  
Harambee Avenue, NBK Building 14<sup>th</sup> floor  
P.O. Box 72107-00200 NAIROBI

Dear Madam,

### **RE: DATA COLLECTION FOR RESEARCH PROJECT**

I am an MBA student at the University of Nairobi, School of Business and as a partial requirement for the award of the degree, I am conducting a research on Change Management in the Kenya National Commission for UNESCO.

The purpose of this letter is to request permission to get relevant information from selected members of staff on the change management process in your organization and the kind of experience you have gone through since the organization changed its status from a department in the ministry of education to a state corporation. The information will be got through interviewing the select members personally. Those picked include the secretary general other top level and middle level managers in the organization.

I would like to assure you that any information received will be purely for academic purposes and will be treated in strict confidence. Attached is the letter of introduction from the University of Nairobi. A copy of the final Research Document will be given to your company on request.

I look forward to your assistance and support in this matter and thank you in anticipation.

Yours faithfully,

ANITA HAMALA OUMA